An Overview: Understanding Foundational Literacy Grades K-5

Just Read, Florida!
Welcome

Please create a name tent. Include your:

✓ Name
✓ Role
✓ District
WORD PLAY

Image: Pixabay
Expected Outcomes

- Describe the relationship between foundational skills and skilled reading.

- Explain the links between the foundational components of reading.

- Identify effective instructional practices to facilitate foundational literacy development for all students.
Foundational Instruction Matters

In the early grades, the standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. “Readers who have strong decoding skills can figure out unfamiliar words so quickly that the process requires no conscious effort,” says Dr. Holly Lane, Director, University of Florida Literacy Institute. When decoding is effortless, a reader’s limited working memory is freed up so the reader can focus on meaning. (Florida’s B.E.S.T. ELA Standards, page 6)
Appendix E: Reading Foundations
Florida’s B.E.S.T. ELA Standards (pages 206-211)

Phonological awareness, alphabetic skills and language skills are the best predictors of early reading success.

(Florida’s B.E.S.T. ELA Standards, page 206)
Appendix E: Reading Foundations
Florida’s B.E.S.T. ELA Standards (pages 206-211)

It is important to teach... in an explicit, sequential, systematic and cumulative manner.

Learning is multisensory...

(Florida’s B.E.S.T. ELA Standards, page 206)
If we want to **GROW** our **READERS**...

we need to **KNOW** our **READERS**!
“Teaching is what WE do, learning is what THEIR BRAINS do.”

-Dr. David A. Kilpatrick
Our brains were not born to read!
The Mechanics of Reading

- Phonological Awareness
- Print Concepts
- Phonics and Word Recognition
- Fluency
What is the purpose of reading?
Many Strands Are Woven into Skilled Reading

Figure 1.9 Reading Rope (Scarborough, 2001)
Print Concepts

Image: Pixabay
Print Concepts

ELA.K.F.1 Learning and Applying Foundational Reading Skills

Print Concepts
ELA.K.F.1.1: Demonstrate knowledge of the basic concepts of print.
   a. Locate a printed word on a page.
   b. Distinguish letters from words within sentences.
   c. Match print to speech to demonstrate that language is represented by print.
   d. Identify parts of a book (front cover, back cover, title page).
   e. Move top to bottom and left to right on the printed page; returning to the beginning of
      the next line.
   f. Identify all upper- and lowercase letters of the alphabet.
   g. Recognize that print conveys specific meaning and pictures may support meaning.

Benchmark Clarifications:
Clarification 1: Matching print to speech involves making a one-to-one correspondence between a
spoken word and the print on the page. This can be accomplished by having the child point to each word
in a sentence as it is read by an adult.

ELA.1.F.1 Learning and Applying Foundational Reading Skills

Print Concepts
ELA.1.F.1.1: Locate the title, table of contents, names of author(s) and illustrator(s), and
glossary of books.
Practice One-To-One Correspondence
Phonological Awareness: What’s the Link?
What do these numbers represent?

26 44 150
The level of phonemic awareness that a child possesses accounts for as much as 50 percent of the variance in reading proficiency by the end of first grade.

Blachman, 91; Juel, 91; Stanovich, 91; Wagener, Torgeson, Roshotte, 1994
PHONOLOGICAL AWARENESS

PHONICS
Let’s Practice!

Image: Pixabay
Sound Boxes
Phonics and Word Analysis: What’s the Link?
THE DEVELOPMENTAL RELATIONSHIP BETWEEN PHONOLOGICAL SKILLS AND WORD-LEVEL READING

Phonological Skill Development

EARLY PHONOLOGICAL AWARENESS
Rhyming, first sounds, syllable segmentation

BASIC PHONEMIC AWARENESS
Blending and segmenting

PHONEMIC PROFICIENCY/ADVANCED PHONEMIC AWARENESS
Automatic, unconscious access to phonemes in spoken words

Word Reading Skill Development

LETTER NAMES AND LETTER SOUNDS
Phonological storage and retrieval

PHONIC DECODING AND ENCODING (spelling)

ORTHOGRAFFIC MAPPING
Efficient memory for printed words; rapid sight vocabulary expansion

-Adapted from David Kilpatrick, Essentials of Assessing, Preventing, and Overcoming Reading Difficulties

www.FLDOE.org
ORTHOGRAFIC MAPPING

DECODING WORDS

REMEMBERING WORDS

PRINT TO SOUND

SOUND TO PRINT

PRINT TO PRINT
Appendix E: Reading Foundations
Florida’s B.E.S.T. ELA Standards (pages 206-211)

Alphabetic skills are knowledge of letter names and sounds, the ability to identify and recognize words as well as spell them correctly.

(Florida’s B.E.S.T. ELA Standards, page 206)
Phoneme-Grapheme Boxes

s igh t
<table>
<thead>
<tr>
<th></th>
<th>Based on Usage</th>
<th>Based on Alphabetic Principle</th>
<th>Based on Automaticity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HF</td>
<td>Not</td>
<td>Regular</td>
</tr>
<tr>
<td>did</td>
<td>➹</td>
<td></td>
<td>➹</td>
</tr>
<tr>
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<td>➹</td>
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</tr>
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<td>➹</td>
<td></td>
<td>➹</td>
</tr>
<tr>
<td>dendrochronology</td>
<td>➹</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
girl
Learning Letters vs. Learning Words

Image: Pixabay
koala

Image: Pixabay
Practice, Play... PROFICIENCY!
Word Chaining
List → Lift → Swift

Image: Pixabay
Syllable Division Rules

Six Syllable Types

Teaching Multisyllabic Words

Spelling Rules

Morphology
## Six Syllable Types

<table>
<thead>
<tr>
<th>Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed syllables</td>
<td><em>insect</em></td>
</tr>
<tr>
<td></td>
<td><em>student</em></td>
</tr>
<tr>
<td>VCe</td>
<td><em>complete</em></td>
</tr>
<tr>
<td></td>
<td><em>baseball</em></td>
</tr>
<tr>
<td>Open syllables</td>
<td><em>program</em></td>
</tr>
<tr>
<td></td>
<td><em>torpedo</em></td>
</tr>
<tr>
<td>Vowel team</td>
<td><em>trainers</em></td>
</tr>
<tr>
<td></td>
<td><em>neighborhood</em></td>
</tr>
<tr>
<td>Vowel-r</td>
<td><em>character</em></td>
</tr>
<tr>
<td></td>
<td><em>circus</em></td>
</tr>
<tr>
<td>Consonant-le</td>
<td><em>dribble</em></td>
</tr>
<tr>
<td></td>
<td><em>puzzle</em></td>
</tr>
</tbody>
</table>
Fluency: What’s the Link?
As readers **crack the code** and understand the **connection** between sounds and letters, they **build automaticity** at the word-level. Readers can **connect words** and read with **appropriate accuracy and prosody** at the sentence level and beyond. Fluent readers **free up space in their working memories** and can **invest energy** towards **strategic comprehension** of the text.
As students consolidate their alphabetic skills, they should practice reading familiar texts to build fluency.

(Florida’s B.E.S.T. ELA Standards, page 206)
### Multidimensional Fluency Scale

<table>
<thead>
<tr>
<th></th>
<th><strong>1</strong></th>
<th><strong>2</strong></th>
<th><strong>3</strong></th>
<th><strong>4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXPRESSION &amp; VOLUME</strong></td>
<td>Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.</td>
<td>Begins to use voice to make text sound like natural language in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.</td>
<td>Make text sound like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.</td>
<td>Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.</td>
</tr>
<tr>
<td><strong>PHRASING</strong></td>
<td>Reads in a monotone with little sense of boundaries; frequently reads word-by-word.</td>
<td>Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses.</td>
<td>Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness, reasonable stress and intonation.</td>
<td>Generally reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression.</td>
</tr>
<tr>
<td><strong>SMOOTHNESS</strong></td>
<td>Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.</td>
<td>Experiences several “rough spots” in text where extended pauses or hesitations are more frequent and disruptive.</td>
<td>Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures.</td>
<td>Generally reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.</td>
</tr>
<tr>
<td><strong>PACE</strong></td>
<td>Reads slowly and laboriously.</td>
<td>Reads moderately slowly.</td>
<td>Reads with an uneven mixture of fast and slow pace.</td>
<td>Consistently reads at conversational pace; appropriate rate throughout reading.</td>
</tr>
</tbody>
</table>

“The notion of repeated readings is just another name for rehearsal...

rehearsal isn’t aimed at reading fast;

it’s aimed at making a meaningful rendering of the text.”

-Dr. Timothy Rasinski
Where This Work Leads Our Readers

Image: Pixabay
Systematic

• Pre-specified sequence of letter-sound correspondences taught in a logical order
  • Examples are:
    • Most common sounds taught first;
    • Progresses from simple to more complex;
    • Once a few letter sounds are learned, students are taught a decoding strategy; and
    • Students apply recently learned phonics to reading connected text.
Explicit Instruction

- Teacher **Models** and **Explains**

- Teacher provides **Guided Practice**
  - Students practice what the teacher modeled and the teacher provides prompts and feedback

- Teacher provides **Supported Application**
  - Students apply the skill as the teacher scaffolds instruction

- **Independent Practice**

(Source: Explicit Instruction: Effective and Efficient Teaching, by Anita Archer
https://explicitinstruction.org/)
Foundational Instruction Matters

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Sources Utilized

• B.E.S.T. ELA Standards and Benchmarks with Clarifications and Examples Booklet
• Scarborough’s Reading Rope
• Gough and Tunmer’s Simple View of Reading
• Mark Seidenberg
• Louisa K. Moats
• Ehri and McCormick
• Dr. David Kilpatrick
• Dr. Timothy Rasinski
• Images used in presentation are from pixabay.com

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