



Read to be Ready

Teaching Foundational Skills
Through Reading and Writing



®

Module 2

Tennessee Foundational Skills: What Are They and Why Are They Important?

Celebrate the Work in Our Region

- Think of one success that you have experienced at your school or district with supporting your colleagues with the work of Read to be Ready.
- Share successes at tables using the Round Robin structure.

Objectives

- Discuss the definition and importance of foundational skills and how they contribute to students' reading and writing achievement.
- Investigate how foundational skills are embedded in the processes of reading and writing.

TEAM Connection

- **Standards and Objectives**
- Motivating Students
- Presenting Instructional Content
- Activities and Materials
- **Teacher Content Knowledge**
- Teacher Knowledge of Students

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**What Are Foundational
Skills?**

Private Reflection Area

| Foundational Literacy Standards | Today my understanding is... | Now my understanding is... |
|---------------------------------|------------------------------|----------------------------|
| Print Concepts | | |
| Phonological Awareness | | |
| Phonics & Word Recognition | | |
| Word Composition | | |
| Fluency | | |
| Sentence Composition | | |
| Vocabulary Acquisition | | |

Nine Areas of Learning

- Early Literacy Concepts
- Phonological Awareness
- Letter Knowledge
- Letter-Sound Relationships
- Spelling Patterns
- High Frequency Words
- Word Meaning and Vocabulary
- Word Structure
- Word-Solving Actions

Nine Areas of Learning Jigsaw

1. Work in groups of three. Assign each member a 1, 2, or 3.
2. Read the definitions and examples provided for each of the Nine Areas of Learning included in the 'Nine Areas of Learning' chart on pp. 22-24 corresponding with your number:
 - 1's read Early Literacy Concepts, Phonological Awareness, and Letter Knowledge
 - 2's read Letter-Sound Relationships, Spelling Patterns, and High Frequency Words
 - 3's read Word Meaning/Vocabulary, Word Structure, and Word-Solving Actions
3. Highlight or underline any key ideas you find in your areas.
4. Once all in your group are finished reading, share out a summary of the areas of learning you read about.

Tennessee Foundational Literacy Standards

- FL.PC.1: Print Concepts
- FL.PA.2: Phonological Awareness
- FL.PWR.3: Phonics and Word Recognition
- FL.WC.4: Word Composition
- FL.F.5: Fluency
- FL.SC.6: Sentence Composition
- FL.VA.7: Vocabulary Acquisition

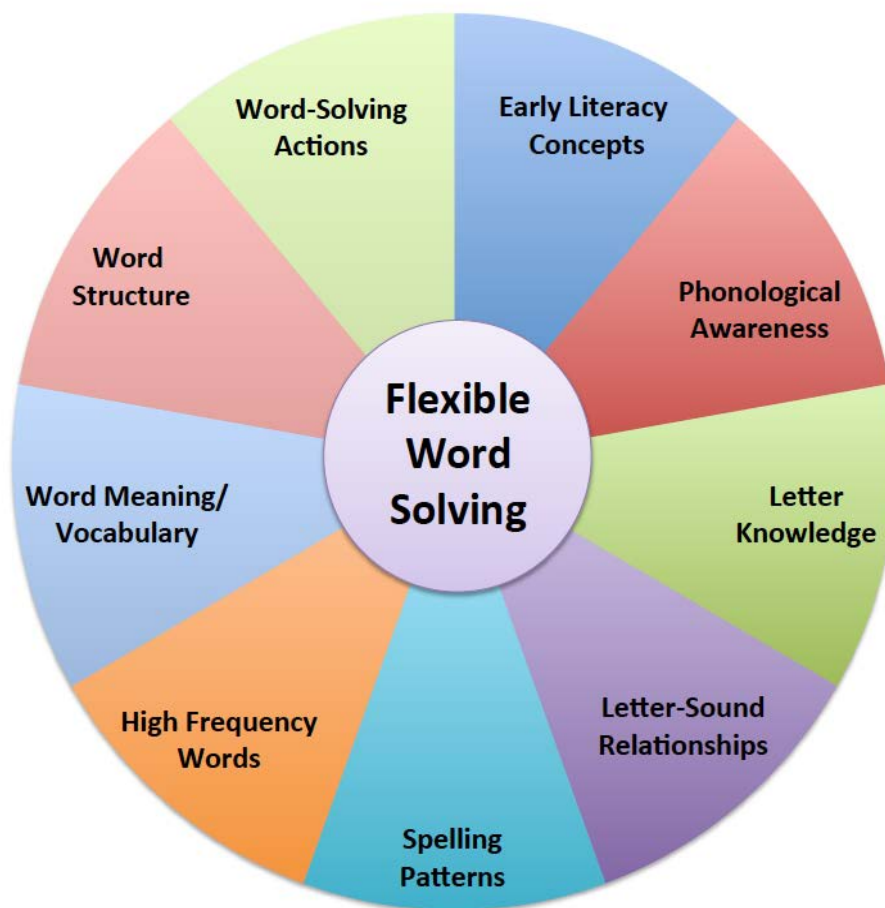
Correlation Chart

| Tennessee Foundational Literacy Standards | Nine Areas of Learning |
|--|---|
| Print Concepts: Demonstrate understanding of the organization and basic features of print | Early Literacy Concepts |
| Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes) | Phonological Awareness |
| Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in context. | Letter Knowledge Letter-Sound Relationships Spelling Patterns High Frequency Words Word Structure Word-Solving Actions |

Reflection

- Take a moment to reflect upon the relationship between the TN Foundational Literacy Standards and the Nine Areas of Learning.
- Turn to page 27 in your manual and reflect upon the two prompts provided.
- Share out with a partner.

Flexible Word-Solving



Fountas & Pinnell, 2017

Developing Flexible Word-Solving: Nine Areas of Learning

| | | K | 1 | 2 | 3 | 4 |
|-----------------------------------|--|--------------|---------------------------|-----------------------------|--------------------------|--------------------------|
| Early Literacy Concepts | | K.FL.PC.1a | 1.FL.PC.1a | | | |
| Phonological Awareness | Rhyming | K.FL.PA.2a | | | | |
| | Syllables | K.FL.PA.2b | 1.FL.PA.2b | | | |
| | Words | | | | | |
| | Onset and Rime | K.FL.PA.2c | 1.FL.PA.2c&d | | | |
| | Phonemes | K.FL.PA.2d&e | 1.FL.PA.2b,c,d | | | |
| Letter Knowledge | Identify Letters | K.FL.PC.1d | | | | |
| | Recognizing Letters in Words and Sentences | K.FL.PC.1d | | | | |
| | Forming Letters | K.FL.WC.4a | 1.FL.WC.4g | 2.FL.WC.4f | 3.FL.WC.4d | 4.FL.WC.4b |
| Letter-Sound Relationships | Consonants | K.FL.PWR.3a | 1.FL.PWR.3a | 2.FL.WC.4a | | |
| | Vowels | K.FL.PWR.3b | 1.FL.PWR.3c 1.FL.WC.4b | 2.FL.PWR.3a,b 2.FL.WC.4a | | |
| | Letter-Sound Representation | K.FL.SC.6h | 1.FL.SC.6j | 2.FL.WC.4f 2.FL.SC.6h | 3.FL.WC.4d 3.FL.SC.6j | 4.FL.WC.4b 4.FL.SC.6f |

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**What Do Competent
Word-Solvers Do?**

Competent Word-Solvers: What Do They Do?

| In reading, competent word-solvers: | | In writing, competent word-solvers: | |
|---|----|---|----|
| Discriminate letter symbols in print quickly. | LK | Form letters easily and quickly. | LK |
| Recognize whole words as units. | | Write the sounds they hear in words. | |
| Use word parts. | | Write a large number of whole words quickly and easily. | |
| Use letter-sound relationships in flexible ways. | | Listen for and use word parts to construct words. | |
| Use knowledge of known words to get to unknown words. | | Use letter-sound relationships in flexible ways to construct words. | |

Adapted from Fountas & Pinnell, 1998

Competent Word-Solvers: What Do They Do?

“It’s important to recognize, while important, phonics, spelling, word analysis, and grammar and usage strategies are not the end goal of literacy education. Their importance lies in their contribution to reading and writing continuous text. The more that students can solve words, derive the meanings of words, spell words, and parse language syntax rapidly, fluently, and unconsciously, the more likely they are to read and write with competence and ease.”

Fountas & Pinnell, 2017

Reflection Questions

- What are you now thinking about the importance of teaching students to be flexible word-solvers?
- What did you notice and think about while you were completing the *Competent Word-Solvers: What Do They Do?* chart?
- What surprised you about what competent word-solvers do while reading and writing? Why?
- What would you like to think more about with regard to flexible word-solving? Why?
- What does this mean for instruction to support students' flexible word-solving?

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Reading Fluency: What is it and Why is it Important?

What is Fluency?

- Brainstorm words that come to mind when you hear the word, fluency.

Six Dimensions of Fluency

- Pausing
- Phrasing
- Stress
- Intonation
- Rate
- Integration

Fountas & Pinnell, 2017

Comprehension and Fluency

“A major advantage of capillary electrophoresis is that many analytical experimental designs are possible, just as in the case of HPLC. In HPLC, a wide range of molecules can be separated by changing the column support (See Chapter 5, Section F, p. 140). In CE, the capillary tube may be coated or filled with a variety of materials. For separation of small, charged molecules, bare silica or polyimide-coated capillaries are often used. If separation by molecular sieving is desired, the tube is filled with polyacrylamide or SDS-polyacrylamide. If the capillary is filled with electrolyte and an ampholyte pH gradient, isoelectric focusing experiments on proteins may be done.”

Boyer, 2012

Fluency Reflection

“Reading fluency refers to the ability of readers to read quickly, effortlessly, and efficiently with good expression. It means much more than mere accuracy in reading.”

Rasinski, 2003

“Fluency is not a stage of development at which readers can read all words quickly and easily. Fluency changes, depending on what readers are reading, their familiarity with the words, and the amount of their practice with reading texts.”

Armbruster, Lehr, & Osborn, 2006

Module Reflection

Tennessee Foundational Literacy Standard #5:
Read with sufficient accuracy and fluency to
support comprehension.

What are some things you are considering from
this module that will support student proficiency
with this standard?



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Break