



# The How and the What: Best Practices in Foundational Literacy Instruction



Please gather a pen and paper to engage in the session.

Early Literacy Team  
Fall 2020



# Presenters



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# Virtual Norms



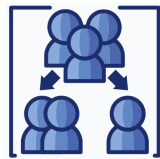
- Choose a Quiet Place, free from distractions.
- Stay muted until directed to unmute.
- Utilize the “Raise Hand” button, if you would like to contribute (be sure to lower your hand afterwards)
- Type questions and/or general comments into the chat box.
- NOTE referenced documents/attachments.
- Maintain RESPECT in speaking, writing, and appearance.



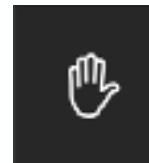
Discussion



Chat Box



Breakout  
Session



Raise Your  
Hand



Video



Poll



# Session Objectives

By the end of this session, you will:

- **Know:** Participants will know the best practices for foundational literacy instruction.
- **Understand:** Participants will understand how Wonders instruction aligns to best practices for K-2 foundational literacy instruction.
- **Do:** Participants will be able to effectively engage students in high-quality foundational literacy instruction and strategies expected during the 120-minute comprehensive literacy block.



# Agenda

- ❖ **Explore** instructional expectations for foundational literacy instruction.
- ❖ **Examine** Wonders instruction aligned to best practices for K-2 foundational literacy instruction.
- ❖ **Engage** in dialogue about high-quality foundational literacy instruction and strategies expected during the 120-minute comprehensive literacy block.





# Icebreaker: Bingo

**B****I****N****G****O**

Seeing coworkers non-work-related tabs on screen shares	Scrolling your feed while listening in	You thought your camera was off	Staring out the window	Can everyone mute their mics?
How are you doing today?	Is ____ on the call?	Let me share my screen	We'll just wait a few minutes for everyone to join	Wearing the same outfit all week
Sorry, you go ahead	Accidentally sharing the wrong screen		Sorry, I was on mute	Sitting in bed for the call
You thought you were muted	We'll give everyone some time back	Can you see my screen?	Unreasonably loud typing in the background	I have a hard stop at...
Cleaning during the call	Animal responding to your question	Child responding to your question	I have to jump on another call	Sharing gifs with coworkers during the call

Have these things occurred while you've been on virtual calls?





# Components of Foundational Skills Instruction

- 1. Explicit Whole Group Instruction**
- 2. Teacher-Led Small Group Instruction**
- 3. Literacy Workstations**





# Component: Whole Group Instruction





# Component: Whole Group Instruction



## What is whole group instruction?

- First step in the **learning process**
- Students exposed to **key concepts**
- Students exposed to and **new information**
- Lessons are **dynamic** and **engaging**
- Base line for **learning** and **assessment**
- Provides knowledge to **practice independently**
- Builds on **previously learned skills**
- Gradual Release of Responsibility Model (**I Do, We Do, You Do**)





# Component: Whole Group Instruction



**I Do:** Teacher explains and models what students are learning to do

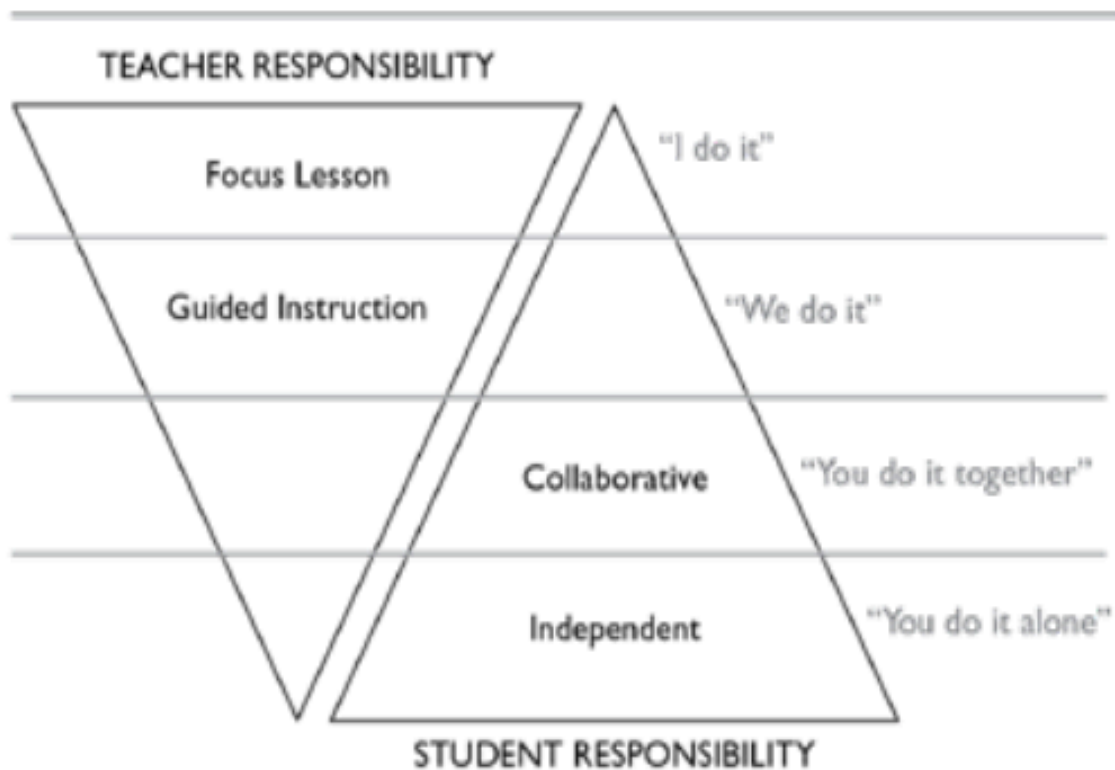
**We Do:** Teacher and students work together and share the instruction.

**You Do, I Watch:** Students practice on their own.

**You Do It Alone:** It's time for the students to work independently.

Figure 1.1

A structure for successful instruction







# Component: Whole Group Instruction



## Wonders whole group instruction includes:

- Phonemic Awareness
- Phonics
- Spelling Instruction
- High Frequency Words
- Grammar
- Vocabulary
- Shared Reader (KK & 1st)
- Decodable Reader Lesson ( 2<sup>nd</sup> Grade )
- Structural Analysis (1st & 2nd Grades only)





# True or False

## Whole Group Instruction Poll

**Whole group instruction only targets Tier 1 and Tier 2 students.**

True **or** False





# Component: Teacher-Led Small Group Instruction





# Component: Small Group Instruction



## What is small group instruction?

- **Follows** whole group instruction
- **Solidifies** the concepts learned in whole group
- **Individualized** instruction at the teacher table
- **Helps** students master the content
- **Monitors** student progress







# Component: Small Group Instruction



## Teacher-Led Small Group Instruction includes:

- Text Reading Lessons
  - Leveled Reader
  - Decodable Reader
  - Shared Reader
  - Genre Passage Selection
  - Literature Anthology
- Skills-Focused Lessons
  - Differentiated lesson
  - Systematic and focused lesson (GRR)
  - Interactive and targeted appropriately on critical skills
  - Based upon lesson formats and content from the core reading program (Wonders)





## Whole Group Instruction Poll

Small group instruction is informed by whole group instruction.

True **or** False





# Component: Literacy Workstations

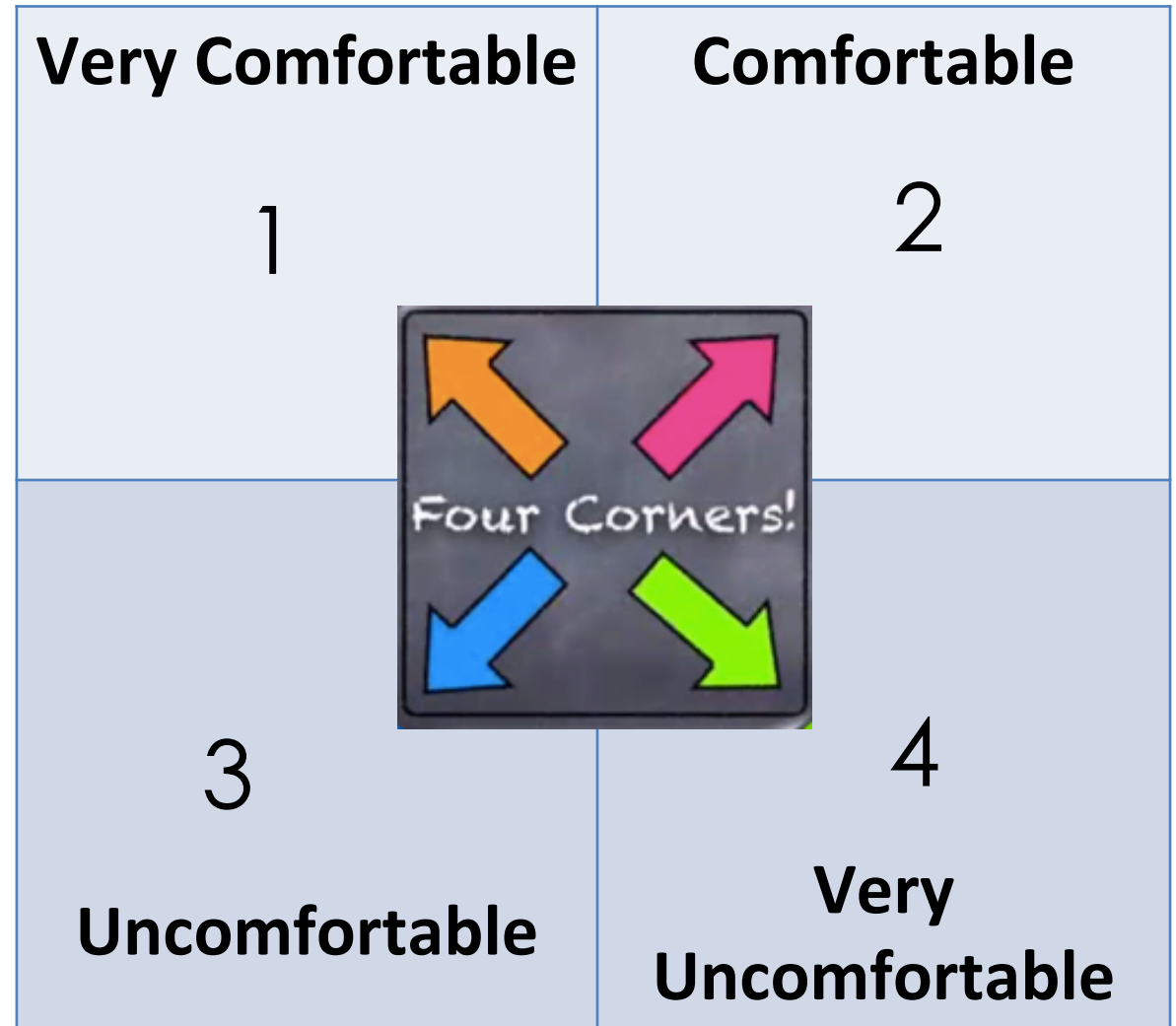




# Component: Literacy Workstations or Centers

## Four Corners

What is your comfort level with implementing workstations in your classroom?







# Component: Literacy Workstations or Centers



## What are literacy workstations?

- Grow from whole group instruction
- Explore literacy skills
- Expand literacy skills
- Independent and/or collaborative practice
- Multiple activities at various workstations





**What are the teacher and student actions within each component of foundational literacy instruction?**





# What is phonemic awareness?



Phonemic awareness is...

- The ability to hear, identify, and manipulate the individual sounds in words.

Developed through tasks such as...

- **Identifying** phonemes, categorizing phonemes
- **Blending** phonemes to form words
- **Segmenting** words into phonemes
- **Deleting** or **adding** phonemes to form new words
- **Substituting** phonemes to make new words.





# Component: Whole Group Instructional Practices



## Explicit Phonemic Awareness Instruction



Teacher Actions	Student Actions



# Component: Whole Group Instructional Practices

## Explicit Phonemic Awareness Instruction

Indicator	Actions
Teacher provides direct instruction in phonemic awareness.	<ul style="list-style-type: none"><li>• Teacher modeling</li><li>• Guided practice</li><li>• Phoneme substitution, manipulation, addition, phoneme deletion, segmentation, categorization, reversal, and syllabication as applicable (orally)</li></ul>
Teacher models/demonstrates expectations for student practice or skill application.	<ul style="list-style-type: none"><li>• Teacher orally demonstrates how to manipulate sounds</li><li>• Teacher leads students in guided practice by saying words and/or sounds and students listen and identify phonemes</li></ul>
Students practice orally identifying and manipulating the speech sounds (phonemes)	<ul style="list-style-type: none"><li>• Oral phonemic manipulation, blending, deletion, addition, substitution, reversal, categorization, segmenting, syllables (Wonders TE and Wonders Instructional Routines)</li><li>• No letters only, sounds (phonemes)</li></ul>



# Let's Dive Deeper!



## Whole Group Instruction: Explicit Phonics



Teacher Actions	Student Actions





# Component: Whole Group Instructional Practices

## Explicit Phonics Instruction

Indicator	Actions
Teacher provides direct instruction	<ul style="list-style-type: none"><li>• Teacher models</li><li>• Use of word building cards</li><li>• Articulation of letter sounds</li><li>• How to blend sounds</li><li>• Connecting letters to sounds</li></ul>
Teacher models/demonstrates expectations for student practice or skill application	<ul style="list-style-type: none"><li>• blending for the targeted phonics skill.</li><li>• connecting sounds to spelling patterns</li><li>• how to blend and read words.</li></ul>
Students practice applying their knowledge of phonics and skills in purposeful reading activities (in and/or out of context) [IPG Indicator C]	<ul style="list-style-type: none"><li>• In context: passages, poems, sentences, songs</li><li>• Out of context: words, lists of words</li><li>• Choral reading words, text and/or sentences</li><li>• Echo reading words, text and/or sentences</li><li>• Partner reading words, text and/or sentences</li></ul>
Students practice applying their knowledge of phonics and skills in purposeful writing activities (in and/or out of context)	<ul style="list-style-type: none"><li>• Write a list of words with the targeted phonics skill</li><li>• Writing sentences using words with the targeted phonics skill</li></ul>



# Let's Dive Deeper!



1. **Say the word.** You may have students chorally say the word after you say it and use it in a simple context sentence (provided in the **Teacher's Edition**).

**Has.** *Jim has a pet cat. Say the word with me: **has**.*

2. **Orally segment the word.** Have students say the word sound-by-sound. For multisyllabic words, have students say/clap the word syllable by syllable, and then segment each syllable. (See the Phoneme Segmentation Routine on page 40 for more details.)

*Let's listen to each sound in the word and count them.*

*Has. /h/ /a/ /s/ I hear three sounds.*

3. **Connect each sound to a spelling.** Guide students to connect each sound in the word or syllable to a spelling. Refer to the Sound-Spelling Cards as needed.

*What is the first sound? What letter (or letters) do we write for that sound?*

4. **Check spelling.** Have students read the word and ask themselves if it looks right. Then display the correct spelling of the word so students can self-correct.





# Component: Whole Group Instructional Practices

## Spelling Instruction

### Indicator

### Actions

Teacher provides direct instruction

- Teacher models
- Writing the spelling pattern
- Reading spelling words
- Sorting words by endings
- Pronouncing the sounds
- Dictating spelling words

Students practice applying knowledge of letter-sound correspondence to spell words phonetically/conventionally

- Listen for the spelling sound
- Stretch words to pronounce
- Chorally read words
- Chorally spell words

Students practice applying their knowledge of spelling in writing activities.

- Sort words
- Stretch and write words
- Orally segment and write words with a partner



# Let's Dive Deeper!



## Let's Role Play Class! Class!

- Unmute your microphone.
- Act as the student in this role play
- Identify the teacher actions and student actions.

## Read/Spell/Write Routine

1. **Read:** This is the word *said*. Say it with me, *said*.  
*My friend said she was hungry.*
2. **Spell:** The word *said* is spelled s-a-i-d.  
Spell it with me: s-a-i-d.  
What is the first sound you hear in *said*? /s/  
What letter have we learned for the /s/ sound? (s)
3. **Write:** Your turn. Read the word, then write the word five times. Spell it aloud as you write it.





# Component: Whole Group Instructional Practices

## High Frequency Word Instruction

Indicator	Actions
Teacher provides direct instruction	<ul style="list-style-type: none"><li>• Displays high frequency word cards</li><li>• Reads the word and uses it in a sentence</li><li>• Spells the word</li><li>• Writes the word in the air</li></ul>
Students practice reading, spelling, and writing HFWs	<ul style="list-style-type: none"><li>• Say the HFW</li><li>• Spell the HFW</li><li>• Write the HFW in the air</li></ul>
Students practice HFWs in context (use HFWs in oral sentences or read HFWs in sentences)	<ul style="list-style-type: none"><li>• Identify sentences with high frequency words</li><li>• Build sentences with high frequency words</li><li>• Read sentences with high frequency</li></ul>



# Let's Dive Deeper!

## Whole Group Instruction: Grammar Instruction

### I Spy



Consider the following as we analyze a grammar lesson.

“I spy with my little eye...”

Kindergarten teachers - direct instruction

1<sup>st</sup> grade teachers - students practicing grammar in reading activities.

2<sup>nd</sup> grade teachers - students practicing grammar in writing activities.

Make notes of your grade level analysis!





# Let's Dive Deeper!

Whole Group Instruction: Grammar Instruction



## Model

- Tell children that a statement is a sentence that tells something.
- Display the following sentences: The cat plays with the ball. Sam slid down the hill.
- Point out that each statement begins with a capital letter and ends with a period.

## Guided Practice/Practice

- Display the examples below and read them aloud.
- Prompt children to chorally reread them with you.
- Have children work with a partner to identify which examples are statements. The big dog (not a statement) Six pigs nap in the van. (statement) Dad zips up the hill. (statement)

## Talk About It

- Have partners work together to orally generate complete statements.
- Prompt them to talk about pets they have or would like to have.

## Link to Writing

- Have children edit the Shared Writing for the placement of capital letters at the beginnings of sentences and periods at the end of sentences.





# Component: Whole Group Instructional Practices

## Explicit Grammar Instruction

Indicator	Actions
Teacher provides direct instruction	<ul style="list-style-type: none"><li>• Teacher models</li><li>• Explains the grammar skill</li><li>• Displays examples of the grammar skill</li><li>• Models the grammar skill in sentences</li></ul>
Students practice applying knowledge of grammar skills in reading activities (in context)	<ul style="list-style-type: none"><li>• Sentence reading</li><li>• Read a section of the text and identify the grammar skill</li><li>• Grammar activities with sentences</li></ul>
Students practice applying knowledge of grammar skills in writing activities	<ul style="list-style-type: none"><li>• Write in practice books</li><li>• Write with a partner</li><li>• Write in online activities</li></ul>



# Let's Dive Deeper! Teacher-Led Small Group Instruction

## What are the **teacher** and **student** actions in this scenario?

Mr. Memphis is working with a small group of 1st graders using a decodable reader, Pam Can.

The lesson begins with a review of high frequency words, the letter *a* and the short *a* sound.

Students are guided in blending the sounds in the words: *can, pack, tan, bag*.

Students are guided in reading the decodable reader pointing out the high frequency words and words with the short *a* sound. Mr. Memphis asks: Who are the characters? Where is the setting?

Mr. Memphis models blending for students struggling to blend the sounds.

With a partner, students read "Pam Can!" As students are reading the text, Mr. Memphis guides them to focus on accuracy and rate.

Students provide feedback to their partners.





# Component: Teacher-Led Small Group Reading

Indicator	Actions
Teacher models fluent reading	Model fluent reading (speed, accuracy, prosody)
Teacher references/models word attack strategies (sounding out words, chunking word parts, rereading, etc.)	<ul style="list-style-type: none"><li>• Teacher models the strategy before students engage in the strategy</li><li>• Stretch out the word</li><li>• Look for chunks in the word</li><li>• Connect the word to a known word</li><li>• Reread the word in the text</li></ul>
Students practice reading (choral, echo, whisper)	<ul style="list-style-type: none"><li>• Choral reading fluently</li><li>• Echo the teacher's fluent reading</li><li>• Whisper read independently</li><li>• Read with a partner</li></ul>
Students practice responding to literal questions (about characters, setting, events, key ideas & details)	<ul style="list-style-type: none"><li>• Teacher asks literal questions</li><li>• Who are the main characters? What happened at the beginning, middle, end of the story? What is the main idea in this story?</li></ul>
Students practice applying newly taught phonetic patterns/skills to word reading in context	<ul style="list-style-type: none"><li>• Students engage in reading the current lesson's decodable reader</li><li>• Teacher listens for miscues and inaccurate pronunciations</li></ul>



# Component: Teacher-Led Small Group Reading

Indicator	Actions
Students practice applying their knowledge of foundational skills in purposeful writing activities	<ul style="list-style-type: none"><li>• Writing the targeted phonics pattern</li><li>• Writing on response boards</li><li>• Tracing letters on paper</li><li>• Wonders practice book</li></ul>
Students practice their knowledge of vocabulary in context or out of context	<ul style="list-style-type: none"><li>• Chorally repeating vocabulary</li><li>• Working with partners to write sentences using vocabulary words</li><li>• Matching definitions and context sentences to visual vocabulary cards</li></ul>
Students are engaged in close reading activities	<ul style="list-style-type: none"><li>• Visual vocabulary cards</li><li>• Partner talk</li><li>• Reading vocabulary words</li></ul>
Teacher provides corrective feedback, when needed	<ul style="list-style-type: none"><li>• Teacher offers support for student miscues (blending)</li></ul>



# Component: Teacher-Led Instruction-Skills-Focused Lesson

## Teacher-Led Skills-Focused

Indicators	Actions
Teacher introduces and explains skills explicitly and directly	<ul style="list-style-type: none"><li>• Teacher introduces the targeted skill</li><li>• Teacher explains routine and purpose</li><li>• Teacher explains the task and its purpose</li></ul>
Teacher models/demonstrates skill application	<ul style="list-style-type: none"><li>• Displaying word building cards</li><li>• Articulating sounds</li><li>• Blending sounds together</li><li>• Providing written examples</li><li>• Displaying high frequency word cards</li><li>• Reading and spelling the HFW</li></ul>
Teacher provides corrective feedback, when needed	<ul style="list-style-type: none"><li>• Teacher offers support for student miscues (blending and building additional words)</li></ul>





## Word Sorts





Work with a partner.  
Use your spelling list  
to make word cards.



Sort your word cards into  
the four groups: u\_e, u,  
ew, and ue.



Think of other words with  
long u. Write these words  
on index cards and sort  
your words again.






**You need**

- > index cards
- > pencil
- > Weekly Spelling List





PHONICS/WORD STUDY

Symbols	Descriptions
	Workstation task is purposeful.
	Check if the task limits the use of worksheets.
	Underline student engagement and collaboration.
	Use an exclamation mark when you see something exciting or surprising.
	Circle any type of manipulatives.



# Component: Literacy Workstations or Centers

## Literacy Workstations

Indicators	Actions
Students engage in tasks aligned to the current and/or previously taught foundational/grammar skills	<ul style="list-style-type: none"><li>• Provide purposeful tasks that align to the foundational/grammar standards</li><li>• Limit the use of worksheets/workbook pages</li></ul>
Stations address literacy components (PA, Phonics/Word Study, Fluency, Grammar, Vocabulary, Writing, Comprehension, Technology)	<ul style="list-style-type: none"><li>• Ensure that all station tasks align to the academic standard for that station</li><li>• Tasks are purposeful, meaningful and grade level appropriate</li><li>• Students engaged with literacy manipulatives, word cards, letter tiles, literacy games</li></ul>
Teacher briefly circulates at the beginning and/or during stations to ensure accurate student practice	<ul style="list-style-type: none"><li>• Rotate among stations quickly to ensure students are practicing accurately</li><li>• Clarify any student misconceptions</li></ul>



# How will you put it all together?





# TQE Strategy

1. Fold a piece of paper into a trifold.
  2. Label the paper in three sections:  
**Thoughts, Questions, Epiphanies**
  3. Answer the questions below under each heading.
- **Thoughts:** How can you use the best practices to plan your daily instruction?
  - **Questions:** What lingering questions do you still have?
  - **Epiphanies:** What “aha” moments did you have today? What are your big take-aways.
  - **Volunteer,** use the raise your hand tool to share your response!

Thoughts (T)	Questions (Q)	Epiphanies (E)
-Things learned -Information gathered -Considerations made	-Questions left unanswered	-Big take-aways -WOW factor



# Review Objectives

- **Know:** Participants will know the instructional expectations for foundational literacy instruction.
- **Understand:** Participants will understand how Wonders instruction aligns to best practices for K-2 foundational literacy instruction.
- **Do:** Participants will be able to effectively engage students in high-quality foundational literacy instruction and strategies expected during the 120-minute comprehensive literacy block.







# Questions





# We Value Your Feedback.

Please complete the attendance/feedback survey.  
[The How and the What: Best Practices in Foundational  
Literacy Instruction](#)



<https://bit.ly/3gPFii6>



# Contact Information

For additional information, please visit the Early Literacy webpage: [www.scsk12.org/earlyliteracy/](http://www.scsk12.org/earlyliteracy/)



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