



An Overview: Understanding Foundational Literacy Grades K-5

Just Read, Florida!



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Welcome

Please create a name tent. Include your:

- ✓ Name
- ✓ Role
- ✓ District





WORD PLAY



Image: Pixabay



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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)



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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**!

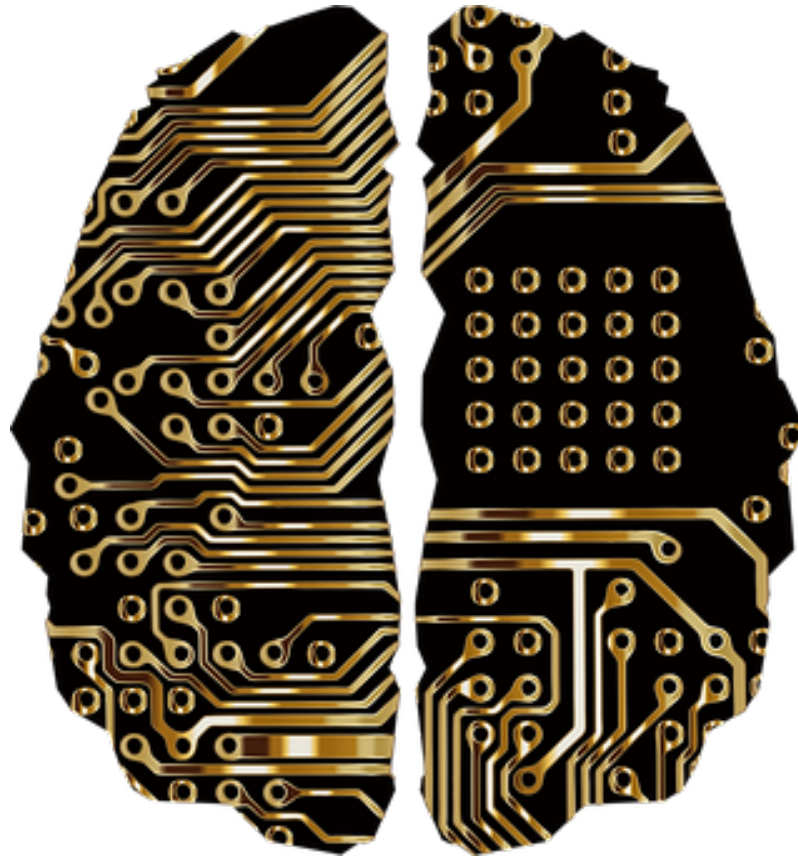


“**Teaching** is what
WE do, **learning** is
what **THEIR BRAINS**
do.”

-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

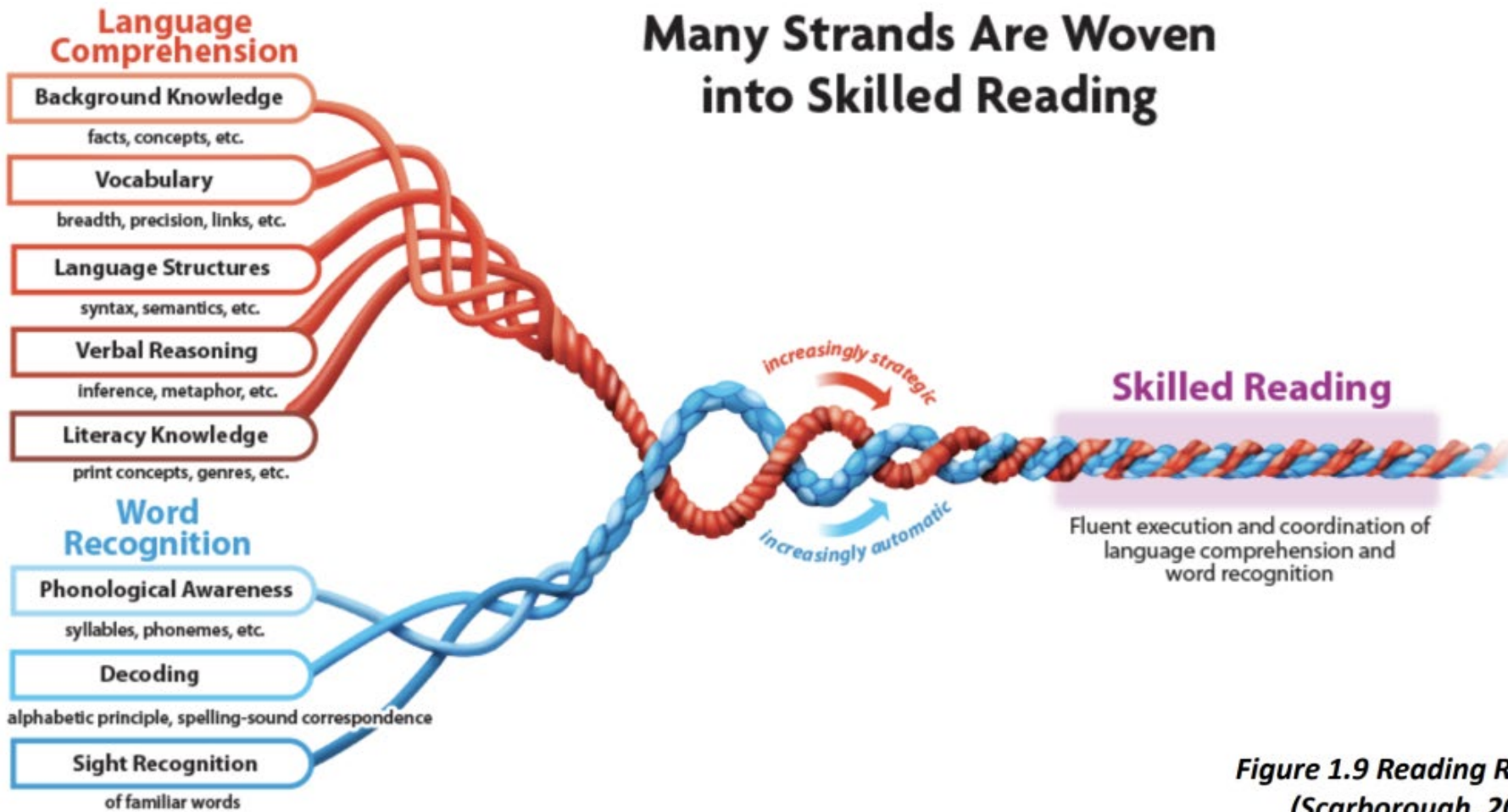


Figure 1.9 Reading Rope
(Scarborough, 2001)



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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.

(B.E.S.T. ELA, page 26)

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.

(B.E.S.T. ELA, page 35)



Practice One-To-One Correspondence



Images: Pixabay



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Phonological Awareness: What's the Link?



Image: Pixabay



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

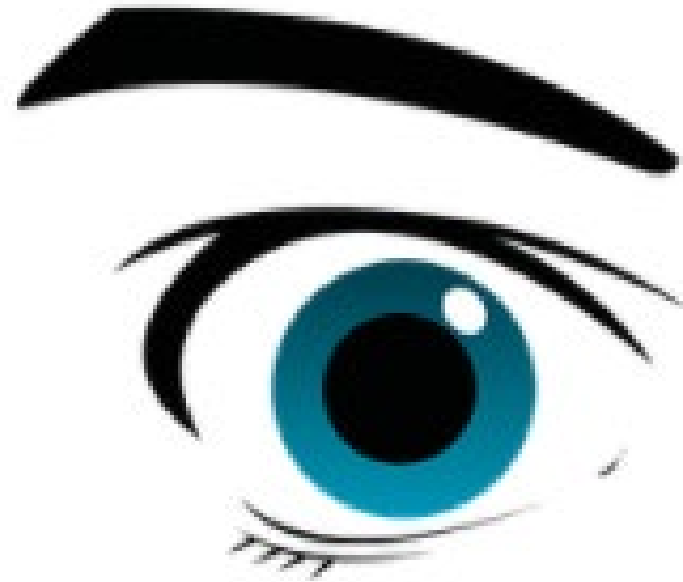


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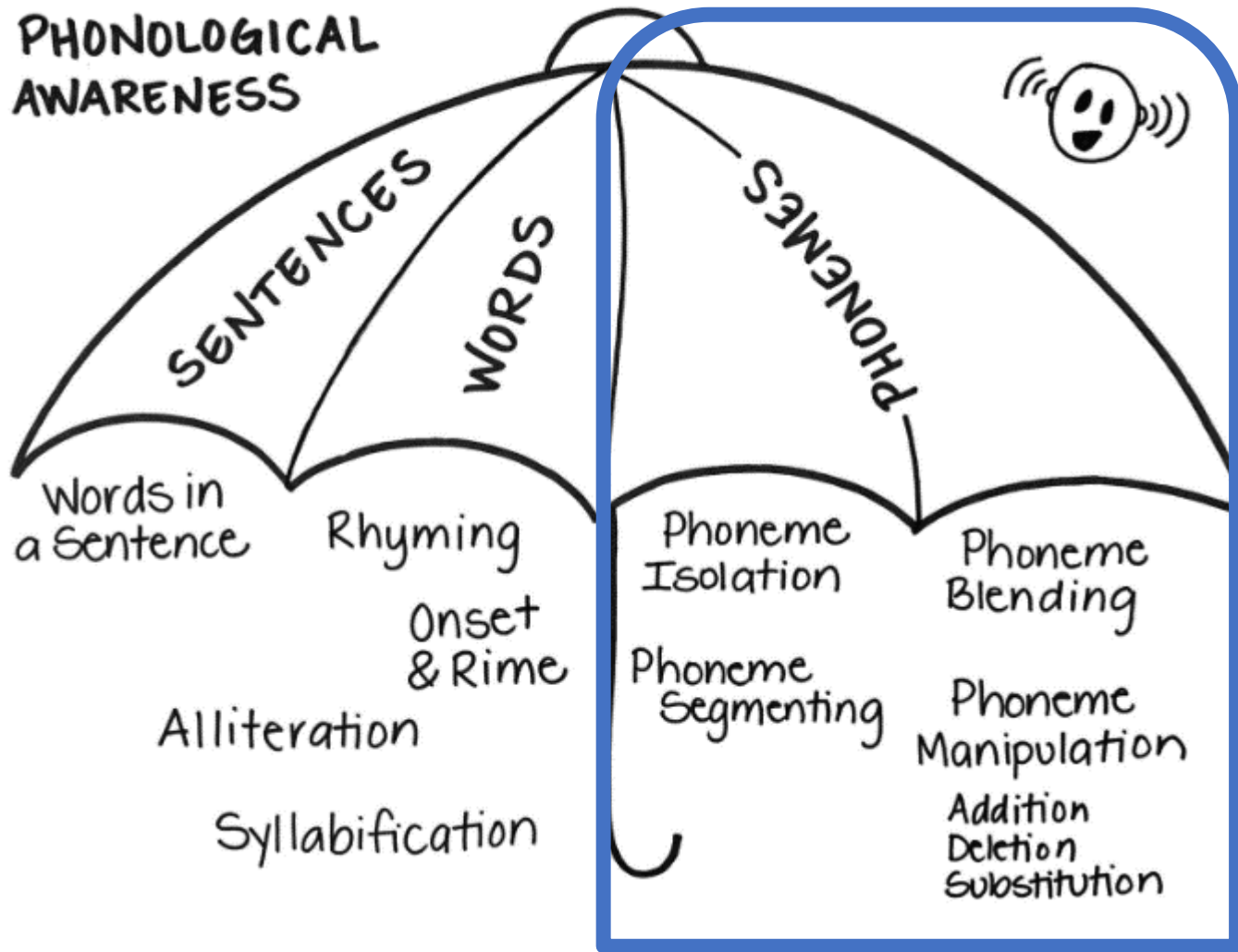
**PHONOLOGICAL
AWARENESS**

PHONICS





**PHONOLOGICAL
AWARENESS**



Phonemic Awareness



Let's Practice!



Image: Pixabay



Sound Boxes

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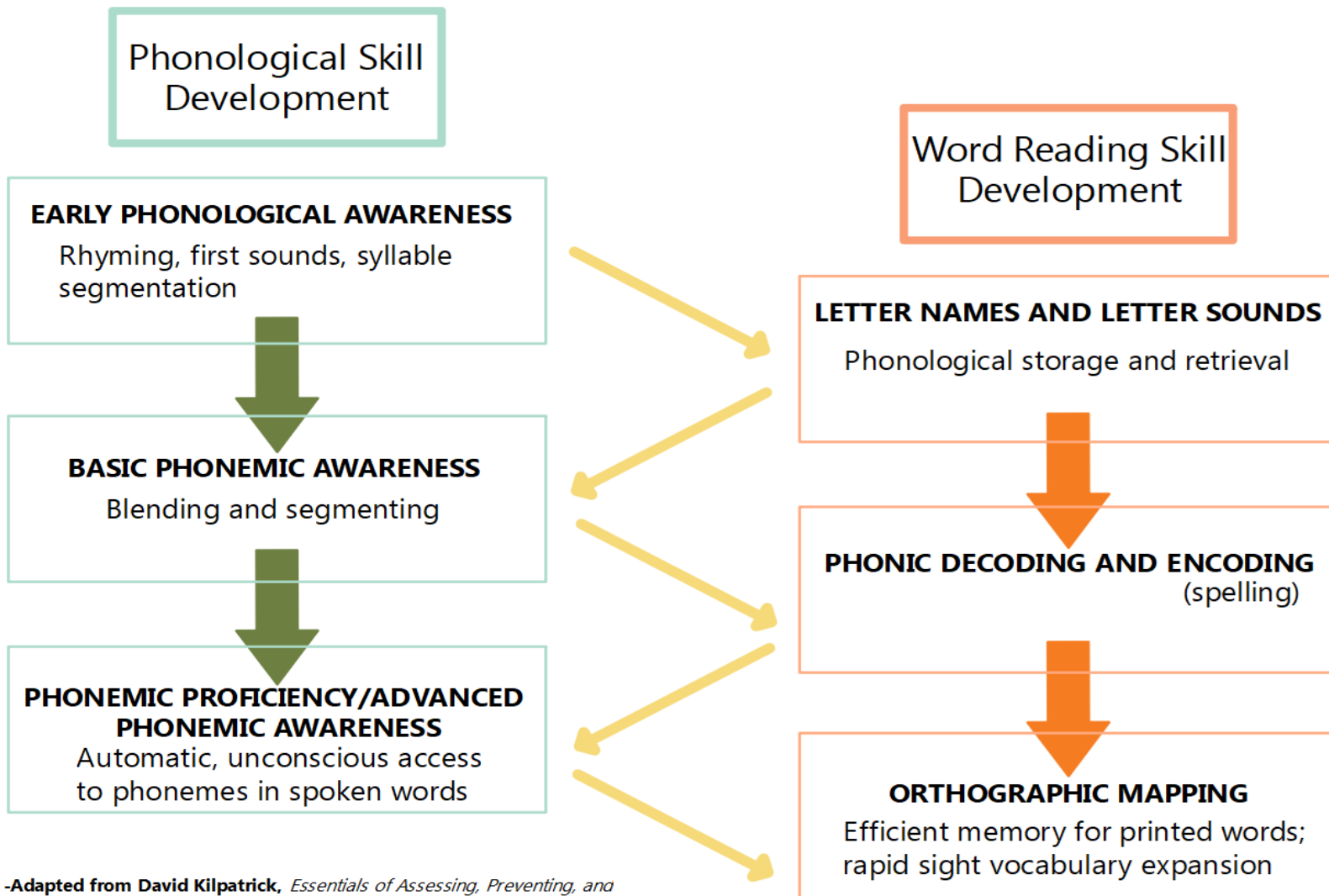
Phonics and Word Analysis: What's the Link?



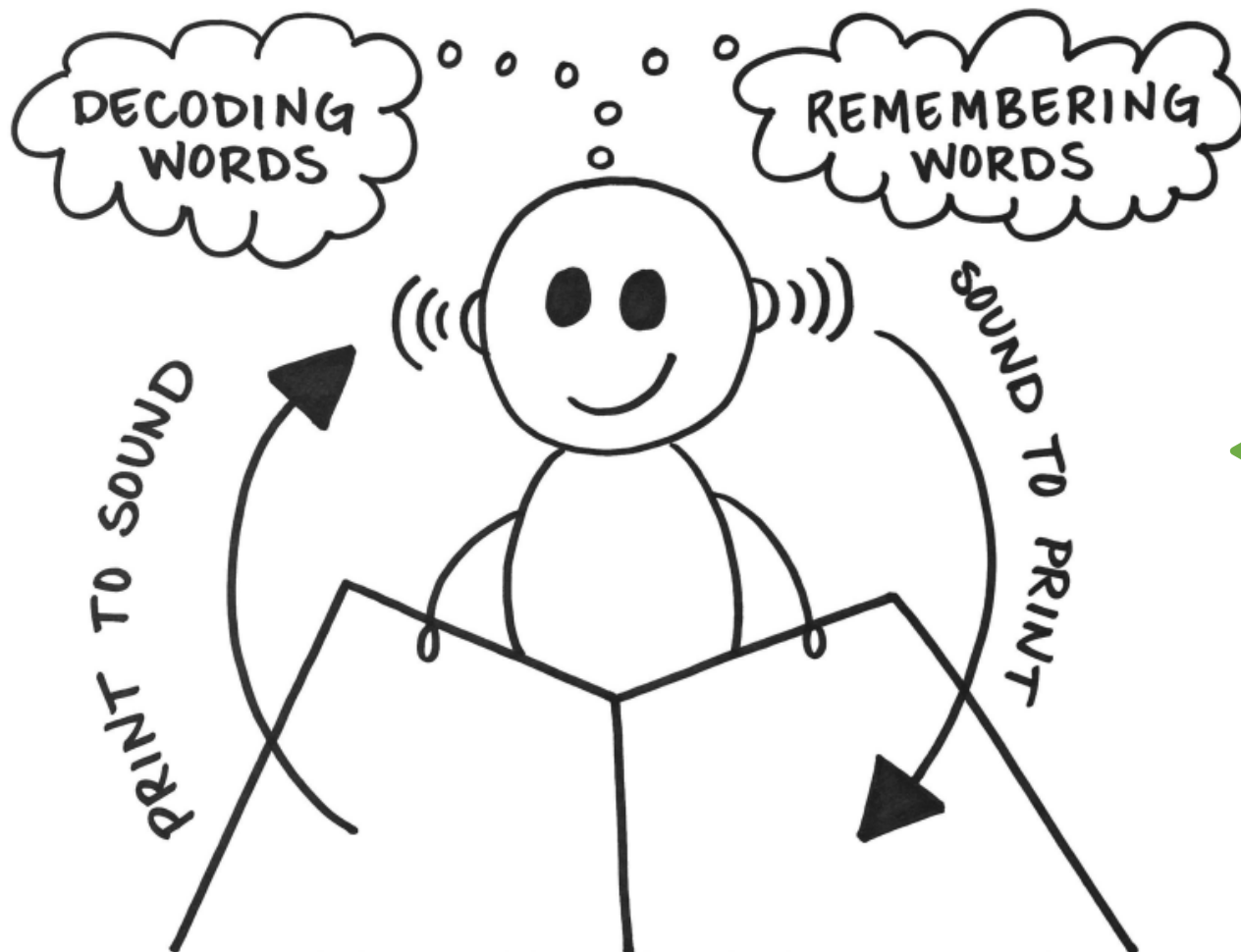
Image: Pixabay



THE DEVELOPMENTAL RELATIONSHIP BETWEEN PHONOLOGICAL SKILLS AND WORD-LEVEL READING



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



ORTHOGRAPHIC MAPPING



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	
---	-----	---	--



	Based on Usage		Based on Alphabetic Principle		Based on Automaticity	
	HF	Not	Regular	Irregular	Sight Word	Not Yet
did	↗		↗		↗	
does	↗			↗	↗	
dentist		↗	↗		↗	
dendrochronology		↗	↗			↗



girl



Learning Letters vs. Learning Words



Image: Pixabay



Image: Pixabay

koala



koala

Koala

Koala

KOALA

Koala

koala

koala

kOaLa

Koala

koala

koala

koala

koala



Practice, Play... PROFICIENCY!

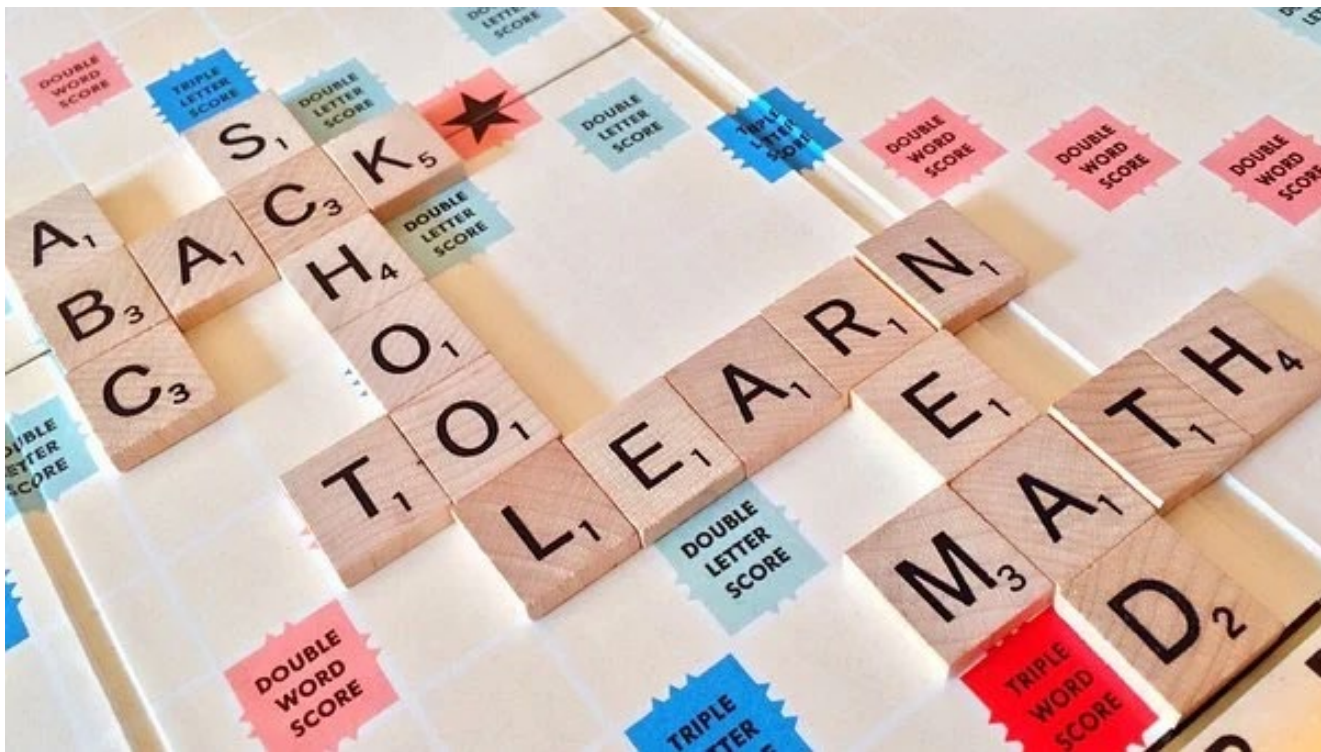


Image: Pixabay



Word Chaining

List → Lift → Swift



Image: Pixabay



Syllable Division
Rules

Six Syllable Types

Teaching
Multisyllabic
Words

Spelling Rules

Morphology



Six Syllable Types

Closed syllables (a short vowel spelled with a single vowel letter and ending in one or more consonants)	<i>in-sect</i> <i>stu-dent</i>
VCe (a long vowel spelled with one vowel + one consonant + silent <i>e</i>)	<i>com-pete</i> <i>base-ball</i>
Open syllables (ending with a long vowel sound, spelled with a single vowel letter)	<i>pro-gram</i> <i>tor-na-do</i>
Vowel team (multiple letters spelling the vowel)	<i>train-er</i> <i>neigh-bor-hood</i>
Vowel-<i>r</i> (vowel pronunciation changing before /r/)	<i>char-ter</i> <i>cir-cus</i>
Consonant-<i>le</i> (unaccented final syllable containing a consonant before <i>l</i> followed by a silent <i>e</i>)	<i>drib-ble</i> <i>puz-zle</i>



Fluency: What's the Link?



Image: Pixabay



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.



Appendix E: Reading Foundations

Florida's B.E.S.T. ELA Standards (pages 206-211)



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

	1	2	3	4
EXPRESSION & VOLUME	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.	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.	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.	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.
PHRASING	Reads in a monotone with little sense of boundaries; frequently reads word-by-word.	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.	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some chopiness, reasonable stress and intonation.	Generally reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression.
SMOOTHNESS	Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.	Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive.	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures.	Generally reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.
PACE	Reads slowly and laboriously.	Reads moderately slowly.	Reads with an uneven mixture of fast and slow pace.	Consistently reads at conversational pace; appropriate rate throughout reading.

Source: Zutell, J., & Rasinski, T. V. (1991). Training teachers to attend to their students' oral reading fluency. *Theory Into Practice*, 30, 211–217.



“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
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