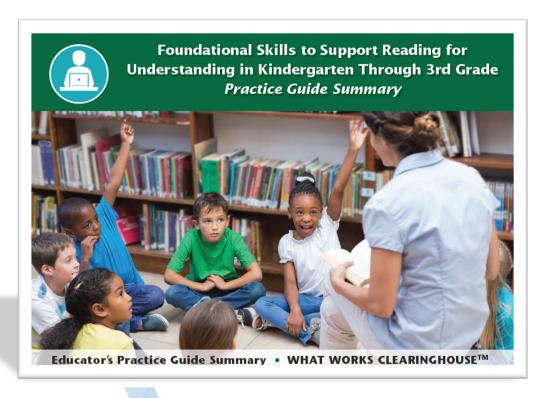
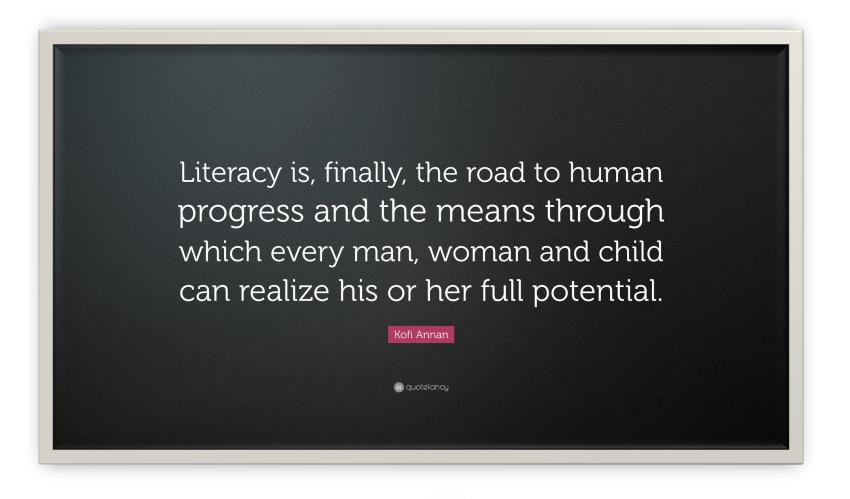
Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade



Welcome!









Objectives

 To build awareness of the content in the foundational reading skills practice guide

 To apply the research-based teaching practices to help K-3 students acquire the language and literacy skills needed to become independent, successful readers.





Recommendations in this practice guide:

- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
- Develop awareness of the segments of sound in speech and how they link to letters.
- Teach students to decode words, analyze word parts, and write and recognize words.
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Timeline across grades K-3

Grade K Grade 1 Grade 2 Grade 3

Recommendation 1

Recommendation 2

Recommendation 3

Recommendation 4

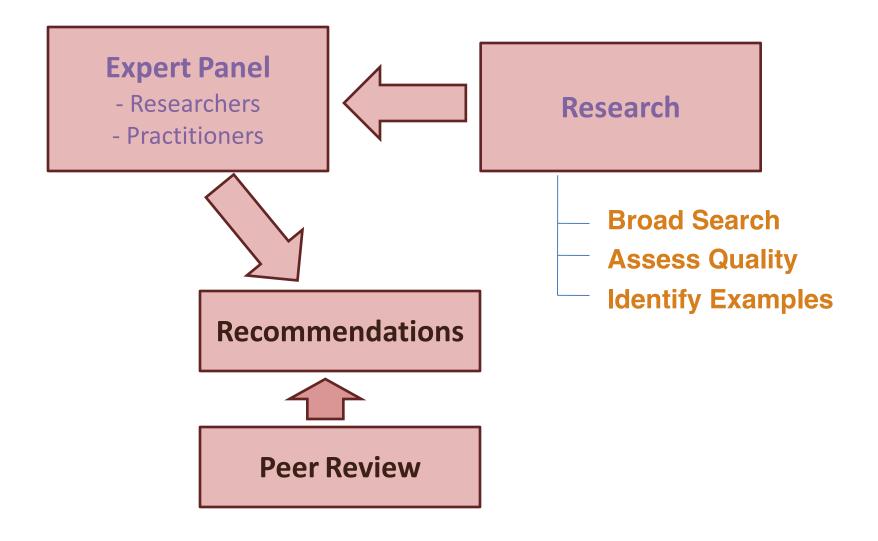


Working agreements for today's session



- Technology for learning purposes
- Actively listen and participate
- Keep side distractions to a minimum.
- Be kind and respectful with each other.

How Practice Guides are Developed





Levels of Evidence

- Strong: High confidence (multiple rigorous studies in a variety of contexts)
- Moderate: Some evidence (may not work in all settings)
- Low: Hasn't been proven with rigorous research (but panel still thinks it is important)

Table I.1. Recommendations and corresponding levels of evidence

Recommendation	Levels of Evidence		
	Strong Evidence	Moderate Evidence	Minimal Evidence
 Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. 			+
Develop awareness of the segments of sounds in speech and how they link to letters.	+		
 Teach students to decode words, analyze word parts, and write and recognize words. 	•		
 Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. 		•	









Recommendation 1:

Teach students <u>academic language</u> skills, including the use of <u>inferential</u> and <u>narrative</u> language, <u>and word knowledge</u>.





- Read the introduction, to know what the topic is about.
- Headings are your friend!
- Then, read the first one or two sentences of the following paragraphs as well as the concluding sentence too.
- Resist the temptation to stop to read the details you don't need.
- Think about the purpose and what you need to retain from it.
- The aim is to pick up the broader concepts and significance of the text.

How-to Step 1:

Engage students in conversations that support the use and comprehension of <u>inferential</u> <u>language</u>.

Inferential language= articulating ideas beyond the immediate context (requires ability to think analytically and to understand text that connects ideas from multiple contexts)



How-to Step 2:

Explicitly engage students in developing narrative language skills.

Narrative Language= creating or understanding a fictional or real account; requires ability to organize info in a logical sequence, as well as connect that info using appropriate complex grammatical structures

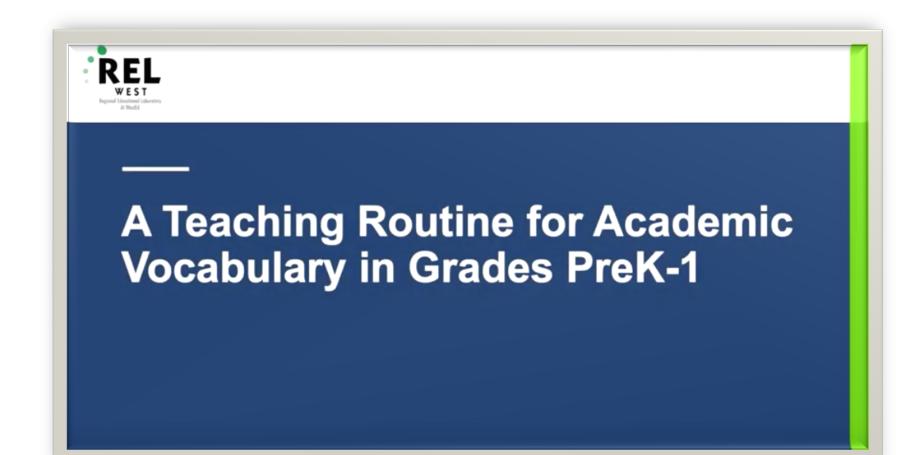


How-to Step 3:

Teach <u>academic</u> vocabulary in the context of other <u>reading</u> activities.

Academic vocab = words that are common in writing and other formal settings and that students need to learn to understand written text (Listen, group, locate, define, select, contrast, estimate, concentrate); can also include syntax uncommon in speech (away they went)





This REL West video walks viewers through a <u>3-step routine</u> for teaching academic vocabulary to young students.



Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters.





- Read the introduction, to know what the topic is about.
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How-to Steps – Recommendation 2:

- 1. Teach students to recognize and manipulate segments of sound in speech.
- 2. Teach students letter-sound relations.
- 3. Use word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness



Recommendation 2: Phonological Awareness & Letter–Sounds

How to Step 1: Segments of Sound in Speech

This video depicts a first grade small group engaging in a phonemes linked to letters activity. There are 4 students in this demonstration and they are using Elkonin boxes, manipulatives, and letter-tiles.

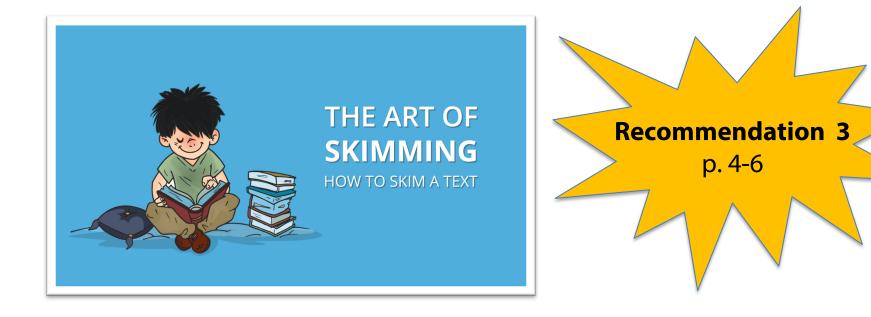




Recommendation 3:

Teach students to <u>decode</u> words, <u>analyze</u> word parts, and <u>write and recognize</u> words.





- Read the introduction, to know what the topic is about.
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- Then, read the first one or two sentences of the following paragraphs as well as the concluding sentence too.
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How-to Steps 1 & 2:

 Step 1: Teach students to <u>blend</u> letter-sound and sound-spelling patterns from <u>left to right</u> within a word to <u>produce</u> a recognizable pronunciation.

• **Step 2**: Instruct students in <u>common sound</u>— <u>spelling patterns.</u>



How-to Steps 3 & 4

• **Step 3:** Teach students to recognize <u>common word</u> <u>parts</u>.

• **Step 4**: Have students read <u>decodable</u> words in <u>isolation</u> and <u>in text</u> patterns.



How-to Steps 5 & 6

• **Step 5**: Teach regular and irregular <u>high-frequency</u> words so that students can recognize them efficiently.

• **Step 6**: Introduce <u>non-decodable</u> words that are essential to the meaning of the text as whole words.



Recommendation 3: Decoding, Writing, & Recognizing Words

How-to Step 3: Common Word Parts

This video models a word analysis strategy.

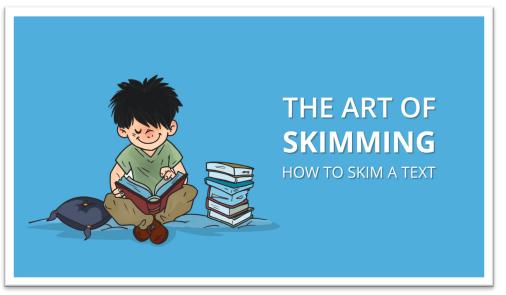




Recommendation 4:

Ensure that each student reads <u>connected text</u> every day to support <u>reading</u> accuracy, fluency, and comprehension.







- Read the introduction, to know what the topic is about.
- Headings are your friend!
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- Resist the temptation to stop to read the details you don't need.
- Think about the purpose and what you need to retain from it.
- The aim is to pick up the broader concepts and significance of the text.

How-to Steps – Recommendation 4:

- 1. As students read orally, <u>model</u> strategies, <u>scaffold</u>, and provide <u>feedback</u> to support accurate and efficient <u>word identification</u>.
- 2. Teach students to <u>self-monitor</u> their <u>understanding</u> of the text and to <u>self-correct</u> word-reading errors.
- 3. Provide opportunities for <u>oral reading practice</u> with <u>feedback</u> to develop <u>fluent and accurate</u> reading with expression



Recommendation 4: Fluency & Reading Comprehension

How-to Step 2: Self-Monitor & Self-Correct

This video depicts a third grade small group engaging in a Fix It game activity. There are 4 students in this demonstration and they are reading the text, <u>The Big Hike</u>.



Summarizing Our Session



Big Ideas

Clear, useful, compelling ideas and concepts



AHA! + details you want to remember

Information that represents new learning or challenges your thinking; important details you want to remember



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