



A Scope & Sequence for **Foundational Literacy Skills**

January 24, 2025

9:00am - 3:00pm

Connect with us online!



@POPEYBC



Presenters: Lisa Thomas Megan Zeni





Our learning objectives

In this workshop, we will explore a scope & sequence for foundational literacy skills, focusing on:

- evidence—based instructional routines for phonemic awareness, phonics, vocabulary, fluency, and comprehension
- strategies to support early reading and writing development, including a multi-tiered system of supports and a structured literacy framework













- * observation of someone skilled modelling/demonstrating
- * direct instruction
- * gradual release of responsibility
- * practice / repetition
- * time / opportunity
- * encouragement / feedback
- * safety to take risks and try new things
- * relationships, motivation, engagement...

* social

Learning is:

- * constructive
- * experiential
- * inquiry-based

With	this in	mind,	how o	can w	e crea	te the	e learn	ing e	exper	iences
our	studer	nts ne	ed to	build	their f	ound	ational	liter	acy s	skills?

Lesley University Institute: Word Study: Teaching Phonics, Vocabulary, and Spelling in Grades K-3





The foundations of literacy learning

The goal is for students to...

- be enthusiastic explorers of words:
 - * puzzle out letter-sound relationships
 - * see patterns
 - * take words apart
 - * investigate meanings
- · connect to words in an active way

to expand their reading and writing powers

Students learn HOW TO LEARN aspects of words, and develop efficient and powerful word-solving strategies

Adapted from The Fountas & Pinnell Phonics, Spelling, and Word Study System - Fountas & Pinnell





It doesn't need to be either/or

⇒ and, and, and...

Decodable texts	vs.	Authentic literature
Research	vs.	Classroom Practice
The art of teaching	vs.	The science of reading
Individual student needs	VS.	Whole class efficiency
Direct instruction	VS.	Discovery learning
Practice in isolation	vs.	Practice in context
Mastery of skills	VS.	Joy of reading
Structure	vs.	Choice
Urgency	vs.	Joy

Comprehensive = complete; including all elements or aspects of something

TheSixShifts.com & Shifting the Balance - Burkins & Yates





De-mystifying the Science of Reading

The Science of Reading is NOT:

- An ideology or philosophy
- A fad, trend, new idea, or pendulum swing
- A political agenda
- A one-size-fits-all approach
- A program of instruction
- A single, specific component of instruction such as phonics

Science of Reading Defining Guide





De-mystifying the Science of Reading

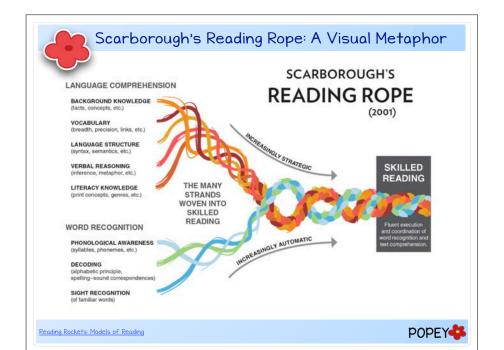
The Science of Reading IS:

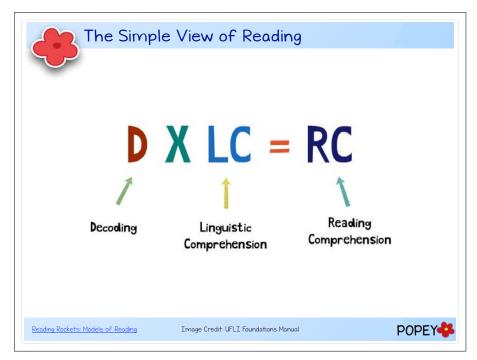
- A vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing.
- Based on **research** that has been conducted over the last **five decades** across the world, and it is derived from thousands of studies in multiple languages.
- An abundance of evidence to inform:
 - . how proficient reading and writing develop;
 - . why some have difficulty; and
 - . how we can most effectively assess and teach ...

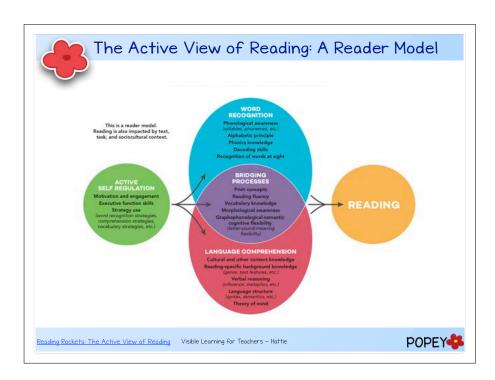
therefore, how to improve student outcomes through prevention of and intervention for reading difficulties.

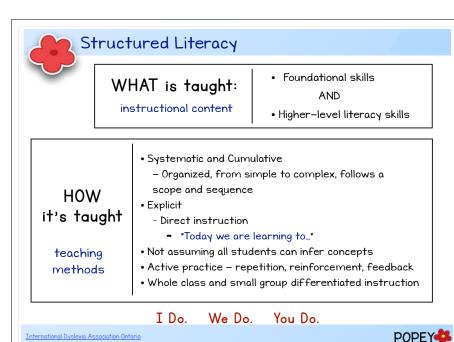
Science of Reading Defining Guide

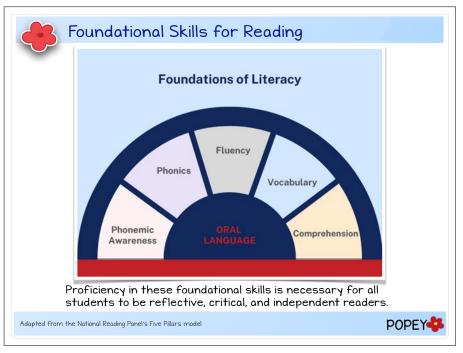


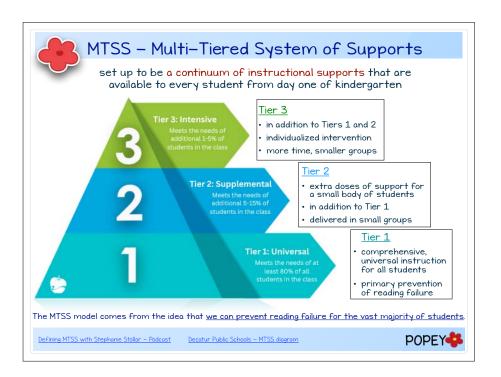


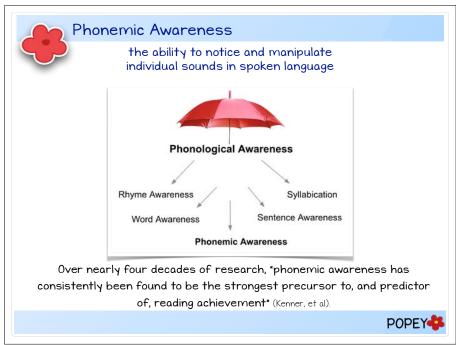


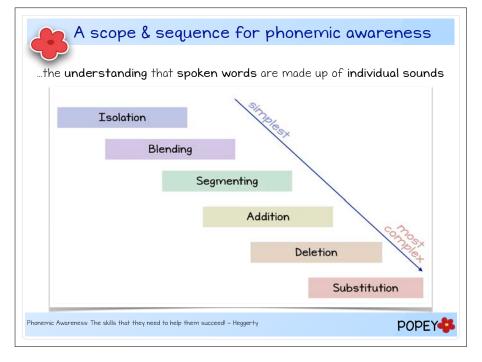














Intentional, systematic phonemic awareness instruction

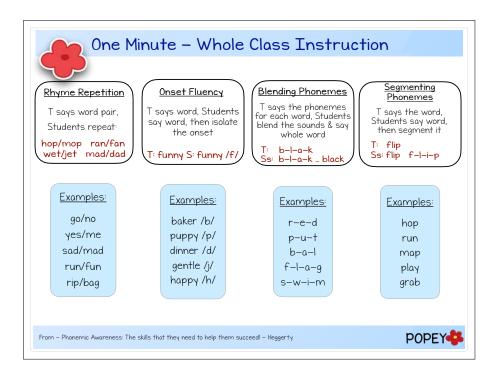
High-leverage instructional routines for phonemic awareness:

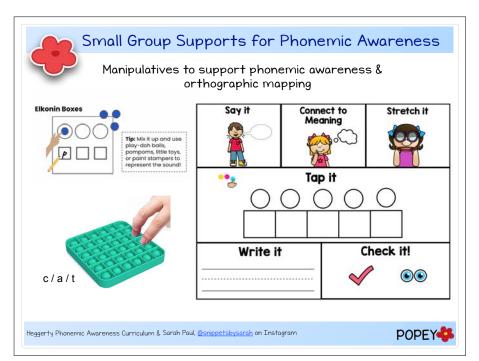
- ✓ Let's **notice** how sounds are made (articulatory gestures)
- ✓ Let's put sounds together to make whole words (blending)
- ✓ Let's take words apart (segmenting)
- ✓ Let's listen for sounds that are the same (isolation & discrimination)
- ✓ Let's take sounds off of words (deletion)
- ✓ Let's change one sound in a word to make a new word (substitution)

How can you help students both NOTICE and MANIPULATE the phonemic structure of individual words?

Shifting the Balance: Burkins & Yates









Readiness Skills

The two best predictors of early reading success are phonemic awareness and a student's understanding of the alphabetic principle.



Phonemic Awareness

Students' ability to hear and manipulate the smallest units of sound in a word - phonemes

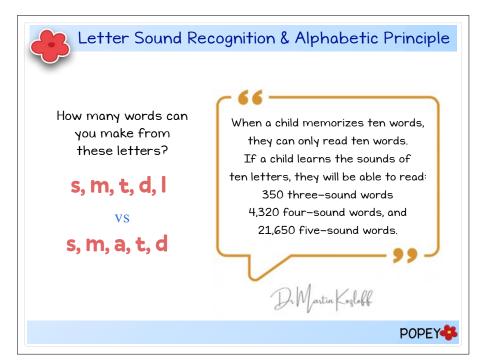
Alphabetic Principle

The understanding that there are systematic and predictable relationships between sounds and letters.

"these skills open the gate for reading." - Wiley Blevins

Reading Rockets: What is the Alphabetic Principle?







Phonemic Awareness Instruction

Keep in mind:

- Short and frequent sessions
- · Focus primarily on blending and segmenting (phoneme-level skills)
- Begin to add letters to this work
- Often integrated into phonics lesson

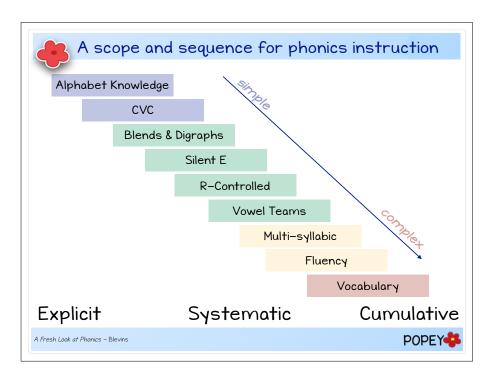


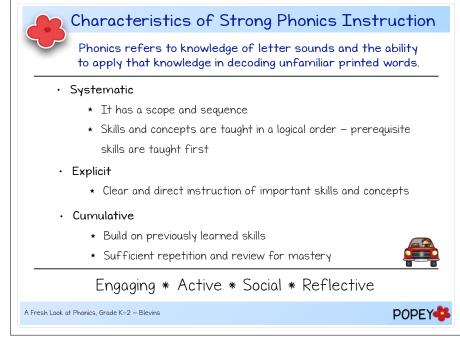
7 Mighty Moves - Kemeny, 2023

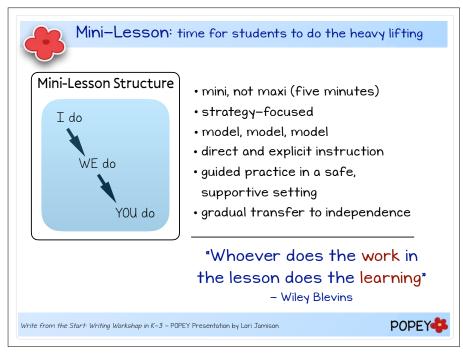
Ideas for instructional strategies:

- Use manipulatives to keep it playful
 - * Elkonin boxes + bingo chips
 - * Pop It fidget toys
 - * Race cars + tracks
 - * Unifix cubes
- Encourage gestures
 - * Hand choppers
 - + Ton down arm

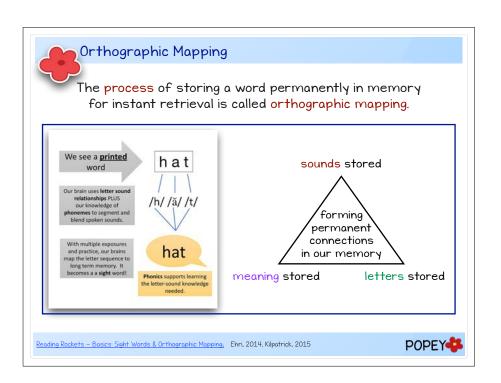
DODEY
same time
awareness and phonics skills at the
Word Chains — build phonemic
* Finger/thumb tap
" Tap down ai m

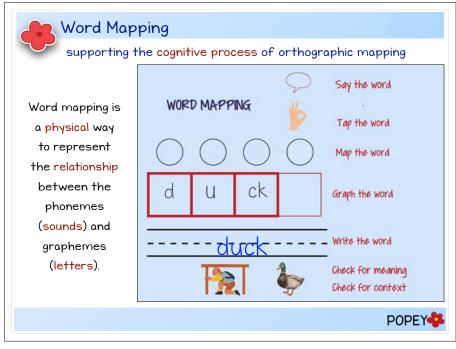


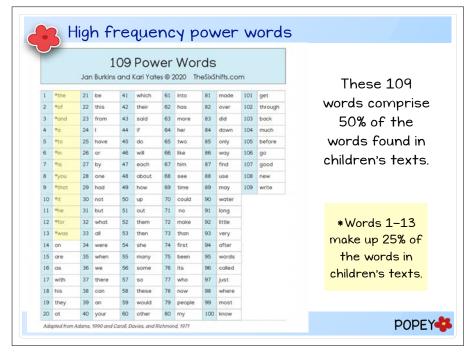




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High-leverage instructional routines for phonics instruction

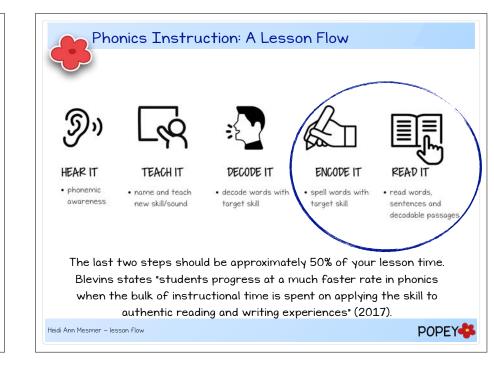
Explicitly and systematically teach the secrets of how to crack the written code.

- ✓ Let's play with sounds daily
- ✓ Let's study something new 1-3 times per week
- ✓ Let's blend some words daily
- ✓ Let's build some words 2–3 times per week
- ✓ Let's write some words 2–3 times per week
- ✓ Let's **study** some **spellings** 2–3 times per week
- ✓ Let's **read!** daily
- ✓ Let's review something that was a little tricky as needed

Including <u>both</u> systematic phonics and <u>meaningful</u> interactions with texts leads to the most powerful outcomes for beginning readers.

Shifting the Balance: Burkins & Yates







Differentiation: Below-Level Student Supports

Frontload content

 audio recordings of decodable texts and/or a guided echo read of the text prior to the whole—group lesson

Revisit the skill during small-group lessons

The whole—group lessons give students access and a solid introduction to grade—level skills to build on when they get to that skill during small—group lessons

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Modify (don't lower) expectations

 students practice only a subset of the words, to work with the new skill in a way that doesn't overwhelm them

Design instruction with the awareness that students don't learn phonics skills in a lockstep manner

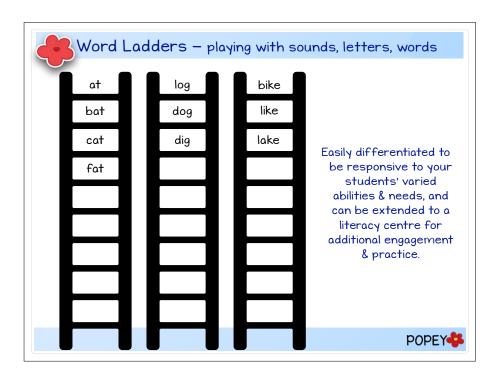
 once they understand how the letter sound system works, it's a matter of us introducing them to specific sound spellings and giving them ample practice to master them and easily transfer them to all reading & writing situations

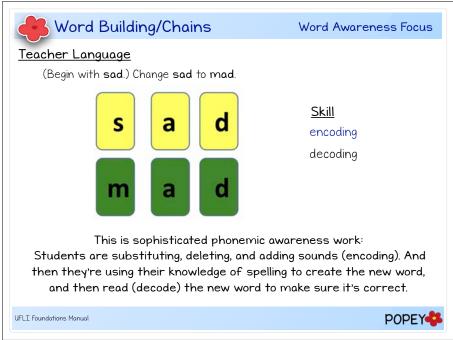
Address previous skill needs during small-group time

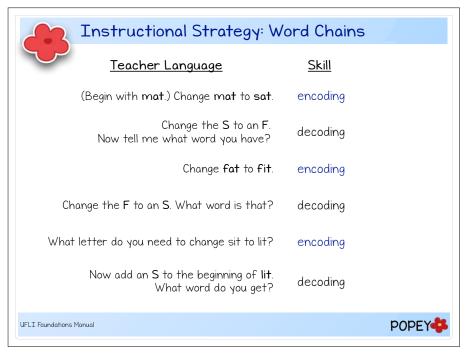
- √ a robust pace (not too slow)
- focus on high-impact activities like blending, word building, dictation, and reading and writing about decodable texts

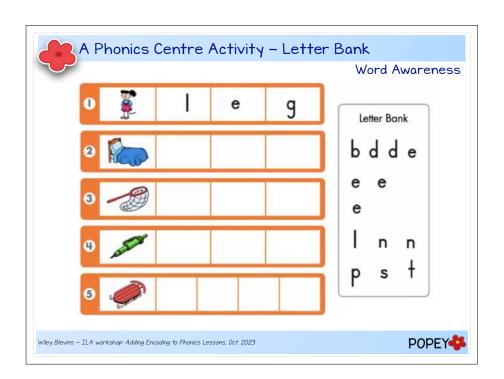
Differentiating Phonics Instruction for Maximum Impact - Blevins

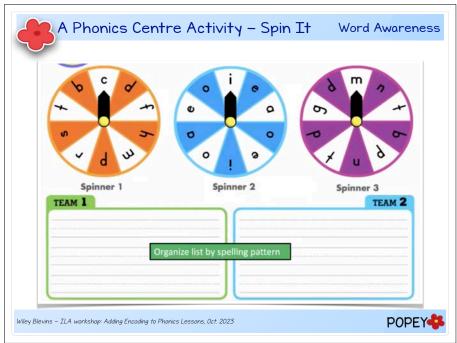


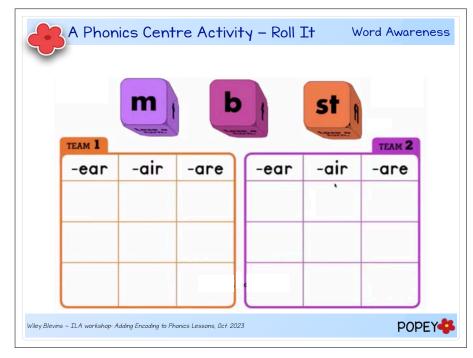




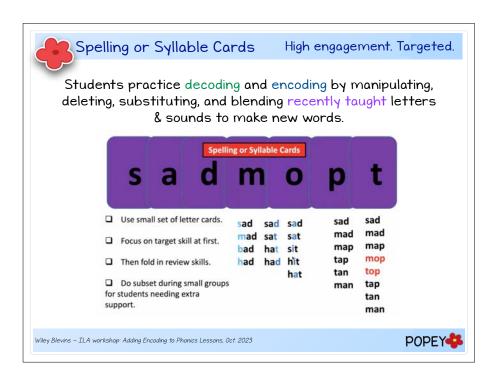


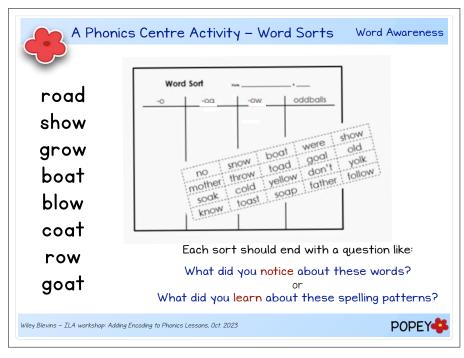






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Phonics Instruction

Keep in mind:

- Systematic: Move from simple to complex
 - Following a scope and sequence
- Explicit: "Today I want to teach you..."
- Keep students engaged by:
 - Inviting student responses
 - Have students come to the board to find a word, highlight a phonics skill in a word



Ideas for instructional Strategies:

- Understand "the code" yourself
- Consider using a systematic and explicit phonics program
- White boards will be your best friend!
- Keep lessons lively, and stick to suggested times
- Don't forget to unpack word meaning
- Word sorts
- Word chains
- Try multi-sensory methods
- Use Elkonin (sound) boxes to support encoding
- Weekly progress monitoring is critical!

7 Mighty Moves - Kemeny, 2023





The best phonics instruction is active, engaging, and thought provoking. Students are playing with letters and sounds and discussing what they observe about how words work to deepen their understanding of our alphabetic system so they can read and write.

Phonics instruction involves talk. It involves observation. And it involves tons of application to authentic reading and writing experiences.

Differentiating Phonics Instruction for Maximum Impact - Blevins





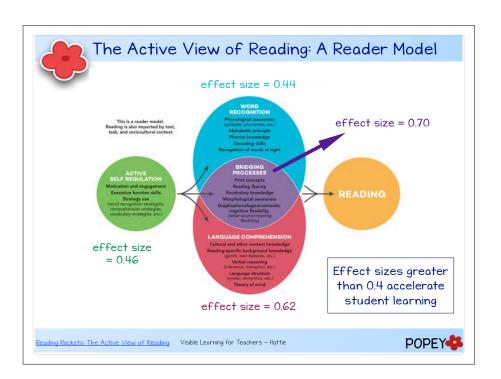
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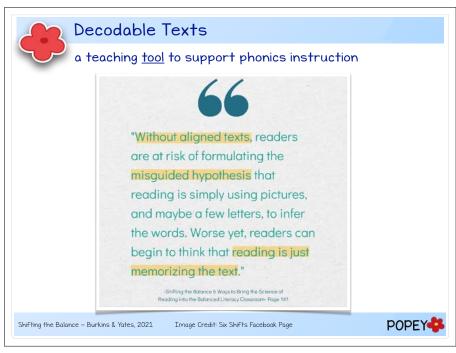
Laura Stewart, The Reading League

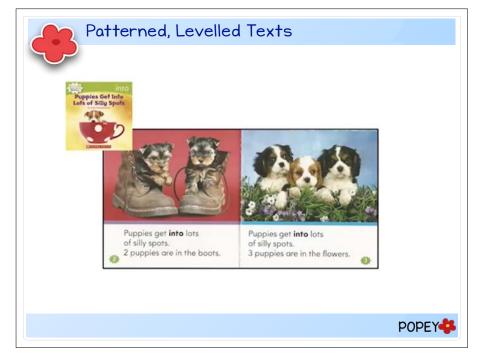
- Read the article on your own (20 minutes)
- Find a partner and discuss your reflections, connections, and wonderings in pairs of 2 (10 minutes)
 - a meaningful sentence
 - a powerful phrase
 - words that caught your attention
- Join another pair to make a quadrant and share your biggest takeaways from the article (10 minutes)

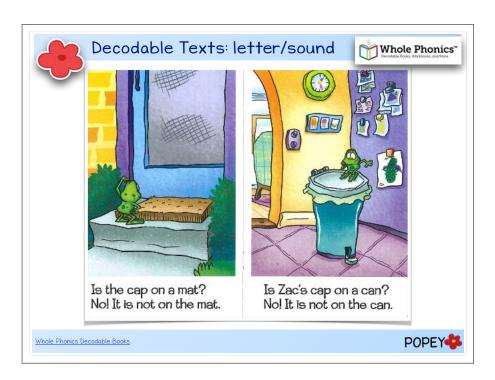
Reflect & Share: What are your mirrors? Windows? Next steps?

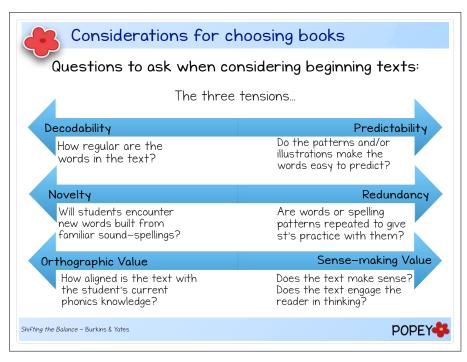


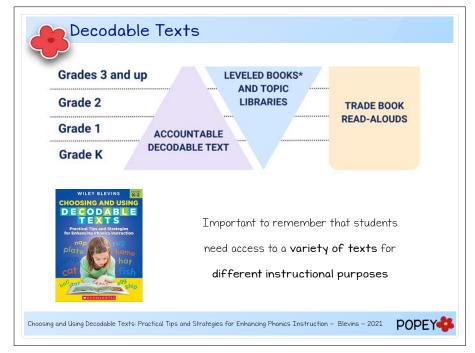












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Fluency

accuracy, automaticity, prosody

Fluency is the ability to read text accurately, at an appropriate pace, with expression.

- As decoding is automatized, students increase their ability to read texts fluently, freeing cognitive resources to focus on the meaning of the texts.
- Reading fluency develops as a result of strong instruction in other core components of literacy: phonological awareness, phonics, and vocabulary.
- To read a text fluently, students must have accurate and automatic word reading skills (Hudson et al., 2009). Text—level fluency develops with extended opportunities to practice oral reading. (Zimermann et al., 2021).

Fluency is the bridge between word recognition and comprehension.

ONlit - Fluency Overview



3

Building Fluency

Keep in mind:

- More than just reading fast
- Don't teach phonics in isolation
- · Avoid "round robin" reading
- Be mindful of how you use independent reading time



Ideas for instructional Strategies:

- Remember...fluency is not an isolated skill
 - subskills: phonemic awareness, soundsymbol knowledge, automaticity at letter or word level
- Small Group instruction affords specific, immediate feedback
- Model, model, model!!!
- · Whole Group Reading including:
 - Read aloud, cloze reading, choral reading, echo reading
- Partner Reading
- Reader's Theatre
- Beat the Clock Timed Reading
- Repeated Reading

7 Mighty Moves - Kemeny, 2023



Why Teach	Vocabu	lary?
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One of the oldest findings in educational research is the strong relationship between vocabulary knowledge and reading comprehension.

Vocabulary needs to be taught both directly and indirectly through several approaches:

- · Encourage wide reading
- Expose students to high-quality oral language
- · Promote word consciousness
- · Teach word meaning directly
- Teach independent word—learning strategies, including the use of context clues, the use of word parts, and the efficient use of the dictionary

Bringing Words to Life - Beck, McKeown, Kucan
Keys to Literacy - Effective Vacabulary Instruction

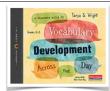




Vocabulary Instruction

Keep in mind:

- Prepare student friendly definitions
- Learners need repeated exposure in meaningful contexts
- We learn words that are relevant, meaningful and useful
- We learn words when we have opportunities for active engagement with those words



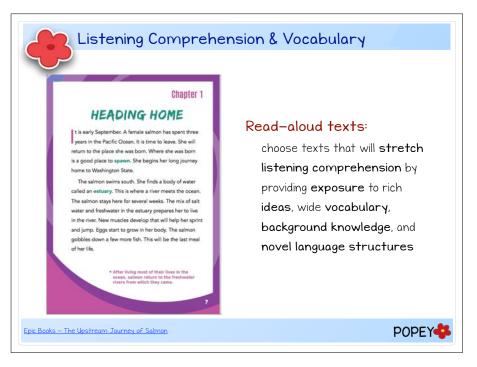
Ideas for instructional Strategies:

- Rich read aloud
 - Planned, pre-selected vocabulary, re-read, connect to content in Social Studies or Science, opportunities for active engagement
- Use text sets
 - www.readworks.com (Article a Day)
- Read A LOT!
- Use and model sophisticated language, starting in Kindergarten
- Model being word curious!
- Dive into morphology look for word parts

A Teacher's Guide to Vocabulary Development Across the Day - Wright , 2021







Teach and model reading comprehension strategies

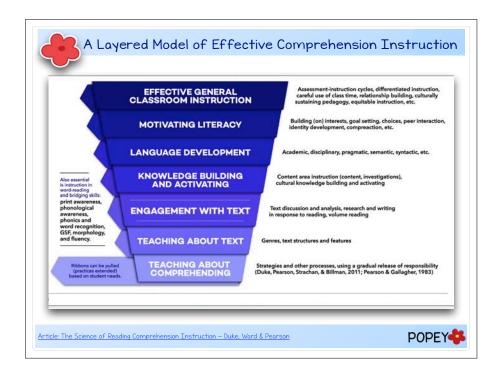
Students need direct, specific strategy instruction and comprehension—building practice.

Supporting comprehension growth and development:

- A teacher's explicit modelling of comprehension behaviours is an effective tool that improves students' use of comprehension strategies
- Asking students to tell you about what they've read sends a
 message that what they are reading is important and helps them
 dig deeper for meaning
- Prompting or questioning before, during, and after reading can lead students to deeper text understanding, especially the use of questioning that leads students to draw inferences and connect ideas across sentences

Next Steps in Literacy Instruction - Smartt & Glaser







Skilled comprehenders use these strategies

CONNECTING

to prior knowledge (schemas)

SELF-QUESTIONING

ask themselves questions about the text; plan to understand

PREDICTING

using prior knowledge & clues from text to make hypotheses

TEXT STRUCTURE

use & organize text information to make **meaning**

VISUALIZING

mental imagery
to remember
information from
texts

MAKING INFERENCES

integrate bits of info and fill in the gaps

SUMMARIZING

prioritize the importance of info to get the 'gist'

We can explicitly model these comprehension skills and engage students in conversations that allow them to practice comprehension.

Executive Skills & Reading Comprehension: - Cartwright





Reading as Meaning Making

For students to become efficient meaning makers, they need to:

- · build knowledge of text type and content
- · undertake practice with decoding texts
- · develop and use vocabulary
- make links between prior knowledge and the texts they are reading



Reading As Meaning Making - Victoria State Government, Department of Education (Australia)





If children are not spending a significant portion of their day engaged in (reading and writing) texts that allow them to practice the strategies we are modelling, then we cannot possibly expect them to take on these strategies and use them independently.

-from Catching Readers Before They Fall





How to Be a Better Writing Teacher workshop — Anderson & Glover

Bringing Words to Life - Beck, McKeown, Kucan

A Fresh Look at Phonics - Blevins

Differentiating Phonics Instruction for Maximum Impact - Blevins

ILA workshop: Adding Encoding to Phonics Lessons, Wiley Blevins

Shifting the Balance - Burkins & Yates

Executive Skills & Reading Comprehension: - Cartwright

Craft and Process Studies- Glover

Heggerty Phonemic Awareness Curriculum

Phonemic Awareness: The skills that they need to help them succeed! - Heggerty

Active Reading Classrooms - Kelly

7 Mighty Moves - Kemeny

Next Steps in Literacy Instruction - Smartt & Glaser

UFLI Foundations Manual

A Teacher's Guide to Getting Started with Beginning Writers - Wood Ray & Cleaveland

A Teacher's Guide to Vocabulary Development Across the Day - Wright





Beyond the Simple View of Reading

Decatur Public Schools - MTSS diagram

Defining MTSS with Stephanie Stollar - Podcast

Evidence for a New Era of Reading Instruction

How We Learn To Read - Harvard Medical School

International Dyslexia Association Ontario

<u> ONlit - Fluency Overview</u>

Reading As Meaning Making - Victoria State Government, Department of Education (Australia)

Reading Rockets: The Active View of Reading

Reading Rockets - Basics: Sight Words & Orthographic Mapping;

Reading Rockets: Models of Reading

Reading Rockets: What is the Alphabetic Principle?

Science of Reading Defining Guide

Shanahan on Literacy

TheSixShifts.com

Maryanne Wolf

