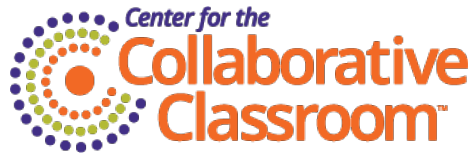


# Effective Foundational Skills Instruction

Katy Cortelyou, EdD



# Today's Session

---

**Reflect on core principles essential to learning**

**Experience routines and structures for foundational reading skills**

**Explore essential considerations for English Language Learners**

**Reflect on implications for our own practice**



**Collaborative Classroom is a nonprofit organization that provides teachers with rigorous curricula that fully integrate literacy instruction and social and emotional learning.**



**How we teach matters as much  
as what we teach.**



# Framework for Literacy Instruction

Motivation and Engagement														
Foundations								Reading					Writing	
Word Recognition and Fluency				Academic Language		Skills and Conventions		Comprehension					Craft and Process	
Concepts of Print	Phonological Awareness	Phonics	Sight Words and Automaticity	Background Knowledge	Vocabulary	Grammar Usage	Spelling	Self-monitoring	(Re) Organizing Text	Analyzing Craft and Structure	Evaluating Content	Text-based Evidence	Author and Genre Study	Varying Task and Purpose
													Writing Process	Building and Presenting Knowledge
													Communicating Ideas	



**Students benefit from a systematic, differentiated foundational skills instruction that develops the word-recognition strategies and skills that enable students to become fluent and confident readers and writers.**

**So that students are independent, fluent readers who read with accuracy and automaticity.**

# Based on your experiences ...

---

**What have you found to be important and effective for teaching English Language Learners to read with accuracy, automaticity and fluency?**

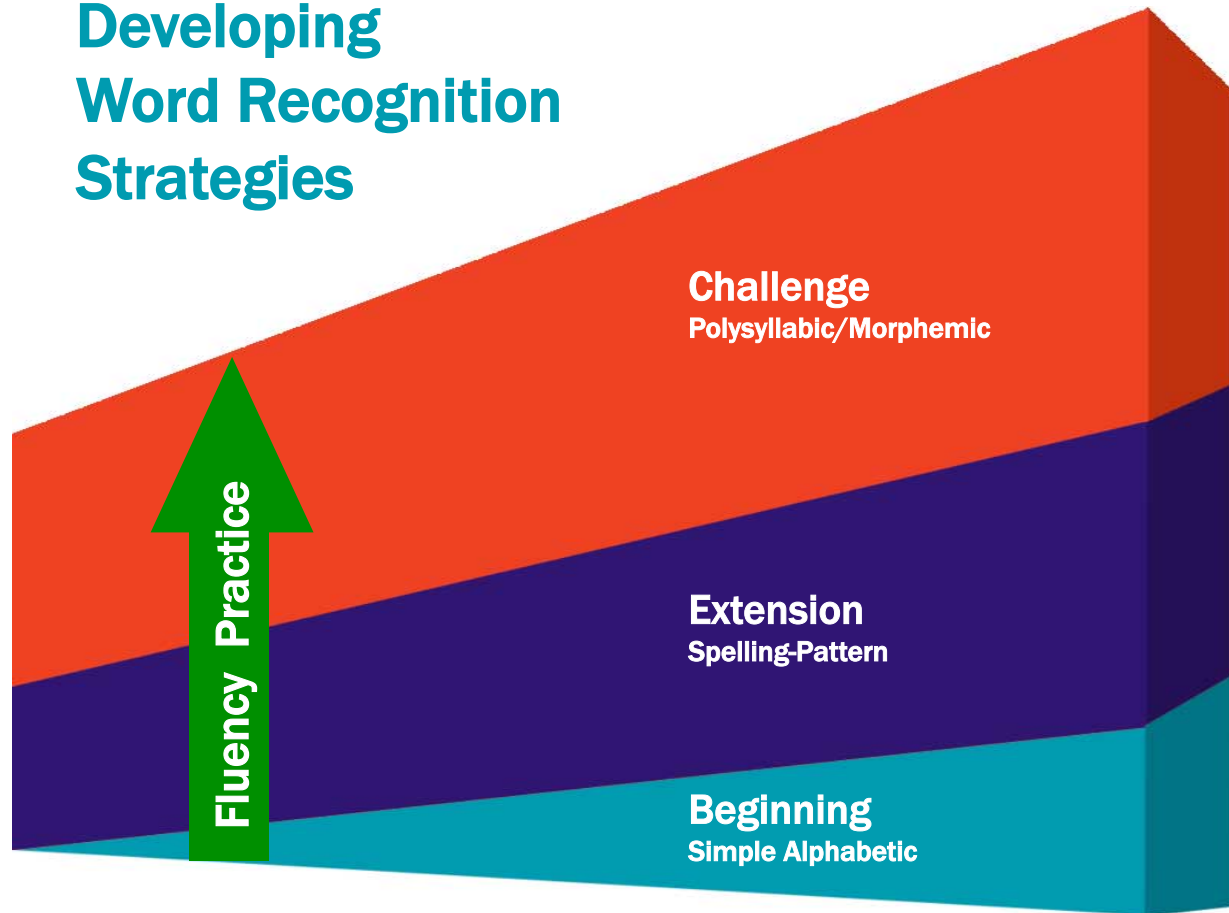
**What is challenging?**



**What we teach ...**

**Let's consider a  
continuum of  
foundational skills  
instruction**

# Developing Word Recognition Strategies

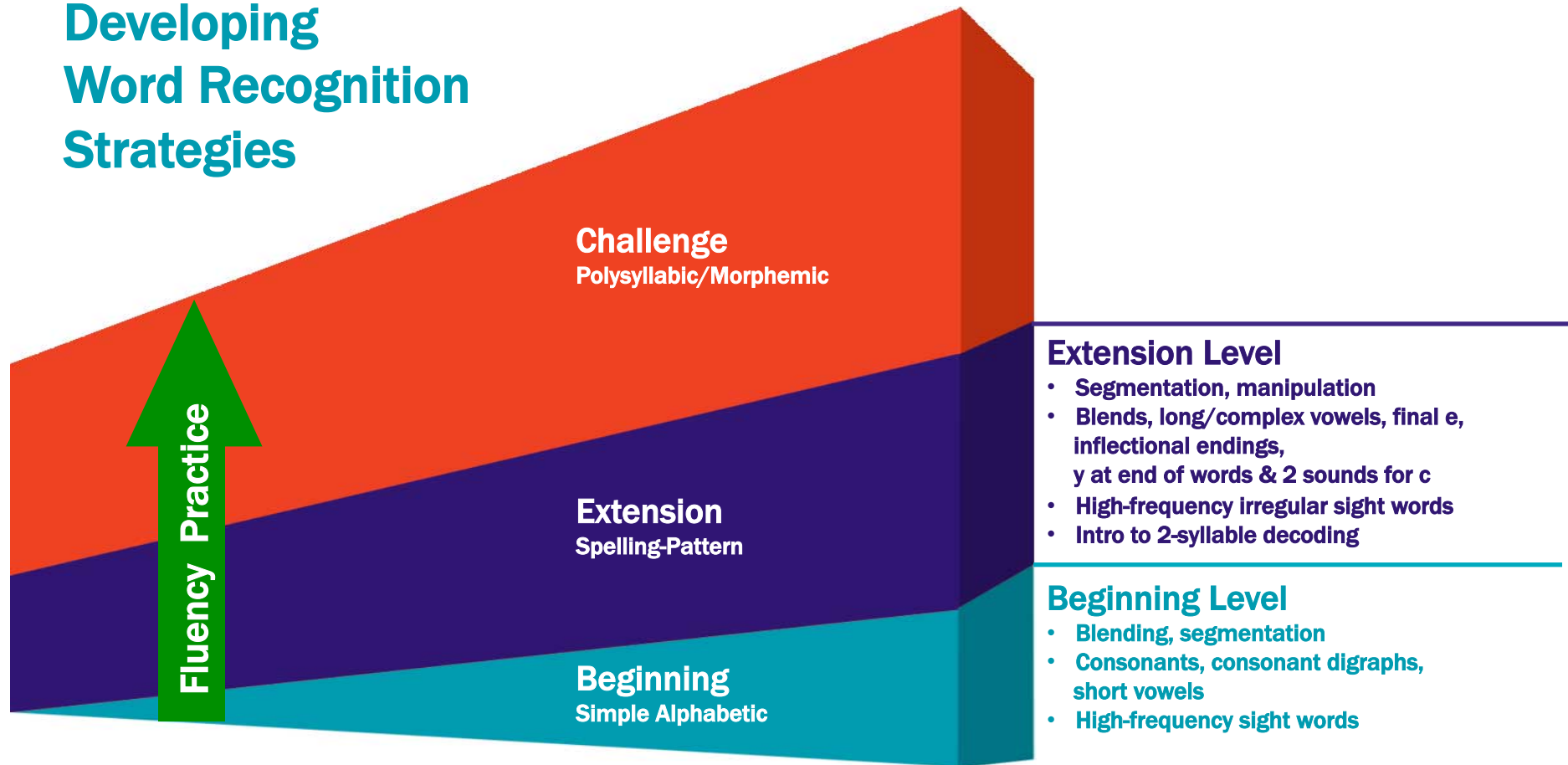


## Beginning Level

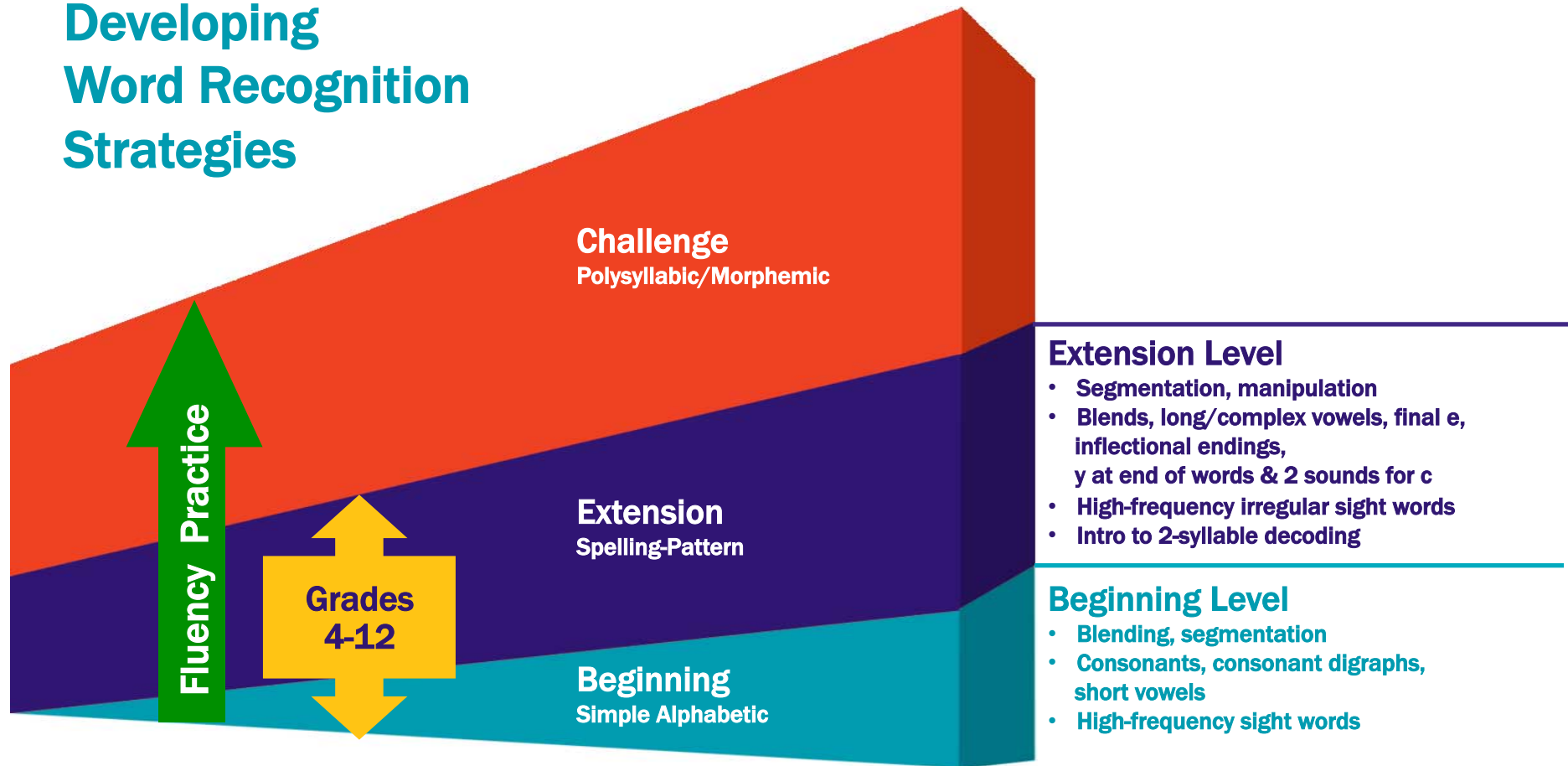
- Blending, segmentation
- Consonants, consonant digraphs, short vowels
- High-frequency sight words



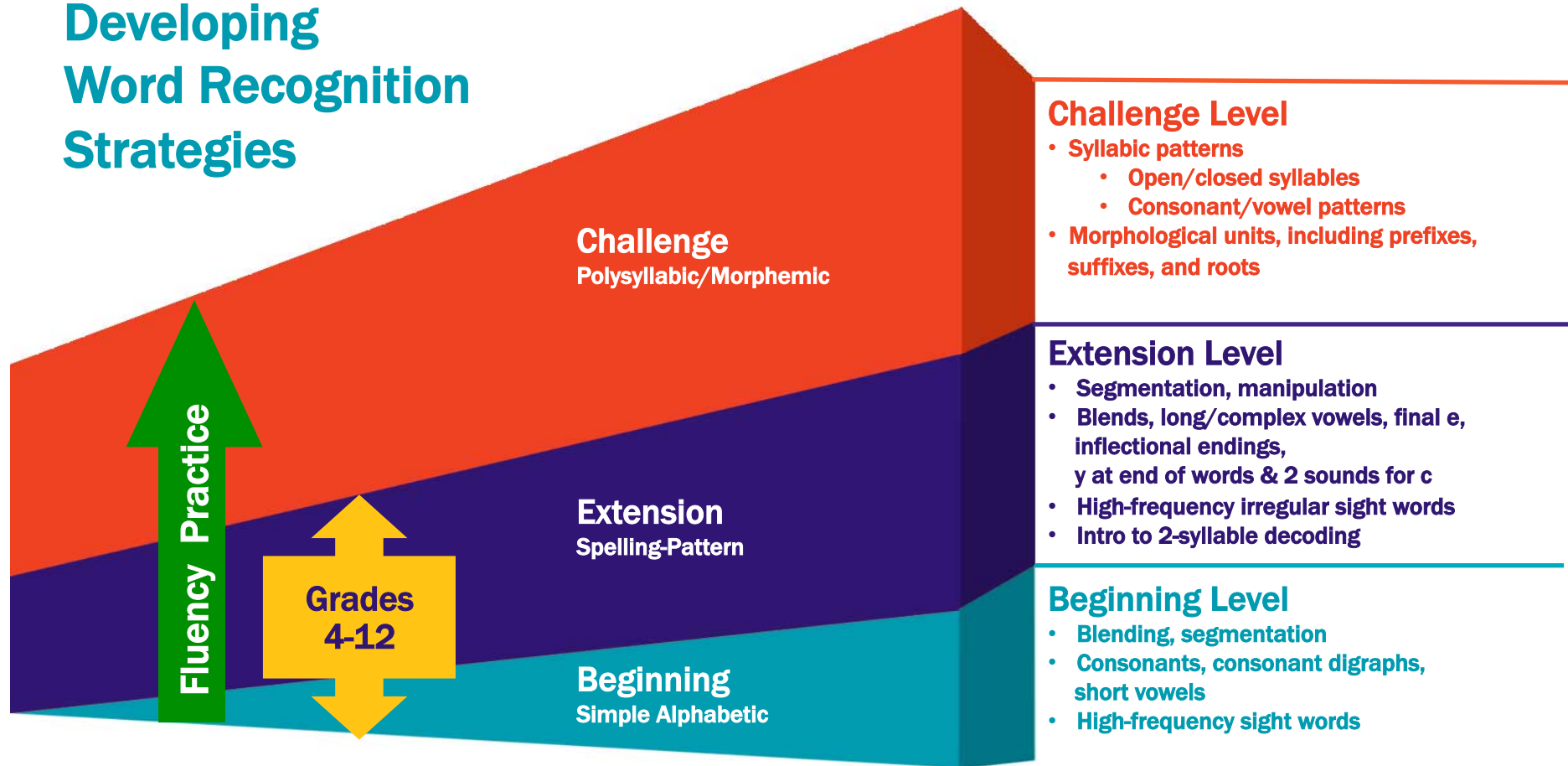
# Developing Word Recognition Strategies



# Developing Word Recognition Strategies



# Developing Word Recognition Strategies





## Instruction Matched to Student Need

*“Instruction should be differentiated: good readers will need less practice with these concepts than struggling readers will.*

*The point is to teach the students what they need to learn not what they already know.”*

**—CCSS Reading Foundational Skills Overview**







How we teach ...

## Elements of Quality Instruction

# Predictable Lesson Structure

---

Effective Instructional Routines are...

**Clear**

**Concise**

**Consistent**

**and Produce a Choral Response**

...so that students “do the work” to “train their brains”  
to develop independent reading behaviors.

# The Power of Coordinated Lesson Structures

---

**“Students need to see that decoding is immediately applicable. Immediate application to connected text and to spelling communicates to students that phonics is not dry material to be mastered: it makes a whole world of reading and wrtling possible.” (Fraser, 2019)**

Phonological Awareness  
Phonics and Decoding  
Sight Words  
Guided Spelling  
Text Reading  
Wide Reading to build Fluency

# Routines for Phonological Awareness

---

**Blending Phonemes**

**Segmenting Phonemes**

**Manipulation of Phonemes**









*How might these routines support  
English Language Learners?*

# Supports within the Routine

---

**Opportunity to hear and say words/sounds correctly**

**Use of Visuals along with continuous blending**

**Choral Responses create a safe learning environment**

# Routines for Phonics/Decoding Words

---

**Learning New Sounds**

**Decoding Single Syllable Words – Levels of Scaffolding**

**Decoding Polysyllabic Words**

My racing robot is  
the red one.



r



am

ram

at

rat

an

ran

gray

adding

raise

far

may

spare

fair

cheese

---

but.ter  
dis.cuss.ing  
cheap.er  
en.tire  
bed.time



*How might these routines support  
English Language Learners?*

# Supports within the Routine

---

**Opportunity for hearing accurate pronunciation of letters/sounds**

**Use of mnemonics for learning letter/sound relationships**

**Choral Responses create a safe learning environment**

# Routines for Learning Sight Words

---

**New Words**

**Review Words**

She likes to swing.

## New Word

---

she

# Review Words

---

to

see





*How might these routines support  
English Language Learners?*

# Supports within the Routine

---

**Introducing Word in Context of Sentence**

**Connecting encoding with decoding – Read/Spell**

**Choral Responses create a safe learning environment**

# Instructional Considerations for Skill Instruction

---

If the mnemonics are not helping your English Language Learners remember the sounds, help the students think of mnemonics that are more meaningful.

Many English sounds, including the sounds of *th*, do not occur in the other languages. Tell English Language Learners how to form each sound with their mouth, tongue, teeth, and lips.

If you have English Language Learners in your group, give a familiar word or sentence containing the sound after they say the sound on the sound card.

# Instructional Considerations for Skill Instruction

---

English Language Learners may have difficulty hearing, saying, and remembering certain sounds that are not present in their first language. For example, there is no short-*i* sound in Spanish, and students who read Spanish will have learned a long-*e* sound for that letter.

Words like *are*, *do*, and *to*, which have mainly grammatical functions in English, are hard to explain to English Language Learners. You may wish to give more than one example sentence for each of these words.

# Routines for Encoding – Guided Spelling

---

**Decodable Words: Single Syllable**

**Decodable Words: Polysyllabic**

**Sentence Dictation**



*How might these routines support  
English Language Learners?*

# Supports within the Routine

---

**Presenting the word in context**

**Scaffolded spelling supports – sound by sound, whole word, by syllables**

**Immediate Feedback, Guided Practice, Success!**

# Considerations for Text Reading

---

## Types of Texts

### Hybrid Texts

- Keyed to phonics and sight words
- Natural language patterns
- Avoids lesson common vocabulary

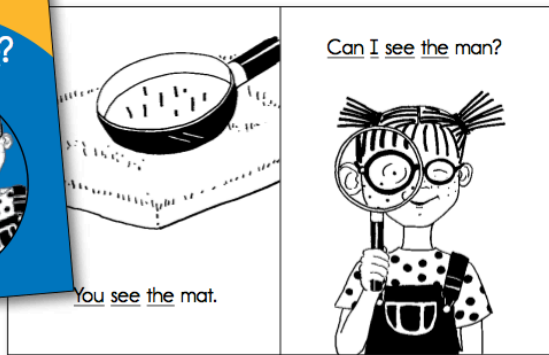
### Trade Books

- High Interest, Easily Accessible

## Reading Routines

- Choral Reading
- Reading “quietly aloud”
- Silent

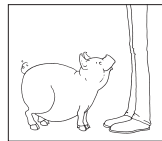




## The Pet Pig: Part 1

38

A tall man has a pet pig.  
He calls her Big Red.



She has red legs and a big neck.  
She is a big, big pig.

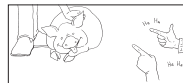
Some men have pet dogs.  
Some men have pet cats.



But the tall man has a pet pig.  
His pet is Big Red.



If the man calls her, Big Red  
comes and sits by him.



The tall man pets her neck.  
Big Red licks her legs.

But some men do not like Big Red.  
They make fun of her.

They make fun of the tall man.  
The man is mad and sad.



## A Picnic



I will go on a picnic.

Add Mom and Dad. Add Sis and Al. Al is my pal.

Add my dog.

Add gas in the van. We can fit in the van.

Add a big box.

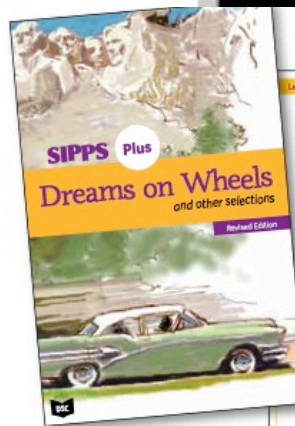
Sis, fill the box. Add hot dogs and ribs and milk.

It will be hot. Add hats and a fan.



We will be on a hill. Add a big mat. We will sit on it.

Add a bat. Al can see me hit!



## Earthquakes



### What makes the earth quake?

Under the land of the world there is a crust made of large plates that are moving.

When two plates are side by side, one is moving one way, and the other is moving another way. One edge pushes on the other. For a long time the edges stick. Then they slide, and there is an earthquake.

There are other kinds of earthquakes, too.

### How strong are earthquakes?

There is a scale which tells how much the earth is shaking. A small quake is 1 or 2 on the scale. If the scale says 8, it is a very large quake.

### What goes on in a strong earthquake?

The earth shakes. Some land rises up. Land can sink down. The land may crack and make huge holes. There may be landslides of mud and rocks, too.

Some earthquakes are under the ocean. They send out huge waves like walls of water. When those waves hit the shore, the water comes up onto the land.



# Trade Books



Arthur Series

Mouse  
Series

Frog and  
Toad

Little Bear  
Series

Nate the  
Great

Henry and  
Mudge

# Texts for Older Students – High Interest/Accessible

---



# Framework for Literacy Instruction

Motivation and Engagement														
Foundations								Reading					Writing	
Word Recognition and Fluency				Academic Language		Skills and Conventions		Comprehension					Craft and Process	
Concepts of Print	Phonological Awareness	Phonics	Sight Words and Automaticity	Background Knowledge	Vocabulary	Grammar Usage	Spelling	Self-monitoring	(Re) Organizing Text	Analyzing Craft and Structure	Evaluating Content	Text-based Evidence	Author and Genre Study	Varying Task and Purpose
													Writing Process	Building and Presenting Knowledge
														Communicating Ideas

# Today's Session

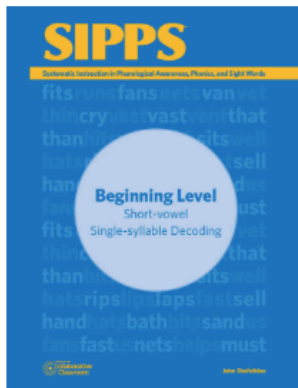
---

**What was affirmed?**

**What might you try?**

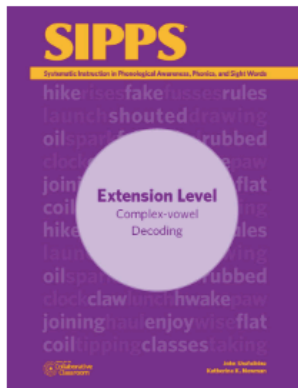
# CCC Learning Hub – ccclearninghub.org

## View Program Resources



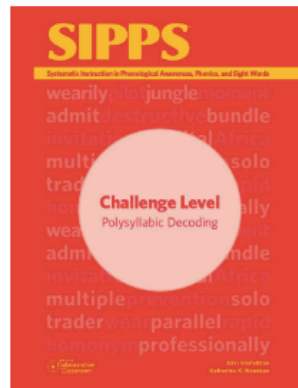
SIPPS Beginning

- Digital Teacher Manual
- Assessment Web App
- Card Deck Web App
- Other Resources



SIPPS Extension

- Digital Teacher Manual
- Assessment Web App
- Card Deck Web App
- Other Resources



SIPPS Challenge

- Digital Teacher Manual
- Assessment Web App
- Card Deck Web App
- Other Resources



SIPPS Plus

- Digital Teacher Manual
- Assessment Web App
- Card Deck Web App
- Other Resources



# Let's Stay in Touch!

---

**Visit Lynda and Ann – Center for the Collaborative Classroom**

**[kcortelyou@collaborativeclassroom.org](mailto:kcortelyou@collaborativeclassroom.org)**

**Set up a free trial at [ccclearninghub.org](https://ccclearninghub.org)**



# Welcome to Our Community!

---

We're here to support you! Take advantage of our many resources to support our programs in your school.

## VISIT

Visit our website for upcoming events, blogs, and resources at [collaborativeclassroom.org](https://collaborativeclassroom.org).

## SHARE

Join our Facebook Community to share your stories, ask questions, and connect with other educators at [facebook.com/groups/collabclass](https://facebook.com/groups/collabclass).

## ASK

Do you have a question?  
Visit [collaborativeclassroom.org/contact-us](https://collaborativeclassroom.org/contact-us).

## LEARN

Find out more about Collaborative Classroom's unique approach to professional learning at [collaborativeclassroom.org/professional-learning](https://collaborativeclassroom.org/professional-learning).