Overview of Effective Literacy Practices

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

Facilitated by, Melissa Garcia, Coordinator, Language Education Services

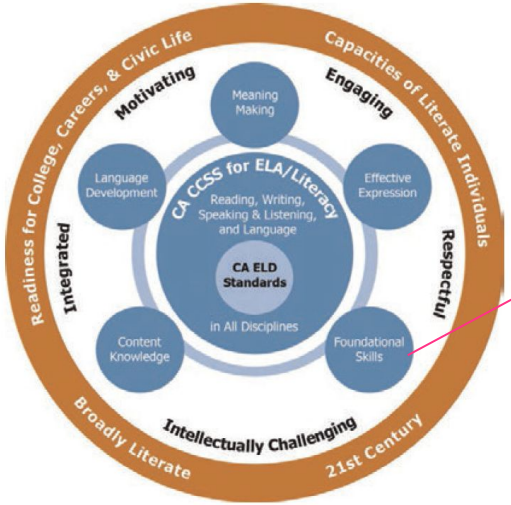
Overview of Effective Literacy Practices

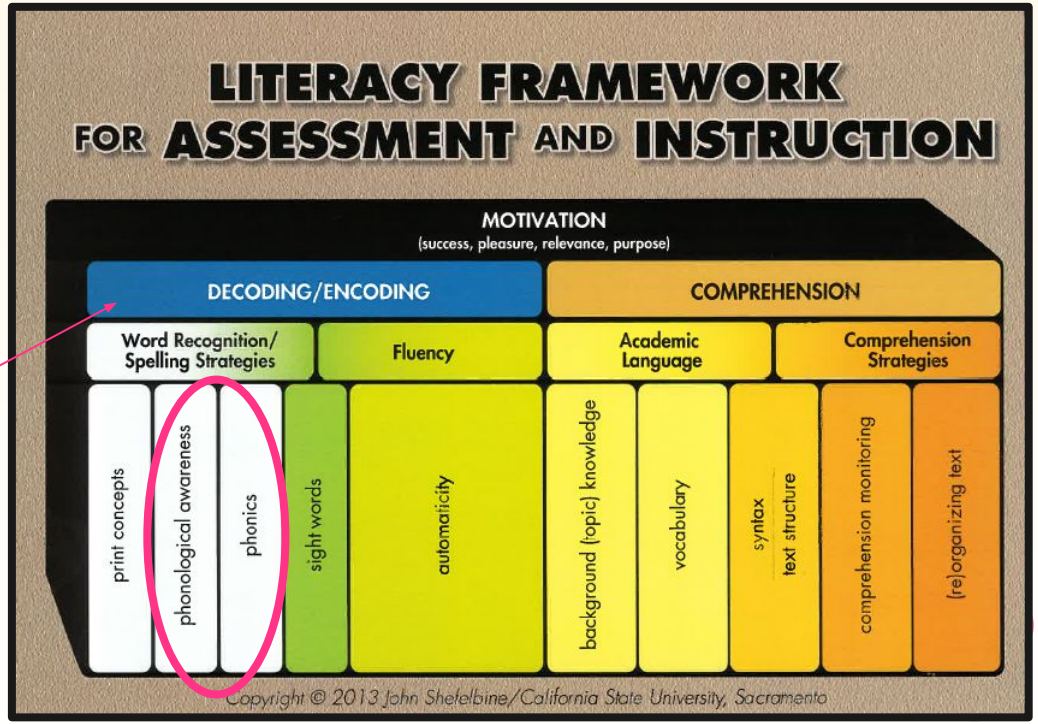
1. **The Big Picture**: standards and frameworks
2. **Phonological Awareness:** developmental scope and sequence
3. **Phonics:** Research findings, guiding principles for ELLs, developmental scope and sequence (1st-3rd)
    a. Multisensory procedure for teaching letter recognition
    b. 1 of 3 explicit strategies for teaching multisyllabic words for accuracy and vocabulary

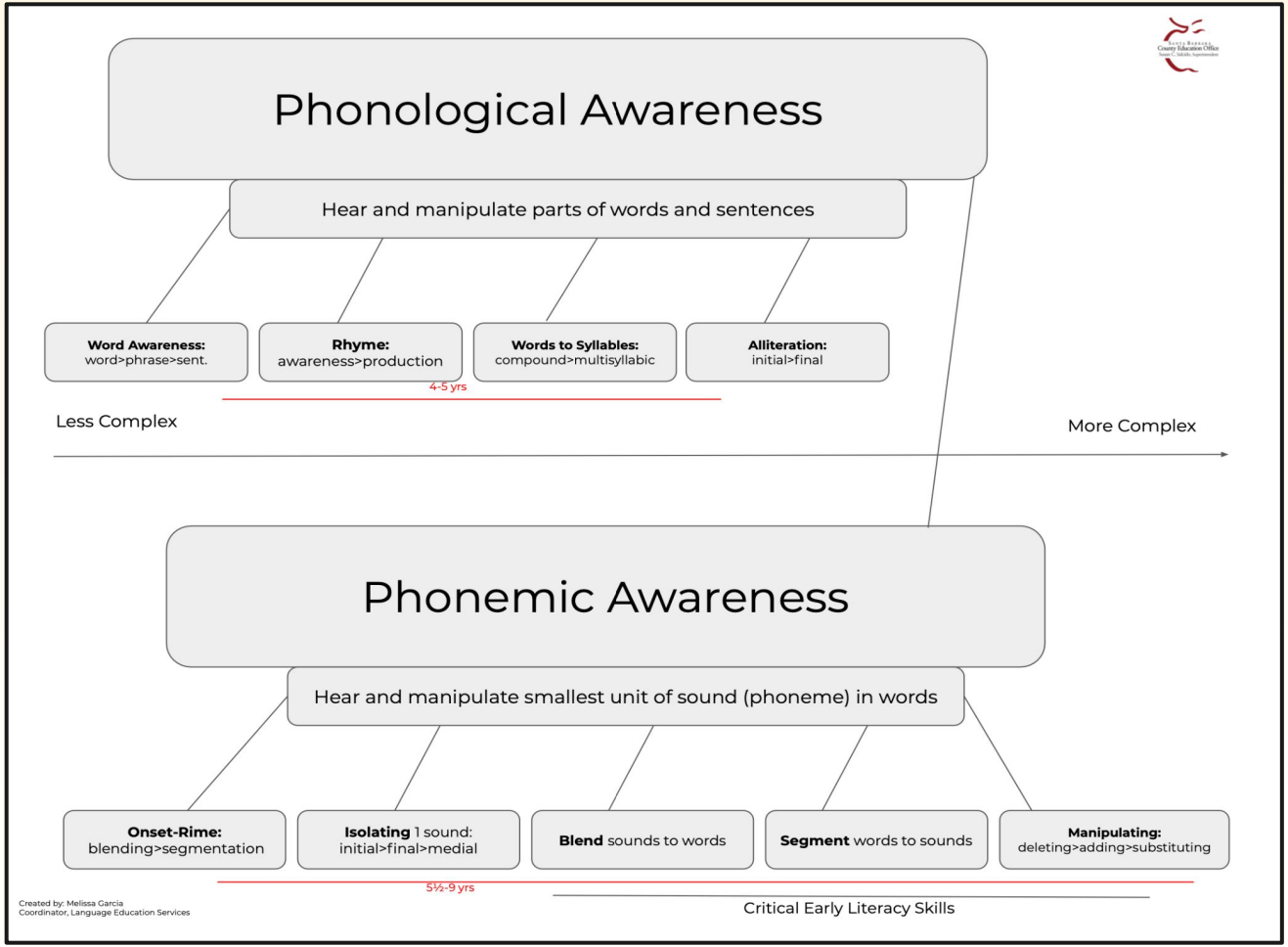
The Big Picture

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Figure 1.2. Circles of Implementation of ELA/Literacy and ELD Instruction

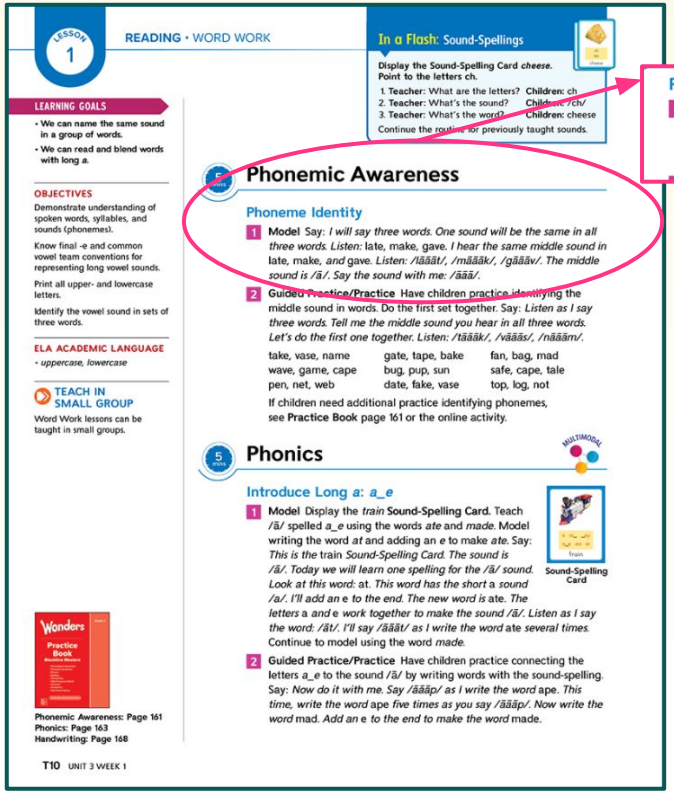






General Developmental Scope and Sequence for Phonological Awareness

Examining Curriculum Against Developmental Readiness Scope and Sequence



LESSON 1

READING • WORD WORK

In a Flash: Sound-Spellings

Display the Sound-Spelling Card *cheese*. Point to the letters ch.

1. Teacher: What are the letters? Children: ch
2. Teacher: What's the sound? Children: /ch/
3. Teacher: What's the word? Children: cheese

Continue the routine for previously taught sounds.

LEARNING GOALS

- We can name the same sound in a group of words.
- We can read and blend words with long *a*.

OBJECTIVES

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Know final -e and common vowel team conventions for representing long vowel sounds.

Print all upper- and lowercase letters.

Identify the vowel sound in sets of three words.

ELA ACADEMIC LANGUAGE

- *uppercase, lowercase*

TEACH IN SMALL GROUP

Word Work lessons can be taught in small groups.

Phonemic Awareness

Phoneme Identity

1 **Model** Say: *I will say three words. One sound will be the same in all three words. Listen:* late, make, gave. *I hear the same middle sound in* late, make, *and* gave. *Listen: /lāāāt/, /māāāk/, /gāāāv/. The middle sound is /ā/. Say the sound with me: /āāā/.*

2 **Guided Practice/Practice** Have children practice identifying the middle sound in words. Do the first set together. Say: *Listen as I say three words. Tell me the middle sound you hear in all three words. Let's do the first one together. Listen: /tāāāk/, /vāāās/, /nāāām/.*

take, vase, name	gate, tape, bake	fan, bag, mad
wave, game, cape	bug, pup, sun	safe, cape, tale
pen, net, web	date, fake, vase	top, log, not

If children need additional practice identifying phonemes, see **Practice Book** page 161 or the online activity.

Phonics

MULTIMODAL

Introduce Long *a*: *a_e*

1 **Model** Display the *train* **Sound-Spelling Card**. Teach /ā/ spelled *a_e* using the words *ate* and *made*. Model writing the word *at* and adding an *e* to make *ate*. Say: *This is the* train *Sound-Spelling Card. The sound is /ā/. Today we will learn one spelling for the /ā/ sound. Look at this word:* at. *This word has the short a sound /a/. I'll add an e to the end. The new word is* ate. *The letters a and e work together to make the sound /ā/. Listen as I say the word: /āt/. I'll say /āāāt/ as I write the word* ate *several times.* Continue to model using the word *made*.

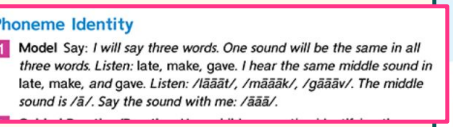
Sound-Spelling Card

2 **Guided Practice/Practice** Have children practice connecting the letters *a_e* to the sound /ā/ by writing words with the sound-spelling. Say: *Now do it with me. Say /āāāp/ as I write the word* ape. *This time, write the word* ape *five times as you say /āāāp/. Now write the word* mad. *Add an e to the end to make the word* made.

Wonders Practice Book

Phonemic Awareness: Page 161
Phonics: Page 163
Handwriting: Page 168

T10 UNIT 3 WEEK 1



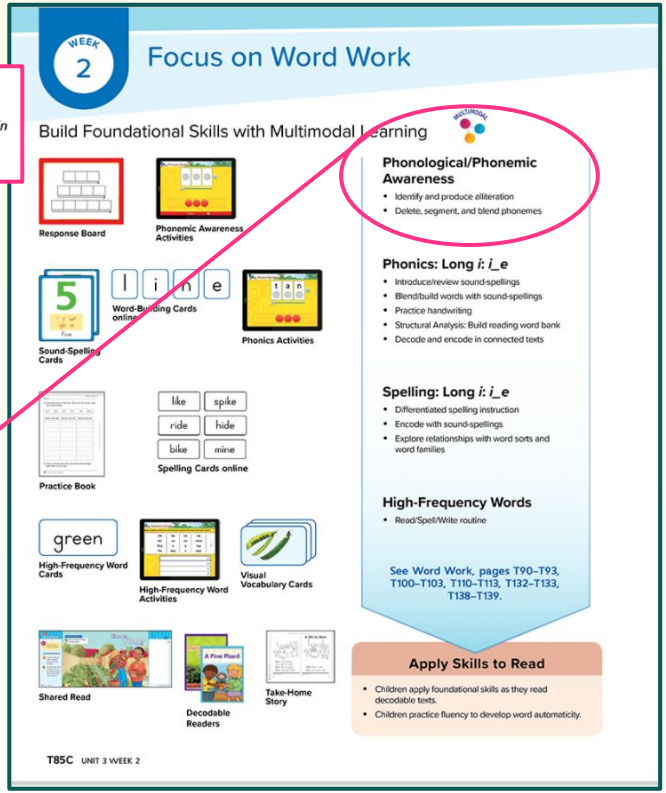
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Phonological/Phonemic Awareness

- Identify and produce alliteration
- Delete, segment, and blend phonemes



WEEK 2

Focus on Word Work

Build Foundational Skills with Multimodal Learning

MULTIMODAL

Response Board

Phonemic Awareness Activities

Sound-Spelling Cards

Word-Building Cards online

Phonics Activities

Practice Book

like	spike
ride	hide
bike	mine

Spelling Cards online

green

High-Frequency Word Cards

High-Frequency Word Activities

Visual Vocabulary Cards

Shared Read

Decodable Readers

Take-Home Story

Phonological/Phonemic Awareness

- Identify and produce alliteration
- Delete, segment, and blend phonemes

Phonics: Long *i*: *i_e*

- Introduce/review sound-spellings
- Blend/build words with sound-spellings
- Practice handwriting
- Structural Analysis: Build reading word bank
- Decode and encode in connected texts

Spelling: Long *i*: *i_e*

- Differentiated spelling instruction
- Encode with sound-spellings
- Explore relationships with word sorts and word families

High-Frequency Words

- Read/Spell/Write routine

See Word Work, pages T90–T93, T100–T103, T110–T113, T132–T133, T138–T139.

Apply Skills to Read

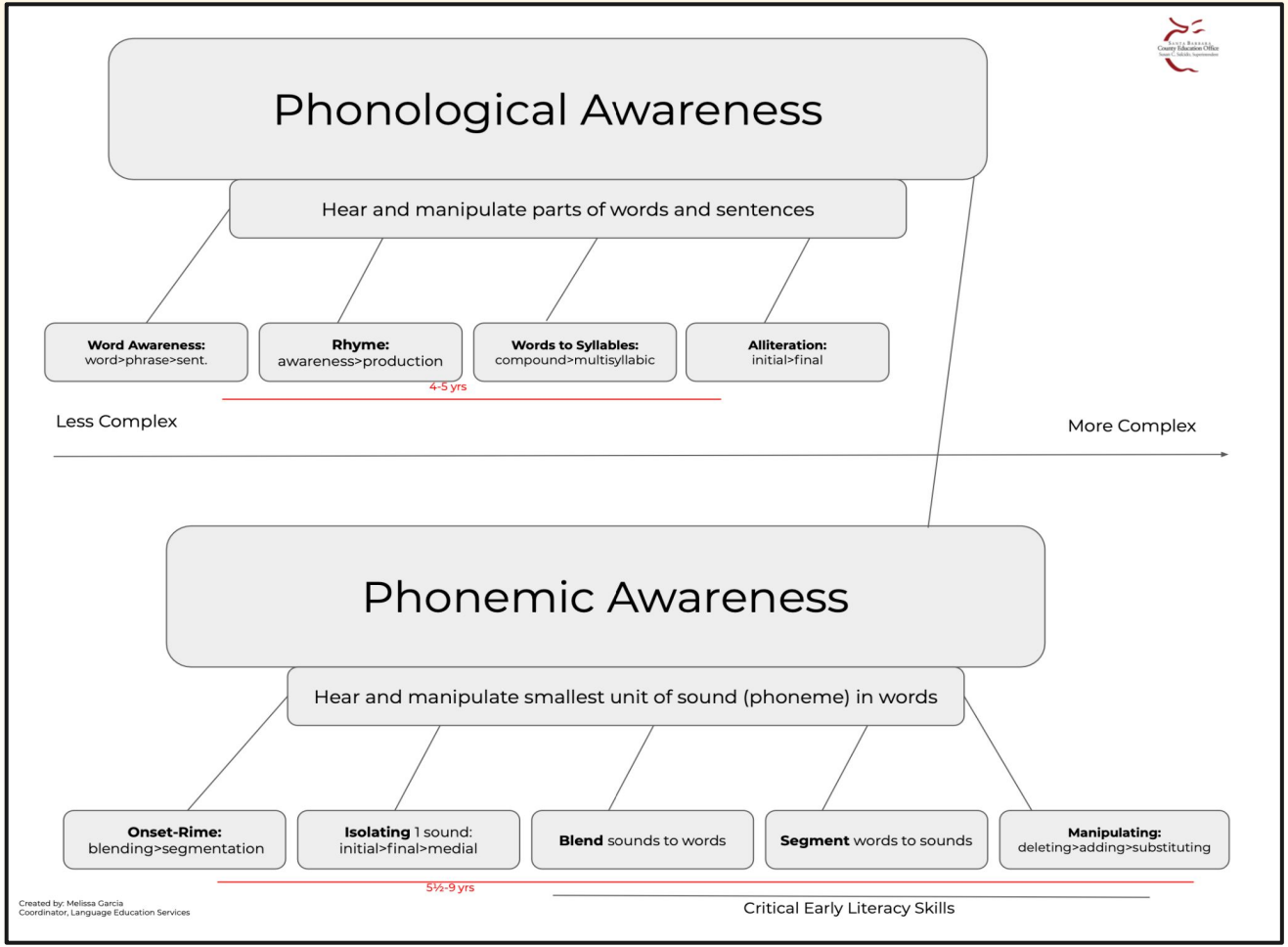
- Children apply foundational skills as they read decodable texts.
- Children practice fluency to develop word automaticity.

T85C UNIT 3 WEEK 2

Inclusive Academic Instruction Features



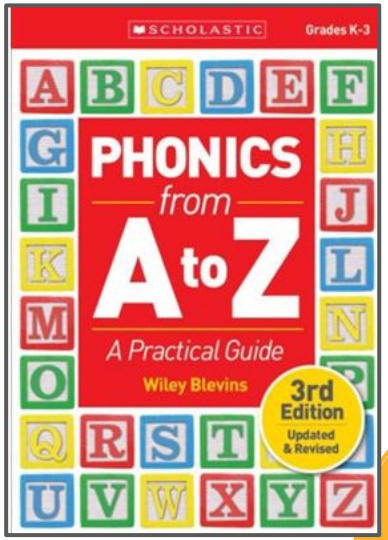
General Developmental Scope and Sequence



What is Phonics and Why is it Effective?

Ten Important Research Findings About Phonics:

1. Phonics instruction can help **all children** learn to read
2. Explicit phonics instruction is more beneficial than implicit instruction
3. Most poor readers have weak phonics skills and a strategy imbalance
4. Phonics Knowledge has a powerful effect on decoding ability
5. Good decoders rely less on context clues than poor decoders
6. The reading process relies on a readers attention to each letter in a word
7. Phonemic awareness is necessary for phonics instruction to be effective
8. Phonics instruction improves spelling ability
9. A teacher's knowledge of phonics affects his or her ability to teach phonics
10. It is possible to overdo phonics Instruction

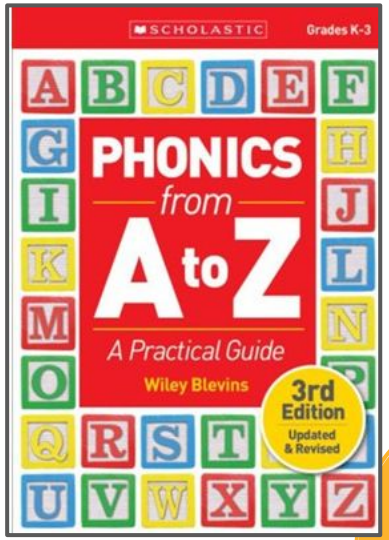


Blevins, W., & Chambliss, M. (2017). What is Phonics? In *Phonics from A to Z: A practical guide* (pp. 9–20). essay, Teaching Resources/Scholastic.

What is Phonics and Why is it Effective?

Phonics and the English-Language Learner: Guiding Principles

1. Connect phonics and vocabulary instruction
2. Use kinesthetic activities to connect a sound to an action
3. Work on articulation
4. Learn the confusing sounds for each language your student speak
5. Use music, body language and realia/visuals to teach new words and concepts
6. Connect phonics learning to writing and real-life application
7. Use technology
8. Provide each student with a bilingual dictionary
9. Provide comprehensible input
10. Modify your response expectations based on each student's levels of language proficiency



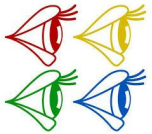
Blevins, W., & Chambliss, M. (2017). What is Phonics? In *Phonics from A to Z: A practical guide* (pp. 9–20). essay, Teaching Resources/Scholastic.

Making it Multisensory: Letter Recognition

Procedure

- Introduce a series of letters (b,t,m,s,a):
    - Teacher holds one letter card at a time
    - **T:** This is the letter ‘m’, The letter ‘m’ says, /m/
    - Have students see, write, say the letter name and sound 3Xs
    - **S:** (3x) The letter ‘m’ says /m/
    - Examples of multisensory tools:
        - Paper and writing tool (smelly marker, gel pen, crayon)
        - White board and marker
        - Sand tray
        - Felt paper
        - Chalk

VAKT!



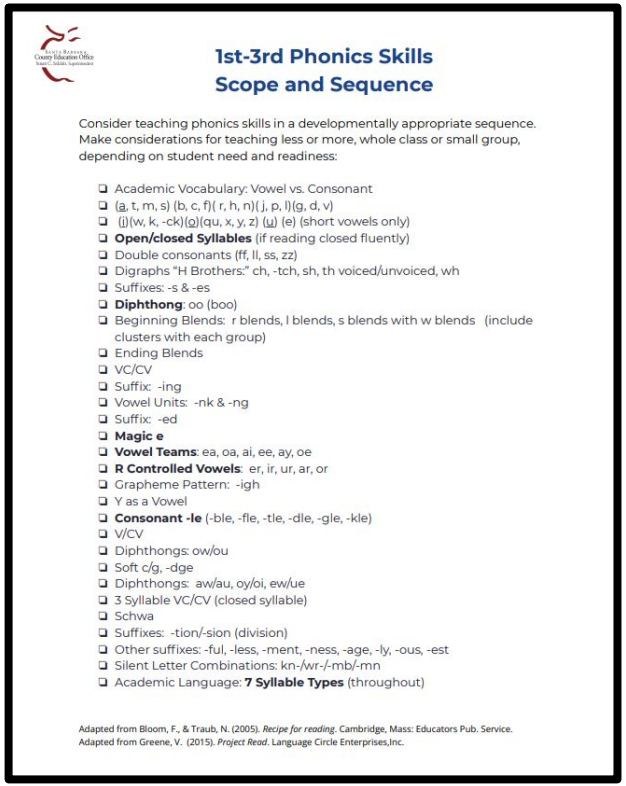






General 1st-3rd Scope and Sequence

Scope and sequence should move from less complex to more complex skills with considerations for student readiness and need.



1st-3rd Phonics Skills Scope and Sequence

Consider teaching phonics skills in a developmentally appropriate sequence. Make considerations for teaching less or more, whole class or small group, depending on student need and readiness:

- Academic Vocabulary: Vowel vs. Consonant
- (a, t, m, s) (b, c, f)(r, h, n)(j, p, l)(g, d, v)
- (i)(w, k, -ck)(o)(qu, x, y, z) (u) (e) (short vowels only)
- **Open/closed Syllables** (if reading closed fluently)
- Double consonants (ff, ll, ss, zz)
- Digraphs "H Brothers:" ch, -tch, sh, th voiced/unvoiced, wh
- Suffixes: -s & -es
- **Diphthong**: oo (boo)
- Beginning Blends: r blends, l blends, s blends with w blends (include clusters with each group)
- Ending Blends
- VC/CV
- Suffix: -ing
- Vowel Units: -nk & -ng
- Suffix: -ed
- **Magic e**
- **Vowel Teams**: ea, oa, ai, ee, ay, oe
- **R Controlled Vowels**: er, ir, ur, ar, or
- Grapheme Pattern: -igh
- Y as a Vowel
- **Consonant -le** (-ble, -fle, -tle, -dle, -gle, -kle)
- V/CV
- Diphthongs: ow/ou
- Soft c/g, -dge
- Diphthongs: aw/au, oy/oi, ew/ue
- 3 Syllable VC/CV (closed syllable)
- Schwa
- Suffixes: -tion/-sion (division)
- Other suffixes: -ful, -less, -ment, -ness, -age, -ly, -ous, -est
- Silent Letter Combinations: kn-/wr-/-mb/-mn
- Academic Language: **7 Syllable Types** (throughout)

Adapted from Bloom, F., & Traub, N. (2005). *Recipe for reading*. Cambridge, Mass: Educators Pub. Service.
Adapted from Greene, V. (2015). *Project Read*. Language Circle Enterprises,Inc.

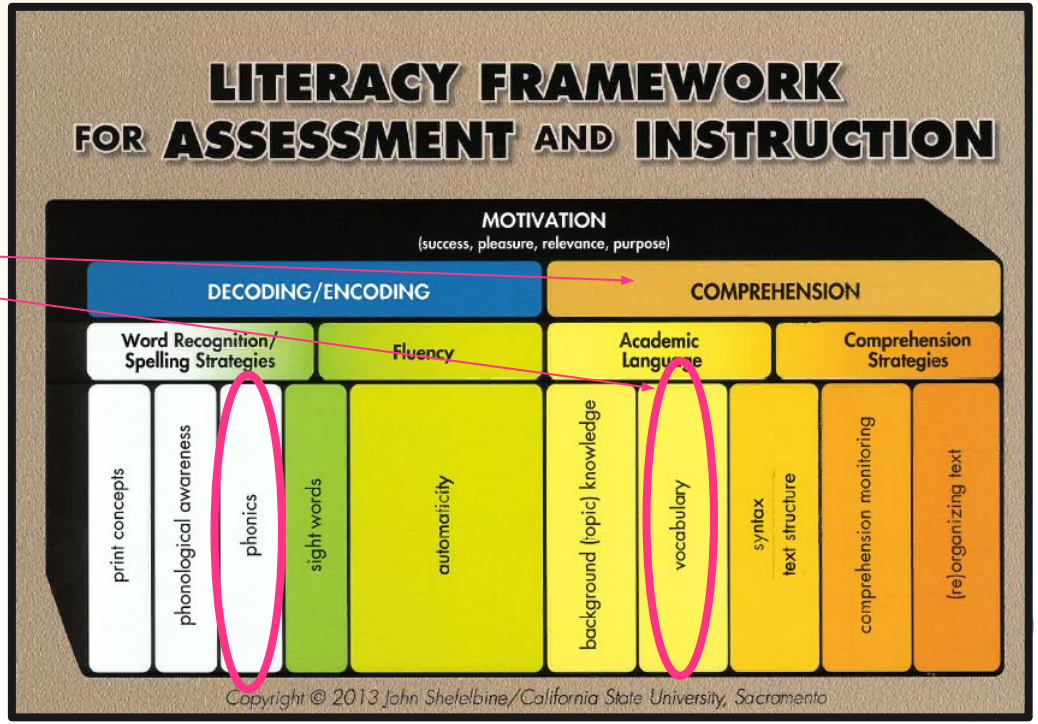
(ELA/ELD Framework, Ch.2, 75)

The Big Picture

Figure 2.10. Strategies for Supporting Learners' Engagement with Complex Text

Strategies	Teachers support *all* students' understanding of complex text by . . .	Additional, amplified, or differentiated support for linguistically diverse learners may include . . .
Background Knowledge	• Leveraging students' existing background knowledge	• Drawing on primary language and home culture to make connections with existing background knowledge • Developing students' awareness that their background knowledge may *live* in another language or culture
Comprehension Strategies	• Teaching and modeling, through thinking aloud and explicit reference to strategies, how to make meaning from the text using specific reading comprehension strategies (e.g., questioning, visualizing) • Providing multiple opportunities to employ learned comprehension strategies	• Emphasizing a clear focus on the goal of reading as meaning making (with fluent decoding an important skill) while ELs are still learning to communicate through English
Vocabulary	• Explicitly teaching vocabulary critical to understanding and developing academic vocabulary over time • Explicitly teaching how to use morphological knowledge and context clues to derive the meaning of new words as they are encountered	• Explicitly teaching particular cognates and developing cognate awareness • Making morphological relationships between languages transparent (e.g., word endings for nouns in Spanish, *-dad, -dón/-sión, -ia, -encia*) that have English counterparts (*-ty, -tion/-sion, -y, -ence/-ency*)
Text Organization and Grammatical Structures	• Explicitly teaching and discussing text organization, text features, and other language resources, such as grammatical structures (e.g., complex sentences) and how to analyze them to support comprehension	• Delving deeper into text organization and grammatical features in texts that are new or challenging and necessary to understand in order to build content knowledge • Drawing attention to grammatical differences between the primary language and English (e.g., word order differences)
Discussions	• Engaging students in peer discussions—both brief and extended—to promote collaborative sense making of text and opportunities to use newly acquired vocabulary	• Structuring discussions that promote equitable participation, academic discourse, and the strategic use of new grammatical structures and specific vocabulary
Sequencing	• Systematically sequencing texts and tasks so that they build upon one another • Continuing to model close/analytical reading of complex texts during teacher read alouds while also ensuring students develop proficiency in reading complex texts themselves	• Focusing on the language demands of texts, particularly those that may be especially difficult for ELs • Carefully sequencing tasks to build understanding and effective use of the language in texts

(*SBE-Adopted ELA/ELD Framework Chapters - ELA/ELD Framework (CA Dept of Education)*, 2014)



Identifying Word Parts

- Circle known prefixes, suffixes, root words
- Next underline remaining talking vowels if needed
- # of circles/lines = # of syllables

transport
reported
transportation
deporting
important
importing
exported

instructions
instructor
destruction
construction
structure
infrastructure
reconstructive

profoundly
contaminate
redisplen*
coffeebean
disinfectant
promotion
telepherp*

This strategy is helpful for students that can read multisyllabic words but need support with understanding how morphology changes meaning and word. This strategy supports students that are misreading similar words and students that need vocabulary support

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Susan L. Salcedo Superintendent

Identifying Word Parts:
Foundational Literacy Skills

- Circle known prefixes, suffixes, root words
- Next underline remaining talking vowels if needed
- # of circles/lines = # of syllables

transportation 4

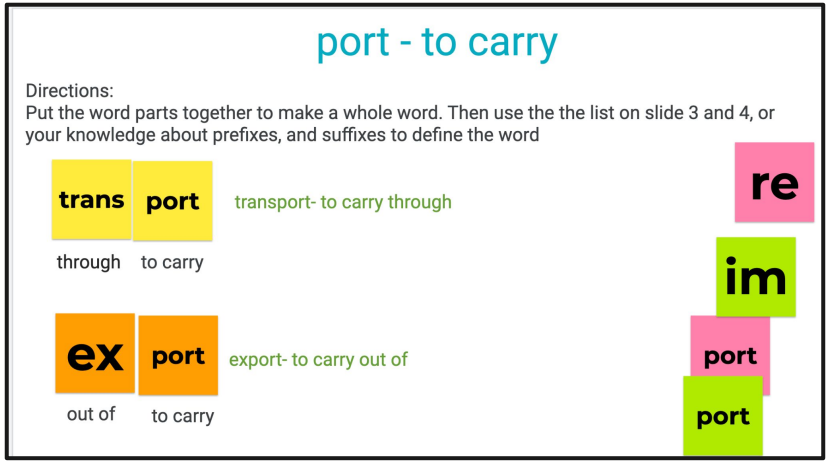
importing 3

exported 3

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Identifying Word Parts:
Language Development & Making Meaning



Root words, roots and affixes. Reading Rockets. (2020, January 8). Retrieved October 21, 2021, from https://www.readingrockets.org/article/root-words-roots-and-affixes.

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