An Introduction to Understanding Foundational Literacy Grades 6-12

Just Read, Florida!

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Session Objective

- Implement targeted, age-appropriate instructional practices, routines and interventions for foundational reading benchmarks in the secondary classroom.

This will be a courageously collaborative space. We will share, challenge, support, encourage, listen, respond, reflect and take strides together in ways that matter for our readers.

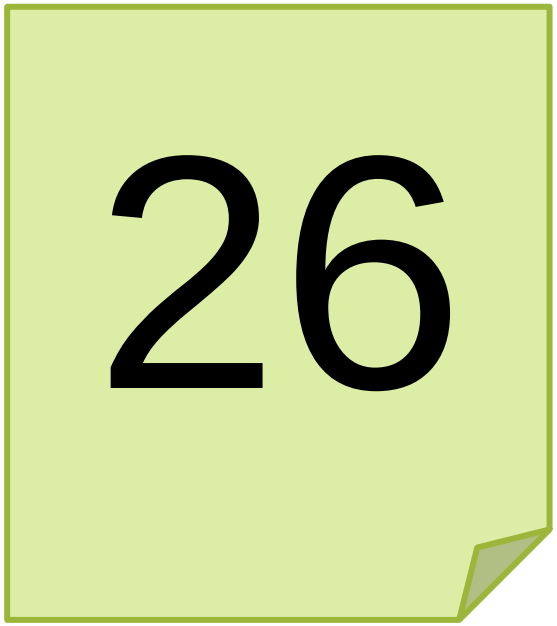
Note Catcher

Handout #1 Note Catcher

Note Catcher: Secondary Foundations

	Key Concepts	Connections	Instructional Practices for Secondary Intervention	Source(s)
Phonological Awareness				
Phonemic Awareness				
Phonics				
Fluency				

What do these numbers represent?



Making Words

How many words with four or more letters can you make with the following letters?

r	e	t	r	o	s	p	e	c	t	i	o	n

Standards Map

Strand	Standard	Benchmark	Code
Foundations (F)	Learning and Applying Foundational Reading Skills	Print Concepts	F.1.1
		Phonological Awareness	F.1.2
		Phonics and Word Analysis	F.1.3
		Fluency	F.1.4
	Applying Foundational Reading Skills for Secondary Students Needing Reading Interventions	Phonological Awareness	F.2.1
		Phonics	F.2.2
		Encoding	F.2.3
		Fluency	F.2.4
Reading (R)	Reading Prose and Poetry	Literary Elements	R.1.1
		Theme	R.1.2
		Perspective and Point of View	R.1.3
		Poetry	R.1.4
	Reading Informational Text	Structure	R.2.1
		Central Idea	R.2.2
		Purpose and Perspective	R.2.3
		Argument	R.2.4
	Reading Across Genres	Interpreting Figurative Language	R.3.1
		Paraphrasing and Summarizing	R.3.2
		Comparative Reading	R.3.3
		Understanding Rhetoric	R.3.4
Communication (C)	Communicating Through Writing	Handwriting	C.1.1
		Narrative Writing	C.1.2
		Argumentative Writing	C.1.3
		Expository Writing	C.1.4
		Improving Writing	C.1.5
	Communicating Orally	Oral Presentation	C.2.1
	Following Conventions	Conventions	C.3.1
	Researching	Researching and Using Information	C.4.1
	Creating and Collaborating	Multimedia	C.5.1
		Technology in Communication	C.5.2
Vocabulary (V)	Finding Meaning	Academic Vocabulary	V.1.1
		Morphology	V.1.2
		Context and Connotation	V.1.3

ELA B.E.S.T. Standards page 10

Grades 6-12 Foundational Reading Intervention Standards

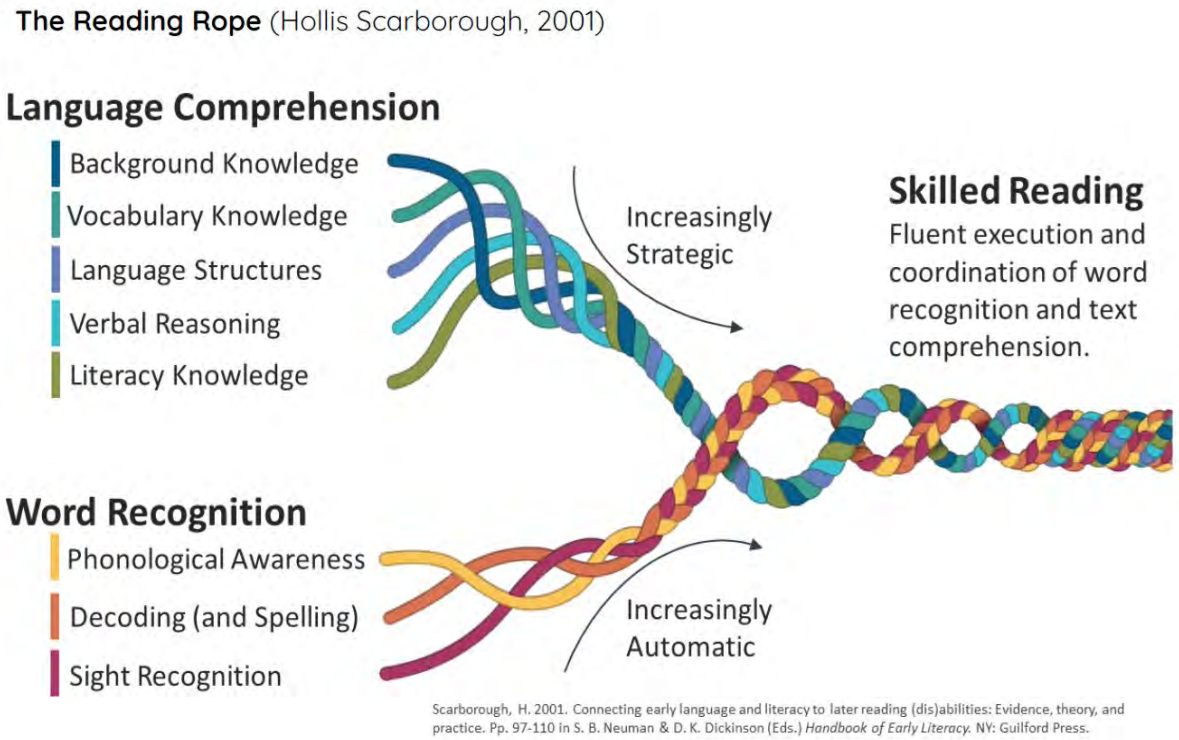
Phonological Awareness	**ELA.612.F.2.1: Demonstrate an understanding of spoken words, syllables, and sounds.** a. Orally produce single-syllable and multisyllabic words by accurately blending sounds. b. Accurately segment single-syllable and multisyllabic words.
Phonics and Word Analysis	**ELA.612.F.2.2: Know and apply phonics and word analysis skills in decoding words.** a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.
Encoding	**ELA.612.F.2.3: Know and apply phonics and word analysis skills in encoding words.** a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.
Fluency	**ELA.612.F.2.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.**

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

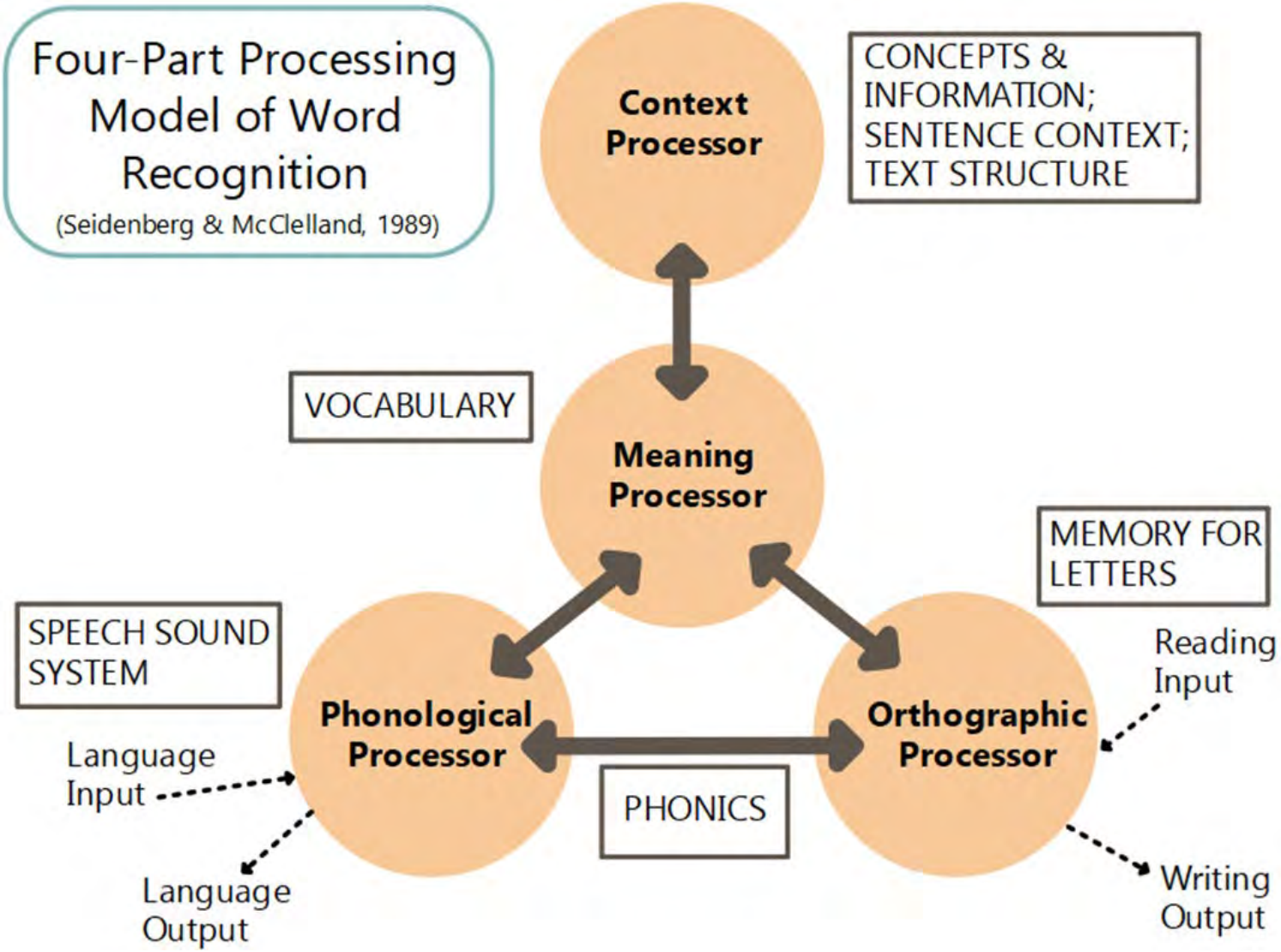
"There is no comprehension strategy powerful enough to compensate for the fact you can't read the words."

Anita Archer (2008)

Simple View of Reading and the Reading Rope



Word Recognition ✖ **Language Comprehension** = **Reading Comprehension**


Four-Part Processing Model of Word Recognition
(Seidenberg & McClelland, 1989)
Context Processor
CONCEPTS & INFORMATION; SENTENCE CONTEXT; TEXT STRUCTURE
VOCABULARY
Meaning Processor
MEMORY FOR LETTERS
SPEECH SOUND SYSTEM
Reading Input
Phonological Processor
Orthographic Processor
Language Input
PHONICS
Language Output
Writing Output

The Growth of Fluency

Orthographic representations are “a mental representation of how words and syllables are spelled and what they look like on the page.”

(Willingham, “Encoding Works in Tandem with Decoding,” pages 56, 66)

Fluency Bridges the Gap to Comprehension

Pikulski & Chard (2005)

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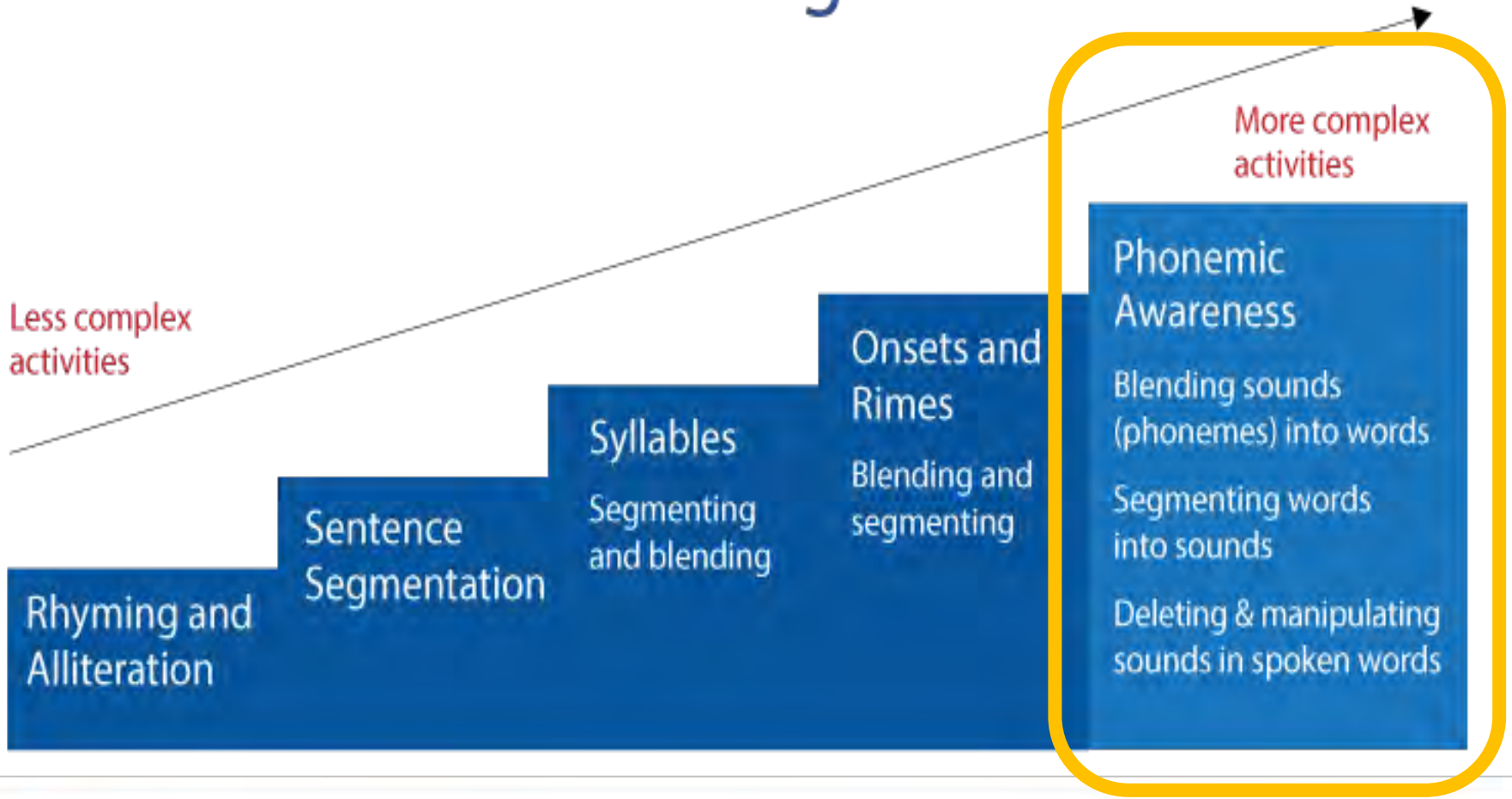
Phonological Awareness

5 Levels of Phonological Awareness



W. Blevins, "A Fresh Look at Phonics" (2017)

Let's Dig In!

Phonemic Awareness vs. Phonics-Bottari

- Read the first part of the Bottari article, stop just before the 'What is Phonics?' section.
- Capture key words/phrases/ideas on your note catcher.
- Be prepared to discuss with a partner.

Common Impact of Phonological Awareness Deficits

- Poor Spelling
- Inaccurate Decoding of New Words
- Mispronunciation of Words
- Difficulty Remembering or Recalling New Words

Phonological and Phonemic Awareness Activities for Older Students

- Use a guide word or gesture to remind students of a sound's identity, especially short vowels.
- Segment syllables and/or speech sounds before spelling words or to correct misspellings.
- Highlight, describe, segment and pronounce individual speech sounds if similar sounding words are confused (e.g., **flush/flesh/fresh**).

Moats and Tolman (2009)

Phonological and Phonemic Awareness Activities for Older Students

- Orally rehearse the repetition of phrases and sentences that are being written, to reduce the load on working memory.
- Ask students to say vocabulary words aloud and to pronounce them correctly.
- Provide written, pictorial or graphic support when spoken language must be processed.

Moats and Tolman, 2009

Activity

- When reading the Bottari article, pay particular attention to instructional implications for older students.
- Capture key words/phrases/ideas on the note-catcher.
- Underline one key sentence from assigned section.
- Be prepared to discuss.

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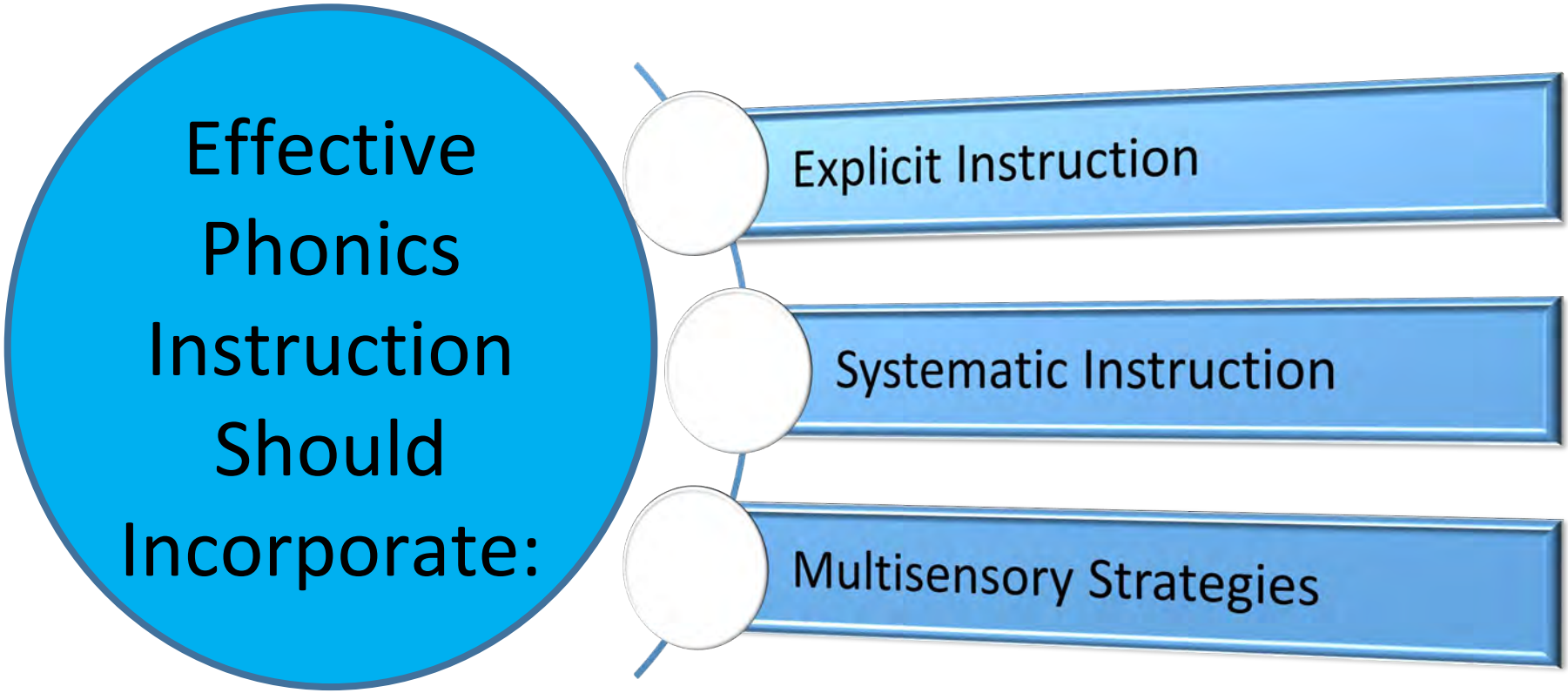
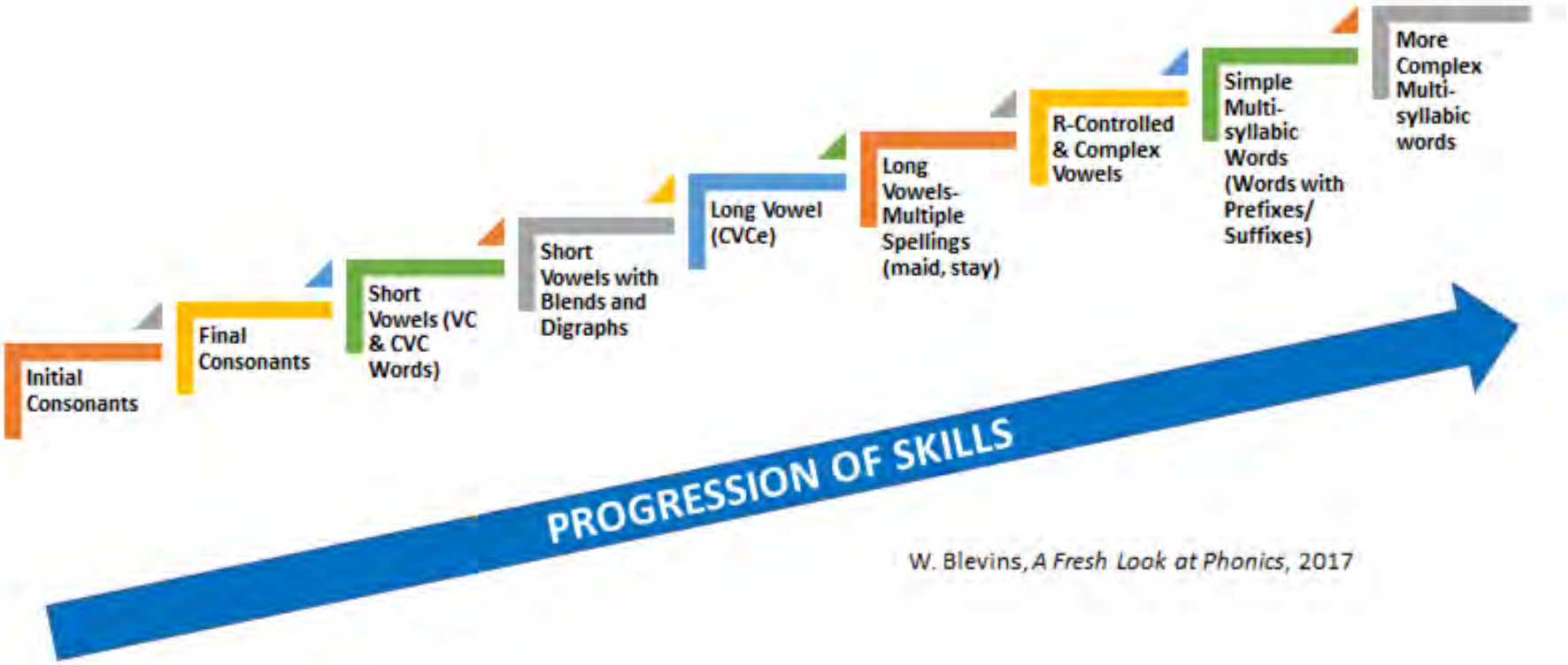
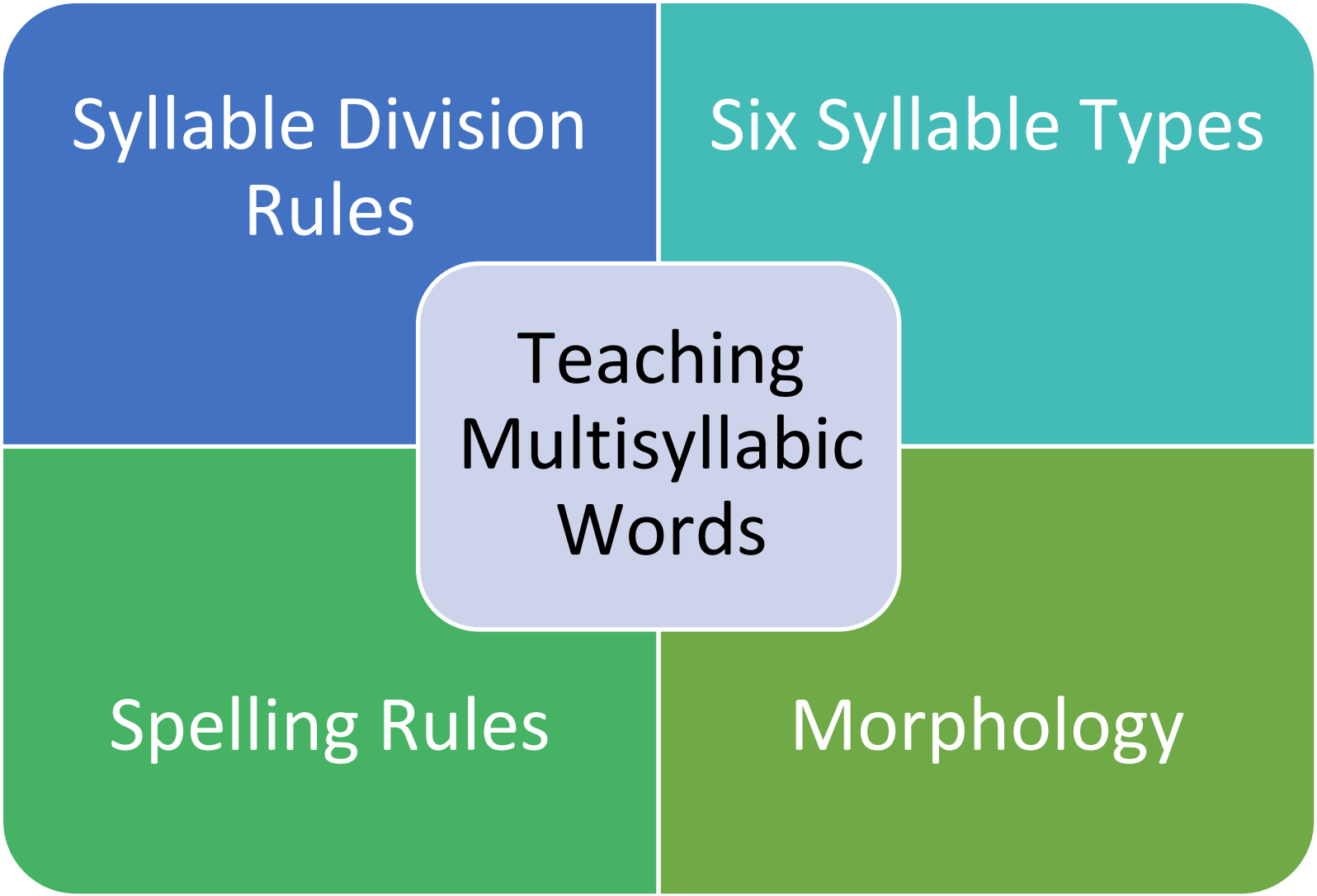
Phonics

Grades 6-12 Foundational Reading Intervention Standards	
Phonics and Word Analysis	**ELA.612.F.2.2: Know and apply phonics and word analysis skills in decoding words.** a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences and syllabication patterns.
Encoding	**ELA.612.F.2.3: Know and apply phonics and word analysis skills in encoding words.** a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.


Effective Phonics Instruction Should Incorporate:
Explicit Instruction
Systematic Instruction
Multisensory Strategies

Sample Phonics Continuum




Syllable Division Rules
Six Syllable Types
Teaching Multisyllabic Words
Spelling Rules
Morphology

Are rules being explicitly taught and applied?

- How do you know when to use ck or k when spelling the /k/ sound at the end of a word?
- When does a g make the “soft” /j/ sound?
- How many vowel sounds are in each syllable?
- What rule helps me know how to divide the syllables in bathtub and complain?

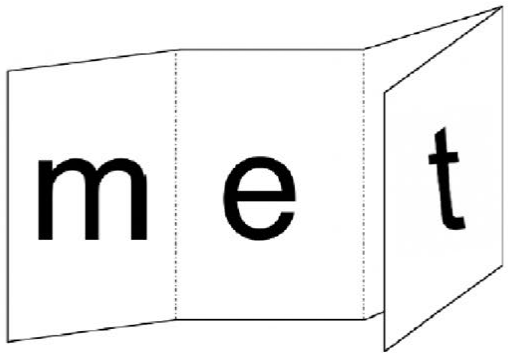
Syllable Types:

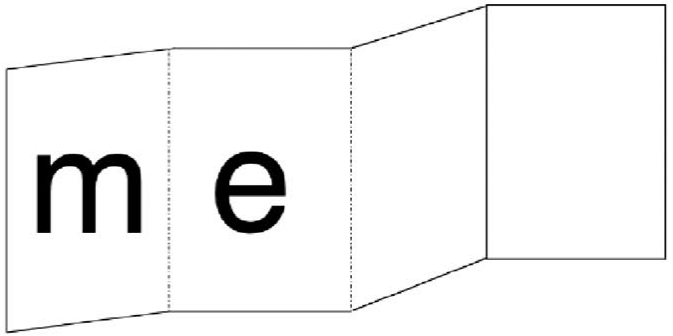
Closed syllables (a short vowel spelled with a single vowel letter and ending in one or more consonants)	*in-sect* *stu-dent*
VC*e* (a long vowel spelled with one vowel + one consonant + silent *e*)	*com-pete* *base-ball*
Open syllables (ending with a long vowel sound, spelled with a single vowel letter)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

ies Practice Guide-Foundational Skills to Support Reading for Understanding, K-3 p.25

Open and closed syllables make up close to 50% of syllables in English Words.

Stanback (1992)





Common Syllable Division Rules

VCCV – divide between the consonants

p i c | n i c
v c | c v

VCV – divide after first vowel (open, long) or after consonant (closed, short)

r o | b o t
v | c v

c i v | i c
v c | v

VCCCV – divide after the first or after the second consonant

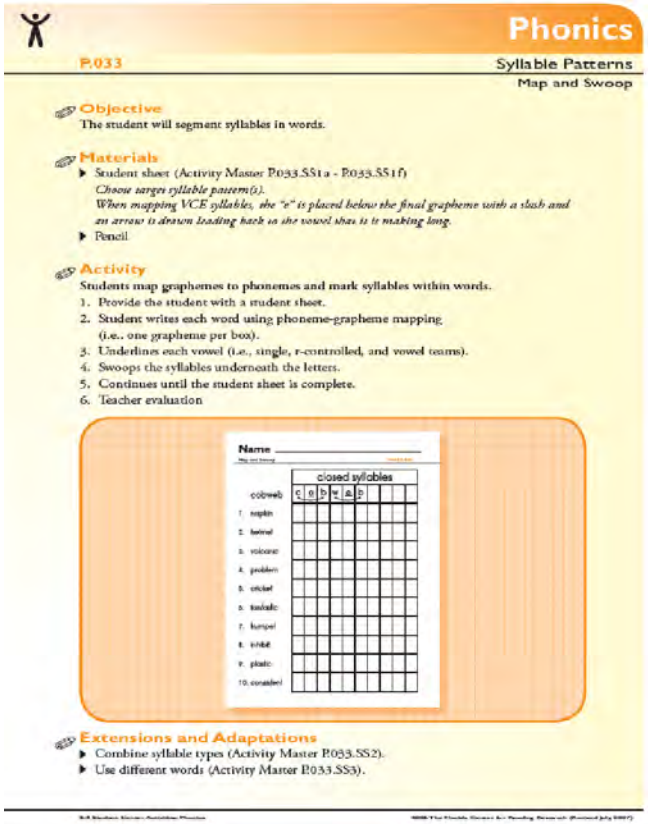
e x | p l a i n
v c | c c v

f r u s | t r a t e
v c | c c v

h i l l | t o p
v c c | c v

Map and Swoop

FCRR Student Centered Activities



Phonics

P.033

Syllable Patterns

Map and Swoop

Objective

The student will segment syllables in words.

Materials

- Student sheet (Activity Master P.033.SS1a - P.033.SS1f)

Choose target syllable pattern(s).

When mapping VCE syllables, the "e" is placed below the final grapheme with a slash and an arrow is drawn leading back to the vowel that is to making long.

- Pencil

Activity

Students map graphemes to phonemes and mark syllables within words.

1. Provide the student with a student sheet.
2. Student writes each word using phoneme-grapheme mapping (i.e., one grapheme per box).
3. Underlines each vowel (i.e., single, r-controlled, and vowel teams).
4. Swoops the syllables underneath the letters.
5. Continues until the student sheet is complete.
6. Teacher evaluation

Name _____

closed syllables

cobweb c o b w e b

1. napkin
2. helmet
3. volcano
4. problem
5. cricket
6. fantastic
7. hamper
8. exhibit
9. plastic
10. consider

Extensions and Adaptations

- Combine syllable types (Activity Master P.033.SS2).
- Use different words (Activity Master P.033.SS3).

1. Write each word using phoneme-grapheme mapping (i.e., one grapheme per box).
2. Underline each vowel grapheme (i.e., single, r-controlled, and vowel teams).
3. Swoop the syllables underneath the letters.
4. Identify each syllable type.

Map and Swoop

- Let's try #9 together.
- Say the word together.
- Underline the graphemes that represent vowel sounds.

r	e	s	e	m	b	le

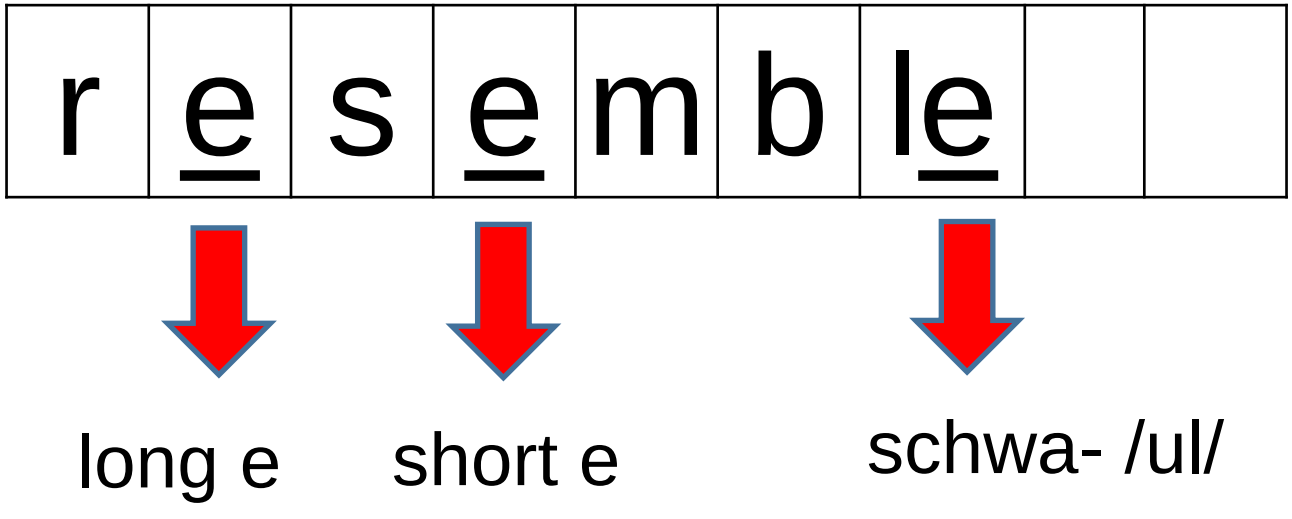
Map and Swoop

- There are three vowel sounds. Are they long, short or schwa sounds?

r	e	s	e	m	b	le		

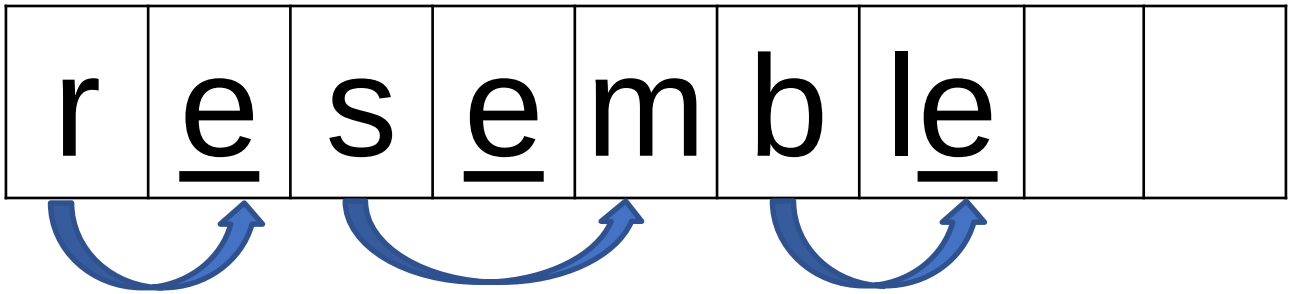
Map and Swoop

- There are three vowel sounds. Are they long, short or schwa sounds?

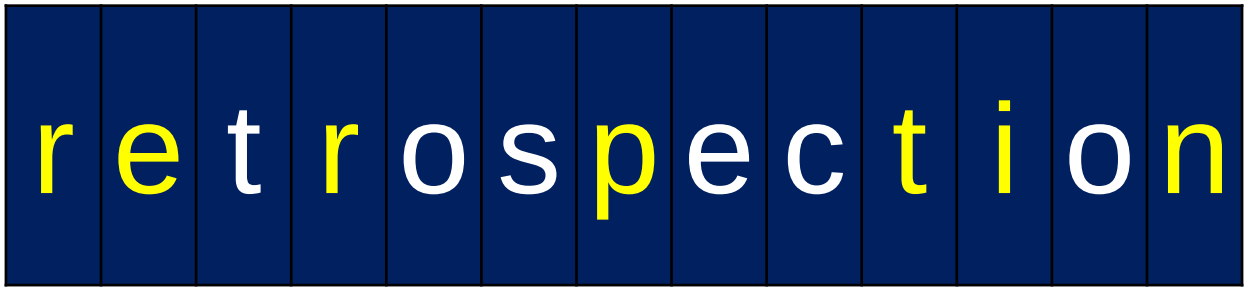


Map and Swoop

- Time to “swoop”



Phonics (ELA.612.F.2.2)
Encoding (ELA.612.F.2.3)
Morphology (ELA.612.V.1.2)



My word is **reprint.**

Reprint means to print again.

Word Sorts

- Closed Sort – Students are directed how to sort the words (provided categories).
- Open Sort – Students are not directed how to sort the words.
- Timed Sort – Students are directed how to sort the words, but given time constraints. These sorts may be open or closed.

Using the list of words you created, sort the words into two categories:

Words with affixes	Words without affixes

Significant Sentences

Phoneme manipulation includes adding, deleting and substituting sounds in words.

What instructional opportunities do you see to use this sentence to align to the Foundations Benchmarks of the B.E.S.T. ELA Standards?

- Phonological Awareness
- Phonics
- Encoding
- Fluency

Let's explore the opportunities in the underlined sentences!

- As you finish reading the Bottari article, pay particular attention to instructional implications for older students.
- Capture key words/phrases/ideas on the note catcher.
- Underline one key sentence from your section.
- Be prepared to discuss.

Fluency Bridges the Gap to Comprehension

Pikulski & Chard (2005)

On separate Post-It notes, please share ***one thing you will implement with students*** *and* ***one piece of feedback.***

Place on the designated charts.

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Resources Used:

- "A Fresh Look at Phonics" by Wiley Blevins
- Dyslexia Fast Facts
- Ehri's Phases-UFLI
- Elkonin Boxes Resources-Reading Rockets
- FCRR Student Center Activities
- FCRR Student Centered Activities Aligned to B.E.S.T. K-3
- Guide for Reading Mentors-Just Read, Florida
- Hollis Scarborough's Reading Rope
- ies Practice Guide: "Foundational Skills to Support Reading for Understanding, Grades K-3"
- "Phases of Word Learning" by Ehri and McCormack, 1998
- Phonemic Awareness vs. Phonics-Bottari
- Phonological and Phonemic Awareness-Reading Rockets
- Six Syllable Types-Reading Rockets
- Spelling Rules
- Syllable and Accent Rules
- UFLI-Teaching Big Words Resource

THANK YOU

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