Building Foundational Literacy Skills through Integrated Content Instruction

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Goals

- Reading Foundational Skills
  - What
  - Why
  - How

- Examples

- Integrated Instruction
Introductions

Please share:

1. Your name and role in education...

2. Best thing about the conference so far...

3. Complete the sentence: “My earliest literacy memory is ________.”
Excellent First Teaching Makes THE Difference

It takes four times as long to remediate a student with poor reading skills in fourth grade as in kindergarten or early first grade.

Lyon & Fletcher, 2001
Early Literacy → Leads to → Reading

- Language use
- Phonological awareness
- Print concepts/print development
- Comprehension
- Fluency
- Vocabulary
- Phonics
- Phonemic awareness
ELA/ELD Standards

ELA
Reading
  Literature
  Informational Text
  Content Literacy (6-12)
  Foundational Skills (K-5)
Writing
Speaking & Listening
Language

ELD
Part I: Interacting in Meaningful Ways
Part 2: Learning About How English Works
Part 3: Using Foundational Literacy Skills
Reading Standards: Foundational Skills K-5

• Print Concepts
• Phonological Awareness
• Phonics and Word Recognition
• Fluency
CCSS Foundational Skills: Print Concepts K & 1

Organization and basic features of print:

• Text orientation
• Speech represented by print
• Spatial features
• Alphabet recognition
• Sentence features
Modeled, Interactive, Shared Reading & Writing Activities

Isaraya's favorite food is soup.
Her favorite drink is apple juice.
Her favorite
Isaraya

Whales Here, Whales There
Whales here, whales there,
Whales, whales everywhere!

Curious whales skijumping,
Playful whales breaching
Noisy whales lobtailing,
And motionless whales logging

Whales in every ocean
Whales near the coast
Whales far from shore
And whales among their pods

Whales here, whales there
Whales, whales everywhere!
Whales! Whales! Whales!
Alphabet Learning
Alphabet Learning
My name has the letter______.
My name doesn’t have the letter ______.
My name also has the letter ________.
Both names have the letter ________.
CCSS Foundational Skills:
Phonological Awareness K & 1

The conscious manipulation of sounds in spoken language; it involves an awareness of words, syllables, and sound units of speech.
The Importance of Phonological Awareness

• The most common barrier to learning word reading skills is the inability to process language phonologically.
  Liberman, Shankweiler, & Liberman, 1989

• Phonological processing is the most prominent and enduring weakness in people with reading and spelling problems.
  Moats, 2005
CCSS Foundational Skills: Phonological Awareness K & 1

Typical Progression:

- word awareness
- rhyming
- alliteration
- syllables
- onset & rime
- individual sounds
CCSS Foundational Skills:
Phonics and Word Recognition K-5

PHONICS

• Knowing which **LETTERS** symbolize the **SOUNDS** in a word

• Using that knowledge to decode ("sound out") words

• Involves auditory & visual processes

“The alphabetic principle”
CCSS Foundational Skills: Phonics and Word Recognition K-5

• Knowing the primary or most common **SOUNDS**
  Consonants, five major long & short vowels, final e, common consonant digraphs, vowel teams

• Reading **HIGH FREQUENCY** irregular words by sight

• **DECODING** regularly spelled words

• Using knowledge of **SYLLABLES & MORPHOLOGY**
CCSS Foundational Skills: Fluency K-5

What is Reading Fluency?

Reasonably ________ reading at an appropriate ___ with suitable ________ that leads to accurate and deep comprehension and motivation to read.

- Hasbrouck & Glaser (2012)
Reading Fluency: The Mechanics

Comprehension Skills
- Content knowledge
- Vocabulary
- Strategies
- Metacognition

Text Decoding Skills
- Spelling knowledge
- Sight words
- Decoding connected text
- Multiple cue efficiency

Word Decoding Skills
- Phoneme awareness
- Letter sounds
- Phonograms
- Morphemes
Guided Practice
Text Reconstruction

- Review of key vocabulary
- Students listen to text, listen again and take notes, collaborate to add to their notes and rehearse a sentence.
- Teacher facilitates sentence reconstruction.
- Once complete, there is context for explicit teaching of features of the text.
Student Collaboration
Text Reconstruction

Collaborative notetaking

Composing oral sentences
Independent Practice

Reading the jointly constructed text
Foundational Skills Instruction

These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program ... good readers will need much less practice with these concepts... The point is to teach students what they need to learn and not what they already know.”

CCSS Reading Standards: Foundation Skills K-5
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