Effective Foundational Skills Instruction

Katy Cortelyou, EdD
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

<table>
<thead>
<tr>
<th>Motivation and Engagement</th>
<th>Foundations</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Recognition and Fluency</strong></td>
<td>Concepts of Print</td>
<td>Academic Language</td>
<td>Comprehension</td>
</tr>
<tr>
<td></td>
<td>Phonological Awareness</td>
<td>Vocabulary</td>
<td>Self-monitoring</td>
</tr>
<tr>
<td></td>
<td>Phonics</td>
<td>Grammar Usage</td>
<td>(Re) Organizing Text</td>
</tr>
<tr>
<td></td>
<td>Sight Words and Automaticity</td>
<td>Spelling</td>
<td>Analyzing Craft and Structure</td>
</tr>
<tr>
<td></td>
<td>Background Knowledge</td>
<td></td>
<td>Evaluating Content</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Text-based Evidence</td>
</tr>
<tr>
<td><strong>Academic Language</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Skills and Conventions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Concepts of Print</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phonological Awareness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sight Words and Automaticity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
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

**Beginning**
Simple Alphabetic

**Fluency Practice**

**Challenge**
Polysyllabic/Morphemic

**Extension**
Spelling-Pattern
Developing
Word Recognition
Strategies

Challenge
Polysyllabic/Morphemic

Extension
Spelling-Pattern

Beginning
Simple Alphabetic

Extension Level
• Segmentation, manipulation
• Blends, long/complex vowels, final e, inflectional endings, y at end of words & 2 sounds for c
• High-frequency irregular sight words
• Intro to 2-syllable decoding

Beginning Level
• Blending, segmentation
• Consonants, consonant digraphs, short vowels
• High-frequency sight words
Developing Word Recognition Strategies

**Challenge**
- Polysyllabic/Morphemic

**Extension**
- Spelling-Pattern

**Beginning**
- Simple Alphabetic

---

**Fluency Practice**

**Grades 4-12**

**Extension Level**
- Segmentation, manipulation
- Blends, long/complex vowels, final e, inflectional endings, y at end of words & 2 sounds for c
- High-frequency irregular sight words
- Intro to 2-syllable decoding

**Beginning Level**
- Blending, segmentation
- Consonants, consonant digraphs, short vowels
- High-frequency sight words
Challenge Level
- Syllabic patterns
  - Open/closed syllables
- Consonant/vowel patterns
- Morphological units, including prefixes, suffixes, and roots

Extension Level
- Segmentation, manipulation
- Blends, long/complex vowels, final e, inflectional endings,
y at end of words & 2 sounds for c
- High-frequency irregular sight words
- Intro to 2-syllable decoding

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

Developing Word Recognition Strategies

Fluency Practice

Challenge
Polysyllabic/Morphemic

Extension
Spelling-Pattern

Beginning
Simple Alphabetic
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.
“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 writing possible.” (Fraser, 2019)
Routines for Phonological Awareness

- Blending Phonemes
- Segmenting Phonemes
- Manipulation of Phonemes
How might these routines support English Language Learners?
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.
am
ram
at
rat
an
ran
grey
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
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-\textit{i} sound in Spanish, and students who read Spanish will have learned a long-\textit{e} sound for that letter.

Words like \textit{are}, \textit{do}, and \textit{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

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.
I will go on a picnic.
Add meal and Dad. Add Sue and Al. Al is my pal.
Add my dog.
Add gas in the van. We can fit in the van.
Add a big box.
Sue fills the box. Add hot dogs and nuts 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 causes an earthquake?**

Under the kind of the earth, there is a rock made of huge plates that are moving. When two plates are side by side, and one begins to move, the other plate lifts. If it moves in another way, one bigquake on the other side moves in the opposite way. Those bigquakes are called earthquakes. When they shift, and there is an earthquake.

There are other kinds of earthquakes, too.
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**

<table>
<thead>
<tr>
<th>Foundations</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Recognition and Fluency</td>
<td>Academic Language</td>
<td>Skills and Conventions</td>
</tr>
<tr>
<td>Concepts of Print</td>
<td>Phonological Awareness</td>
<td>Phonics</td>
</tr>
</tbody>
</table>

**Concepts of Print**
- Phonological Awareness
- Phonics
- Sight Words and Automaticity

**Word Recognition and Fluency**
- 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

**Reading**
- Comprehension
- Craft and Process

**Writing**
- Building and Presenting Knowledge
- Communicating Ideas

**Academic Language**

**Skills and Conventions**
- 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

**Craft and Process**
- 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?
Let’s Stay in Touch!

Visit Lynda and Ann – Center for the Collaborative Classroom

k cortelyou@collaborativeclassroom.org

Set up a free trial at 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.

SHARE
Join our Facebook Community to share your stories, ask questions, and connect with other educators at facebook.com/groups/collabclass.

ASK
Do you have a question?
Visit collaborativeclassroom.org/contact-us.

LEARN
Find out more about Collaborative Classroom’s unique approach to professional learning at collaborativeclassroom.org/professional-learning.