OFFICE OF ACADEMICS

Making the Shift to the Science of Reading

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Established 1915

BROWARD
County Public Schools

What is the Science of Reading?

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UFLI | University of Florida Literacy Institute

Why?

Documented research on what works

Trouble with early word reading skills leads to:
- less time spent reading
- slow vocabulary growth
- missed opportunities to practice comprehension strategies
- negative attitudes toward reading

The best solution to the problem of reading failure is to allocate resources for early identification and prevention (Torgesen, 1998).

The Simple View of Reading

The Simple View of Reading

$$D \times LC = RC$$

Decoding
(word-level reading)

Linguistic Comprehension
(ability to understand spoken language)

Reading Comprehension

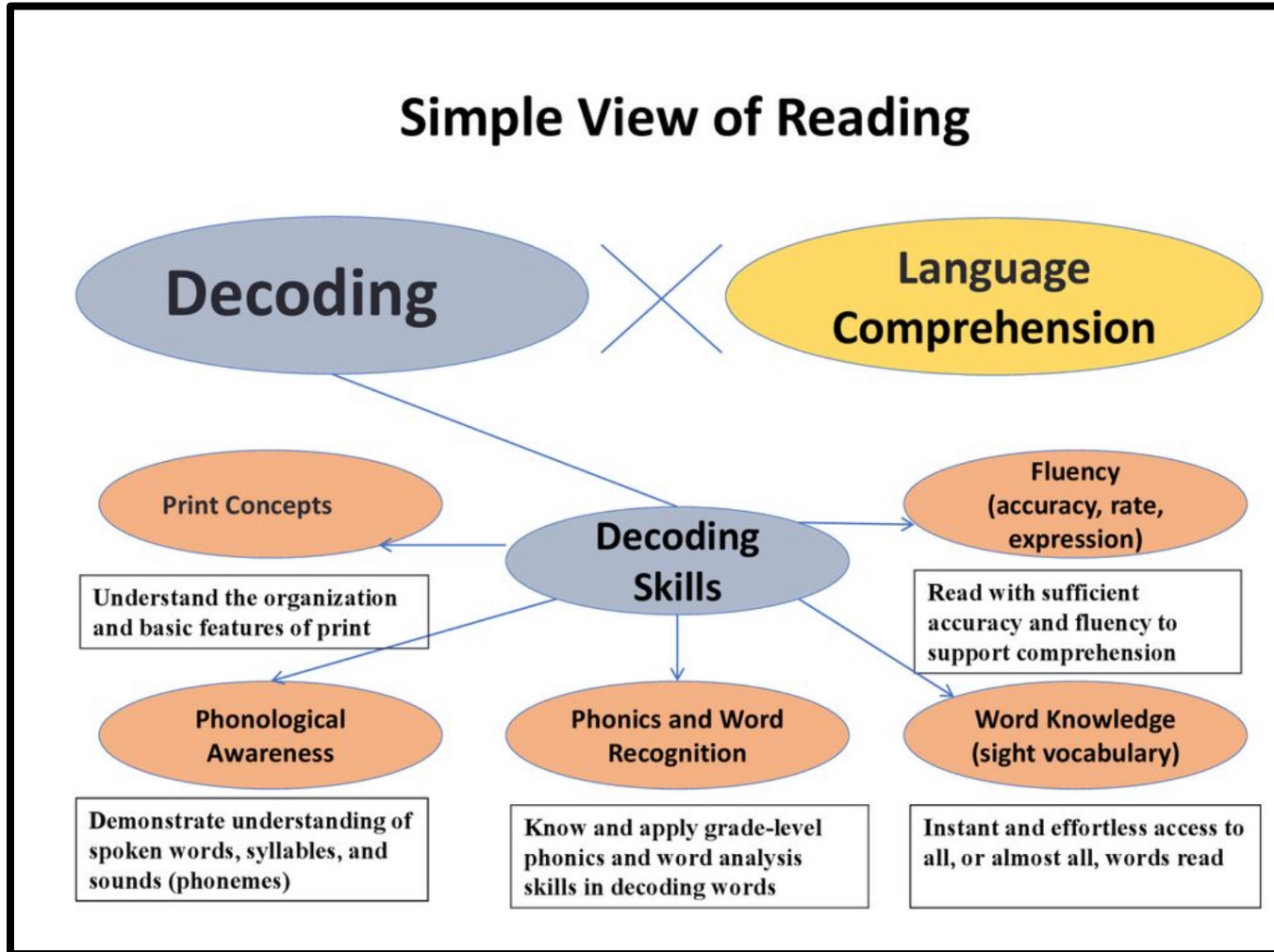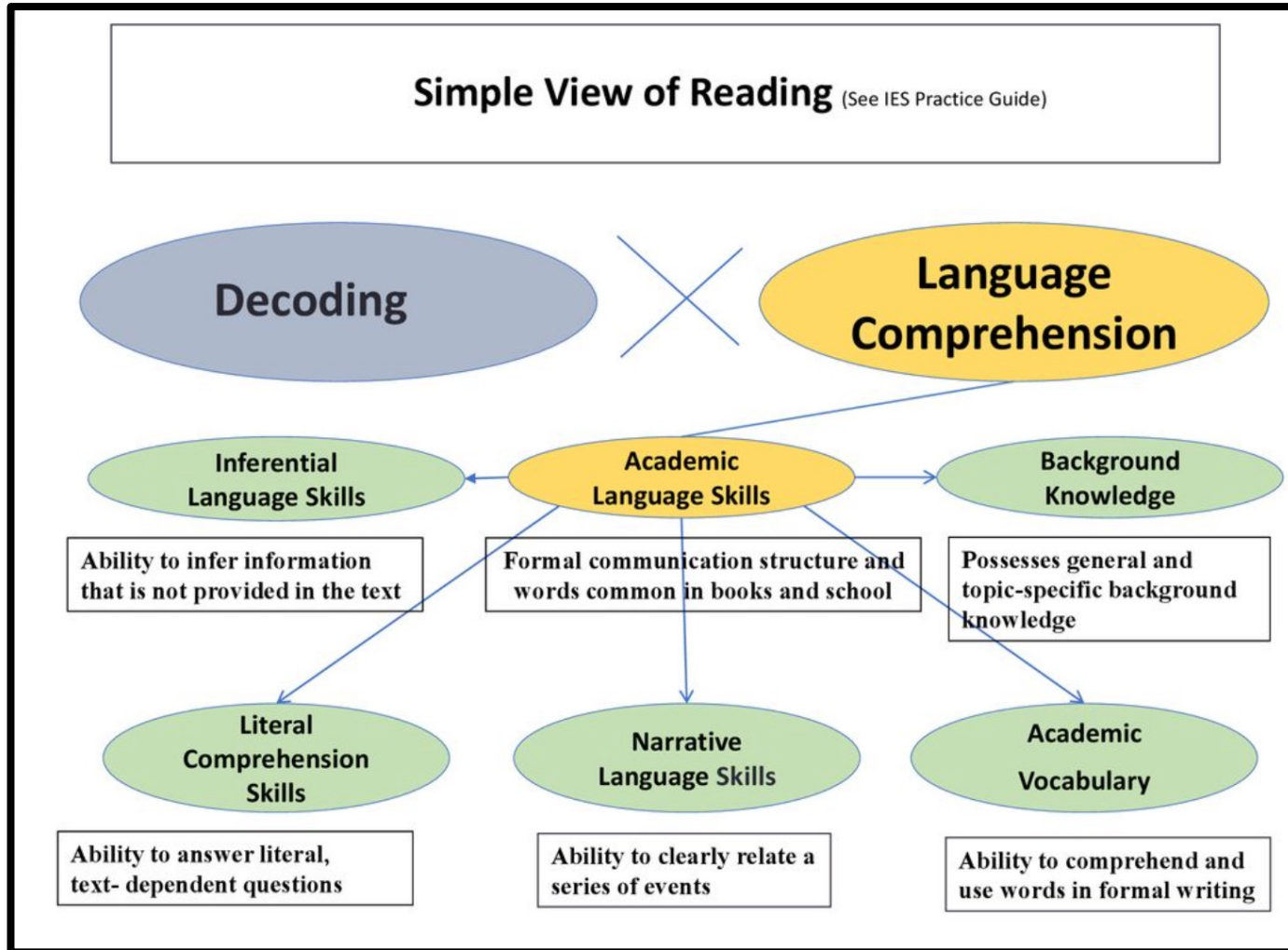| 1 Decoding | X | 0 Linguistic Comprehension | = | 0 Reading Comprehension |

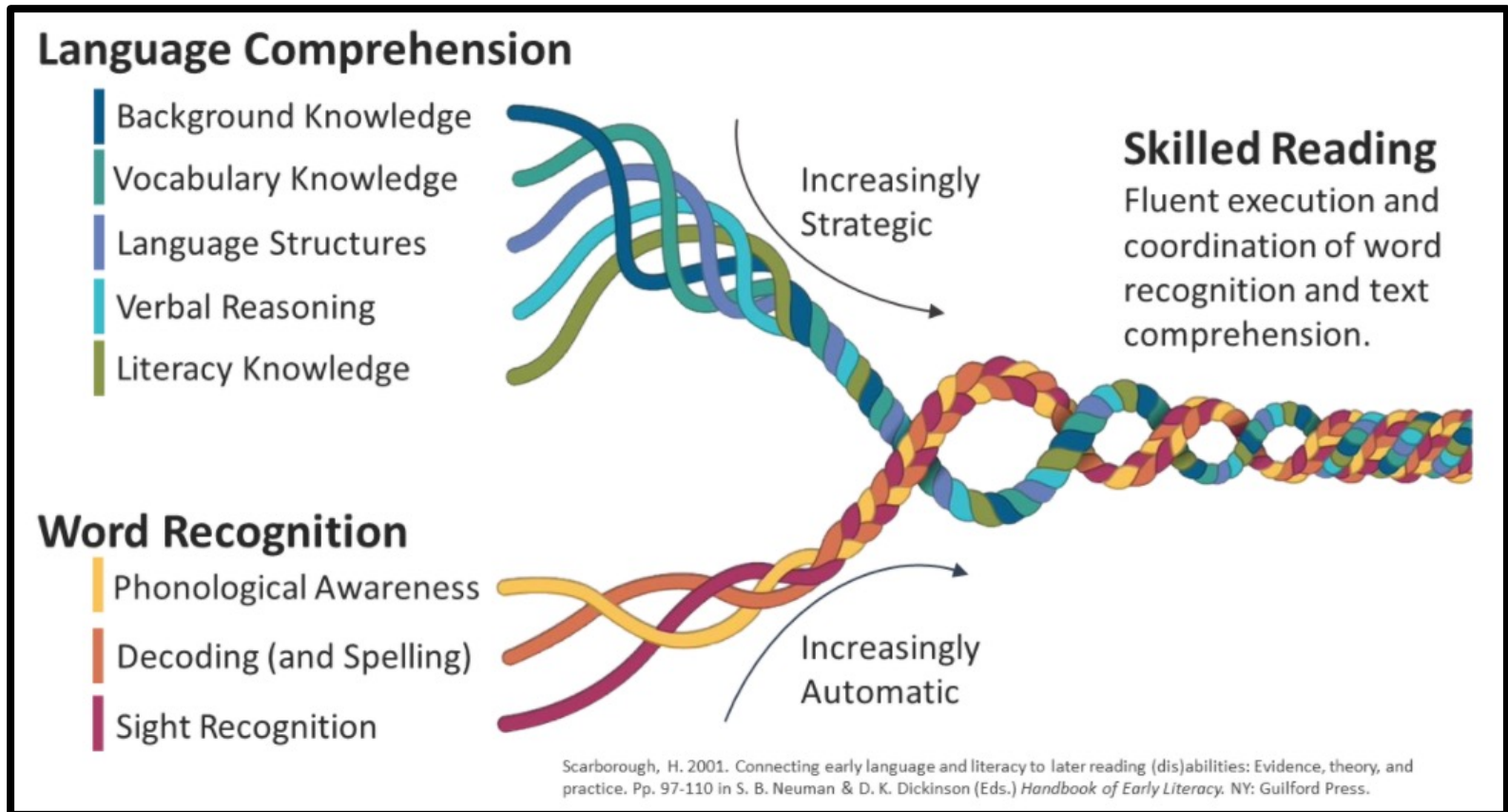| 0 Decoding | X | 1 Linguistic Comprehension | = | 0 Reading Comprehension |

Decoding

Simple View of Reading

Decoding × Language Comprehension

Decoding Skills

Print Concepts
Understand the organization and basic features of print

Fluency (accuracy, rate, expression)
Read with sufficient accuracy and fluency to support comprehension

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

Phonics and Word Recognition
Know and apply grade-level phonics and word analysis skills in decoding words

Word Knowledge (sight vocabulary)
Instant and effortless access to all, or almost all, words read

Language Comprehension

Simple View of Reading (See IES Practice Guide)

Decoding × Language Comprehension

Academic Language Skills

- **Inferential Language Skills** — Ability to infer information that is not provided in the text
- **Background Knowledge** — Possesses general and topic-specific background knowledge
- Formal communication structure and words common in books and school
- **Literal Comprehension Skills** — Ability to answer literal, text-dependent questions
- **Narrative Language Skills** — Ability to clearly relate a series of events
- **Academic Vocabulary** — Ability to comprehend and use words in formal writing

Scarborough's Reading Rope

Language Comprehension
- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly Strategic

Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Word Recognition
- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

How Reading Works in the Brain

Word Pronunciation

Access to meaning

Visual input
Letter & Word
Recognition

Visual Word Form Area
Sound-Symbol Connection

How Reading Works in the Brain

Word Pronunciation
Letter Recognition
Connection of Phonemes
To Letters
Word Recognition

X

Word Meanings
Background
Knowledge
Listening
Comprehension

=

Understanding the Meaning of the Text

1. Phonemic Awareness
2. Phonics

X

3. Vocabulary & Oral Language

=

4. Reading Comprehension

5. Oral Reading Fluency

What to Teach:
The Essential Components of Early Literacy

Skill	Definition
Phonemic Awareness	Noticing, thinking about and working with phonemes (the smallest units of spoken language)
Vocabulary & Oral Language	Understanding the meaning of words we speak, hear, read, and write
Phonics	Knowing relationships between sounds (phonemes) and letters (graphemes)
Oral Reading Fluency	Reading connected text accurately, fluently, and for meaning
Reading Comprehension	Gaining meaning from text

How to Teach

Explicit	Systematic	Sequential
New skills are directly modeled Students are guided to the correct response Error response includes immediate corrective feedback Skills are practiced to mastery and automaticity	Consistent instructional routines are used to guide students to correct responses Instructional time is carefully allocated to maximize time on task Cumulative review	Skills are taught in order from easier to harder; Pre-requisites are taught first Component or foundational skills are taught directly to support higher-order skills Intentional sequence within and across lessons; within and across grades

Skill Area	Structured Literacy	Typical Literacy Practices
Phonological Awareness	Emphasis on the sounds in spoken language distinct from and prior to phonics instruction; Phoneme awareness used as the starting point for print	Letters used as the starting point for print; Reading treated as a visual skill; Confusion of phonemic awareness and phonics; Avoidance of segmenting spoken words
Phonics & Spelling	Intentional instruction in letter-sound combinations; Sequenced from easier to harder for reading and spelling; Application of word reading in print	Taught whole to part (analytic) incidentally as students make mistakes in text or by analogy (word families); Mini lessons responding to student errors
Vocabulary & Oral Language	Oral language as the reference point for print; Books used for reading aloud are more challenging than those students read independently; Scripted teacher dialogue	Modeling reading aloud from the leveled books students will read; Nondirective questioning and discussion
Text Reading Fluency	Young students read text that is controlled to include only those phonics patterns that have been explicitly taught; Fluency building only after accuracy; High degree of teacher-student interaction with immediate corrective feedback	Use of leveled or predictable texts that are not controlled for decoding difficulty; Error response focuses on picture cues or the use of context to determine words; High degree of independent silent reading; Miscue analysis
Reading Comprehension	Background knowledge, text structure, and strategies overtly modeled and practiced in a planned progression	Emphasis on teacher modeling (think aloud); Activities such as choral reading, shared reading and guided reading; Student book choice

How to Teach

Anita Archer – Explicit Instruction – "not an either or – but a when"

Instruction Characteristics: Explicit; Systematic; Sequential

Student Characteristics:
Knowledge of the Topic; History of Struggle
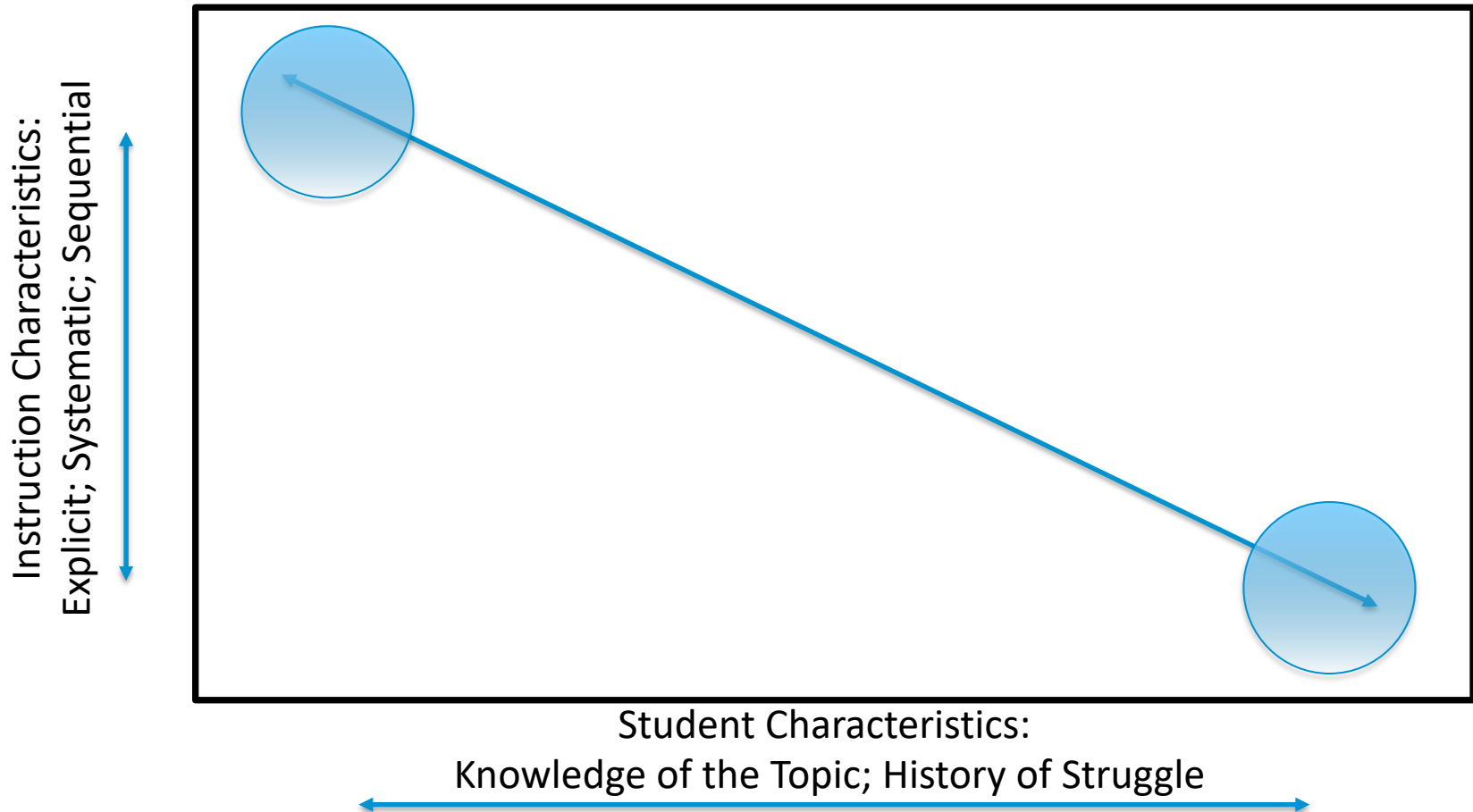
Teaching children to read is doable when you use what science has taught us.

Underlying Premises of BEST Standards for ELA

- **ELA is not a discrete set of skills**, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

- **The texts students read are meaningful and thought-provoking**, preparing them to be informed, civic-minded members of their community.

- **Standards should not stand alone** as a separate focus for instruction but should be combined purposefully.

- **The standards are designed to be user-friendly**, so every stakeholder will understand what students are expected to master. Taken together, the benchmarks, clarifications, appendices represent the expected outcomes for the students of Florida and carry the full weight of the standards.

ELA B.E.S.T. Standards Map

Standards Map

Strand	Standard	Benchmark	Code
Foundations (F)	Learning and Applying Foundational Reading Skills	Print Concepts	F.1.1
		Phonological Awareness	F.1.2
		Phonics and Word Analysis	F.1.3
		Fluency	F.1.4
	Applying Foundational Reading Skills for Secondary Students Needing Reading Interventions	Phonological Awareness	F.2.1
		Phonics	F.2.2
		Encoding	F.2.3
		Fluency	F.2.4
Reading (R)	Reading Prose and Poetry	Literary Elements	R.1.1
		Theme	R.1.2
		Perspective and Point of View	R.1.3
		Poetry	R.1.4
	Reading Informational Text	Structure	R.2.1
		Central Idea	R.2.2
		Purpose and Perspective	R.2.3
		Argument	R.2.4
	Reading Across Genres	Interpreting Figurative Language	R.3.1
		Paraphrasing and Summarizing	R.3.2
		Comparative Reading	R.3.3
		Understanding Rhetoric	R.3.4
Communication (C)	Communicating Through Writing	Handwriting	C.1.1
		Narrative Writing	C.1.2
		Argumentative Writing	C.1.3
		Expository Writing	C.1.4
		Improving Writing	C.1.5
	Communicating Orally	Oral Presentation	C.2.1
	Following Conventions	Conventions	C.3.1
	Researching	Researching and Using Information	C.4.1
	Creating and Collaborating	Multimedia	C.5.1
		Technology in Communication	C.5.2
Vocabulary (V)	Finding Meaning	Academic Vocabulary	V.1.1
		Morphology	V.1.2
		Context and Connotation	V.1.3

LAFS to BEST: Strands, Clusters, Standards

LAFS		BEST
Reading Literature and Reading Informational Text (RL, RI) ← Strand • Key Ideas and Details • Craft and Structure • Integration of Knowledge & Ideas • Range of Reading and Level of Text Complexity	→	**Reading (R)** ← Strand • Reading Prose and Poetry • Reading Informational Text — Standards • Reading Across Genres
Reading Foundational Skills (RF) • Print Concepts • Phonological Awareness — Clusters • Phonics and Word Recognition • Fluency	→	**Foundations (F)** • Learning and Applying Foundational Reading Skills
Writing (W) • Text Types and Purposes • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing **Speaking and Listening (SL)** • Comprehension and Collaboration • Presentation of Knowledge and Ideas	→	**Communication (C)** • Communicating Through Writing • Communicating Orally • Following Conventions • Researching • Creating and Collaborating
Language (L) • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use	→	**Vocabulary (V)** • Finding Meaning

BEST ELA Appendix B: Reading

Background Knowledge

Florida is committed to helping students build background knowledge, so much so that it is codified in statute. Giving students the opportunity to read nonfiction and literary texts that reinforce and scaffold what they are learning in their content areas will give them the schema to which they can tie new learning.

Civic Literacy Reading List

These civic-focused texts are the source of building background knowledge and vocabulary in the lower grades and a rich study in rhetoric, reasoning, and argumentation in the upper grades.

They are designed to reinforce civics instruction by providing quality texts to which students can apply their developing reading and reasoning skills.

Kindergarten-1st Grade

Title	Author
A Picture Book of Benjamin Franklin	Adler, David A.
D is for Democracy: A Citizen's Alphabet	Grodin, Elissa
George Washington	Abraham, Philip
I Pledge Allegiance	Martin, Bill Jr. and Sampson, Michael
Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address	Fritz, Jean
Liberty Rising	Shea, Pegi Deitz
Red, White, and Blue: The Story of the American Flag	Herman, John
Saving the Liberty Bell	McDonald, Megan
The Bald Eagle	Pearl, Norman
The Camping Trip That Changed America: Theodore Roosevelt, John Muir, and our National Parks	Rosenstock, Barb
The Flag We Love	Ryan, Pam Munoz
The Liberty Bell	Firestone, Mary
The Star-Spangled Banner	Spier, Peter
The Very First Americans	Ashrose, Cara
The White House	Douglas, Lloyd G.
Woodrow, the White House Mouse	Barnes, Peter

BEST ELA Appendix C: Communication

Conventions Progression by Grade Level

Standard Introduction Level	Symbol
The skill has not been introduced.	.
The skill is introduced.	I
The skill is mastered.	M
The skill should be reviewed as students encounter and create more complex text.	R

Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Begin each sentence with a capital letter and use ending punctuation.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize the days of the week, the months of the year, and the pronoun I.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Form regular plural nouns orally by adding /s/ or /es/.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Use interrogatives to ask questions.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize proper nouns.	I	M	R	R	R	R	R	R	R	R	R	R	R
Form and use simple verb tenses for regular verbs by adding the affix -ed.	I	M	R	R	R	R	R	R	R	R	R	R	R
Form plurals -y to -ies.	.	I	M	R	R	R	R	R	R	R	R	R	R
Form and use complete simple sentences.	I	M	R	R	R	R	R	R	R	R	R	R	R
Use possessives.	I	M	R	R	R	R	R	R	R	R	R	R	R
Use subject-verb agreement in simple sentences.	I	M	R	R	R	R	R	R	R	R	R	R	R
Conjugate regular and irregular verb tenses.	.	I	I	M	R	R	R	R	R	R	R	R	R
Form and use regular and frequently occurring irregular plural nouns.	.	I	I	M	R	R	R	R	R	R	R	R	R
Form and use the past tense of frequently occurring irregular verbs.	.	I	I	M	R	R	R	R	R	R	R	R	R
Use apostrophes to form contractions.	.	I	M	R	R	R	R	R	R	R	R	R	R
Use interjections.	.	I	M	R	R	R	R	R	R	R	R	R	R
Appropriately use pronouns.	.	I	M	R	R	R	R	R	R	R	R	R	R
Use commas in a series.	.	I	M	R	R	R	R	R	R	R	R	R	R
Use plural possessives.	.	I	M	R	R	R	R	R	R	R	R	R	R
Maintain consistent verb tense across paragraphs.	.	.	I	M	R	R	R	R	R	R	R	R
Form and use irregular plural nouns.	.	.	I	M	R	R	R	R	R	R	R	R
Form and use the progressive and perfect verb tenses.	.	.	I	M	R	R	R	R	R	R	R	R
Use simple modifiers.	.	.	I	M	R	R	R	R	R	R	R	R
Use prepositions and prepositional phrases.	.	.	I	M	R	R	R	R	R	R	R	R
Form and use compound sentences.	.	.	I	M	R	R	R	R	R	R	R	R
Use quotation marks with dialogue and direct quotations.	.	.	I	M	R	R	R	R	R	R	R	R
Use commas to indicate direct address.	.	.	I	M	R	R	R	R	R	R	R	R
Use subject-verb agreement with intervening clauses and phrases.	.	.	.	I	M	R	R	R	R	R	R	R
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	.	.	I	I	M	R	R	R	R	R	R	R

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BEST ELA Appendix D: Vocabulary

BEST ELA Appendix E: Reading Foundations

Glossary of Terms

Key Word	Definition	Synonyms
accuracy	freedom from mistake or error conformity to truth or to a standard or model	correctness, exactness, precision, veracity
affix	a letter or group of letters added to the beginning or end of a word to change its meaning : a prefix or suffix	prefix, suffix
allegory	the expression by means of symbolic fictional figures and actions of truths or generalizations about human existence a symbolic representation	apologue, fable, parable
alliterative	repetition of initial consonant sounds in two or more words	
allusion	an implied or indirect reference especially in literature the act of making an indirect reference to something : the act of alluding to something	
alphabetic principle	the concept that letters and letter combinations represent individual phonemes in written words	
ambiguity	the quality or state of being understood in two or more possible ways a word or expression that can be understood in two or more possible ways	
analyze	to study or examine something in detail, in order to discover more about it	breakdown, deconstruct, dissect
archetype	the original pattern or model of which all things of the same type are representations or copies	
argument	a coherent series of reasons, statements, or facts intended to support or establish a point of view	claim, dispute, assertion
audience	the people who watch, read, or listen to something	readers, public, following, listenership, readership, viewership, followers
author's perspective	in informational text, the author's attitude toward a topic or subject in literary text, a character's attitude	

Dolch Pre-Primer Word List
a, can, and, come, away, down, big, find, blue, for

Dolch Primer Word List
all, black, am, brown, are, but, at, came, ate, did, be, do

Dolch 1st Grade Word List
after, again, an, any, ask, as

Dolch 2nd Grade Word List
always, around, because, been, before, best

...luency

...correct per minute by grade level, time of ...lways be combined with comprehension ...ension questions to strengthen the link ...ncy rubrics that consider other factors of

... compiled ORF norms (Technical Report No. ...d Teaching. University of Oregon.

rade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
	90	153	168	184
	75	125	143	160
4	50	94	120	133
	25	75	95	105
	10	60	71	83
	90	179	183	195
	75	153	160	169
5	50	121	133	146
	25	87	109	119
	10	64	84	102
	90	185	195	204
	75	159	166	173
6	50	132	145	146
	25	112	116	122
	10	89	91	91

BEST ELA Foundational Standards

In the early grades, the standards **emphasize explicit, systematic phonics instruction** as the foundation of literacy.

Decoding and fluency are essential to creating proficient readers. "Readers who have strong decoding skills can figure out unfamiliar words so quickly that the process requires no conscious effort," says Dr. Holly Lane, Director, University of Florida Literacy Institute.

When decoding is effortless, a reader's limited working memory is freed up so the reader can focus on meaning.

- **Print Concepts (K-1)**
- **Phonological Awareness (K-1)**
- **Phonics (K-5**
- **Fluency (K-5)**

Many Strands Are Woven into Skilled Reading

Language Comprehension
- Background Knowledge (facts, concepts, etc.)
- Vocabulary (breadth, precision, links, etc.)
- Language Structures (syntax, semantics, etc.)
- Verbal Reasoning (inference, metaphor, etc.)
- Literacy Knowledge (print concepts, genres, etc.)

Word Recognition
- Phonological Awareness (syllables, phonemes, etc.)
- Decoding (alphabetic principle, spelling-sound correspondence)
- Sight Recognition (of familiar words)

increasingly strategic

increasingly automatic

Skilled Reading
Fluent execution and coordination of language comprehension and word recognition

Figure 1.9 Reading Rope (Scarborough, 2001)

Elementary Instruction

- New ELA Instructional Materials

- Learning at Home Resources

- Benchmarks in Excellent Student Thinking (BEST) Standards: Guidance and Support Documents
  - English Language Arts (ELA)/Literacy B.E.S.T. Overviews
  - Gap Analysis LAFS-B.E.S.T.

Effective instruction is...

Explicit

clear, direct teaching

frequent checks for understanding

Systematic

logically sequenced

builds on prior knowledge

proceeding in manageable steps

Effective instruction also includes

opportunities to respond

immediate & specific praise

corrective feedback

Science of Reading Checklist

Table 1 — Scope and Sequence / Explicit, Systematic Instruction / Phonics/Decodable Readers

Category	Meets Science of Reading	Does NOT Meet Science of Reading
Scope and Sequence	• Clearly defined scope and sequence that provides backbone for foundational skills	• No clearly defined scope and sequence – based on books students are reading in small group
	• Proceeds from easier to more complex skills, separating easily confused letters and sounds	• Incidental and ra… often jumping ar… complex skills (e… long vowel the n… etc.).
	• Must include a robust review and repetition cycle to ensure mastery of taught skills	• Skills are taught … of the week with…
	• Skills taught are tightly connected to texts students read to provide ample practice & application to get to mastery and opportunities for skill transfer	• Exposure-focuse… focused, which d… focus and won't … for a large num…
	• Includes phonemic awareness, phonics, fluency, concepts of print, vocabulary, comprehension, and oral language	• Does not include… May not meet gr…
Explicit, Systematic Instruction of Foundational Skills	• Defined Scope and Sequence (systematic) with a small-step progression from skill to skill that makes learning manageable (moves from the known to the new).	• Lack of scope an… allow for phonic… that is internaliz… utilized by stude…
	• Initial introduction of each skill is explicitly stated and applied in ways that get students thinking and talking about how words work.	• Uses discovery … phonics skills, w… students behind … prerequisite skill…
	• Active and engaging instruction (e.g. through word building, word sorts with discussions) as students develop and deepen their understanding of how English words work.	• Focuses on the u… K-2, especially a… context and pictu…
	• Multi-sensory and multimodal instruction included (hear, say, touch); ideal for supporting students with learning challenges	• Limits instructio… opportunities to … skill-and-drill.
Phonics/Decodable Readers	• Comprehensible – with Vocabulary that is understandable and derived from students' speaking and listening vocabularies	• Text uses low-uti… nonstandard sen… hit it.), nonsensi… Stan did spin, spl… concepts (the su… odd names (Men… underuses the w… common word in…

Table 2 — Decodable Text / Examples / Assessment

Category	Meets Science of Reading	Does NOT Meet Science of Reading
	• Comprehensible – with stories that make sense and follow natural-sounding English spoken and written patterns	• Decodable text is so controlled that that the text doesn't make sense or presents unnatural-sounding English.
	• Instructive – majority of the words must be decodable, based on sound-spellings previously taught, with a strong connection between instruction and text	• Relies on patte… decodable texts
	• Engaging – connected text must be engaging with illustrations, photos, ad interesting story lines so text is worth revisiting for developing fluency, and worth talking and writing about	• Poor visual qua… with other texts
	• Decodable texts should be integral to the phonics lesson	• Decodable text… the phonics less…

Good Examples:

What is it?
This has six legs.
It is little.
It can hop.
What is it?

The Big Rip
Tim is a little bit sad.
His coat has a big rip.
Tim will go to rick.
Can rick help him?
"I cannot zip it," said Tim.
"Can you fix it?"

Weak Examples of…

Mac
Mac had a bag.
The bag had a dog.
Mac had a bag and…
Mac had a rag.
Mac can tag Mag.
Mac got the rag.
Mac sat on the rag…
Mag sat on the rag…

Pam
Pam sat on the mat…
A cat sat on the ma…
Tap, tap.
Sap is on Pam.
Sap is on the cat.
Sap is on the mat.
Mmmmm!

Category	Meets Science of Reading	Does NOT Meet Science of Reading
	• Phonics assessments inform instruction and provide granular next-steps information.	• Students are pr… a passage and t… score – a level … granular inform… mastery.
	• Contains both comprehensive assessment (to determine skills needs) and frequent summative/cumulative assessments (to confirm mastery and check for regressed learning in order to catch it early)	• Does not conta… summative/cur…

Table 3 — Vocabulary / Comprehension / Fluency / Daily Application

Category	Meets Science of Reading	Does NOT Meet Science of Reading
Vocabulary and Content Knowledge Building	• Recognizes reading comprehension as a product of both decoding and language comprehension (vocabulary and background knowledge).	• Overemphasis on phonics, which often results in students not developing the language skills needed to tackle more complex text as they move up the grades.
	• Builds oral language and vocabulary through daily read-alouds with rich-interactive conversations.	• Conversations during read-alouds are limited or non-existent, resulting in a passive listening experience.
	• Readers rely on word meaning knowledge and background knowledge related to the topic, which intertwine with decoding skills.	• Materials focus too heavily on decoding without building knowledge or focus too heavily on building knowledge without developing decoding skills.
Comprehension	• Focused on making meaning and the role of language (vocabulary and knowledge) in that process.	• Focused almost entirely on skills and strategy lessons with limited content knowledge building.
	• Teaches real-reader thinking strategies (e.g., stop and reread, summarize, predict) and applies them to grade-level and complex texts.	• Lessons focused too heavily on individual skills and strategies with limited time for deriving and discussing meaning of text.
	• Builds necessary fluency for students to read grade-level texts.	• Does not expose all students to grade-level complex text.
	• Uses writing to increase understanding of text.	• Limited opportunities to write in response to text.
Fluency	• Fluency is formally taught and includes a focus on automaticity, accuracy, and prosody.	• Fluency is not directly taught.
	• Fluency is taught at the letter, word, and sentence level.	• Fluency is not taught at the letter, word, and sentence level.
	• Students reread texts to develop fluency.	• Materials in core program do not contain repeated readings of decodable texts to develop mastery of foundational skills quickly.
	• Fluency is assessed.	• Fluency is NOT assessed.
Daily Application to Reading and Writing	• Daily reading practice using controlled, decodable texts in grades K-1.	• Use of controlled, decodable texts in Grades K-1 is not daily or doesn't exist.
	• Writing application where students write about what they read to practice their skills in a purposeful and focused way.	• Does not incorporate writing during phonics time (both guided spelling and writing about stories to process meaning).
	• Application should be daily and a substantial part of the phonics lesson (at least 50%)	• Bulk of the lesson is devoted to isolated skill work.

Systematic Instruction

Explicit Instruction

Explicit Instruction

Model Print Concepts (2–3 min.)

Discuss matching spoken word to written word.

Focus Skill: Short a (15–20 min.) 1.F.1.3c, 1.C.1.1, 1.F.1.4a

Multisensory Learning

Phonological Awareness: Identify and Produce Rhyming Words (3–5 min.)

Model: had, sad

*Listen carefully as I say two words: **had, sad**. The words **had** and **sad** rhyme because they both end with the sounds /aaad/. Now, I will name other words that rhyme with the words **had** and **sad**: **bad, mad, dad**. These words end with the sounds /aaad/, so they all rhyme.*

Model: bat, sat

*Listen carefully as I say two words: **bat, sat**. The words **bat** and **sat** rhyme because they both end with /aaat/. I can name other words that rhyme with **bat** and **sat**: **hat, mat, cat**. These words end with /aaat/, so they rhyme.*

had   sad

bat   sat
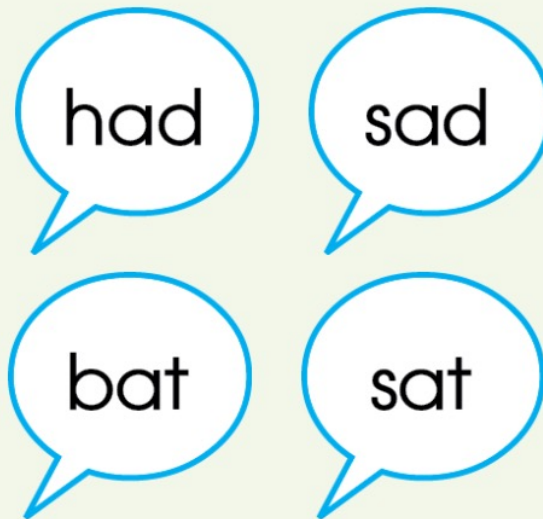
Practice: pack, back; rag, bag; pan, ran; sand, band; catch, latch; mash, bash; fax, wax; lap, tap

Say each pair of words. Ask students to identify why each set of words rhymes. Then have students generate other words that rhyme with each pair. Continue to stress the ending sounds of the words to reinforce why the words rhyme.

Explicit Instruction

Spelling-Sound Correspondences (4–5 min.)

Introduce: ant
Display the Picture Word Card for **ant**.

*This is a picture of an ant. The beginning sound i[...]
ant is /a/. The /a/ sound is spelled with the letter [...]
Say the sound with me: /a/. This is the sound at t[...]
beginning of the word ant. Listen again: /a/.*

Model
Display the Sound-Spelling Card for short **a**.
Read aloud the action rhyme, and invite
students to chime in.

Then display the picture side of the short **a**
Frieze Card. Have students say the names of
the objects in the pictures. Explain that the
word **ant** begins with /a/, and the other word[...]
have /a/ in the middle. Then name each
picture, and ask students which sound they
hear in the middle of the word. Ask which lett[...]
stands for /a/.

Model: sad
Display Letter Cards for **sad**. Model blending
the letter sounds sequentially.

*This is the letter **s**. It stands for /s/. This is the letter
a. It stands for /a/. Listen as I blend the two
sounds: /sssaaa/. This is the letter **d**. It stands for
/d/. Listen as I blend all three sounds: /sssaaad/,
sad. Say the word with me: **sad**.*

Model: hat
Display Letter Cards for **hat**. Model blending
the letter sounds.

*This is the letter **h**. It stands for /h/. This is the
letter **a**. It stands for /a/. Listen as I blend the two
sounds: /haaa/. This is the letter **t**. It stands for /t/.
Listen as I blend all three sounds to read the word:
/haaat/, **hat**. Say the word with me: **hat**.*

e-Pocket Chart

Practice: sat, bat, ham, ram, rack, back, pack, pat

Challenge: cats, hats, bats
Have students use Letter Cards to build and
read each word.

Explicit Instruction

High-Frequency Words (4–5 min.)

Introduce: the, see, go, she, and
Use the Say, Spell, Read, Write routine to introduce high-frequency words.

Say: Display the High-Frequency Word Cards one at a time. Point to and say the word. Have students repeat after you.

Spell: Spell the word as you point to each letter.

Read: Have students read and spell the word.

Write: Have students write the word as they spell it aloud.

Have partners take turns using each word in an oral sentence.

Small-Group and Independent Practice

Use the following activities during small-group time to reteach and reinforce the whole-group mini-lesson.

We Read
Reread "Five Little Tadpoles" aloud with students. Encourage them to chime in as the poem and repetition become familiar. Ask students to point to the lines that the tadpoles say. Model a motion for each line of the tadpoles' dialogue: swimming motion, resting, smiling, stretching out legs, making a muscle. Reread the rhyme once more with students acting out parts and chiming in.

Blend Words
Display Letter Cards for the word **sat**. Use an Elkonin box or workmat.

Find s. Which sound does s stand for? /s/ Push s into the first box. Now find a. Which sound does a stand for? /a/ Push the a next to the s. Blend the sounds together. /sssaaa/ Now find t. Which sound does t stand for? /t/ Push t into the next box. Blend the sounds to read the word: /sssaaat/. One more time: /sssaaat/. Say the word with me: sat.

Repeat with other short a words (*bat, cat, fat, hat, rat, mad, bad, has*).

LANGUAGE TRANSFER SUPPORT

Check for transferability of phonemes and graphemes.

The short a sound and spelling does not transfer in Spanish and many Asian languages. Model how to make the sound. Point out the position and shape of your mouth. Have students make the sound, using small handheld mirrors or having a partner watch them. Provide corrective feedback. Practice articulation with a few simple, high-utility words and phrases, such as: I am _____ [student's name], and I can _____ [action word].

Independent Practice/ Partner Work

While you are meeting with small groups, have students complete the following independently or with a partner.

- Write a sentence for each high-frequency word in their notebooks.

Multisensory Learning

Alternate Learning Path

Have students act out their senses after writing them. This provides different ways to check students' understanding and enables students to use their gross motor skills.

Explicit Instruction

Teacher Tips

- For rhyme, have students identify rhyming words before generating them.
- For oral blending, progress from larger word parts to smaller (blend syllables, blend onset/rime, blend phonemes).
- For oral segmenting, progress from larger word parts to smaller (clap syllables, segment onset/rime, segment phoneme by phoneme).
- Use Letter Cards when introducing phoneme manipulation tasks to help students better understand the task.

Phonological Awareness Routine

Phonological awareness involves the understanding that words are made up of discrete sounds and the ability to identify, blend, segment, and manipulate these sounds in spoken words. Key phonological awareness tasks include rhyme, phoneme isolation, phoneme categorization, oral blending, oral segmentation, and phonemic manipulation (addition, deletion, substitution).

STEP 1: Introduce

Explain to students the target phonological awareness task.

Example (Rhyme): *We will be listening for words that rhyme. Rhyming words have the same ending sounds.*

Example (Blending): *We will be listening to a series of sounds, then blending, or stringing together, the sounds to make words.*

STEP 2: Model

Model the target phonological awareness task with 2–3 examples. Clearly state the sounds. Stretch, elongate, or emphasize them, as needed.

Example (Rhyme): *I'm going to say two words. Listen and tell me if they rhyme: **sat, mat. Do sat and mat** rhyme? [Wait for students to respond.] That's right, **sat** and **mat** rhyme because they both end in /at/. Listen: /s/ /at/, **sat**; /m/ /at/, **mat**. We hear /at/ at the end of **sat** and **mat**. So, **sat** and **mat** rhyme.*

Example (Blending): *I'm going to say three sounds. Listen carefully. Blend, or put together, the sounds to make a word. The sounds are: /sss/ /aaa/ /t/. What word do you get when you put together these sounds? [Wait for students to respond.] That's right, when I put /sss/ /aaa/ /t/ together I get /sssaaat/, **sat**. The word is **sat**.*

STEP 3: Practice

Have students practice the target phonological awareness task using multiple examples. Do one or two with students, then have them do the remaining examples as a class.

Example (Rhyme): *Now it's your turn. I will say two words. Tell me if they rhyme: **man/fan, mop/top, boat/coat, sad/pin, read/seed, lick/pack.***

Example (Blending): *Now it's your turn. I will say a series of sounds. Put the sounds together to make a word: /s/ /a/ /d/, /m/ /o/ /p/, /l/ /i/ /p/, /r/ /u/ /n/.*

Spelling-Sound Correspondences Routine

STEP 1: Introduce

Display the Frieze Card for the target spelling-sound (e.g., vowel team /o͞o/ card). Say the sound, then point to and name each spelling that stands for the sound. Have students repeat. Ask students questions, such as: What is the sound? What letters (or spellings) stand for the sound?

Example: Display the Vowel Team /o͞o/ Frieze Card. Then say the following:

*The sound is /o͞o/. The /o͞o/ sound can be spelled many ways: **oo, ui, ew, ue, u, ou, oe.** What is the sound? (/o͞o/) What letters or spellings stand for the sound?*

STEP 2: Model

Point to each picture on the Frieze Card. Say the picture name, write it on the board, and underline the letter (or spelling) that stands for the sound. Do this for every picture and spelling you are focusing on in the lesson. Model how to sound out each word you write.

Example: *Look at the word I wrote: **m-o-o-n.** I see /o͞o/ spelled **oo.** Listen and watch as I sound out the word: /mo͞on/.*

STEP 3: Practice

Say a series of words with the target spelling-sound. Make sure the words are ones students can read and write based on the phonics skills they have been taught so far. Ask students to write each word and underline the target spelling-sound.

Example: *I am going to say some words with the /o͞o/ sound. Write each word and underline the spelling that stands for the /o͞o/ sound: **spoon, fruit, threw, July, soup, shoe.***

Teacher Tips

- Review previously taught spelling-sounds frequently throughout the week to build mastery.
- Create additional activities with the Frieze, Letter, and Picture cards to reinforce spelling-sound correspondences (e.g., matching games, concentration, timed activities, etc.).

Explicit Instruction

Reading Big Words

by Wiley Blevins, Ed. M., Benchmark Advance consultant

Teacher Tip

In Step 5 of the strategy, students need to adjust their pronunciations since multisyllabic words have unaccented syllables. Students are only able to do this if the word is in their speaking and listening vocabularies. That is why daily read-alouds and rich classroom conversations using more sophisticated vocabulary are so important for students' reading growth and their application of this strategy.

Model

Write or highlight a multisyllabic word in a sentence, underlining the target word. Guide students through the steps of the Reading Big Words Strategy to read the word.

1. Look for any common word parts at the beginning of the word, such as prefixes (un-, re-, dis-).

2. Look for any common word parts at the end of the word, such as suffixes (-ing, -ed, -ly, -ful).

3. Look at what's left—the base word. Use knowledge of spelling patterns and syllable types to read it.

4. Sound out and blend together all the word parts (prefix, base word, suffix).

5. Say the word again quickly, adjusting pronunciation. Since multisyllabic words often have an unaccented syllable, blending the word parts will result in an approximation. Adjusting pronunciation to match a word in one's speaking or listening vocabulary will be necessary. Finally, check the word in the sentence to see if it makes sense.

Practice

Guide students to use the strategy to decode multisyllabic words as they read. Discuss with students which steps of the strategy helped them the most.

Extend (Read, Build, Write)

Have students build words they struggled with using syllable and word part cards (e.g., re-, new, -ing), then have them write the words. Work with students to write a sentence with each word to confirm meaning.
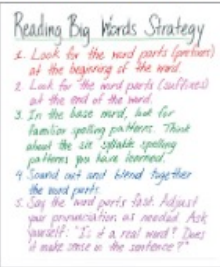
Reading Big Words Strategy

Fluency Routines

Read with Inflection/Intonation–Pitch

Model

Explain that fluent reading requires readers to convey meaning by stressing important words and letting their voices rise and fall. Ask students to listen and follow along as you read a short excerpt in two different ways.

First, read aloud the text, maintaining a flat tone throughout the reading.

Next, read aloud the same section, this time emphasizing important words and letting your voice rise and fall at appropriate places.

Say: Turn and talk to a partner. How did your understanding of the characters change during my second reading?

✓ Based on your monitoring of partners' conversations, you may wish to read the section again with expression.

Practice

Have students choral-read the same section, paying attention to the punctuation and using it to help them read the text with appropriate pitch. Provide general corrective feedback and/or validate students' efforts.

Independent Time

Have students reread the text as a small group, with a partner, or independently by following along with the interactive e-book. Prompt them to monitor their comprehension.

Multi-Sensory Instruction

Focus Skill: Short a (15—20 min.) 1.F.1.3c, 1.C.1.1, 1.F.1.4a   Multisensory Learning

Phonological Awareness: Identif[y]

Model: had, sad

*Listen carefully as I say two words: **had, sad**. The words **had** and **sad** rhyme because they both end with the sounds /**aaad**/. Now, I will name other words that rhyme with the words **had** and **sad**: **bad, mad, dad**. These words end with the sounds /**aaad**/, so they all rhyme.*

Model: bat, sat

*Listen carefully as I say two words: **bat, sat**. The words **bat** and **sat** rhyme because they both end with /**aaat**/. I can name other words that rhyme with **bat** and **sat**: **hat, mat, cat**. These words end with /**aaat**/, so they rhyme.*

👥 Small-Group and Independent Practice

Use the following activities during small-group time to reteach and reinforce the whole-group min[...]

We Read

Reread "Five Little Tadpoles" aloud with students. Encourage them to chime in as the poem and repetition become familiar. Ask students to point to the lines that the tadpoles say. Model a motion for each line of the tadpoles' dialogue: swimming motion, resting, smiling, stretching out legs, making a muscle. Reread the rhyme once more with students acting out parts and chiming in.

Blend Words Multisensory Learning

Display Letter Cards for the word **sat**. Use an Elkonin box or workmat.

*Find **s**. Which sound does **s** stand for? /**s**/ Push **s** into the first box. Now find **a**. Which sound does **a** stand for? /**a**/ Push the **a** next to the **s**. Blend the sounds together. /**sssaaa**/ Now find **t**. Which sound does **t** stand for? /**t**/ Push **t** into the next box. Blend the sounds to read the word: /**sssaaat**/. One more time: /**sssaaaat**/. Say the word with me: **sat**.*

Repeat with other short a words (*bat, cat, fat, hat, rat, mad, bad, has*).

LANGUAGE TRANSFER SUPPORT

Check for transferability of phonemes and graphemes.

The short a sound and spelling does not transfer in Spanish and many Asian languages. Model how to make the sound. Point out the position and shape of your mouth. Have students make the sound, using small handheld mirrors or having a partner watch them. Provide corrective feedback. Practice articulation with a few simple, high-utility words and phrases, such as: I am ____ [student's name], and I can ____ [action word].

Ind[ependen]t Practice/ Partner Wo[rk]

While [...] [me]eting with small groups, have stude[nts...]e the following independently or wi[th...]

• [...]e for each high-frequency word i[...] [no]tebooks.
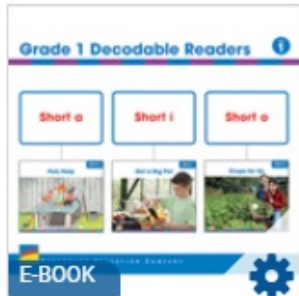
Multisensory Learning

Alternate Learning Path

Have students act out their senses after writing them. This provides different ways to check students' understanding and enables students to use their gross motor skills.

Multi-Sensory Instruction

Decodable Texts

Grade 1 Decodable Readers
- Short a
- Short i
- Short o

E-BOOK — Grade 1 Unit 1

A Cub Is Fun — Short i
E-BOOK — A Cub Is Fun

Crops for U...
E-BOOK — Crops for ...

Get a Big Pot — Short i
E-BOOK — Get a Big Pot

We Like to Bat — Short a
E-BOOK — We Like to Bat

Pals Help...
E-BOOK — Pals Hel...

Cards and Manipulatives (6)

Letter Cards
HTML — Letter Card Sheet (Phonics)
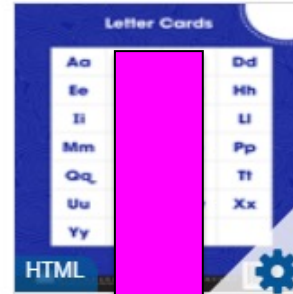
BuildUp Frieze Cards — Grade 1
HTML — Phonics Frieze Cards (Gr. 1)

BuildUp High-Frequency Word Cards — Grade 1
HTML — Phonics High-Frequency (Gr. 1)

ENGLISH Sound-Spelling Cards
HTML — Sound-Spelling G1-2

BuildUp Picture Word Cards — Grade 1
HTML — Word (Gr. 1)
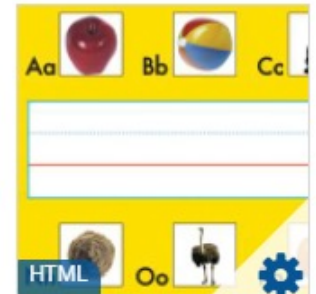
Work Mats Gr. K-1 (Phonics)
HTML

Multi-Sensory Instruction

Phonics and Letter Songs

Letter A

Letter I

Letter O

Silent e Song

Letter S as /z/ Song

Letters ck as /k/ Song

Interactive Learning Games (9)

Short a Sorting Game (Gr. 1)

Unit 1 Week 2 HFW Word Builder Game (G...

Unit 1 Week 1 HFW Word Builder Game (G...

Short a Balloon Pop Game (Gr. 1)

Short i Matching Game (Gr. 1)
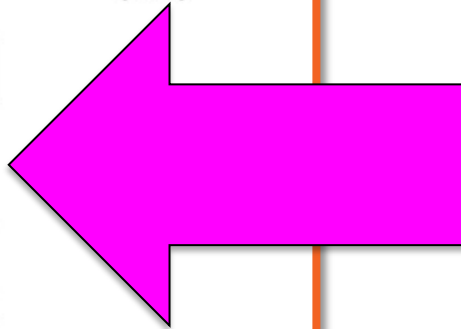
Short i Word Builder Game (Gr. 1)

Practice

Practice (4)

Grammar and Spelling Activity Book Answer Ke...

Handwriting Practice Pages (Gr. 1)

Phonics and High-Frequency Words Activity...

Name: _____ Date: _____

Phonics: Short a

Blend the sounds and say the word. Write the word.
Then draw a picture.

1. _____

2. _____

3. _____

4. _____

Practice

Practice

Word Study Resources (5)
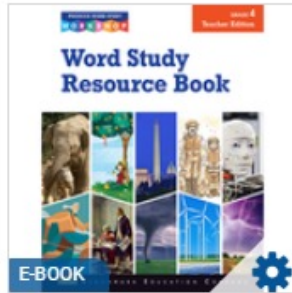
Word Study Resource Book Grade 4

My Word Study Book 2 Grade 4
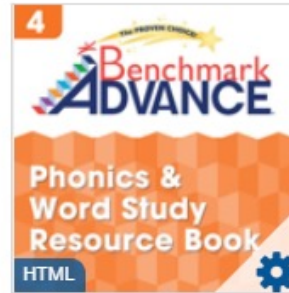
Phonics and Word Study Resource Book Grade 4
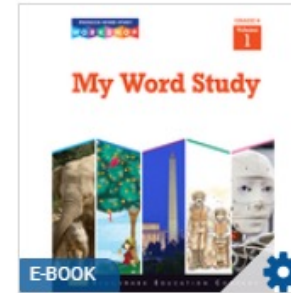
My Word Study Book 1 Grade 4
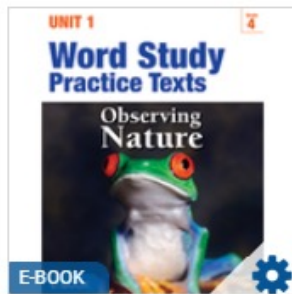
Word Study Practice Text e-Book G4U1

Practice - Fluency

Reader's Theater (3)

Reader's Theater Handbook (Gr. 1)

Mary's Garden: How Does it Grow?

The Tricky Garden

Poetry Out Loud (1)

Poetry Out Loud Grade 1

Focus Skill: Short u (15—20 min.)

Spelling-Sound Correspondences (4—5 min.)

concept introduction

Introduce: up
Display the Picture Word Card for **up**.

*This picture shows the word **up**. The beginning sound in **up** is /**u**/. The sound /**u**/ is spelled with the letter **u**.*

*Say the sound with me: /**u**/. This is the sound at the beginning of the word **up**. Listen: /**u**/.*

modeling and demonstration

Model
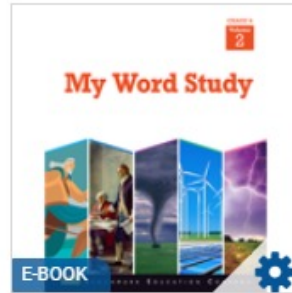Display the Sound-Spelling Card for short **u**. Read aloud the action rhyme, and invite students to chime in.

Then display the picture side of the short **u** Frieze Card. Have students say the names of the objects in the pictures. Explain that the short **u** is in the middle of each name.

Say the name of each picture, and ask which sound students hear in the middle of the word. Ask what letter stands for /**u**/.

Picture Word Card

up

Sound-Spelling Card

U u

SCHOOL BUS

b**us**

u

Frieze Card

tub
mud
bug
hut
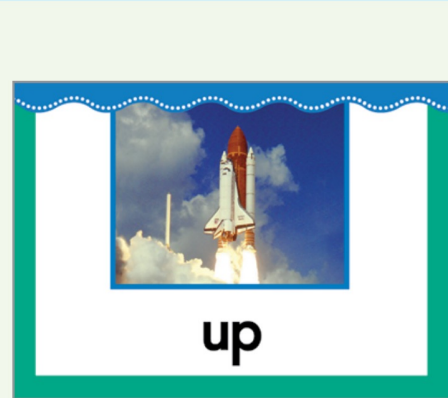
Practice: luck, rug, cub, nut, fun, puff, sun
Say the words one at a time.

A
n
p

S

guided and independent practice

Home-School Connections

Home-School (2)

Benchmark ADVANCE
Multilingual Glossary
HTML

1 UNIT 1
Home-School Connections Letters
HTML

Multilingual Glossary Grade 1

Unit 1 Home/School Connections (Gr....

Plants and Animals Grow and Change

In this unit, we'll read how plants and animals grow and change while considering the question "Why do living things change?" Here are some activities designed to continue the conversation of how living things change and to build on the skills and concepts your child is learning in school. Who knows? Maybe you'll learn a thing or two alongside your child!

Topic Connection

Plant It!

To see a life cycle in action, grow a plant with your child. Purchase a package of seeds and plant them in a cup, pot, your yard, or a community garden. Help your child record her process step by step. Then create a chart for your child to observe and record the plant's growth. Include a space for date and description. She may draw and/or write her observations.

Vocabulary Connection

Word Hunt

Your child is learning words associated with living things, such as **caterpillar, froglet, gills, animal, food, fox, grass, tree, twigs, woods, hatch, plant, root, seed, stem, trunk, tree, bird, duck, swan**. Write down these words, and discuss the meaning of each. Then go on a nature walk, or explore books about nature if you live in a city. Together with your child, find examples of as many of these words as you can, saying the word as you find them.

Comprehension Connection

Circle of Life

Some of the students will be ... class ... referred animal, such as a pet, ... or a rain forest species. Help your ... search the life cycle of that animal at the ... ary or online. Together, take notes about each step of the animal's life cycle. Finally, help your child construct a life cycle, using words and pictures showing the sequence of steps in the life cycle.

Phonics Connections

Grrrreat Fun!

In our phonics instruction, your child is reading words that begin with *r*-blends, such as the *fr* in the word *frog*. Notice how you can hear the individual *f* and *r* sounds in the word *frog*. That's called a blend. Play this game to practice *r*-blends. On seven index cards, write the blends *br-, cr-, dr-, fr-, gr-, pr-, tr-*. Shuffle the cards, turn over the top card, and say a word that starts with that blend. For example, if the letters are *gr*, you might say *grow*. Then your child says another word, such as *great*. Move on to the next card when you can't think of any more words that begin with that blend.
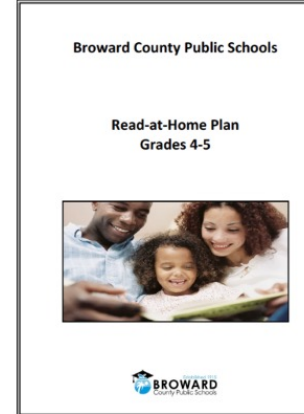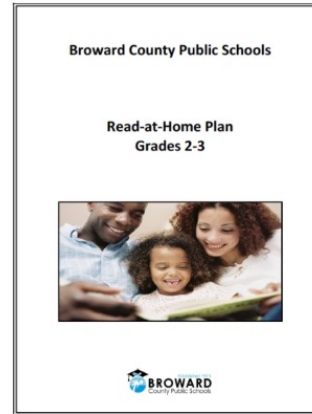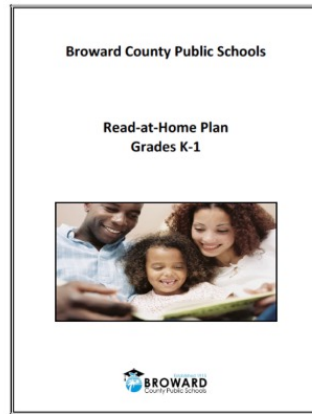
Supporting Learners At Home

[Elementary Learning Resources](https://www.browardschools.com/Page/34307)
https://www.browardschools.com/Page/34307

Elementary Read-At-Home Plans

Elementary Roadmaps to Success

Supporting Learners At Home

BEST & FAST in BCPS
**Benchmarks for Excellent Student Thinking
& Florida's Assessment of Student Thinking
in Broward County Public Schools**

On February 12, 2020 the Florida State Board of Education adopted new academic learning standards and graduation requirements for students. The State of Florida Department of Education provides detailed information on the adoption process and links to the new standards.

https://www.browardschools.com/domain/17714

Supporting Learners At Home

New Worlds Reading Initiative - Free Access to Books

📢 Announcements - Click Here First

Literacy √x Mathemati... 🔬 Science 🌐 Social Stud...

👤 Social Emo... Digital_Le... 📖 Read-At-H...

Supporting Young Learners

Broward County Public Schools is dedicated to helping children reach their maximum potential as lifelong learners. The BCPS Elementary Learning Department has developed this course as a resource for you! Our goal is to

Supporting Secondary Learners

Department of Secondary Learning

√x Mathemati... 🔬 Science 🌐 Social Stud... English Lan...

🎓 Advanced ... Dual Enroll... Bilingual /E... 👤 Social-Emo...

**Broward County Public Schools** ↗ **is dedicated to helping children reach their maximum potential as lifelong learners. To support students at home, the District has developed this course as a resource for you! Our purpose is to provide parents, guardians, and caregivers with guidance and resources needed to help ensure their**

OFFICE OF ACADEMICS

Elementary Learning Canvas

Benchmarks for Excellent Student Thinking (B.E.S.T.)

GENERAL INFORMATION

- Overview
- Training
- Professional Learning
- Curriculum Status & Updates
- Nearpod and Newsela Alignments and Resources

ENGLISH LANGUAGE ARTS/LITERACY

- Florida Standards State Documents
- ELA B.E.S.T. Overview Documents
- ELA Gap Analysis LAFS-B.E.S.T.
- B.E.S.T. Foundational Skills Resources
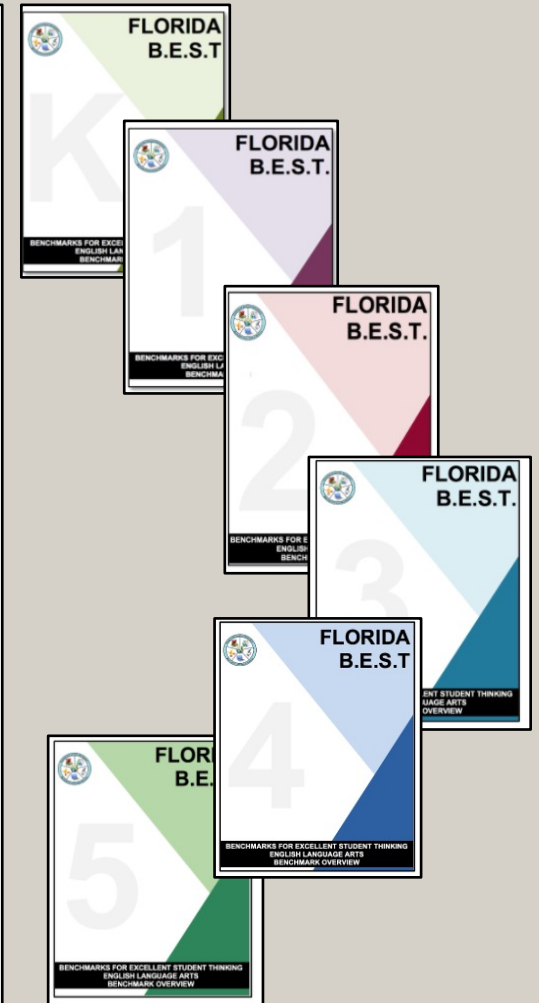- B.E.S.T. Writing Resources

MATHEMATICS

- Math B.E.S.T. Guidance Documents
- Math B.E.S.T. Overviews
- Math Gap Analysis MAFS-B.E.S.T.
- Mathematical Thinking and Reasoning Standards Documents
- B.E.S.T. Standards: Mathematics
- B.E.S.T. Transition Guides
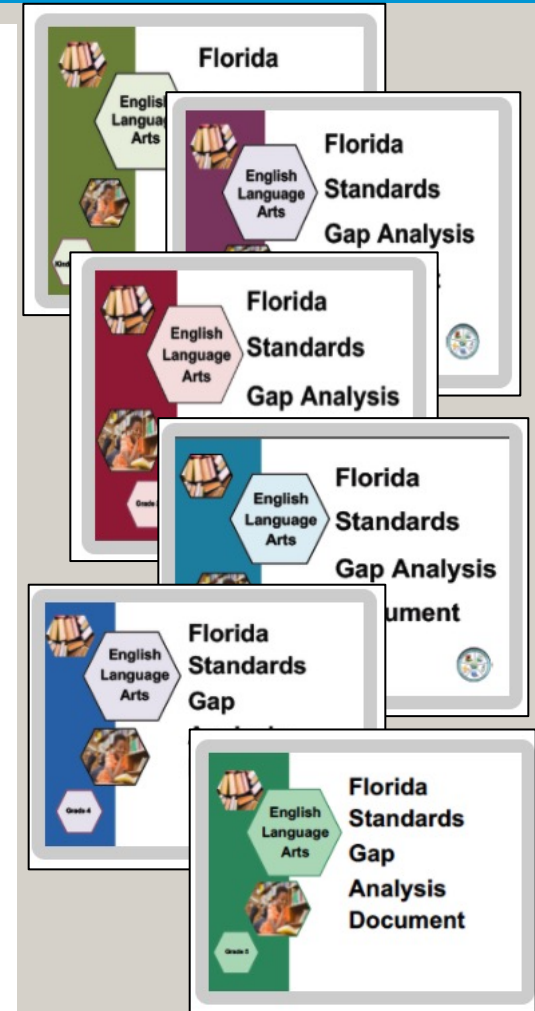- B.E.S.T. Instructional Guide for Mathematics (B1G-M)

BEST ELA Grade-Level Overviews

Central Idea		
ELA.K.R.2.2 Identify the topic and multiple details in a text.		
Benchmark Clarifications		
Clarification 1 - The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book Why Should I Recycle? is recycling.		
Essential Question(s)	• How can I determine the main topic of the text? • How do the key details help me determine the main topic? • How do the key details give more information about the main topic.	
Learning Progressions	Grade K	Identify the topic and multiple details in a text.
	Grade 1	Identify the topic and relevant details in a text.
Critical Content	Students will understand what key details are and be able to state the main idea in their own words.	
Academic Vocabulary	**Teacher Actions**	**Student Actions**

• identify
 • topic
 • details
	• Use questions and prompts such as:
	    o What is the main idea of this text?
	    o Can you find one of the important ideas in this text?
	    o
	    o Can you find another important idea?
	    o Can you tell me how they are different?
	 • Post-It note read along- students make notes throughout the reading to remind themselves of points they
	 • want to share or remember
	 • Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
	 • •Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be
		• Identify the main topic of a text.
		 • Retell key details of a text.
		 • Identify the key details of a text.

BEST ELA Grade-Level Gap Analyses

BEST	LAFS	Remarks
Theme ELA.4.R.1.2: **Explain** a stated or implied theme and how it develops, using details, in a literary text.	*Key Ideas and Details* RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. *Integration of Knowledge and Ideas* RL.3.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	BEST does not require students to compare and contrast the treatment of similar themes in topics in across texts.
Perspective and Point of View ELA.4.R.1.3: Identify the narrator's point of view and explain the difference between a narrator's point of view and **character perspective** in a literary text.	*Craft and Structure* RL.2.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	BEST requires students to identify the narrator's point of view and how it may be different from the character's perspective. Students are no longer required to compare and contrast the point of view from different stories, including first- and third-person.
Poetry ELA.4.R.1.4: Explain how rhyme and structure **create meaning** in a poem.	*Craft and Structure* RL.2.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	BEST only emphasizes rhyme and structure of a poem, and how it creates meaning. Students are no longer required to explain the differences between poems, drama, and prose and their elements.

8/1/20   **Key:** Highlighted Text: New Benchmark   Red Text: Differences in LAFS standard language   **Bold Text:** Differences in BEST standard language   3
Elementary Learning Department

Supporting BEST ELA Implementation Elementary Learning Canvas Course

Grade K Reading Prose and Poetry | ELA.K.R.1.4

ELA Grade K

- ● Modeled Reading
- ■ Shared Reading
- ♥ Guided Reading
- ★ Independent Reading
- ● Modeled/Shared Writi...
- ■ Shared/Interactive Wri...
- ♥ Guided Writing
- ★ Independent Writing

ELA.K.R.1.4 ⧉ Identify rhyme in a poem.

Benchmark Clarifications	Critical Content	Essential Questions	Learning Progressions	Academic Vocabulary
Sample Texts	Teacher Actions	Student Actions	Lesson Plans	Center Activities	Resources
Question & Discussion Stems	ELL Considerations	ESE Accommodations	Access Points

Clarification 1	This benchmark builds on the skills from the phonological awareness benchmark ELA.K.F.1.2 ⧉ (a): Identify and produce alliterative and rhyming words. The expectation is that students identify rhyming words in a poem that is read aloud.
Clarification 2	Students will also note where the rhyme is coming, e.g., at the end of a line.
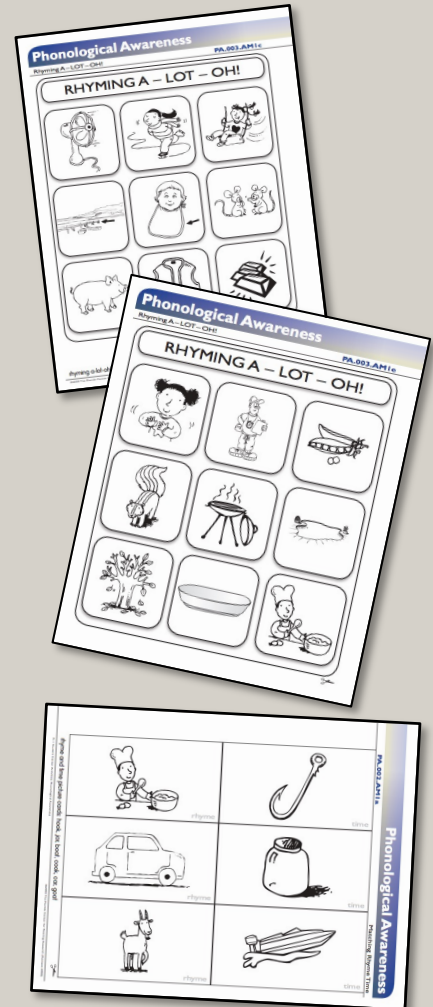
Effective **intervention** is...

Explicit

clear, direct teaching

frequent checks for understanding

Systematic

logically sequenced

builds on prior knowledge

proceeding in manageable steps

Intensive

More opportunities for practice

Longer duration

Smaller group or individual

Effective intervention also includes

opportunities to respond

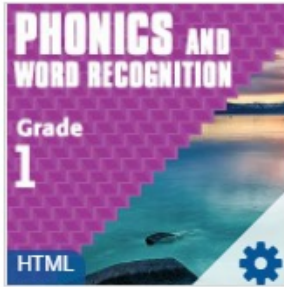**immediate & specific praise**

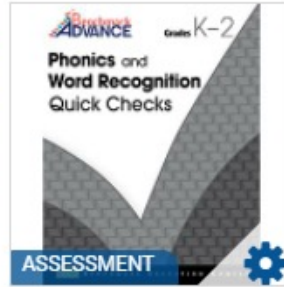**corrective feedback**

Interventions and Assessments

Intervention: Teacher Guides and Quick Checks (10)
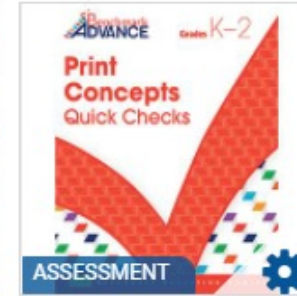

Fluency Intervention (Gr. 1)
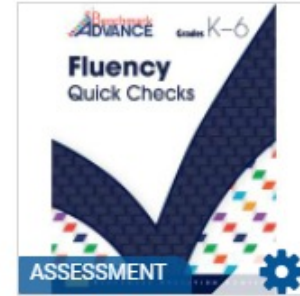
Phonics and Word Recognition Intervention (Gr....

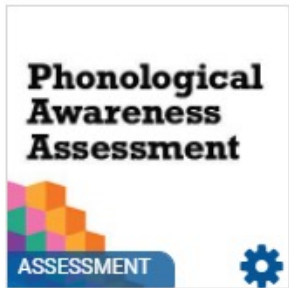Phonics and Word Recognition Quick Checks (G...

Print Concepts Intervention (Gr. 1)
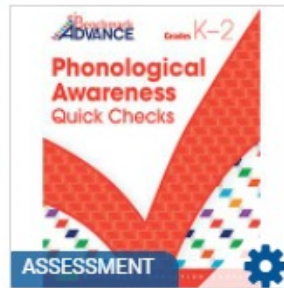
Print Concepts Quick Checks (Grs. K-2)

Fluency Quick Checks (Gr. K-6)

Phonological Awareness Assessment

Phonological Awareness Intervention (Gr....

Phonological Awareness Quick Checks (Gr. K-2)

Foundational Skills Screeners (Grs. K-6)

Conclusions

- ✓ All children deserve to learn to read

- ✓ What is known about how children learn to read can inform our work

- ✓ What and how we teach really matters

- ✓ A focus on prevention will ensure more children learn to read and reduce the need for intervention

- ✓ Teachers, Support Staff, and Administrators need ongoing professional learning and support to make the shift
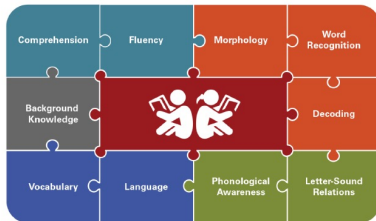
Teaching Foundational Reading Skills

TEACHING FOUNDATIONAL READING SKILLS
BASIC AND INTERMEDIATE COURSE

Teaching Foundational Reading Skills is a Massive Open Online Course for Educators (MOOC-ED) offered through The Friday Institute at North Carolina State University. MOOC-ED courses focus on authentic, project-based learning, collaboration, and peer-supported learning.

The *Teaching Foundational Reading Skills* MOOC-ED will help you more effectively prepare your students in grades K–3 with the skills they need to become successful readers. This MOOC-ED is organized around the recommendations of the *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* Practice Guide, published in July 2016 by the U.S. Department of Education's What Works Clearinghouse. This Practice Guide, developed by a panel of expert researchers and practitioners, provides educators with specific, research-based recommendations for effective teaching practices. It focuses on the foundational skills that enable students to *read words,* relate those words to their *oral language,* and read with sufficient accuracy and fluency to *understand what they read.* The foundational reading skills addressed in this course are shown in the framework below.

Additional Information can be found here: Teaching Foundational Reading Skills
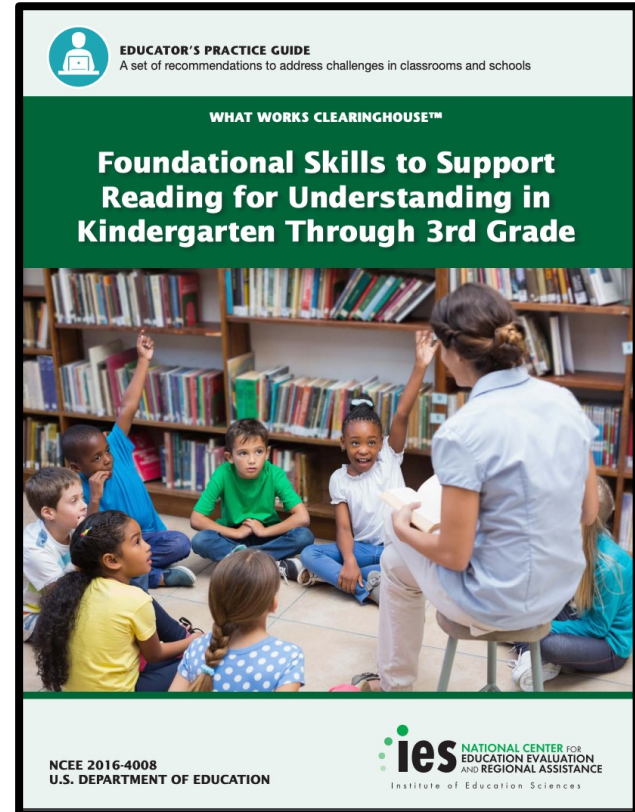Create an account and register here: https://place.fi.ncsu.edu/login/index.php

Primary Audience: PreK-3 Teachers and Literacy Coaches
Registration opens: 9/1/2020.
Registration closes: 11/30/2020.
Course requirements must be met by 12/22/2020.
Once a completion certificate has been received, submit to elementarylearning@browardschools.com in order to receive in-service points.

EDUCATOR'S PRACTICE GUIDE
A set of recommendations to address challenges in classrooms and schools

WHAT WORKS CLEARINGHOUSE™

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

NCEE 2016-4008
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE
Institute of Education Sciences

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_070516.pdf

Foundational Skills 101

Professional Learning Targets:

- Phonological Awareness

- Phonemic Awareness

- Phonics

- Student Writing

- The Reading Process

- Decodable Text

- How Practice and Assessment Can Support the Development of Skilled Reading
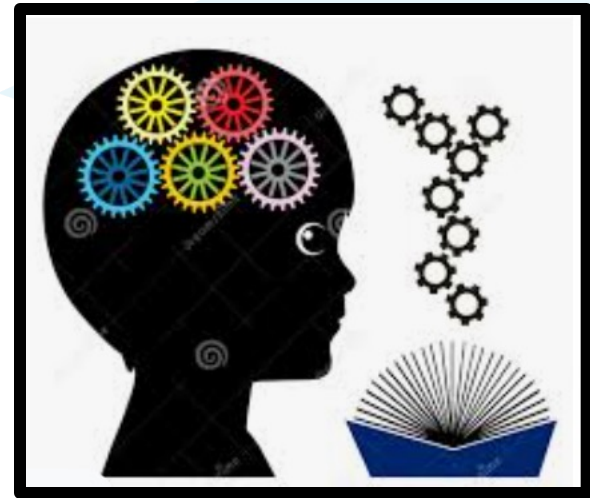
Additional Professional Learning

- BEST Deeper Dive
  - ✓ Grades K, 1, 2, 3, 4, 5

- Critical Content: ELA
  - ✓ Early Literacy Concepts
  - ✓ Phonological Awareness
  - ✓ Phonics
  - ✓ Reading Comprehension
  - ✓ Reading Fluency
  - ✓ Vocabulary and Oral Language

- Reading Interventions

Coming Soon!!!!

Early Literacy Acceleration

Who Should We Believe?

Become an educated consumer of reading research and programs.

Do it for yourself…

Do it for our children…

Do it for our students…

Do it for our community…

Resources

- [Simple View of Reading](#)

- [University of Florida Literacy Institute Dyslexia Resource Hub](#)

- [What Works Instructional Practice Guide for Foundational Skills](#)

- [Early Literacy Accelerators](#)

- [Early Literacy Accelerators Quick Start Guide](#)

- [Cox Campus](#) – Dr. Maryann Wolf Book Study

- [The Kastner Collection](#): Padlet of all Padlets

- [Center for Dyslexia](#) – Middle Tennessee State University

- Mark Seidenberg – *Language at the Speed of Sight*

Resources

- [The Science of Reading: A Defining Guide](#)

- [The Reading League](#)

- [Learning to Read: A Primer Part 1](#)

- [Learning to Read: A Primer Part 2](#)

- [Texas Reads](#)

- [Literacyhow](#)

- [Collaborative Classroom](#)

- [Read Washington](#)

Remember Your WHY!

"The early years of a child's life lay the foundation for his or her later success and long-term outcomes. One powerful illustration of this is third grade literacy: Children who can read fluently by third grade are **six times more likely to graduate high school on time** than those who cannot."

(2017, p. 1) 2017 by CCSSO. Birth to Grade 3 Indicator Framework: Opportunities to Integrate Early Childhood in ESSA Toolkit 1 Donald Hernandez, "Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation," Annie E. Casey Foundation, 2012

OFFICE OF ACADEMICS

Thank you!
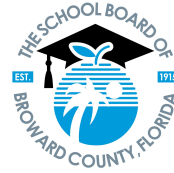
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