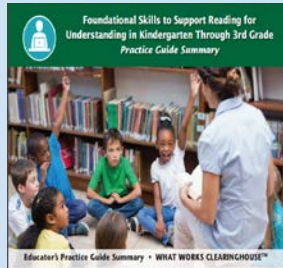


Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade



By: Eida Garcia and Nancy DeLa Rosa
Bi/ESL Strategists

Recommendation 1

Engage students in conversations that support the use and comprehension of inferential language.

Inferential language discussion **prompts**

Informational Text

- Why do birds fly south for winter
- What would happen if you planted a tree in the desert?

Narrative Text

- Why did the character do what he or she did?
- What else could he or she have done?

Using inferential language in a **read-aloud conversation**

- Teacher- student dialogue

Explicitly engage students in developing narrative language skills.

Complex grammatical structures

Compound sentence - two complete, related thoughts joined by a coordinating conjunction - My favorite food is pizza, and my favorite pizza topping is pepperoni.

Subordinate clause - a clause, beginning with a subordinating conjunction, that supplements an independent clause and cannot stand on its own-We'll use the computers when we finish the science project.

Adverbial clause- a subordinate clause that modifies a verb, adjective, or adverb-I ran as fast as I could.

Prepositional phrase- a phrase beginning with a preposition to demonstrate a relationship such as location or manner- My pencil is under the table.

Recommendation 2

Develop awareness of the segments of sound in speech and how they link to letters.

Phonological Awareness/segments of sound-link sounds to letters is necessary to prepare them to read words and comprehend text.

- In order to effectively decode (convert from print to speech) and encode (convert from speech to print) words, students must be able to:

Identify the individual sounds, or phonemes, that make up the words they hear in speech

Name the letters of the alphabet as they appear in print

Identify each letter's corresponding sound(s)



Teach students to recognize and manipulate segments of sound in speech

Teach students how to recognize that words are made up of individual sound units(phonological awareness).

Introduce to students larger segments of speech (words) so they can be familiar with these words and gradually draw their attention to smaller and smaller sound segments.

This will prepare students to learn about the individual sounds that letters represent and then recognize those sounds and letters as they are used in words.

It is recommended to demonstrate that sentences can be broken into words and then that some words can be broken into smaller words.

Many students will start breaking down spoken sentences and words into syllables as early as preschool.



Teach students to recognize and manipulate segments of sound in speech

Demonstrate how words can be broken into syllables.

Many students will start breaking down spoken sentences and words into syllables as early as preschool.

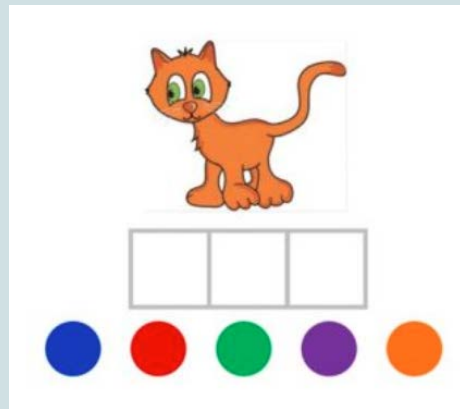
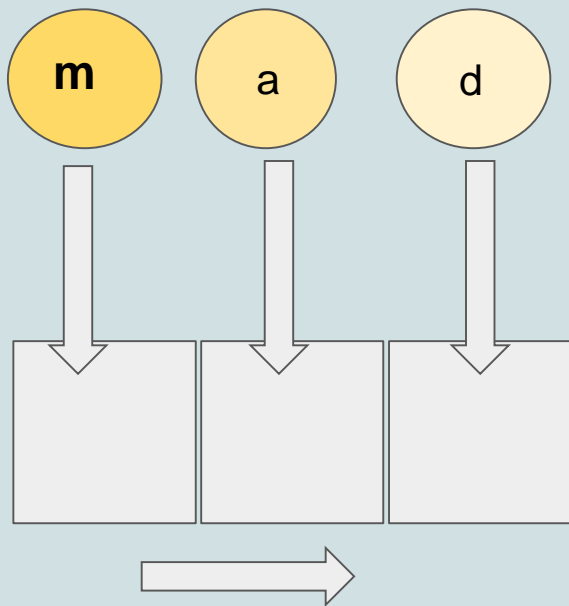
Tell students what syllables are, and model how to identify them.

- Placing their hands on their chin and paying attention to the number of times their chin moves down as they say words slowly.
- Holding up a finger for each syllable as they say a word.
- Blending syllables articulated by the teacher into a word.



Once students can break words into syllables, teach them to recognize onsets and rimes smaller units within a syllable.

Phonemic awareness using Elkonin sound boxes



Teach students letter-sound relations

Short vowel sounds

Once students have learned letter names and sounds
present consonants and short vowels(single letters first)

/s/, /m/, /d/, /p/, /a/

Next introduce consonant blends(fl,sm,st...)



Long vowel sounds

Next comes teaching long vowel sound with silent e and
finally two-letter vowel teams(vowel digraphs ea and ou)



Use word-building and other activities to link students' knowledge for letter-sound relationships with phonemic awareness.

Final step in teaching students the alphabetic principle is connecting their awareness of how words are segmented into sounds with the knowledge of different letter sound relationships.

This allows students to begin spelling and decoding words. Teachers can use **Elkonin** sound boxes with letter tiles and word building activities.

<u>p</u> <u>e</u> <u>t</u>	Now, change a letter to make it say <i>pet</i> .
<u>p</u> <u>a</u> <u>t</u>	Now, rearrange the letters to make it say <i>pat</i> .
<u>t</u> <u>a</u> <u>p</u>	Now, change a letter to make it say <i>tap</i> .
<u>c</u> <u>a</u> <u>p</u>	Now, change a letter to make it say <i>cap</i> .
<u>c</u> <u>a</u> <u>n</u>	Now, change a letter to make it say <i>can</i> .
<u>c</u> <u>a</u> <u>t</u>	write a <i>c</i> , then an <i>a</i> , then a <i>t</i> . Have students read the word.



Recommendation 3

Teach students to decode words, analyze word parts, and write and recognize words

Students need to learn how to break down and read complex words by segmenting the words into pronounceable word parts.

Teach students to decode and recognize words and word parts

Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.

Blending: Reading from left to right by combining each letter or combination of letters into one sound.



/hhhhaaaattt/ hat

Chunking: Reading from left to right but add each sound to the previous sound before going on to the next sound in the word.



/h/ /a/ /ha/ /t/ hat

Sounding out: Saying the sound of each letter one by one until the end of the word and then saying them together.



/h/ /a/ /t/ hat

Category	Pattern	Examples
Consonant patterns	Consonant digraphs and trigraphs (multi-letter combinations that stand for one phoneme)	<i>th, sh, ch, ph, ng</i> <i>tch, dge</i>
	Blends (two or more consecutive consonants that retain their individual sounds)	<i>scr, st, cl, ft</i>
	Silent-letter combinations (two letters; one represents the phoneme, and the other is not pronounced)	<i>kn, wr, gn, rh, mb</i>
Vowel patterns	Vowel teams (a combination of two, three, or four letters standing for a single vowel sound)	<i>ea, oo, oa, igh, eigh</i>
	Vowel diphthongs (complex speech sounds or glides that begin with one vowel and gradually change to another vowel within the same syllable)	<i>oi, ou</i>
	R-controlled vowels or bossy r's (vowels making a unique sound when followed by <i>r</i>)	<i>ar, er, ir, or, ur</i>
	Long e	<i>ee, ie, ea, e_e, ey, ei, y, ea</i>
	Long a	<i>a_e, ai, ay, a_y, ei, ea, ey</i>
Syllable-construction patterns	Closed syllables (a short vowel spelled with a single vowel letter and ending in one or more consonants)	<i>in-sect</i> <i>stu-dent</i>
	VCe (a long vowel spelled with one vowel + one consonant + silent <i>e</i>)	<i>com-pete</i> <i>base-ball</i>
	Open syllables (ending with a long vowel sound, spelled with a single vowel letter)	<i>pro-gram</i> <i>tor-na-do</i>
	Vowel team (multiple letters spelling the vowel)	<i>train-er</i> <i>neigh-bor-hood</i>
	Vowel-r (vowel pronunciation changing before /r/)	<i>char-ter</i> <i>cir-cus</i>
	Consonant-le (unaccented final syllable containing a consonant before <i>l</i> followed by a silent <i>e</i>)	<i>drib-ble</i> <i>puz-zle</i>

Teach common sound-spelling patterns

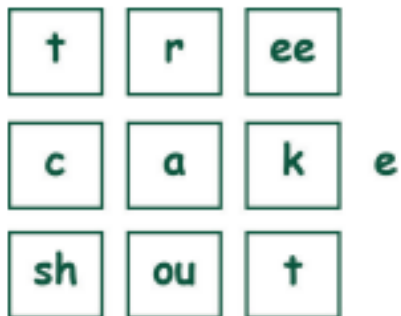
Activities to practice sound-spelling patterns

<p>Sorts</p>	<p>Students sort word cards with and without target patterns into groups <i>Start with pictures then word cards</i></p>	<p><u>Tutorial on Sorting</u> <u>Sorting Game</u></p>
<p>Sound boxes</p>	<p>Each sound has its own box; digraphs and letter combinations that produce one sound should have one box for the group of letters <i>Start with chips then move to letters</i></p>	<p><u>Tutorial on Elkonin boxes</u> <u>Elkonin Sample Lesson</u> <u>Elkonin Boxes</u></p>

Elkonin boxes

Start off with chips for each sound, eventually or for older students you can use the letters themselves.

Students write in boxes



Students move letter tiles into boxes



Teach students to recognize common word parts

Breaking down words into smaller, meaningful word parts can help students to read more challenging words and infer the meaning of multisyllabic words.

Prefixes

90 Common Prefixes and Their Meanings

Prefix	Most Common Meaning	Sample Word
a	not, without	absent
ab	away from, away	abnormal
ad	to, toward, near	adjacent
ambi	both	ambidextrous
ante	before	antecedent
anti	against	ambivox
arch	chief, most important	archangel



Roots



Contractions

Alphabetical List of Contractions

are not = aren't	is not = isn't	we are = we're
cannot = can't	isn't = isn't	we have = we've
could not = couldn't	is has = isn't	we will = we'll
did not = didn't	is will = isn't	we would = we'd
do not = don't	must not = mustn't	we had = we'd
does not = doesn't	she is = she's	were not = weren't
had not = hadn't	she has = she's	what is = what's
have not = haven't	she will = she'll	where is = where's
he is = he's	she would = she'd	who is = who's



Suffixes

30 Common Suffixes and Their Meanings

Common Suffix	Most Common Meaning	Sample Word
ful	full of	peaceful
less	without	careless
ly	characteristic of	quickly
ment	action, process, or act	encouragement
ness	state or condition of	happiness
s		parents

Vowel Suffix	Most Common Meaning	Sample Word
able	able to be	readable
al	having the character of	personal
er	denotes person or place	electrician
ion	denotes action of	



Have students read decodable words in isolation and in text

Word lists

Decodable sentences

Short decodable text

Texts that contain sound-spelling patterns

** Students can underline letter combinations being taught

Teach regular and irregular high-frequency words so that students can recognize them efficiently

Irregular words - don't have typical sound-spelling patterns and are not easy for early readers to decode.

Teach these words **holistically**, as a whole word, rather than as a combination of sound units.

Regular words - Students can apply letter-sound skills using for example Elkonin sound boxes.

Flashcards - The teacher will show the word, pronounce it. Students repeat the word, spell the word, and then say the whole word again.

Students could practice these in a small group.

Using a selected small number of words. Students point to these words encountered in text, spell the word, and repeat the word aloud.

Word Wall - Create a wall, students will interact with the words.



Introduce non-decodable words that are essential to the meaning of the text as whole words.

These words are comprised of irregular sound-spelling patterns that have not been learned yet.

Ex. Tyrannosaurus Rex, pigeon, and villain

- Before introducing text determine if it is repeated often in the text, are meaningful, and if it will be encountered in future text.
- Introduce these words in advance of reading the new text.
- Include the spelling and meaning.
- Limit the number of words introduced at a time, because students are basically memorizing these.

Recommendation 4

Each student reads text everyday to support reading accuracy, fluency, and comprehension

Students identify words quickly, integrate ideas in the text with their background knowledge, self-monitor their understanding, and apply strategies to support comprehension and repair misunderstandings.

Diverse genres and wide-ranging content

Model strategies, scaffold, provide feedback

Each student reads text everyday to support reading accuracy, fluency, and comprehension

Introduce a sound-spelling pattern

Present it in isolated words

Read texts featuring given pattern

Apply word-reading strategies

Less advanced readers
advanced readers

More

Look for parts you know
word part.

You know this

Sound it out

Say this part.

Check it! Does it make sense
word

Now read t e



Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression

Have students practice to develop fluency - ability to read orally at a natural pace and with expression.

Choral reading - in small groups with careful monitoring to ensure that all students are reading, as opposed to copying their peers.

Echo reading - teacher reads a section of text aloud and then student read the same section aloud

Alternated reading - student and teacher take turns reading continuous sections of text

Simultaneous reading - student and teacher read the same text aloud at the same time

THE END!!...any questions?



Thank you for your time. Please don't forget to type your name in the chat box to receive credit.

Nancy DeLa Rosa

Ext. 1645

Elda Garcia

Ext. 1899