

FOUNDATIONAL SKILLS INFORMATION ORGANIZER

Foundational Skill		
What it is	How to teach it	How to assess it
key concepts	evidence based practices	assessment tools & procedures

WHAT DO I KNOW ABOUT PRINT CONCEPTS?

PRINT CONCEPTS		
What it is	How to teach it	How to assess it
identification of a book's front and back covers and title page (i.e., book handling skills), directionality of print (e.g., left-to-right), use of spacing, recognition of units of print (e.g., letter, word, sentence), the connection between spoken and written language the function of capitalization and punctuation.	A print-rich environment, & environmental print Print awareness interactions between adult & child Reading to children, interactive read-alouds, dialogic Directly instructing concepts, skills	Concepts About Print assessment (based on Marie Clay's work)

(PRINT CONCEPTS) LETTERS OF ALPHABET

What it is	How to teach it	How to assess it
recognition of uppercase and lowercase letters (alphabet knowledge)	Providing models of letters, interacting with letters, magnetic letters, multisensory letters Direct instruction, (modeling) writing letters, letter formation, start at the top Singing alphabet songs, letter learning rhymes, Reading & creating alphabet books, Child name, letter names/sounds & writing letters in child's names The PADLET instruction examples	Letter Knowledge assessment

WHAT DO I KNOW ABOUT PHONOLOGICAL & PHONEMIC AWARENESS?

PHONOLOGICAL & PHONEMIC AWARENESS		
What it is	How to teach it	How to assess it
PPA = Spoken language, spoken words, speaking & listening to words being spoken Student can identify & manipulate the sound units in spoken words Sound units in spoken words include: syllables, onsets, rimes, phonemes Framework Ch3 p.153 Phonological skills: recognizing rhymes in spoken language, counting the number of syllables in a spoken word, manipulating onsets & rimes in spoken words Phonemic Phonemic Awareness (PA) is the ability to identify & manipulate the individual sounds Phonemes are the individual sounds & written / m / between slanted lines Framework p.154 PA Skills include sound identity, sound isolation, sound substitution, sound segmentation, sound blending, Framework Ch3 p.155	Directly teach the Phonological skill of rhymes. Model how to identify & produce rhyming words. Reinforce knowledge using games, poetry, songs, and books that have rhyming words as a prominent feature. Content Block TK-1 Directly teach Phonological unit (syllables) in spoken words. Introduce segmenting spoken words into syllables. Directly teach Phonological units (syllables) in spoken words by modeling how to identify, count, pronounce, blend, and segment syllables in spoken words drawing on children's names and other familiar words. Directly Teach Phonological units (onset & rimes) in spoken words by modeling how to blend and segment onsets and rimes of single-syllable words Phonemic PADLET Examples Directly teach Phonemic Awareness unit (phoneme) Teach each phoneme by saying sound clearly. Avoid adding /uh/ to the end of a sound Model phoneme blending & phoneme segmenting in spoken words p.155 Directly teach Phonemic Awareness skill (to blend phonemes) into familiar spoken words. Reinforce the learning by playing guessing games, such as “<i>I spy with my little eye the /s/-/û/-/n/. What do I see?</i>” Directly teach Phonemic Awareness skill (sound segmentation) by saying aloud simple one-syllable spoken words, segmenting them into phonemes and supporting children's attempts Literacy Content Block Tk-1 Engage children in wordplay and playful opportunities to notice sounds in words using poetry, songs, and rhymes, and play games that engage children in blending, segmenting, and contrasting sounds. Use multimodal strategies and activities (e.g., <i>Elkonin sound boxes, hand gestures, mouth movements with mirrors</i>) to engage in identifying/changing sounds in spoken words, blending, contrasting, and rhyming. iELD Emphasize crosslinguistic transfer between languages, explicitly noting sounds that exist in both English & in student's L1 primary language and noting sounds that are unique to each language. Incorporate additional articulation practice for sounds that are not used in both languages.	Phonemic Awareness Assessments in the Assessment Toolkit “Yopp-Singer Test of Phonemic Segmentation” Yopp-Singer Document

WHAT DO I KNOW ABOUT PHONICS, SPELLING & WORD RECOGNITION?

PHONICS & DECODING (single-syllable word, sound-symbol correspondences)		
What it is	How to teach it	How to assess it
Analyze (break into parts) a single syllable word by identifying the letters in the phonics pattern and using that to say the correct vowel sound. Then identify & say the additional letters around it. Blend all of sounds together in correct sequence to say the whole word. Phonics rules for short vowel words CVC (includes CCVC, CVCC, CCVCC); R controlled vowels Phonics rules for long vowel words CVVC “When two vowels go a walking, the first one does the talking OR the first one says its name.” CVCe “Sneaky E stays silent and makes the vowel say its name.” Phonics include knowledge of sound–symbol correspondences; knowledge of word parts (syllables and morphemes); and recognition of irregularly spelled words. Learners use this knowledge to identify printed words (i.e., decode).	K&1_ Provide direct, explicit, and systematic instruction in phonics & using a scope and sequence. K_ Teach sound–symbol correspondences (e.g. common consonant spellings, long & short vowel sounds). Review and reinforce alphabet knowledge and printing concurrently. K&1_ Incorporate phonemic awareness with phonics instruction as children learn sound–symbol correspondences & spelling patterns (e.g., children are given three spelling cards, “s,” “t,” and “k,” and are asked to point to the letter that spells the sound they hear at the end of “bus,” “hiss,” and “mess”). (e.g., children are given three spelling cards, “sh,” “th,” and “ch,” and are asked to point to the sound they hear at the end of wish, mash, and crash). Use picture cards to support memory. K-1_ Teach common high-frequency words (e.g., the, come, you), and provide opportunities for practice with pre-decodable books (e.g., those that contain taught high-frequency words). Draw attention to and use taught words in multiple contexts. K&1_iELD_ Check children’s understanding of words that are anticipated to be new and scaffold as needed. Demonstrate word meanings by using visuals, demonstrating actions, using the words in multiple sentences and contexts, and making connections to home language or dialect. iELD K-1_iELD Explicitly identify transferable sound–symbol correspondences between English and the languages of multilingual learners (e.g., the letter “n” represents the sound /n/ in both Spanish and English) and explicitly note the non-transferable sound–symbol patterns (e.g., the letter “j” represents the /h/ sound in Spanish and the /j/ sound in English). iELD	Independent Reading Level = student can read without help (ex 1st grade level text) Increase Independent Level as student can read increasingly complex texts without help Leveled Word Lists & Passages (Running Record) Listen to student read. Identify errors. - Calculate percent correct to determine student’s level (independent, instructional, frustration) - In each error, identify what student does not know yet.

WHAT DO I KNOW ABOUT PHONICS, SPELLING & WORD RECOGNITION? CONT

PHONICS & ENCODING (single-syllable word, spelling-sound correspondences)		
What it is	How to teach it	How to assess it
Stages of spelling Phonetic spelling Conventional spelling Phonics includes knowledge of sound–symbol correspondences; knowledge of word parts (syllables and morphemes); and recognition of irregularly spelled words. Learners use this knowledge to transfer spoken language into print (i.e., encode), which includes representing speech sounds with symbols and learning to spell.	K&1 _ Teach children to apply their knowledge of the relationship between sounds & spellings and their phonemic awareness to decode & encode. Model and use hand motions and manipulatives, such as letter tiles and whiteboards, to scaffold the process. K&1 _ Link spelling instruction with phonics and word recognition instruction by having children write words with the patterns they are learning to decode. K&1 _ Use multimodal instruction (e.g., whiteboards, anchor words, sound–spelling cards, embedded mnemonics, visuals, magnetic letters). K-1 _ Draw on words in children’s oral vocabulary and build new vocabulary that reflects skills students are being taught in phonics, word recognition and common high-frequency words being taught. 1 _ Irregular Spellings Teach high-frequency, irregularly spelled words (e.g., those that contain elements that have not yet been taught or do not follow the most common sound–symbol correspondences, such as “do” and “was”). Use strategies that emphasize known sound–symbol correspondences and explicitly highlight the irregular elements (e.g., the letter at the beginning of “was” is regular whereas the medial and final letters are not). Check that children understand the meaning of the words and provide explanations as needed. Provide daily authentic opportunities for children to write on topics and in formats of their choice and within content instruction, so they apply the phonics, spelling, and other word recognition skills they are learning. K-1 _ iELD Provide repeated practice (both teacher-directed and independent) of taught skills using decodable text and word-building activities during foundational literacy skills instruction. It is particularly important for EL children that teachers explicitly define words and phrases to support meaning making. iELD	Leveled Word Lists (spelling tests) Orally tell student the word to what to spell. Student writes each word in a list. - Calculate percent correctly to determine student’s level (independent, instructional, frustration) - Teacher identifies errors. In each error, identify what student does not know yet. Leveled Sentences (spelling words in context). Orally tell student the word in a sentence. Student writes the word and the whole sentence. Writing passages Teacher evaluates the spelling in student writing.

WHAT DO I KNOW ABOUT PHONICS, SPELLING & WORD RECOGNITION? CONT

WORD FAMILIES~ Onset & Rime (decoding/encoding, single-syllable word)		
What it is	How to teach it	How to assess it
Analyze (break into parts) a single syllable word by identifying the letters in the rime pattern and using that to say the rime. Then, identify and say the letters (onset) in front of the rime. Blend the onset & rime sounds together in correct sequence to say the whole word. Word family patterns: Words in a word family share the same rime (e.g., an – ban, can, fan, man, ran) Substitute the onset with a different letter to make new word	Decoding Model reading words with the same rime. (e.g., flip book) Read the rime (vowel +consonant). Next, read the onset. Then, blend them to read the whole word (i.e., onset + rime). Read a list of words with same rime & different onsets. Encoding Model making words with the same rime. Create several words in the word family. Make a list of the same rime and show how to add different onsets to each one on the list. Try to make real words.	Word family sorting – have students sort words by rime. Decoding – have students decode words with varying onsets and the same rime.

PHONICS & SYLLABLE TYPES		
What it is	How to teach it	How to assess it
Analyze (break into parts) a two-syllable word by identifying the syllabic unit. Use the syllable pattern to say the correct vowel sound. Identify & say the additional letters in the syllable around the vowel. Blend all sounds together in correct sequence to say the word. One syllable words. Open syllables and Closed syllables Two syllable words. Open syllables and Closed syllables	Show how to look for vowels in printed words to identify syllables. Show how to identify open syllables and make the long vowel sound. (ba) in bacon Show how to identify closed syllables and make the short vowel sound. (let) in letter Show how to decode & encode two-syllable words, using strategies such as manipulating cards.	Have students underline or circle syllables in words. Have students sort words into open and closed syllables. Ask students to write words and mark the syllable breaks.

PHONICS & MORPHOLOGICAL AWARENESS		
What it is	How to teach it	How to assess it
Morpheme = unit of meaning Single morpheme words 2 morpheme words <2 morpheme word Root word/ base word Affix Inflectional suffix~ change in number or degree (e.g., “s” “est”) Cat+s = Cats The silent “e” drops when combining a long vowel syllable with a suffix make+ing= making Y changes to I when combining with suffix (happy+ness=happiness)	Show how to identify a base morpheme (root word) and its meaning. Show how to identify inflectional suffixes, single syllable word (s in cats, er in taller) Show how to identify common prefixes & suffixes and where they go on in relation to the base word (i.e., before, after). Show how to decode & encode two-syllable words with more than one morpheme, using strategies such as manipulating cards (e.g., combining “rain” and “fall,” adding “-ing” to “find”) and using flip books to form different words by adding and changing affixes or inflectional endings to a base word.	Provide a list of words and ask students to identify the prefixes and suffixes. Ask students to identify the meaning of a word by identifying its morpheme.

WHAT DO I KNOW ABOUT PHONICS, SPELLING & WORD RECOGNITION? CONT

WORD RECOGNITION & MORPHEMES (multi-syllabic words)		
What it is	How to teach it	How to assess it
Multisyllabic words Analyze (break into parts) a multisyllabic word made up of morphemes by identifying the morpheme unit (root, prefix, suffix). Then, say the morpheme and blend together with the other morphemes to say the whole word. Root, base word Latin & Greek roots Prefix Common prefixes Common suffixes Derivational affix~ change in part of speech from verb to noun or from noun to adjective (e.g., working > worker>workable, run>runner >runny) Inflectional Phonics and word recognition include knowledge of sound–symbol correspondences; knowledge of word parts (syllables and morphemes); and recognition of irregularly spelled words. Learners use this knowledge to identify/decode printed words. They also use this knowledge to transfer spoken language into print (i.e., encode), which includes representing speech sounds with symbols and learning to spell.	Explicit instruction on roots, prefixes and suffixes Demonstrate meaning-based decoding of words using learned roots Show how recognizing morphemes helps to predict word meaning Introduce common Greek and Latin roots and provide corresponding vocabulary examples	Provide a list of multisyllabic words to students and ask them to break the word into the prefix, root, and suffix. Ask students to construct meaning by breaking down complex words and determining the meanings of the prefix, root, and suffix. Cloze sentences with morphological clues (Morphology Cloze Reading Passages Prefixes, Suffixes, Latin Roots, Greek Forms)

SYLLABLES & WORD RECOGNITION (multi-syllabic words)		
What it is	How to teach it	How to assess it
Phonics and word recognition include knowledge of sound–symbol correspondences; knowledge of word parts (syllables and morphemes); and recognition of irregularly spelled words. Learners use this knowledge to identify/decode printed words. They also use this knowledge to transfer spoken language into print (i.e., encode), which includes representing speech sounds with symbols and learning to spell. Evidence-Based Practices	Practice dividing and decoding multisyllabic words aloud Build upon previously learned syllables	Have students divide multisyllabic words and assess whether division aids in decoding Have students sort words based on number of syllables Dictate words and assess students' ability to spell words using knowledge of syllables and sound-letter correspondences

WHAT DO I KNOW ABOUT FLUENCY?

FLUENCY~ ACCURACY & RATE (automaticity)		
What it is	How to teach it	How to assess it
Fluency is seemingly effortless reading. Words and phrases are accessed quickly (efficiently= not a lot of cognitive effort). Essential components of Fluency are word recognition accuracy and appropriate rate. Rate is associated with automaticity. Reading fluently at an appropriate rate shows that a student knows how to automatically read the words. Reading fluently with good accuracy and rate (automatically) reflects that a student is free from any word-identification difficulties that might hinder comprehension in silent reading or in oral reading.	To teach students to read words accurately, we need to use phonics & word recognition instruction. To teach students to read words quickly (efficiently), we engage them in reading practice. Automaticity is achieved by practicing what you have learned how to do accurately. Practice, practice, practice Repeated Readings with Tech: Have students read the same passage more than once. The students record themselves reading it. Then, they listen to their recording, noting where they can improve. Then, they read the same passage & record again making the improvements. Repeated reading using echo reading or choral reading. Modeled Shared Reading: The teacher models reading the sentence. Then, the student reads it while the teacher listens. The teacher tells the student what can improve, models it and has student read again. Provide opportunities for fluency practice with a variety of texts (including multiple decodable books that reinforce new and previously taught phonics concepts, less controlled texts as children progress, and a wide range of text types) in a variety of settings (whole group, small group, partner, and independent).	Words Correct Per Minute (WCPM): Listen as the student reads and time the reading. Analyze how many words the student read correctly in one minute. Determine if the number of words correct corresponds with a passing rate or is below or above the passing rate. See ELA/ELD Framework sections on Fluency for WCPM rate benchmarks.

WHAT DO I KNOW ABOUT FLUENCY? CONT

FLUENCY ~ PROSODY (spelling & syllable patterns, semantics, morphology, & syntax)		
What it is	How to teach it	How to assess it
Fluency is seemingly effortless reading. Words and phrases are accessed quickly. An essential component of Fluency is called prosody. Prosody means the way that the student reads with expression. This includes appropriate phrasing of sentences. It also includes rhythm and intonation. Reading fluently with good prosody relates to grammar, in particular syntax (the order of words in a sentence and how that relates to their parts of speech & the semantic role they take in the sentence).	Teacher models reading with appropriate expression and pacing, emphasizing meaning making and thinking aloud while students listen/observe. Phrase-Cued Reading: The teacher shows where to chunk the sentences into phrases. The teacher does this by drawing slanted dividing lines between the words where the student ends one phrase and begins another. EX: Every morning, / the neighbor's dog barked/ at my cat /and chased my fluffy cat/ up a tree. Scooping Phrases EX: Draw a scoop curved line under each phrase in the sentence. Read the phrase without pausing & trace the scoop with your finger. “The dog always barks  at my fluffy cat.”  Repeated reading for authentic reasons, such as • preparing for an oral presentation, • Readers' Theater, • poetry presentations, Identify & show how to say (fluently) any unknown words and grammatical structures. Provide opportunities for fluency practice with a variety of texts around student's independent level in a variety of settings (whole group, small group, partner, and independent).	Fluency Rubric (criteria): Listen to the student read a passage. Mark the performance level for each criterion on the rubric that best corresponds to the student performance.