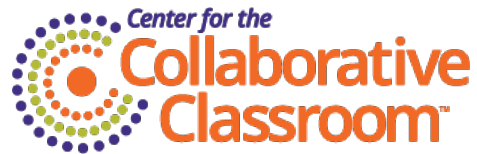


Effective Foundational Skills Instruction

Katy Cortelyou, EdD



Today's Session

Reflect on core principles essential to learning

Experience routines and structures for foundational reading skills

Explore essential considerations for English Language Learners

Reflect on implications for our own practice



Collaborative Classroom is a nonprofit organization that provides teachers with rigorous curricula that fully integrate literacy instruction and social and emotional learning.



**How we teach matters as much
as what we teach.**

Framework for Literacy Instruction

Motivation and Engagement																	
Foundations							Reading					Writing					
Word Recognition and Fluency				Academic Language		Skills and Conventions		Comprehension					Craft and Process				
Concepts of Print	Phonological Awareness	Phonics	Sight Words and Automaticity	Background Knowledge	Vocabulary	Grammar Usage	Spelling	Self-monitoring	(Re) Organizing Text	Analyzing Craft and Structure	Evaluating Content	Text-based Evidence	Author and Genre Study	Varying Task and Purpose	Writing Process	Building and Presenting Knowledge	Communicating Ideas



SIPPS is...

...a systematic, differentiated foundational skills program that develops the word-recognition strategies and skills that enable students to become fluent and confident readers and writers.

The SIPPS outcome is to develop independent, fluent readers who read with accuracy and automaticity.

Based on your experiences ...

What have you found to be important and effective for teaching English Language Learners to read with accuracy, automaticity and fluency?

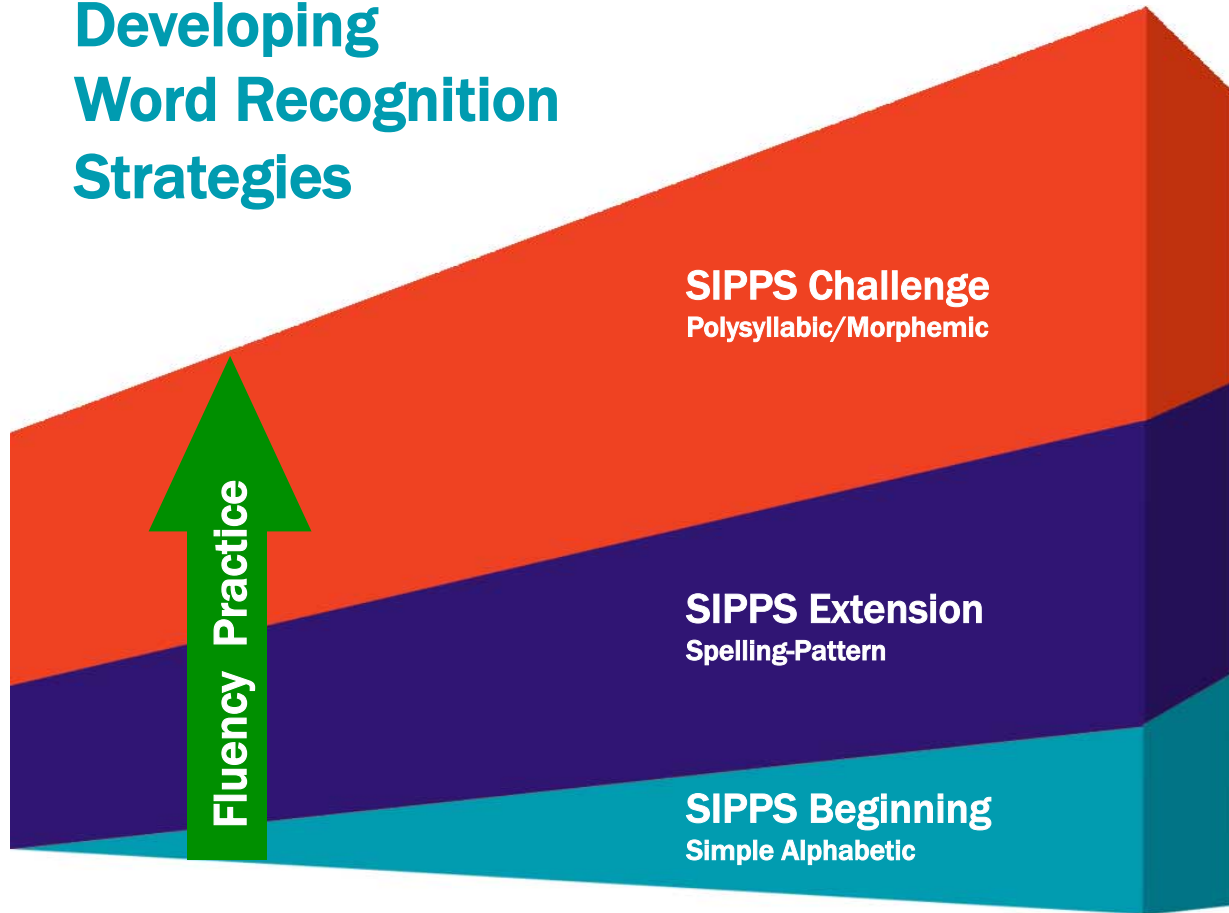
What is challenging?



What we teach ...

**Let's consider a
continuum of
foundational skills
instruction**

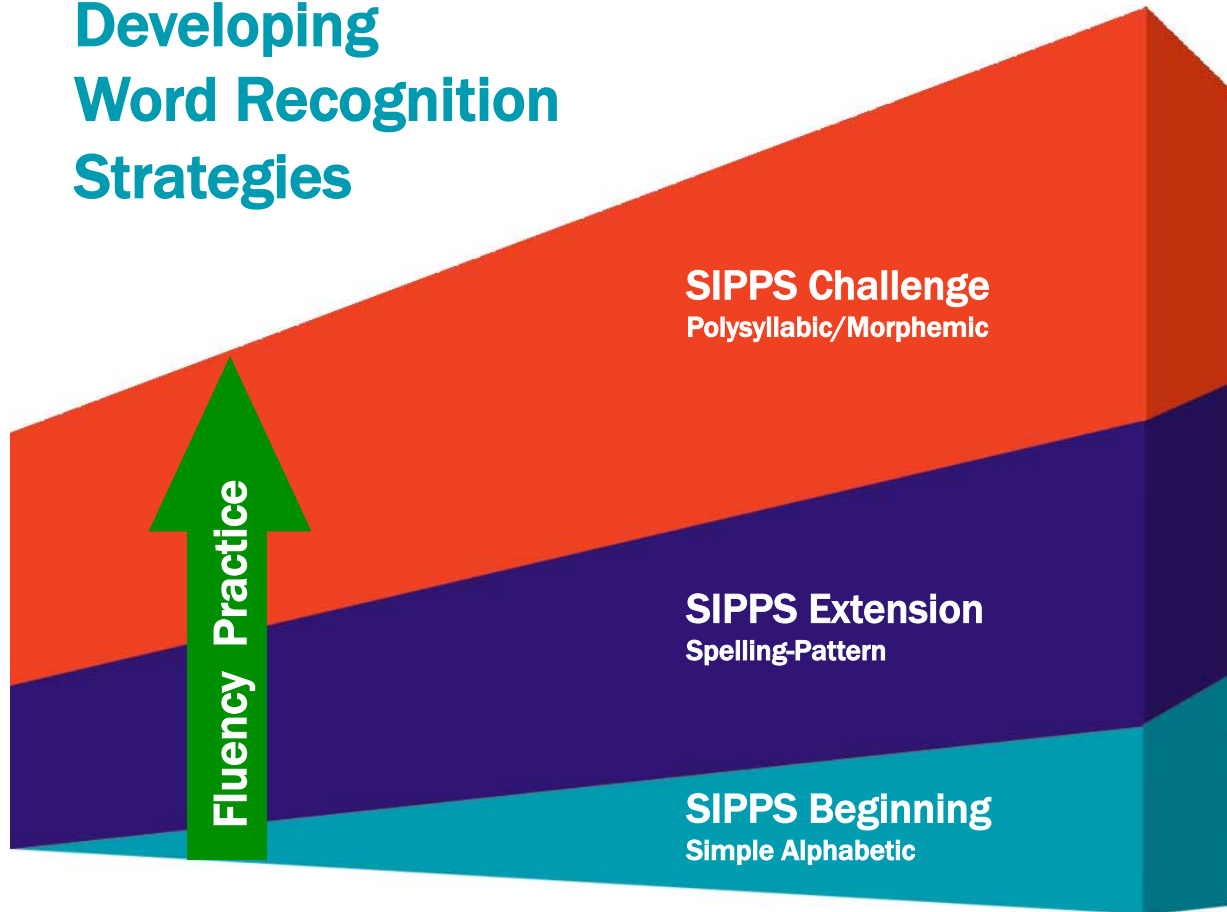
Developing Word Recognition Strategies



Beginning Level

- Blending, segmentation
- Consonants, consonant digraphs, short vowels
- High-frequency sight words

Developing Word Recognition Strategies



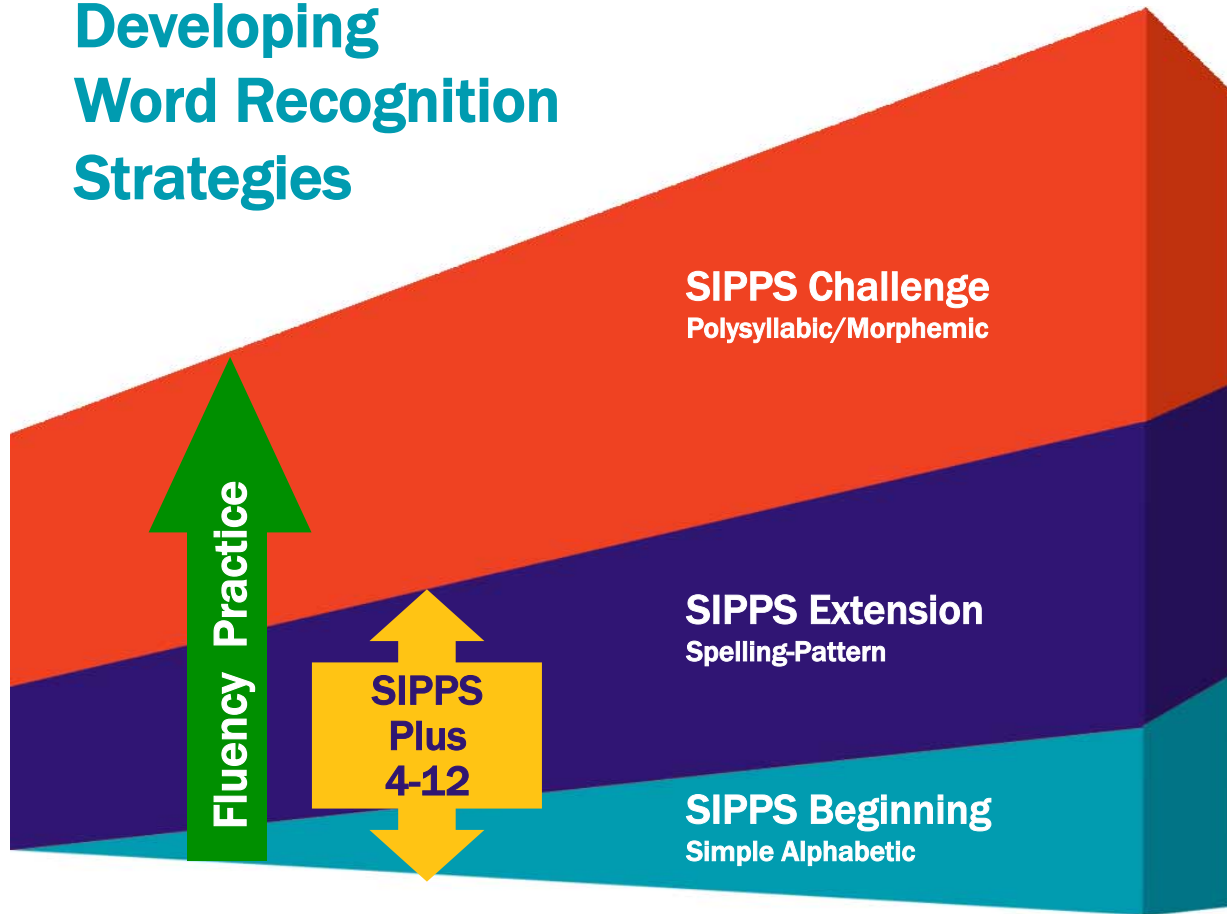
Extension Level

- Segmentation, manipulation
- Blends, long/complex vowels, final e, inflectional endings, y at end of words & 2 sounds for c
- High-frequency irregular sight words
- Intro to 2-syllable decoding

Beginning Level

- Blending, segmentation
- Consonants, consonant digraphs, short vowels
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Developing Word Recognition Strategies



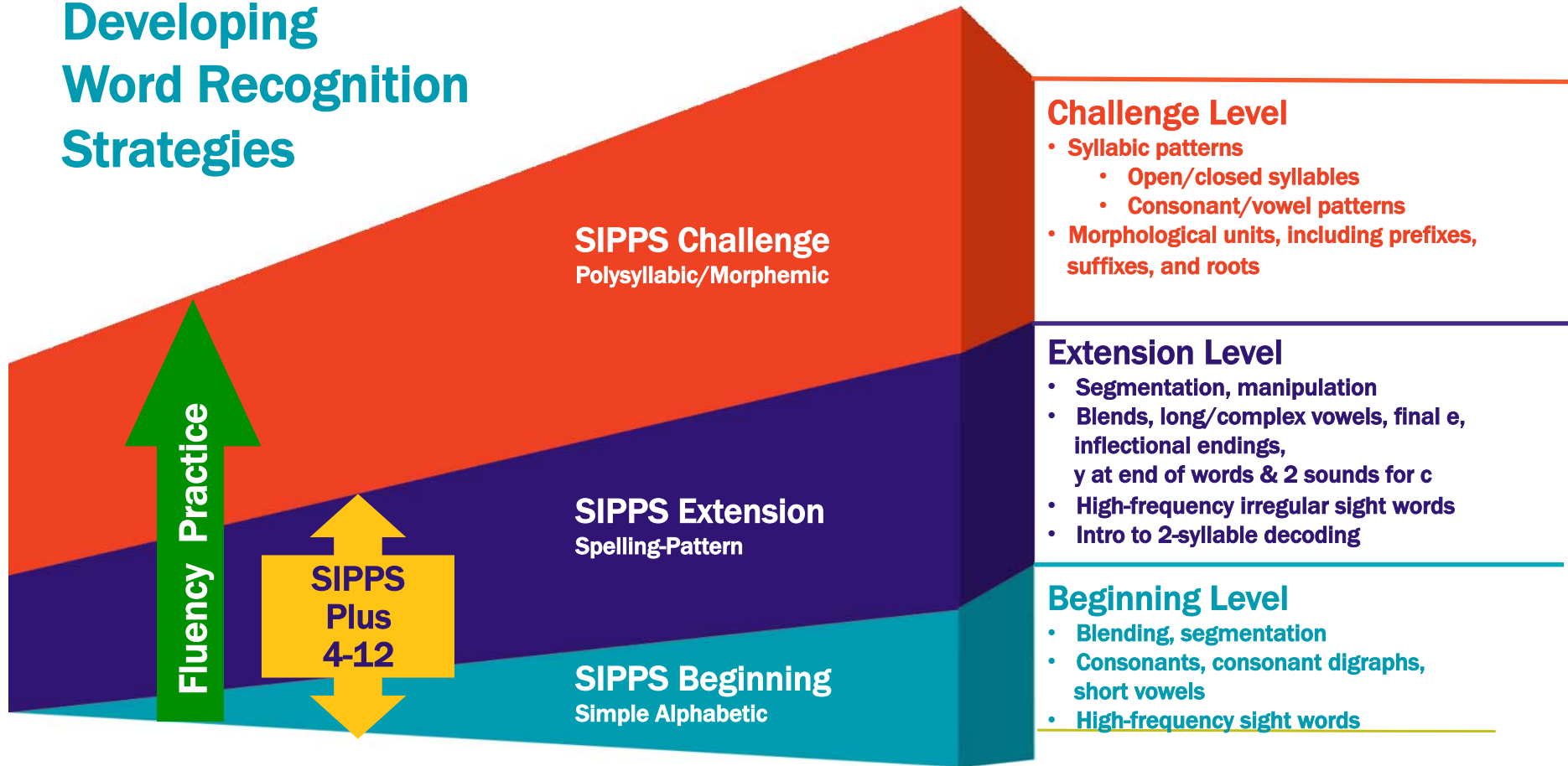
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Developing Word Recognition Strategies





Instruction Matched to Student Need

“Instruction should be differentiated: good readers will need less practice with these concepts than struggling readers will.

The point is to teach the students what they need to learn not what they already know.”

—CCSS Reading Foundational Skills Overview





How we teach ...

Elements of Quality Instruction

Predictable Lesson Structure

Effective Instructional Routines are...

Clear

Concise

Consistent


and Produce a Choral Response

...so that students “do the work” to “train their brains”
to develop independent reading behaviors.

The Power of Coordinated Lesson Structures

“Students need to see that decoding is immediately applicable. Immediate application to connected text and to spelling communicates to students that phonics is not dry material to be mastered: it makes a whole world of reading and writing possible.” (Fraser, 2019)

Phonological Awareness
Phonics and Decoding
Sight Words
Guided Spelling
Text Reading
Wide Reading to build Fluency



Simple Alphabetic Phase
Spelling-Pattern Phase



*How might routines like these
support English Language
Learners?*

Routines for Phonological Awareness

Blending Phonemes

Segmenting Phonemes

Manipulation of Phonemes





Routines for Phonics/Decoding Words

Learning New Sounds

Decoding Single Syllable Words – Sound by Sound Blending

Decoding Single Syllable Words – In the head blending

My racing robot is
the red one.



r

am

ram

at

rat

an

ran

gray

adding

raise

far

may

spare

fair

cheese

Routines for Learning Sight Words

New Words

Review Words

She likes to swing.

New Word

she

Review Words

to

see

Routines for Encoding – Guided Spelling

Decodable Words: Single Syllable

Sight Words

Sentence Dictation

Considerations for Text Reading

Types of Texts

Hybrid Texts

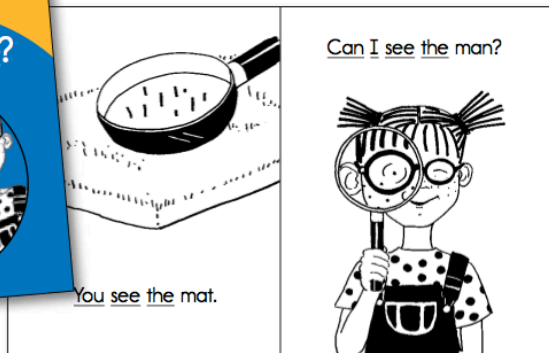
- Keyed to phonics and sight words
- Natural language patterns
- Avoid lesson common vocabulary

Trade Books

- High Interest, Easily Accessible

Reading Routines

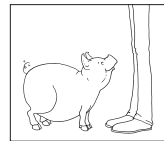
- Choral Reading
- Reading “quietly aloud”
- Silent



The Pet Pig: Part 1

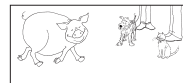
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A tall man has a pet pig.
He calls her Big Red.



She has red legs and a big neck.
She is a big, big pig.

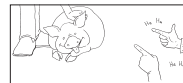
Some men have pet dogs.
Some men have pet cats.



But the tall man has a pet pig.
His pet is Big Red.



If the man calls her, Big Red
comes and sits by him.



The tall man pets her neck.
Big Red licks her legs.

But some men do not like Big Red.
They make fun of her.



They make fun of the tall man.
The man is mad and sad.

A Picnic



I will go on a picnic.

Add Mom and Dad. Add Sis and Al. Al is my pal.

Add my dog.

Add gas in the van. We can fit in the van.

Add a big box.

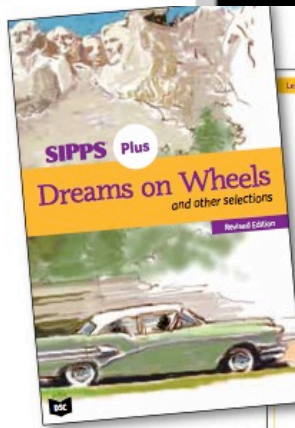
Sis. Fill the box. Add hot dogs and ribs and milk.

It will be hot. Add hats and a fan.



We will be on a hill. Add a big mat. We will sit on it.

Add a bat. Al can see me hit!



Earthquakes



What makes the earth quake?

Under the land of the world there is a crust made of large plates that are moving.

When two plates are side by side, one is moving one way, and the other is moving another way. One edge pushes on the other, for a long time the edges stick. Then they slide, and there is an earthquake.

There are other kinds of earthquakes, too.

How strong are earthquakes?

There is a scale which tells how much the earth is shaking. A small quake is 1 or 2 on the scale. If the scale says 8, it is a very large quake.

What goes on in a strong earthquake?

The earth shakes. Some land rises up. Land can sink down. The land may crack and make huge holes. There may be landslides of mud and rocks, too.

Some earthquakes are under the ocean. They send out huge waves like walls of water. When those waves hit the shore, the water comes up onto the land.





*How might routines like these
support English Language
Learners?*

Instructional Considerations for Skill Instruction

If the mnemonics are not helping your English Language Learners remember the sounds, help the students think of mnemonics that are more meaningful.

Many English sounds, including the sounds of *th*, do not occur in the other languages. Tell English Language Learners how to form each sound with their mouth, tongue, teeth, and lips.

If you have English Language Learners in your group, give a familiar word or sentence containing the sound after they say the sound on the sound card.

Instructional Considerations for Skill Instruction

English Language Learners may have difficulty hearing, saying, and remembering certain sounds that are not present in their first language. For example, there is no short-*i* sound in Spanish, and students who read Spanish will have learned a long-*e* sound for that letter.

Words like *are*, *do*, and *to*, which have mainly grammatical functions in English, are hard to explain to English Language Learners. You may wish to give more than one example sentence for each of these words.



*How might routines like these
support English Language
Learners?*



Polysyllabic/Morphemic Phase

Syllabic Transformations

Open Syllable: One vowel at the end is long

Closed Syllable: One vowel not at the end is short

Reading By Syllables

but.ter

dis.cuss.ing

cheap.er

en.tire

bed.time

Reading Entire Words: Syllable Divisions

Two consonants between the vowels – divide between the consonants

One consonant between two vowels – first try before, then try after

Trade Books



Arthur Series

Mouse
Series

Frog and
Toad

Little Bear
Series

Nate the
Great

Henry and
Mudge

Texts for Older Students – High Interest/Accessible





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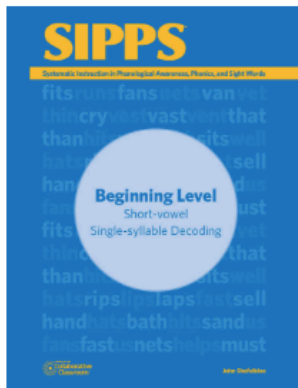
Today's Session

What was affirmed?

What might you try?

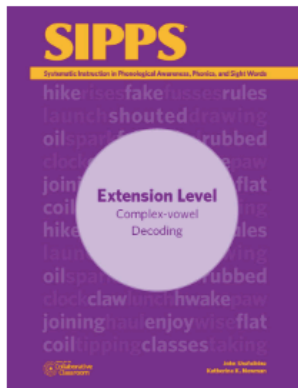
CCC Learning Hub – ccclearninghub.org

View Program Resources



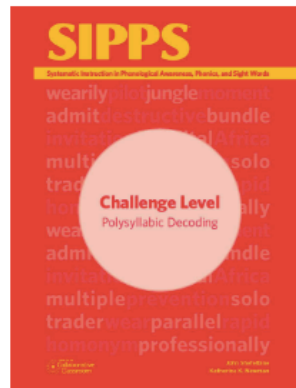
SIPPS Beginning

- Digital Teacher Manual
- Assessment Web App
- Card Deck Web App
- Other Resources



SIPPS Extension

- Digital Teacher Manual
- Assessment Web App
- Card Deck Web App
- Other Resources



SIPPS Challenge

- Digital Teacher Manual
- Assessment Web App
- Card Deck Web App
- Other Resources



SIPPS Plus

- Digital Teacher Manual
- Assessment Web App
- Card Deck Web App
- Other Resources

Let's Stay in Touch!

Visit Anne and Karen– Center for the Collaborative Classroom

kcortelyou@collaborativeclassroom.org

Access lessons and resources – CCC Learning Hub

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