Building the Foundation From What Students Know

Foundational Skills Instruction in a Student-Centered Classroom

Presented By
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American Reading Company

ARC COLLOQUIUM SERIES
Active Reading Strategies

1. Initial Blends & Digraphs
2. High Frequency Words
3. 1-Syllable Word Families
4. Initial Consonants
5. Concept of Word
6. Syllable Words
7. Syllable Word Families
8. Syllable Words
16 of the 17 students went to 2nd grade reading at the 2nd grade level.
American Reading Company Academic Advisory Board

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What percentage of your 3rd graders are reading on or above grade level? How do you know?

What does it mean to be reading on or above grade level?

What are the barriers?

Please share and include:
Your name, school, and position
There are 7.9 million low-income children, birth through age 8, in the United States. If current trends hold true, 83%, or 6.6 million of these children, are at increased risk of dropping out of high school because they can't read proficiently by fourth grade.

…Children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers. Black and Hispanic children who are not reading proficiently in third grade are twice as likely as similar white children not to graduate from high school (about 25 vs. 13 percent)…

The Annie E. Casey Foundation, “Early Warning Confirmed: A Research Update on Third Grade Reading,” 2013.
Foundational Skills Can’t Wait!
Foundational Skills Instruction in a Student-Centered Classroom

☐ How are Foundational Skills learned?

☐ How should Foundational Skills be taught?

☐ Now what?
What Do We Know About Teaching Foundational Skills Effectively?

Effective Structured Phonics Programs:

• Use texts in which words are restricted to the spelling/sound patterns that have been taught
• Ensure beginning readers acquire the foundational skills necessary to move into reading (e.g., letter knowledge, phonemic awareness, segmenting)

Why a Structured Phonics Program is Effective

David Liben

Structured phonics programs have long been shown to be highly effective in teaching all students the foundational skills necessary (though not sufficient) for reading comprehension, so let’s start by clarifying what exactly a structured phonics program entails. Such a program directly teaches the spelling/sound patterns of English in a clear sequence (e.g., beginning with consonant sounds then moving to short vowel sounds, long vowel sounds, consonant blends...).

There are many structured phonics programs and the sequence is much the same in all. Students are taught each of the spelling/sound patterns in the sequence and then given an opportunity to apply the sequences as they read and spell words both in and out of context. In other words, students read the words containing the spelling/sound or phonics patterns they have learned in connected texts and also engage in a variety of activities (such as games, puzzles, and flashcards) outside of the texts they read. Research has shown the need for both of these approaches (Lind et al. 2006).

In most of these programs, the words in the texts are restricted to the spelling/sound patterns that have been taught. For example, if short vowel sounds had been taught but long vowel sounds had not been taught, then only short vowel sounds would appear in the texts students read. Similarly, if specific consonant blends (e.g., bl, cr, tr...) had been taught, these would appear in the texts, whereas blends that had not yet been taught would not. These texts are often called “phonetically controlled readers” or “decodables” because the majority of the words forming the text conform to the letter-sound or phonetic patterns that have been taught up to that point in the program. Phonetic or letter/sound patterns not yet taught do not appear, or appear far less often, hence the term “phonetically controlled.”

Programs that do not use phonetically controlled readers also use texts that are controlled—essentially by every other feature of the text: repetition, context, illustrations, shorter sentences, shorter paragraphs and larger font. Such texts are usually called “leveled readers” or “leveled texts” (since they are placed into complexity levels by this array of text features) or “predictable texts” (since the array of supports makes what happens very predictable and students use this to help read the words). Typically, guided reading programs use these types of texts.

Another essential feature of structured phonics programs is that they ensure that beginners acquire the foundational skills necessary to move into reading. These programs make sure that children learn letters and learn to segment words into their smallest sounds. Learning letters and segmenting words are the two most important contributors in helping children learn to read words during kindergarten and first grade. Letter knowledge and sound awareness enable children to interpret letters as representing the separate sounds in individual words and
What a Structured Phonics Program Does to Support Emerging Readers:

1. Introduces students to spelling/sound relations separately, explicitly, and gradually
2. Helps teachers know which students have mastered which patterns and provides the support needed
3. Teaches students to use phonology (how to pronounce), orthography (how to spell) and morphology (prefixes, roots, suffixes) to decode and spell
4. Provides appropriate texts to reinforce targeted spelling/sound patterns
Luckily...there is a developmental sequence.
Luckily… there is a developmental sequence.
Luckily... there is a developmental sequence.
Luckily... there is a developmental sequence.
Theory of Action: Executive Function

Executive function is foundational for all learning.

Nancy Sulla, It’s Not What You Teach but How, 2015.
A word is a pattern of marks.

A word is a pattern of marks.

A word is a pattern of marks.

A word is a pattern of marks.

...first-letter cues narrow uncertainty and limit possible responses.

One hundred words account for almost half of the words we read and write. Ten words account for almost 25%. As soon as possible, children should learn to read and spell these high-frequency words.

Children’s difficulties with syllable-initial consonant clusters reflect a basic difficulty in analyzing the phonemic structures of complex syllable onsets. The spelling and sounds of consonant clusters require special attention.

Students learn to orally segment, rearrange, and substitute one phoneme and/or phonogram for another and can use rime, onset, and analogy to decode and spell most one-syllable words encountered in text.

Theory of Action: Decode One-Syllable Words

Bill went to the store.

1. Cover the onset: Bill
2. Subtract the w: y-ill
3. Add on the /b/: B/-ill
4. Sounds right, looks right, makes sense: Bill

What word do you know that can help you?
Good readers “chunk” or divide words into manageable units. They do this based on the brain’s incredible knowledge of which letters usually go together in words... Words we have read before are almost instantly pronounced based on spelling patterns the brain has seen in other words.

The patterns in words of three or more syllables are not onsets and rimes. Rather, they are morphemic units commonly referred to as roots, prefixes, and suffixes. English is the most morphologically complex language. Linguists estimate that for every word you know, you can figure out how to decode, spell, and build meaning for six or seven other words if you recognize and use the morphemic patterns in words.

One day after George had eaten ten bowls of Martha’s soup, he said to himself, “I just can’t stand another bowl. Not even another spoonful.”

So, while Martha was out in the kitchen, George carefully poured the rest of his soup into his father’s under the table. “Now she will think I have eaten it.”

But Martha was watching from the kitchen.
Children at the transitional stage read a lot of “series” books. Through their shared characters, settings, and events, these books support transitional readers’ development just as repetitive language and structure of emergent and early texts supported them when they were starting out.

Chapter Book Transition
Active Reading Strategies

Concept of Word

Initial Consonants

High Frequency Words

Initial Blends & Digraphs

One-Syllable Word Families (Onset + Sight Word/Rime)

Two-Syllable Words

Multisyllabic

Irregularly Spelled Words & Chapter Books

A Developmental Sequence

Kindergarten

1-3Y  1G  2G  1B  2B  1R  2R
How are Foundational Skills learned?

How should Foundational Skills be taught?

Now what?
How does every child get what she/he needs?
Equip teachers to:

use the developmental taxonomy to...

1. identify what each student knows

2. group based on what the students need to learn next

3. provide effective, targeted small-group instruction
If there is a development sequence, what is the challenge with teaching foundational skills?
If there is a development sequence, what is the challenge with teaching foundational skills?
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(Please note: There are additional notes in the image for blends and suffixes, but they are not included in the table for clarity.)
Equip teachers to:

* use the developmental taxonomy to...
  1. identify what each student knows
  2. group based on what the students need to learn next
  3. provide effective, targeted small-group instruction
1. Identify IRLA® Reading Level.

2. Use the IRLA® to diagnose specific instructional needs.

3. Use corresponding IRLA® Toolkit Lessons to teach and model specific skills.

4. Provide guided and independent practice differentiated to support students who learn at different paces.
See It In Action

1. Identify IRLA® Reading Level.
2. Use the IRLA® to diagnose specific instructional needs.
3. Use corresponding IRLA® Toolkit Lessons to teach and model specific skills.
4. Provide guided and independent practice differentiated to support students who learn at different paces.

1B Zone 1
Use 10 Power Words (Without Onsets) to Read 100 New Words
Lesson 1: Consonant + Power Word
Use What You Know...
Foundational Skills Can’t Wait!
Foundational Skills Instruction in a Student-Centered Classroom

- How are Foundational Skills learned?
- How should Foundational Skills be taught?
- Now what?

ARC COLLOQUIUM SERIES
Based on what we’ve shared and learned today, please identify…

A personal practice that you want to KEEP doing,

A personal practice that you want to STOP doing,

And a personal practice that you want to DO DIFFERENTLY.

Now What?
Imagine the possibilities.

If we teach today as we taught yesterday, we rob our children of tomorrow.

— John Dewey