

# Foundational Reading Skills: Standards Tell Us **What** Research Tells Us **How** **Part 1**



## Agenda

### Part 1



Standards and  
Research



Foundational  
Reading Skills



Print  
Concepts



Phonological  
Awareness

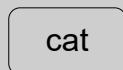
### Part 2



Standards and  
Research



Foundational  
Reading Skills



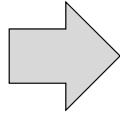
Phonics & Word  
Recognition



Fluency

# Agenda

## Part 1



Standards and  
Research



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Reading Skills



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Awareness

## Standards Tell Us **What**

Teachers are ... free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the standards.

Common Core State Standards



## Research Tells Us How

### Science of Reading



Comprehensive body of research encompassing decades of scientific knowledge



Empirically supported research providing the information we need to gain a deeper understanding of how we learn to read



Empirically supported research providing what skills are involved, how they work together, and which parts of the brain are responsible for reading development



From this research, we can identify an evidence-based best practice approach for teaching foundational literacy skills

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## Why is the science important?



- 20% of elementary school students struggle. (Moats, 2020)
- An additional 20% are considered at-risk. (Moats, 2020)
- Only 33% of 4<sup>th</sup> graders performed at or above proficient level.

(National Center for Education Statistics, 2022)

**95% of students benefit from highly effective instruction.**

(Kilpatrick, 2015; Moats, 2020)

## Research Tells Us **How**

### Structured Literacy

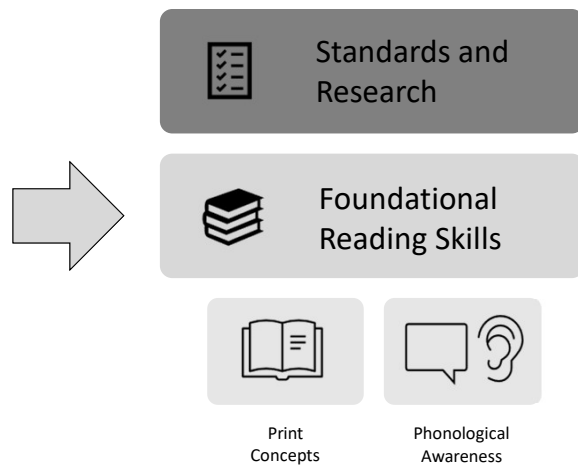
- Explicit
- Sequential
- Systematic
- Prescriptive
- Diagnostic
- Cumulative



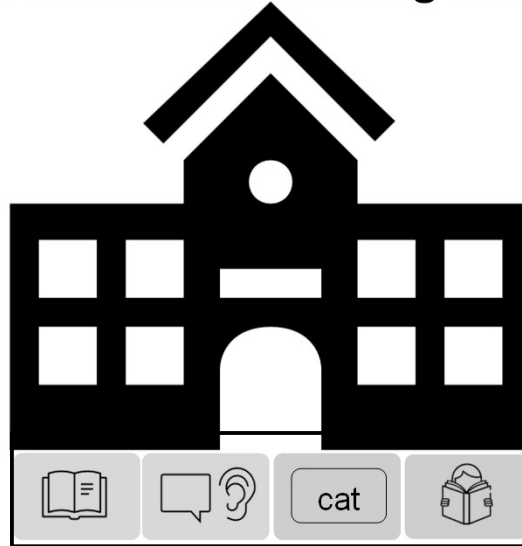
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## Agenda

### Part 1



## Foundational Reading Skills



## Why is it important to develop the foundational skills quickly?

### Students who develop foundational skills quickly:

- Are able to decode and recognize words with automaticity and accuracy.
- Find reading rewarding.
- Enjoy reading-related activities.
- Are able to focus more on comprehension.
- Are exposed to much more text.



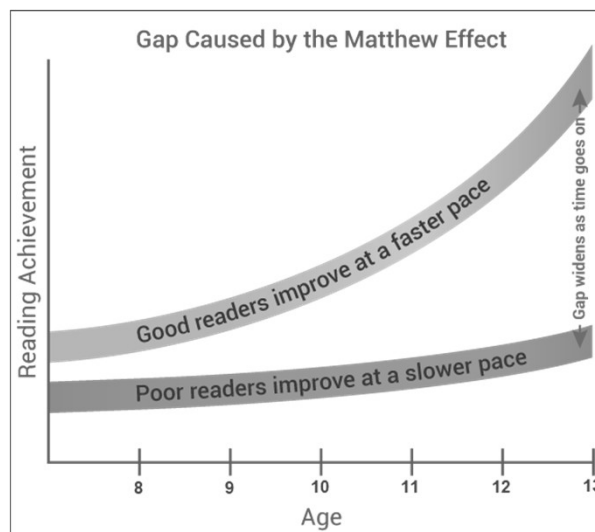
## What happens when students develop the foundational skills slowly?

### Students who develop foundational skills slowly:

- Are asked to read materials that are too difficult.
- Find reading unrewarding.
- May try to avoid reading-related activities.
- Struggle to decode or recognize words.
- Struggle with comprehension.
- Are exposed to much less text.



## The Matthew Effect



(Stanovich, 1986)

Image source: All About Learning Press

# Agenda

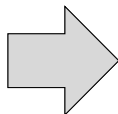
## Part 1



Standards and  
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## Print Concepts

What is it?



Print/Book Awareness



Letter Knowledge

# Print Concepts

## What do we know about book/print awareness?

### Standards tell us:

Kindergarten and first grade students must demonstrate understanding of the organization and basic features of print.

### Research tells us:

A child's understanding of print concepts successfully predicts future reading success (Pullen and Justice, 2003).



## Print Concepts

### PRINT AND BOOK AWARENESS SKILLS CHECKLIST

|                             |   | ✓ | ✓ | ✓ | ✓ | ✓ |
|-----------------------------|---|---|---|---|---|---|
| <b>Functions of Print</b>   | Print carries meaning.  |   |   |   |   |   |
|                             | Print can be used for different purposes.                                 |   |   |   |   |   |
|                             | Print corresponds to speech word for word.                                |   |   |   |   |   |
| <b>Conventions of Print</b> | Print is print, no matter in what form it appears.                        |   |   |   |   |   |
|                             | Printed words are made up of letters (concept of word).                   |   |   |   |   |   |
|                             | Printed words are separated by spaces (word boundaries).                  |   |   |   |   |   |
|                             | Sentences in print are made up of separate words.                         |   |   |   |   |   |
|                             | Sentences start with capital letters and end with punctuation marks.      |   |   |   |   |   |
|                             | Text is read from left to right with a return sweep to the next line.     |   |   |   |   |   |
|                             | Lines of text are read from top to bottom of the page.                    |   |   |   |   |   |
|                             | When one page of text is read, the story continues on the following page. |   |   |   |   |   |
| <b>Book Conventions</b>     | A book has a front cover and a back cover.                                |   |   |   |   |   |
|                             | A book has a spine.   |   |   |   |   |   |
|                             | A book is held right side up.   |   |   |   |   |   |
|                             | A book has a title and a title page.                                      |   |   |   |   |   |
|                             | A book has an author; some books have pictures created by an illustrator. |   |   |   |   |   |
|                             | A book has pages. The left page of a book is read before the right page.  |   |   |   |   |   |
|                             | Pages are turned one at a time in a sequence from front to back.          |   |   |   |   |   |



## Print Concepts

### What do we know about book/print awareness?

#### Research tells us:

- *Print referencing* is an effective way to teach print concepts.  
(Justice and Ezell, 2004)
- Use just three to five print references during the reading of a storybook.  
(Justice and Ezell, 2004)



## Print Concepts

### What do we know about letter knowledge?

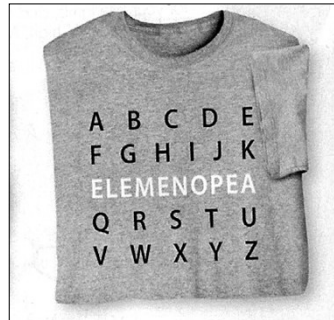
#### Standards tell us:

Kindergarten students must recognize and name all upper- and lowercase letters of the alphabet.

#### Research tells us:

- Letter naming is one of the best predictors of reading success.
- Students must be able to identify letters of the alphabet in and out of sequence and with automaticity.

(Adams, 1990, Treiman, Kessler, & Pollo, 2006).

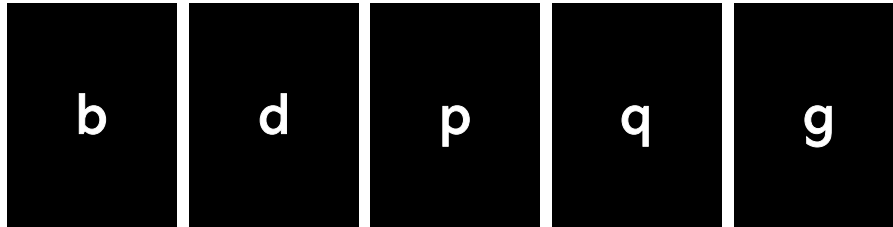


# Print Concepts

## What do we know about teaching letter knowledge?

### Research tells us:

- Capital letters are typically learned first.
- A lowercase letter that matches its capital is easier to learn.  
(Treiman & Kessler, 2003)
- Lowercase letters with similar shapes cause confusion.  
(Treiman, Kessler, & Pollo, 2006)



|                         |   |  |  |  |  |  |  |
|-------------------------|---|--|--|--|--|--|--|
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|                                 |  |  |
|---------------------------------|--|--|
| <b>VISUALLY SIMILAR LETTERS</b> |  |  |
| <b>Letter Case</b>              | A letter pair whose forms are almost identical in upper- and lowercase.  | Cc, Kk, Oo, Pp, Ss, Uu, Vv, Ww, Xx, Zz   |
| <b>Letter Shape</b>             | Letters whose overall form is identical or similar to target letter's form when rotated, flipped, or reversed. | b-d, b-p, b-q, d-g, d-q, e-a, g-q, g-y, i-j, i-l, k-x, m-n, n-c, n-h, p-q, u-v, u-w, u-y, w-m, y-v |

# Agenda

## Part 1



Standards and  
Research



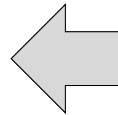
Foundational  
Reading Skills



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Concepts



Phonological  
Awareness



## Phonological Awareness

### What is it?



The understanding that speech is composed of sub-parts:

- Sentences are made up of words.
- Words are made up of syllables.
- Syllables are made up of onsets and rimes.
- Syllables can be broken down into phonemes.



## Phonological Awareness

### What do we know about phonological awareness?

#### Standards tell us:

Kindergarten and first grade students must demonstrate an understanding of spoken words, syllables, and sounds (phonemes).

#### Research tells us:

- There is a high correlation between phonemic awareness and its effect on learning to read. (National Reading Panel, 2000)
- Phonological awareness is one of the few factors that teachers are able to influence significantly through instruction.

(Lane and Pullen, 2004)



## Phonological Awareness

### What do we know about phonological awareness?

#### Pre-K student goals:

- awareness of larger speech sounds in spoken words: rhymes, onsets, syllables

#### Kindergarten student goals:

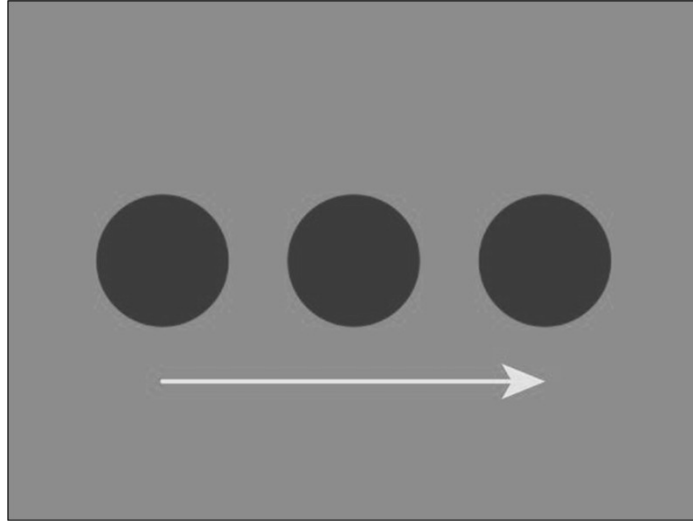
- awareness of initial, final, medial phonemes in spoken words
- alphabetic principle: printed letters represent phonemes in spoken words

#### 1<sup>st</sup> and 2<sup>nd</sup> grade student goals:

- awareness of individual phonemes in spoken words in more complex words

(Brady & Kurto, 2020)

## Blending Example



## Segmenting Example

2. Rats can live in \_\_\_\_\_.  
an    cat    packs

3. A \_\_\_\_\_ is an animal.  
tan    lab    rat

4. Some rats \_\_\_\_\_ make us sick.  
can    tan    lab


5. Some \_\_\_\_\_ eat rats.  
rats    cats    packs

Number Correct \_\_\_\_/5

Sentence About the Story  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

a  
cat



Sound Boxes

1.       2.

3.       4.

Word List

|     |     |     |    |
|-----|-----|-----|----|
| an  | cat | lab | be |
| tan | rat | nab | a  |
| can | sat | tab | be |
| ran | at  | cab | a  |

Did you beat the clock? \_\_\_\_\_

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SNRN-1000-100    4    Level 2 (2nd-3rd) Names  
Lesson 1, p. 107 (print)    1

## Segmenting Example

### Sound Boxes

1. 

|   |   |   |  |
|---|---|---|--|
| ● | ● | ● |  |
|---|---|---|--|

      2. 

|   |   |  |  |
|---|---|--|--|
| ● | ● |  |  |
|---|---|--|--|
3. 

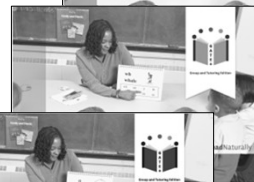
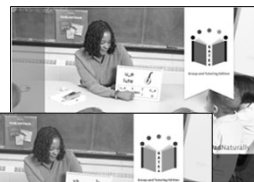
|   |   |   |  |
|---|---|---|--|
| ● | ● | ● |  |
|---|---|---|--|

      4. 

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

## Read Naturally® GATE+

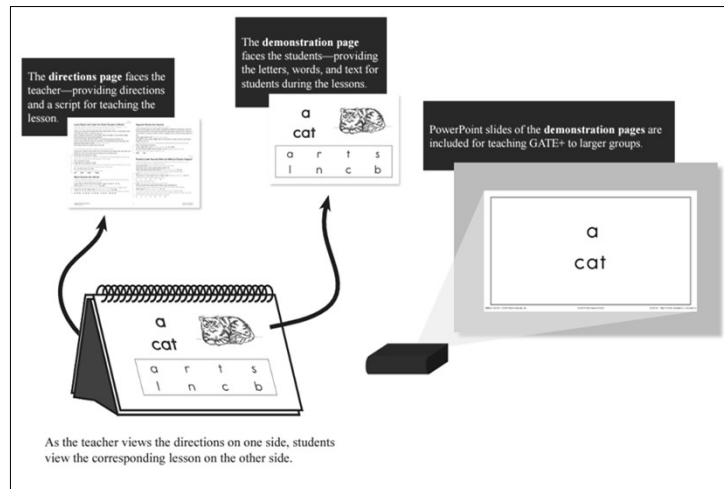
### Reading Instruction for Whole Group and Intervention



Print-Based



# GATE+



## Agenda

### Part 1



Standards and Research



Foundational Reading Skills



Print Concepts



Phonological Awareness

### Part 2



Standards and Research



Foundational Reading Skills

cat

Phonics & Word Recognition



Fluency

Next Time!

## Agenda

### Part 2



Standards and  
Research



Foundational  
Reading Skills

cat

Phonics & Word  
Recognition



Fluency

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website: [readnaturally.com](http://readnaturally.com)

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## Questions?





# Print Concepts

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