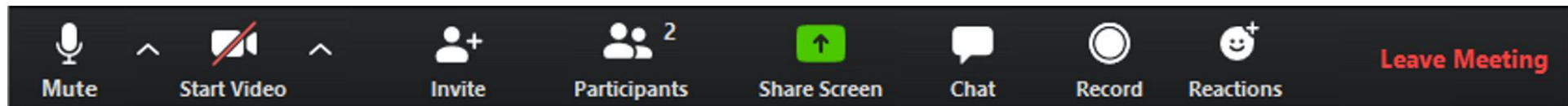# Welcome & Warm-Up

Welcome to today's session!

Take a moment to locate the chat box and answer the question below:
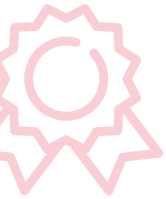
What are your plans for the summer?

Building Strong Readers:
Misconceptions & Myths of Foundational Skills

1 — **ALL** Students Proficient and Showing Growth in All Assessed Areas

2 — **EVERY** Student Graduates from High School and is Ready for College and Career

3 — **EVERY** Child Has Access to a High-Quality Early Childhood Program

4 — **EVERY** School Has Effective Teachers and Leaders

5 — **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 — **EVERY** School and District is Rated "C" or Higher

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
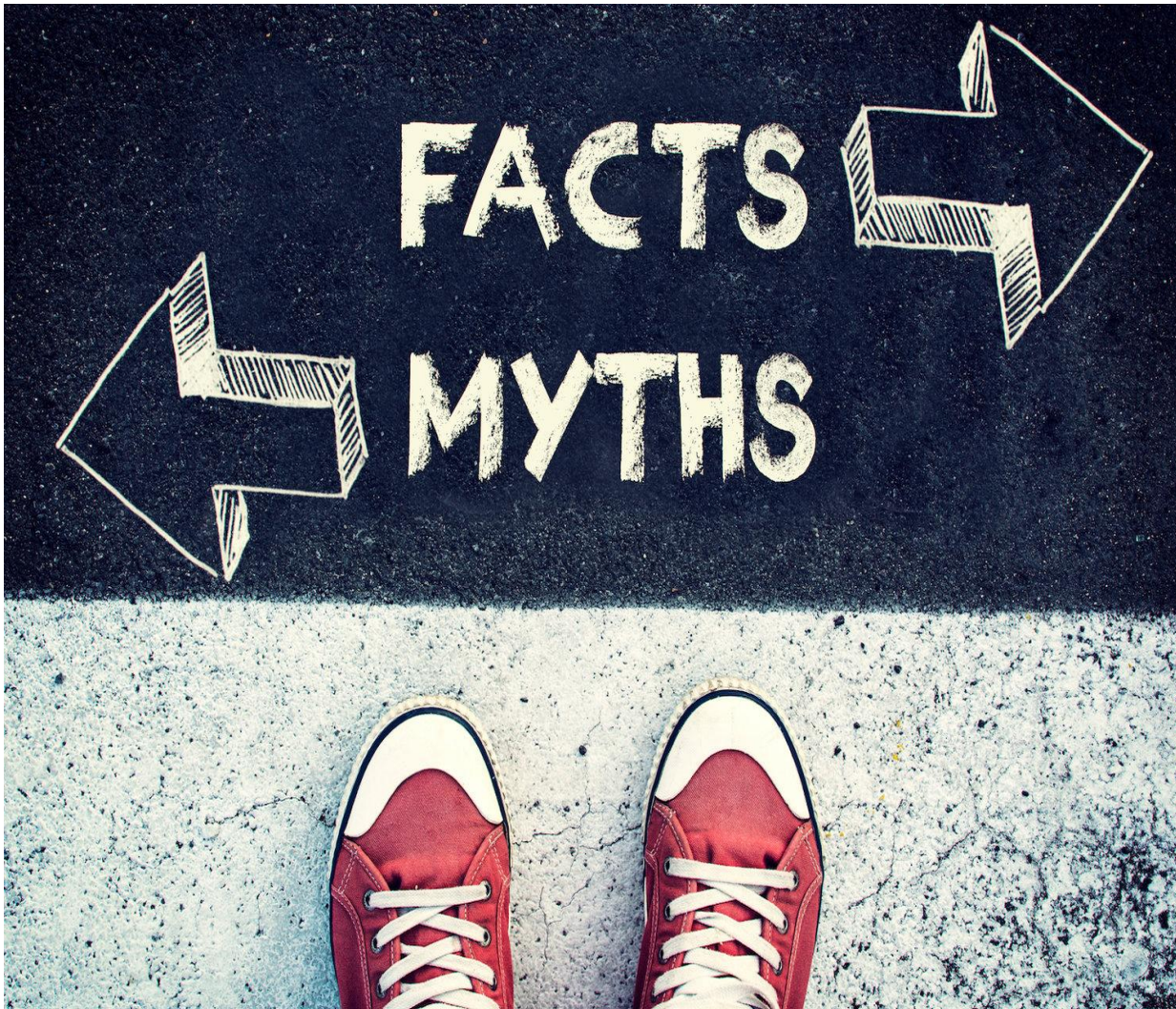
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Session Goals

GOAL 1

Dismantle the myths and misconceptions of foundational skills instruction

GOAL 2

Build knowledge to effectively support the implementation of foundational skills instruction

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***Misconception* is** a wrong or inaccurate idea or concept

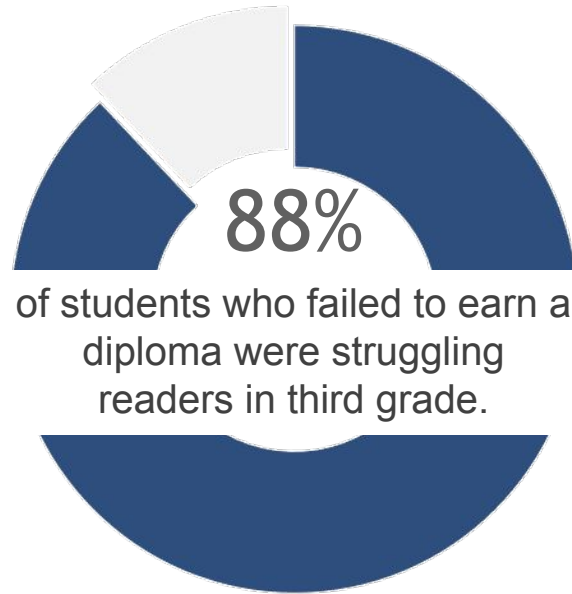***Myth* is** a widely held but false belief or idea

Let's Play!

Foundational Skills Trivia

A Nation of Readers

The Importance of Foundational Skills Instruction

88%

of students who failed to earn a diploma were struggling readers in third grade.

Students who are not reading proficiently in third grade:

4 x — Are four times more likely not to graduate high school.

6 x — Are six times more likely to drop out or fail to graduate from high school, if African American or Hispanic.

8 x — Are eight times more likely to drop out or fail to graduate from high school, if low-income minority.

High School Dropouts:

- Are not eligible for 90% of the jobs in the economy.
- Have yearly earnings that are less than 50% of someone who earns a Bachelor's Degree.
- Make-up nearly 50% of all heads-of-households on welfare.

Annie E. Casey Foundation, Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation, 2011. Begin to Read, Literacy Statistics, 2014
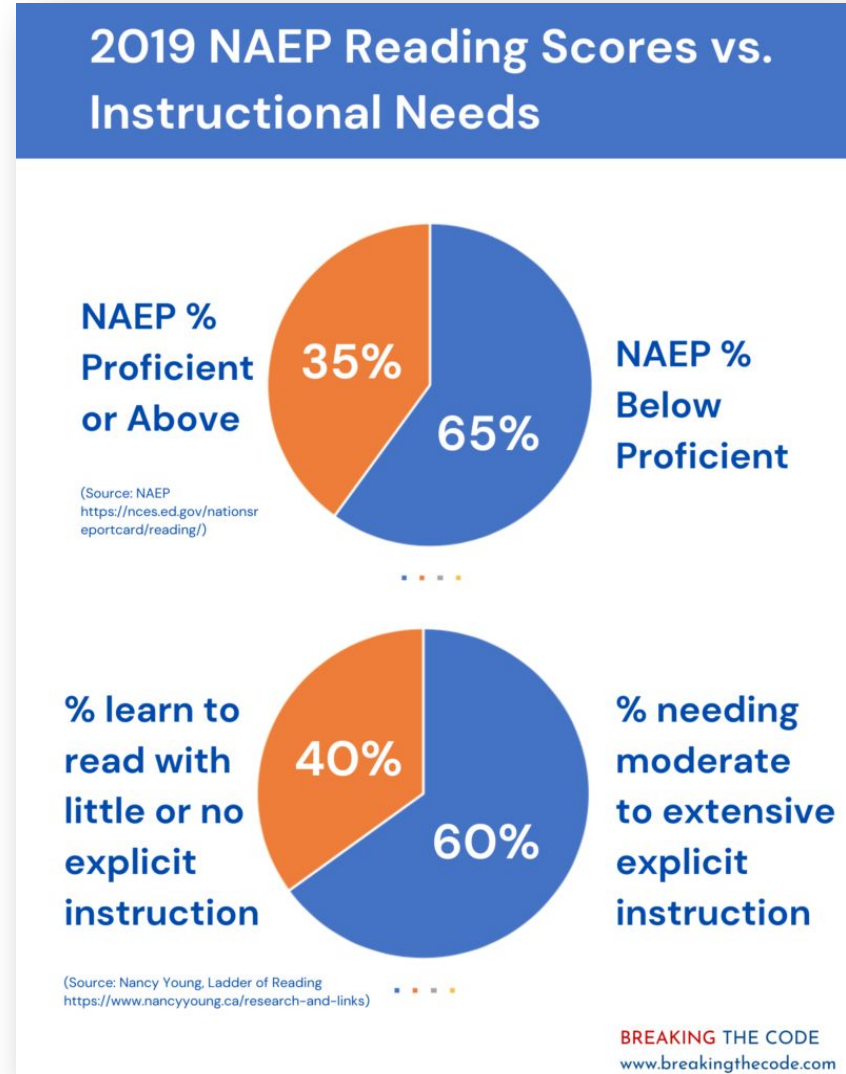
A Nation of Readers

Using the link provided in the chat, complete the following task:

.Read **Struggling Readers Score Lower on Foundational Skills, Analysis of National Test Finds**

.After reading the article, add ONE or TWO key takeaways from the article in the chat box
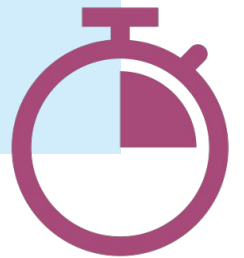
$$D \; x \; LC \; = \; RC$$

Decoding
(*word-level reading*)

Language Comprehension
(*ability to understand spoken language*)

Reading Comprehension

1	x	0	=	0
0	x	1	=	0

Gough & Tunmer

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Foundational Skills Instruction

Look-Fors for Leaders

Foundational skills, together with **Knowledge and Vocabulary**, form the **Early Reading Accelerators**.

- A robust body of research identifies systematic, explicit foundational skills instruction as a critical part of early literacy development.

- Structured foundational skills instruction moves young readers and writers along a **continuum of skills in four key areas:**

Print Concepts

Phonological Awareness

Phonics and Word Recognition

Fluency

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Foundational Skills: Print Concepts
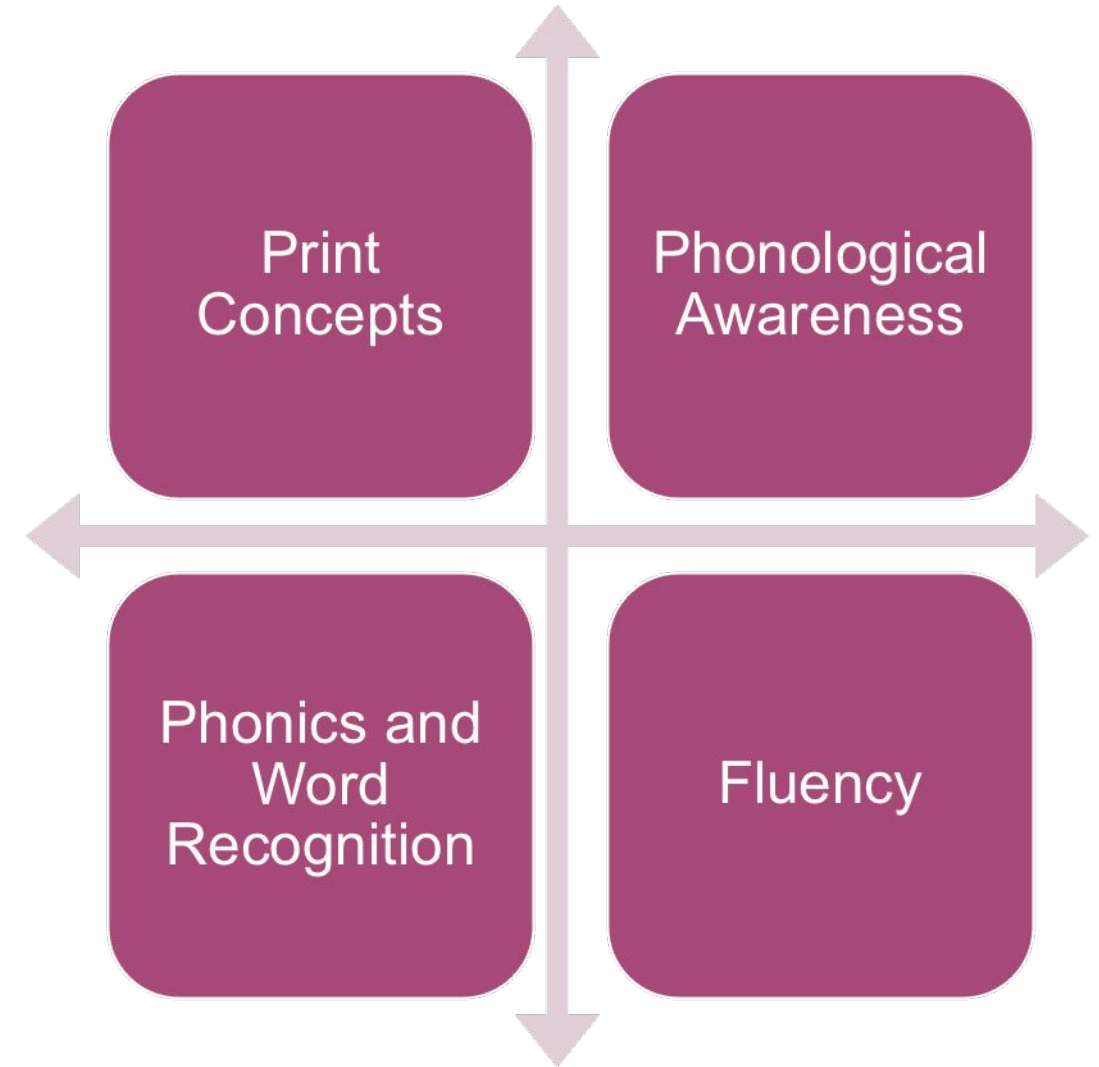
Description:

The organization and basic features of print.

K ▶ 1 ▶ 2 Complete

Kindergarten:

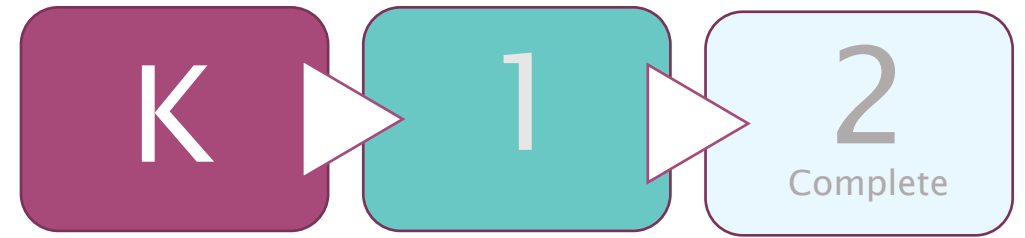*Knowledge of words* – the use of letters to represent spoken words, the words go from left to right, top to bottom and are separated by spaces on the page.

Knowledge of letters – how they (the letters) look in print and the sounds they make.

First grade:

Knowledge of sentences **–** capitalization and punctuation.

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Considerations for Teaching Print Concepts

Kindergarten

- Familiarity will vary based on past experience.

- Should not take much teaching time in isolation

- Reinforce with all book-based experiences, including read aloud

First Grade

Very limited teaching time – print concepts are embeded into other instruction

Print Concepts

Examples of Reinforcement

- *"Boys and girls, I'm going to read you this letter from the principal. Let's see – here's the top line where I begin."*

- *"Whoops, I skipped this section. I see there are still words under the picture before I move to the next page."*

Description:

Understanding of **spoken** words, syllables, and sounds (phonemes).

Kindergarten:

Knowledge of rhyme, syllables, and onset/rime

Knowledge of phonemes – identify/pronounce the initial, medial, and final sounds of consonant-vowel-consonant words; add/substitute phonemes.

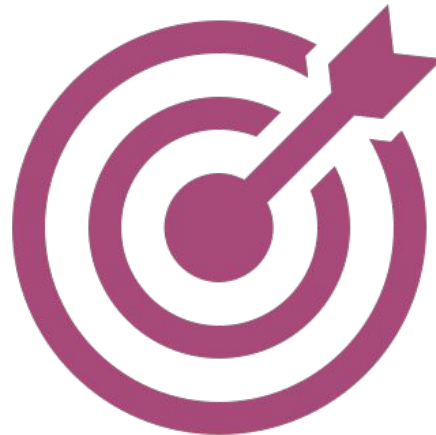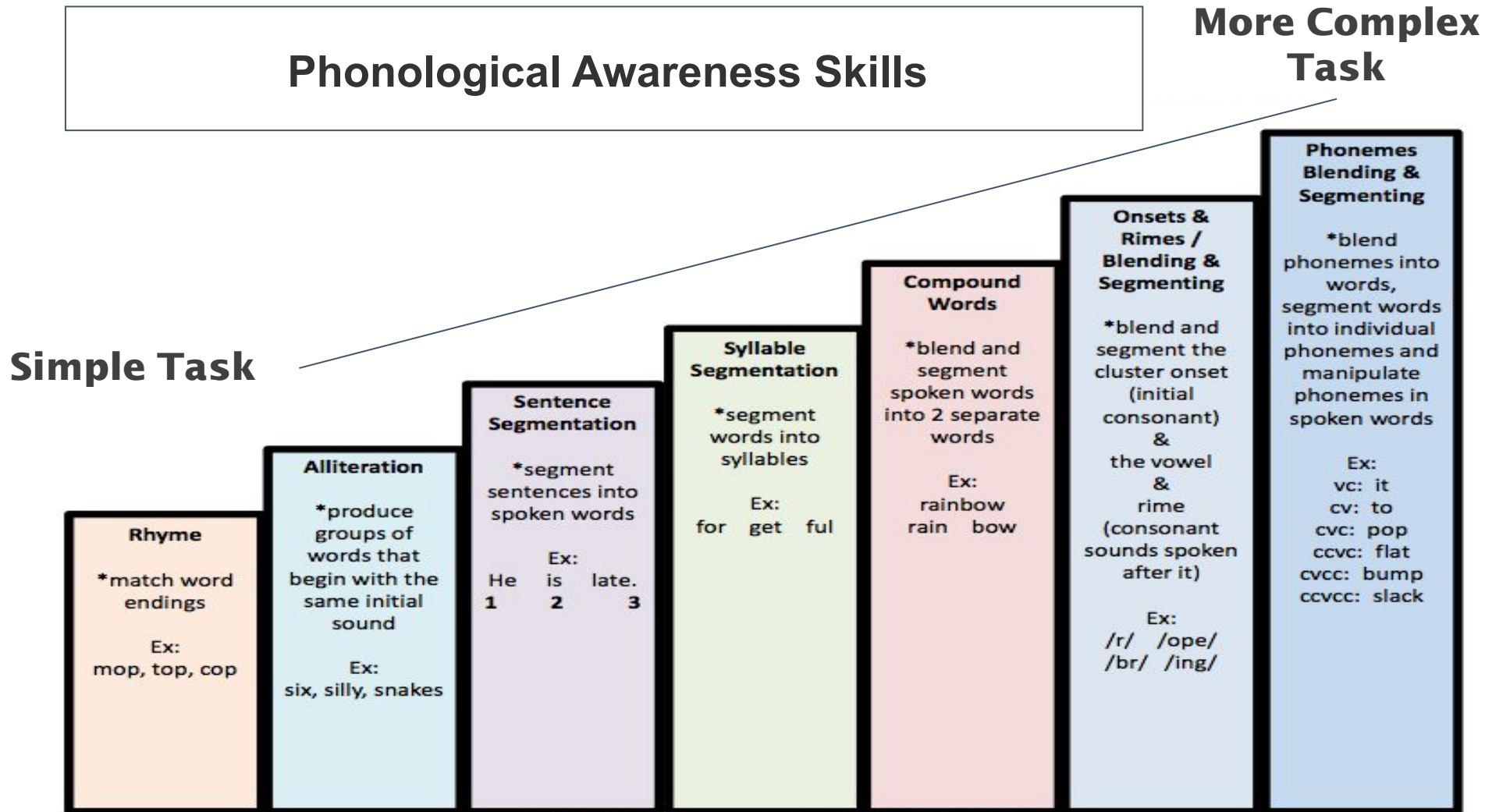K → 1 → 2 Complete

First grade:

Knowledge of syllables – blending and segmenting.

Knowledge of phonemes – distinguishing short/long vowels, isolating/identifying initial, medial, and final sounds.

Goal: Phoneme Proficiency

Phonological Awareness Skills

More Complex Task

Simple Task

Rhyme

*match word endings

Ex: mop, top, cop

Alliteration

*produce groups of words that begin with the same initial sound

Ex: six, silly, snakes

Sentence Segmentation

*segment sentences into spoken words

Ex: He is late. 1 2 3

Syllable Segmentation

*segment words into syllables

Ex: for get ful

Compound Words

*blend and segment spoken words into 2 separate words

Ex: rainbow rain bow

Onsets & Rimes / Blending & Segmenting

*blend and segment the cluster onset (initial consonant) & the vowel & rime (consonant sounds spoken after it)

Ex: /r/ /ope/ /br/ /ing/

Phonemes Blending & Segmenting

*blend phonemes into words, segment words into individual phonemes and manipulate phonemes in spoken words

Ex: vc: it cv: to cvc: pop ccvc: flat cvcc: bump ccvcc: slack

© Jen Bradshaw ♥ Apple Tree Learning

cat

3 phonemes – /k/ /a/ /t/

show

2 phonemes – /sh/ /ow/

(also written ō)

sleep

4 phonemes – /s/ /l/ /ee/ /p/

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Phonological Awareness
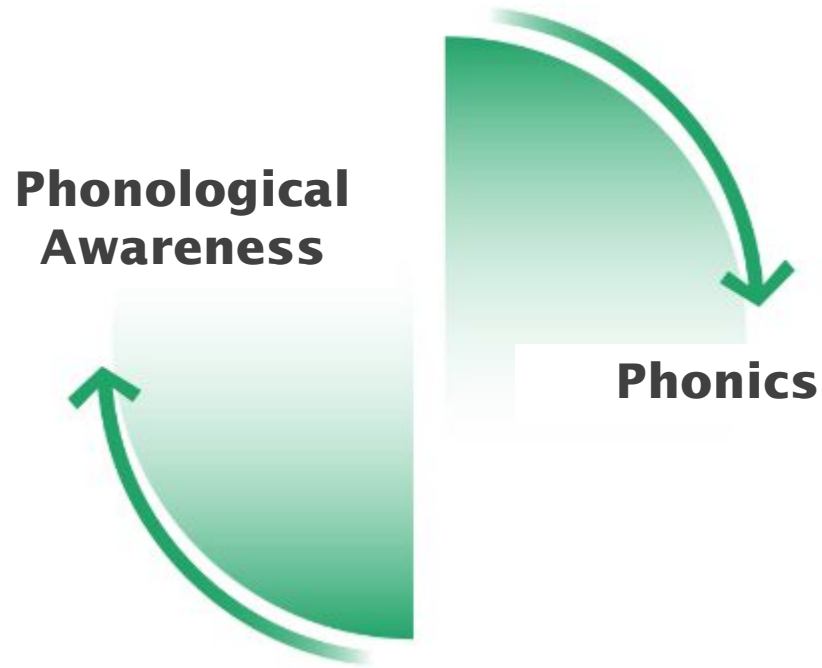
Phonics

- Learning to decode means asking students to connect sounds to graphemes.

- If students have not learned to hear sounds, WE have made it far more difficult for them to decode!

Description:

Know and apply grade-level phonics and word analysis skills in decoding words.

Kindergarten:

Knowledge of phonemes/sounds connect to **knowledge of graphemes/spelling.**
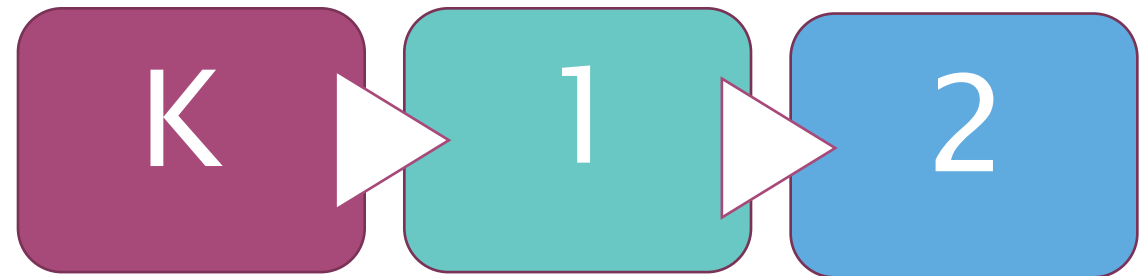
First grade:

Knowledge of sound and spelling patterns for digraphs, long vowels, some endings/irregular spellings.

Decoding regularly spelled one syllable and basic patterned two syllable words.

Second grade:

Knowledge of sound and spelling patterns for vowels and vowel teams and common regular and irregular spelling.

Decoding regularly spelled two syllable words and common prefixes/suffixes.

All – **Reading/Recognizing** grade level high-frequency words.

Description:

Read with sufficient accuracy and fluency to support comprehension.

Kindergarten:

Reading emergent reader texts with **purpose and understanding.**

K 1 2

First grade:

Reading emergent reader texts with **purpose and understanding.**
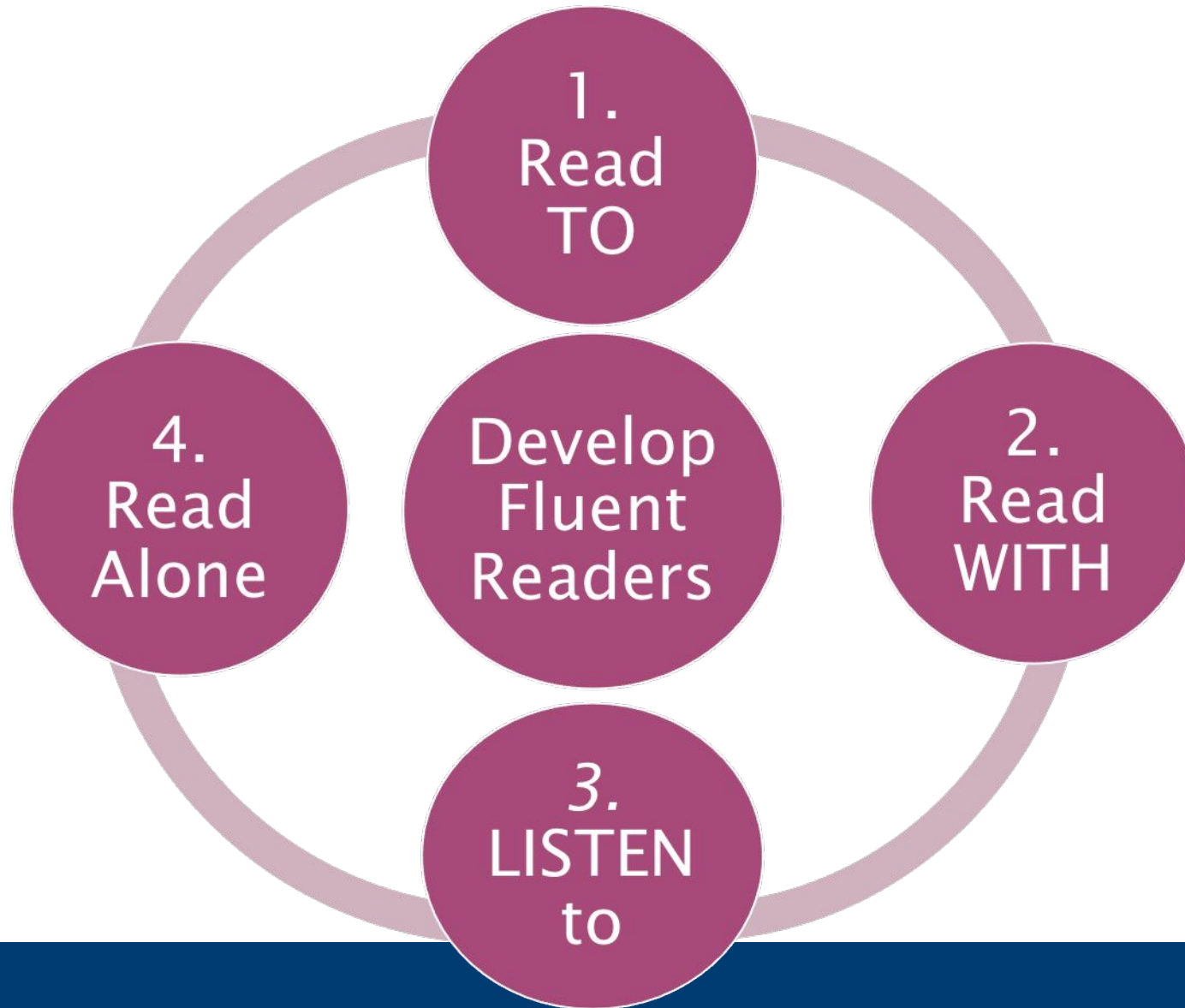**Reading orally** with **accuracy.**

Second grade:

Reading grade-level text* with **purpose and understanding.**
Reading orally with **accuracy, rate, and expression.**

*Grade level complexity requirements begin in **2nd grade**

Kindergarten Mid-First Grade

- Decodable Readers
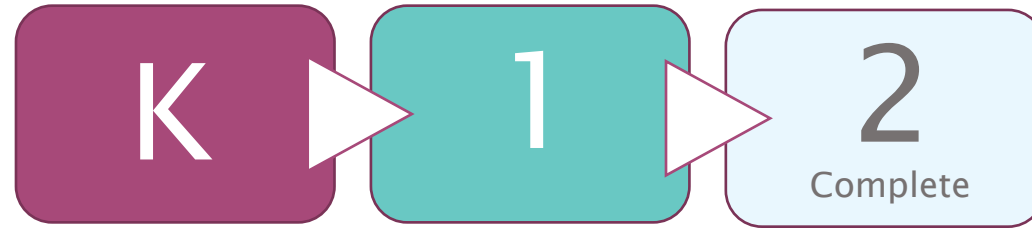
- Goal: Accuracy–automatic decoding

Late First and Second Grade

- Decodable Readers
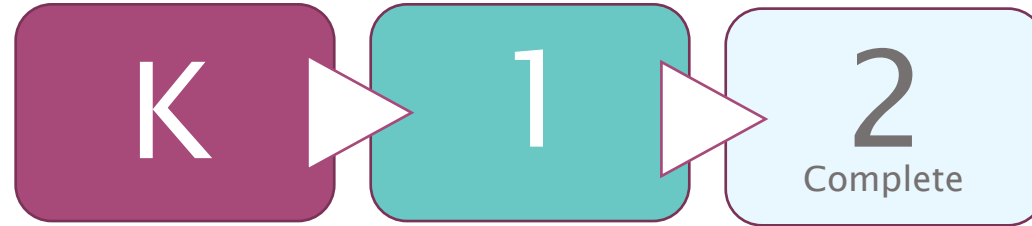
- Goal: Accuracy, rate, and prosody

Second and Above:
- Close Reading – reading for evidence
- Choral Reading & rereading of complex, grade-level text

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Print Concepts

K → 1 → 2 Complete

Phonological Awareness

K → 1 → 2 Complete

Phonics and Word Recognition

K → 1 → 2

Fluency

K → 1 → 2

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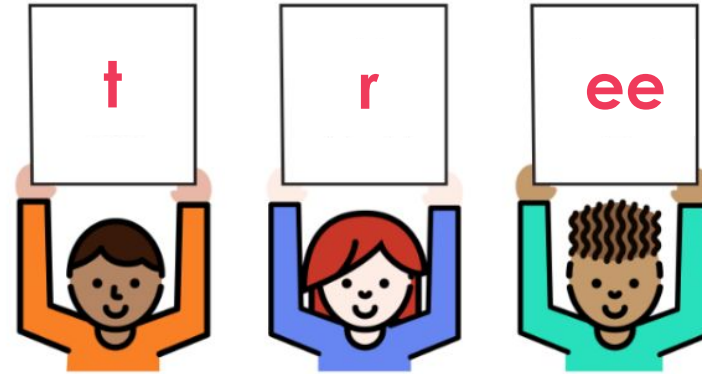
Rule of Thumb:

- **Students need *at least five* practice opportunities** for each new sound and spelling pattern (though some students may need far more).
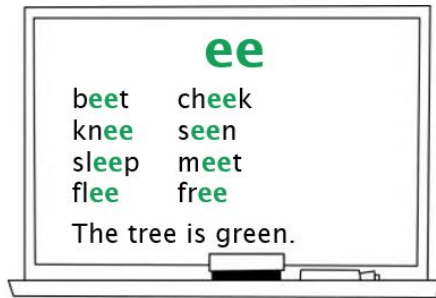
Practice Can Mean <u>Many</u> Different Things…

/s/ /l/ **/ee/** /p/

Oral

t r ee

Games/Movement/Songs

ee

beet	cheek
knee	seen
sleep	meet
flee	free

The tree is green.

Decoding Words or Sentences

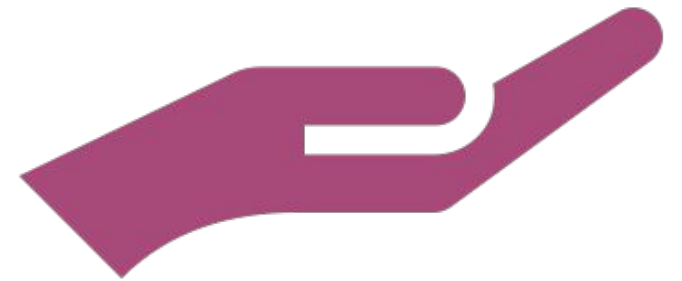Dan sees a bee.

Decodable Readers

3

I see a tree
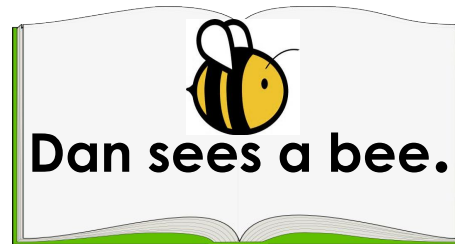
Encoding

Supporting Readers Beyond 2nd grade

3	Know and apply grade-level phonics and word analysis skills in decoding words a. Identify and know the meaning of the most common prefixes and derivational suffixes b. Decode words with common Latin suffixes c. Decode multi-syllable words d. Read grade-appropriate irregularly spelled words
4	Know and apply grade-level phonics and word analysis skills in decoding words a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context
5	Know and apply grade-level phonics and word analysis skills in decoding words a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context

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Why do Older Students Struggle to Read?

Using the link provided in the chat, complete the following:

Read *A dangerous misconception about older struggling readers.*

In the chat, provide a response to the following statement:

"There is no shortage of misinformation about *why* students are struggling to read, but the most problematic misconception that plagues the hallways and classrooms of high, middle, and upper elementary schools is that students and their families are to blame for students not-yet being proficient readers."

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Foundational Skills:
Materials Matter

Are the instructional materials teachers use to teach foundational skills standards-aligned and evidence-based?

Foundational skills materials should follow a clear scope and sequence of skills based on what is needed for learning to read and write in English--including print concepts, phonological awareness, phonics, and fluency--and provide ample opportunities for student practice.

Features of Structured Foundational Skills Checklist

Leveraging Leadership

Supporting Foundational Skills Instruction

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Foundational Skills Observation Tool

Take a moment to review the *Foundational Skills Observation Tool.* After reviewing the tool, drop your response to one of the questions below in the chat.

- *How might this tool be used to provide feedback to teachers?*

- *What features of the tool do you find most beneficial?*

- *What additional supports or trainings are need for effective implementation and use?*

Kristen D. Wynn

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mdek12.org