

Foundational Reading Skills: Standards Tell Us **What** Research Tells Us **How** **Part 1**



Agenda

Part 1



Standards and
Research



Foundational
Reading Skills



Print
Concepts



Phonological
Awareness

Part 2



Standards and
Research



Foundational
Reading Skills



Phonics & Word
Recognition



Fluency

Agenda

Part 1



Standards and
Research



Foundational
Reading Skills



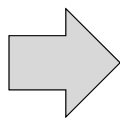
Print
Concepts



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Part 1



Standards and
Research



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Standards Tell Us **What**

Teachers are ... free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the standards.

Common Core State Standards



Research Tells Us **How**

Science of Reading



Comprehensive body of research encompassing decades of scientific knowledge

Empirically supported research providing the information we need to gain a deeper understanding of how we learn to read

Empirically supported research providing what skills are involved, how they work together, and which parts of the brain are responsible for reading development

From this research, we can identify an evidence-based best practice approach for teaching foundational literacy skills

Institute of Multi-Sensory Education

Why is the science important?



- 20% of elementary school students struggle. (Moats, 2020)
- An additional 20% are considered at-risk. (Moats, 2020)
- Only 33% of 4th graders performed at or above proficient level.

(National Center for Education Statistics, 2022)

95% of students benefit from highly effective instruction. (Kilpatrick, 2015; Moats, 2020)

Research Tells Us **How**

Structured Literacy

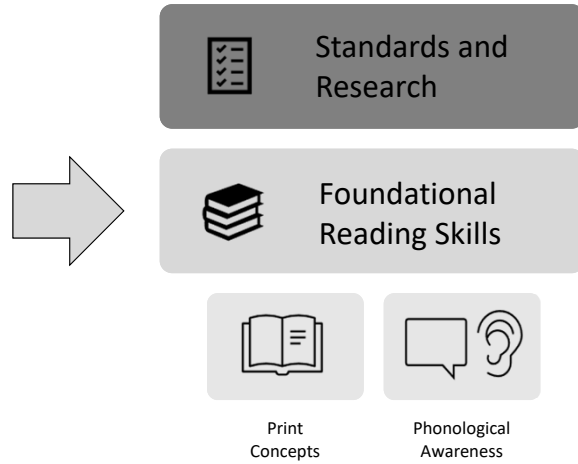
- Explicit
- Sequential
- Systematic
- Prescriptive
- Diagnostic
- Cumulative



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Part 1



Foundational Reading Skills

4. Fluency

3. Phonics & Word Recognition

2. Phonological Awareness

1. Print Concepts



Why is it important to develop the foundational skills quickly?

Students who develop foundational skills quickly:

- Are able to decode and recognize words with automaticity and accuracy.
- Find reading rewarding.
- Enjoy reading-related activities.
- Are able to focus more on comprehension.
- Are exposed to much more text.



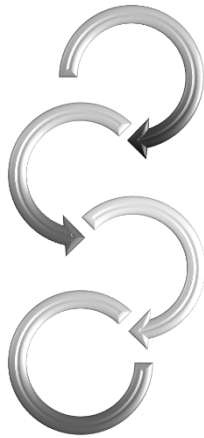
What happens when students develop the foundational skills slowly?

Students who develop foundational skills slowly:

- Are asked to read materials that are too difficult.
- Find reading unrewarding.
- May try to avoid reading-related activities.
- Struggle to decode or recognize words.
- Struggle with comprehension.
- Are exposed to much less text.



The Downward Spiral of Reading Failure



Difficulty learning to read words accurately and fluently

Less exposure to text—impacts language, vocabulary, and background knowledge

The Matthew effect phenomenon

Decline in motivation and interest in reading

Agenda

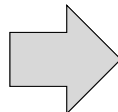
Part 1



Standards and Research



Foundational Reading Skills



Print Concepts



Phonological Awareness

Print Concepts

What is it?



Print/Book Awareness



Letter Knowledge

Print Concepts

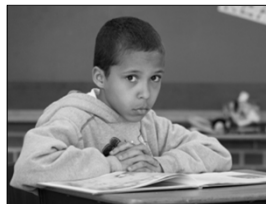
What do we know about book/print awareness?

Standards tell us:

Kindergarten and first grade students must demonstrate understanding of the organization and basic features of print.

Research tells us:

A child's understanding of print concepts successfully predicts future reading success (Pullen and Justice, 2003).



Takeaway

Print Concepts

Print and Book Awareness Skills

Functions of Print	• Print carries meaning. • Print can be used for different purposes. • Print corresponds to speech word for word.
Conventions of Print	• Print is print, no matter in what form it appears. • Printed words are made up of letters (concept of word). • Printed words are separated by spaces (word boundaries). • Sentences in print are made up of separate words. • Sentences start with capital letters and end with punctuation marks. • Text is read from left to right with a return sweep to the next line. • Lines of text are read from top to bottom of the page. • When one page of text is read, the story continues on the following page.
Book Conventions	• A book has a front cover and a back cover. • A book has a spine. • A book is held right side up. • A book has a title and a title page. • A book has an author; some books have pictures created by an illustrator. • A book has pages. The left page of a book is read before the right page. • Pages are turned one at a time in a sequence from front to back.

(Justice and Pullen, 2003)

Print Concepts

What do we know about book/print awareness?

Research tells us:

- *Print referencing* is an effective way to teach print concepts.

(Justice and Ezell, 2004)

- Use just three to five print references during the reading of a storybook.

(Justice and Ezell, 2004)



Print Concepts

What do we know about letter knowledge?

Standards tell us:

Kindergarten students must recognize and name all upper- and lowercase letters of the alphabet.

Research tells us:

- Letter naming is one of the best predictors of reading success.
- Students must be able to identify letters of the alphabet in and out of sequence and with automaticity.



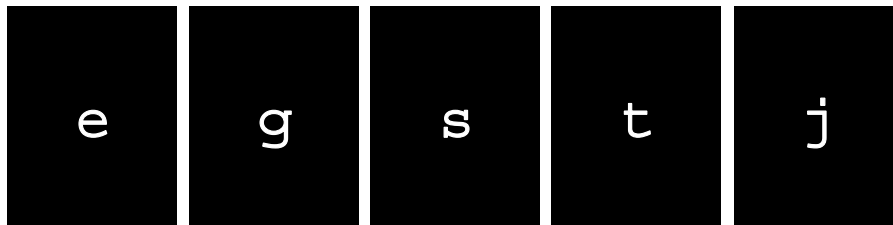
(Adams, 1990, Treiman, Kessler, & Pollo, 2006).

Print Concepts

What do we know about teaching letter knowledge?

Research tells us:

- Capital letters are typically learned first.
- A lowercase letter that matches its capital is easier to learn. (Treiman & Kessler, 2003)
- Lowercase letters with similar shapes cause confusion. (Treiman, Kessler, & Pollo, 2006)



Takeaway

Print Concepts

Visually Similar Letters		
Letter Case	A letter pair whose forms are almost identical in upper- and lowercase.	Cc, Kk, Oo, Pp, Ss, Uu, Vv, Ww, Xx, Zz
Letter Shape	Letters whose overall form is identical or similar to target letter's form when rotated, flipped, or reversed.	b-d, b-p, b-q, d-g, d-q, e-a, g-q, g-y, i-j, i-l, k-x, m-n, n-c, n-h, p-q, u-v, u-w, u-y, w-m, y-v

(Treiman and Kessler, 2003)

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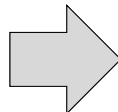
Part 1



Standards and Research



Foundational Reading Skills



Print Concepts



Phonological Awareness

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Part 1



Standards and
Research



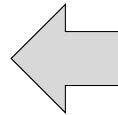
Foundational
Reading Skills



Print
Concepts



Phonological
Awareness



Phonological Awareness

What is it?



The understanding that speech is composed of sub-parts:

- Sentences are made up of words.
- Words are made up of syllables.
- Syllables are made up of onsets and rimes.
- Syllables can be broken down into phonemes.



Phonological Awareness

What do we know about phonological awareness?

Standards tell us:

Kindergarten and first grade students must demonstrate an understanding of spoken words, syllables, and sounds (phonemes).

Research tells us:

- There is a high correlation between phonemic awareness and its effect on learning to read. (National Reading Panel, 2000)
- Phonological awareness is one of the few factors that teachers are able to influence significantly through instruction.

(Lane and Pullen, 2004)



Phonological Awareness

What do we know about phonological awareness?

Pre-K student goals:

- awareness of larger speech sounds in spoken words: rhymes, onsets, syllables

Kindergarten student goals:

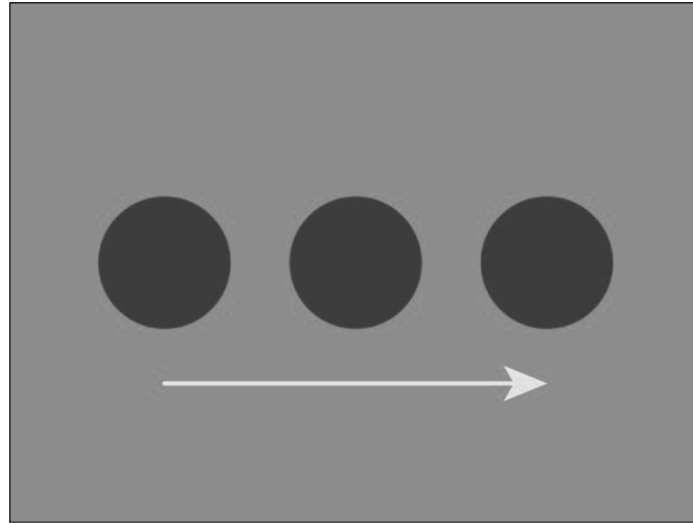
- awareness of initial, final, medial phonemes in spoken words
- alphabetic principle: printed letters represent phonemes in spoken words

1st and 2nd grade student goals:

- awareness of individual phonemes in spoken words in more complex words

(Brady & Kurto, 2020)

Blending Example



Segmenting Example

2. Rats can live in _____.
an cat packs

3. A _____ is an animal.
tan lab rat

4. Some rats _____ make us sick.
can tan lab

5. Some _____ eat rats.
rats cats packs

Number Correct ____/5

Sentence About the Story

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4

Name _____

a
cat



Sound Boxes

1. 2.

3. 4.

Word List

an	cat	lab	be
tan	rat	nab	a
can	sat	tab	be
ran	at	cab	a

Did you beat the clock? _____

Level 2 (2-3rd Grade)
Session 1, p. 107 (print)

1

Segmenting Example

Sound Boxes

1.

●	●	●	
---	---	---	--

 2.

●	●		
---	---	--	--
3.

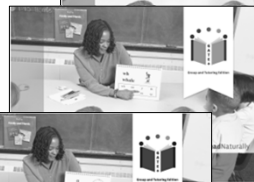
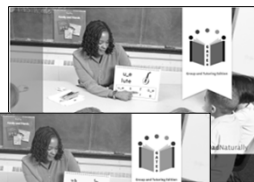
●	●	●	
---	---	---	--

 4.

--	--	--	--

Read Naturally® GATE+

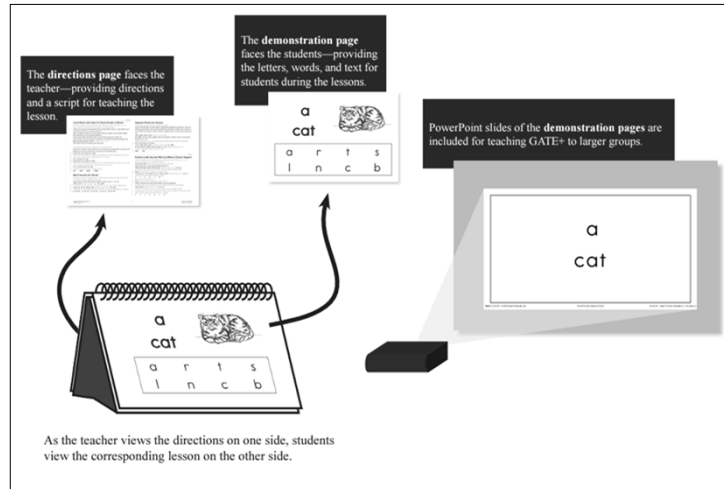
Reading Instruction for Whole Group and Intervention



Print-Based



GATE+



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Part 1



Standards and Research



Foundational Reading Skills



Print Concepts



Phonological Awareness

Part 2



Standards and Research



Foundational Reading Skills

cat

Phonics & Word Recognition



Fluency

Next Time!

Agenda

Part 2



Standards and
Research



Foundational
Reading Skills

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Phonics & Word
Recognition



Fluency



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website: www.readnaturally.com

Questions?



Print Concepts

PRINT AND BOOK AWARENESS SKILLS CHECKLIST

		✓	✓	✓	✓	✓
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	Print can be used for different purposes.					
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	Text is read from left to right with a return sweep to the next line.					
	Lines of text are read from top to bottom of the page.					
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	A book has a spine.					
	A book is held right side up.					
	A book has a title and a title page.					
	A book has an author; some books have pictures created by an illustrator.					
	A book has pages. The left page of a book is read before the right page.					
	Pages are turned one at a time in a sequence from front to back.					

VISUALLY SIMILAR LETTERS

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