



# READING FOUNDATIONS

DECODE READING FOR ALL STUDENTS

The overarching goal of reading foundations is to provide educators with the knowledge and strategies to teach foundational reading skills.

- Phonological awareness
- Sight word recognition
- Phonics

"The English language is widely regarded as one of the most difficult to master. Because of its **unpredictable** spelling and challenging to learn grammar, it is challenging for both learners and native speakers."

The spelling of words in English is more regular and pattern-based than commonly believed.

Half of all English words can be spelled accurately on the basis of sound-symbol correspondences alone, meaning that the letters used to spell these words predictably represent their sound patterns.

These patterns are somewhat complex and must be learned.

*c, k, ck?*

*ǎ ě ĭ ǒ ŭ*   or   *ā ē ī ō ū*?

When educators provide students with the skills needed to decode, not guess words, they are better situated to read unknown words.

# **By the end of Reading Foundations learners will:**

- Describe the components of reading.
- Investigate the latest science of reading research.
- Examine characteristics of struggling readers and those diagnosed with dyslexia.
- Explore different activities that contribute to phonological awareness, sight word recognition, and decoding.
- Create a tool kit of activities, resources, and information to use for their classroom reading instruction.



# Fundamental Knowledge

1. Introduction to Reading
2. Research and Reading Instruction
3. The Science of Reading
4. Dyslexia and Struggling Readers

# Skill Building & Methods

5. Phonological Awareness
6. Decoding
7. Speech Sounds
8. Sight Word Recognition
9. Consonant Digraphs, Trigraphs, and Blends
10. First 3 syllable Types
11. Syllable Division
12. Spelling Generalizations
13. Families
14. Suffixes
15. Planning Instruction

# Describe the Components of Reading

Reading is a complex process of decoding symbols to derive meaning.

To read proficiently one must be able to...

- **Decode**-Read words
- **Comprehend**-Gather meaning from words

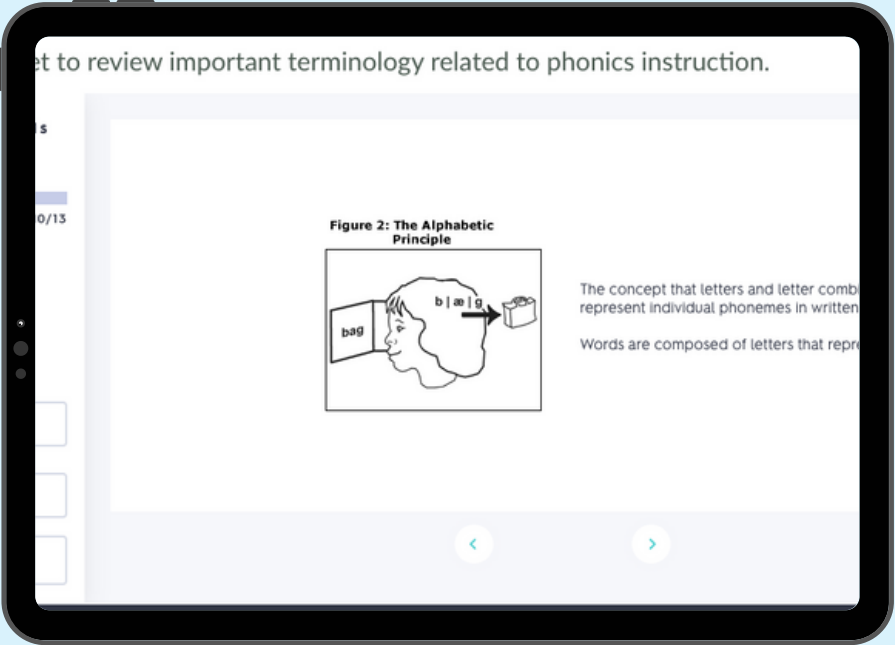
This definition is derived from the Simple View of Reading which is a formula demonstrating the widely accepted view that reading is made of two components: Word recognition (decoding) and language comprehension. The Simple View formula has been supported and validated by a number of research studies. Understanding this formula will help you assess reading weaknesses and provide appropriate instruction.

The Simple View formula presented by Gough and Tunmer in 1986 is:

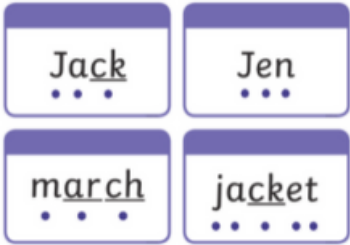
**Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)**

The Simple View formula states that a student's reading comprehension (RC) score can be predicted by decoding (D) and language comprehension (LC) abilities. This makes clear that strong reading comprehension cannot occur unless both decoding skills and language comprehension abilities are strong.

- We must teach students how to decode as early as possible
- We must provide students with **strong content knowledge** in many domains to develop adequate language comprehension abilities.



## Decoding (D)

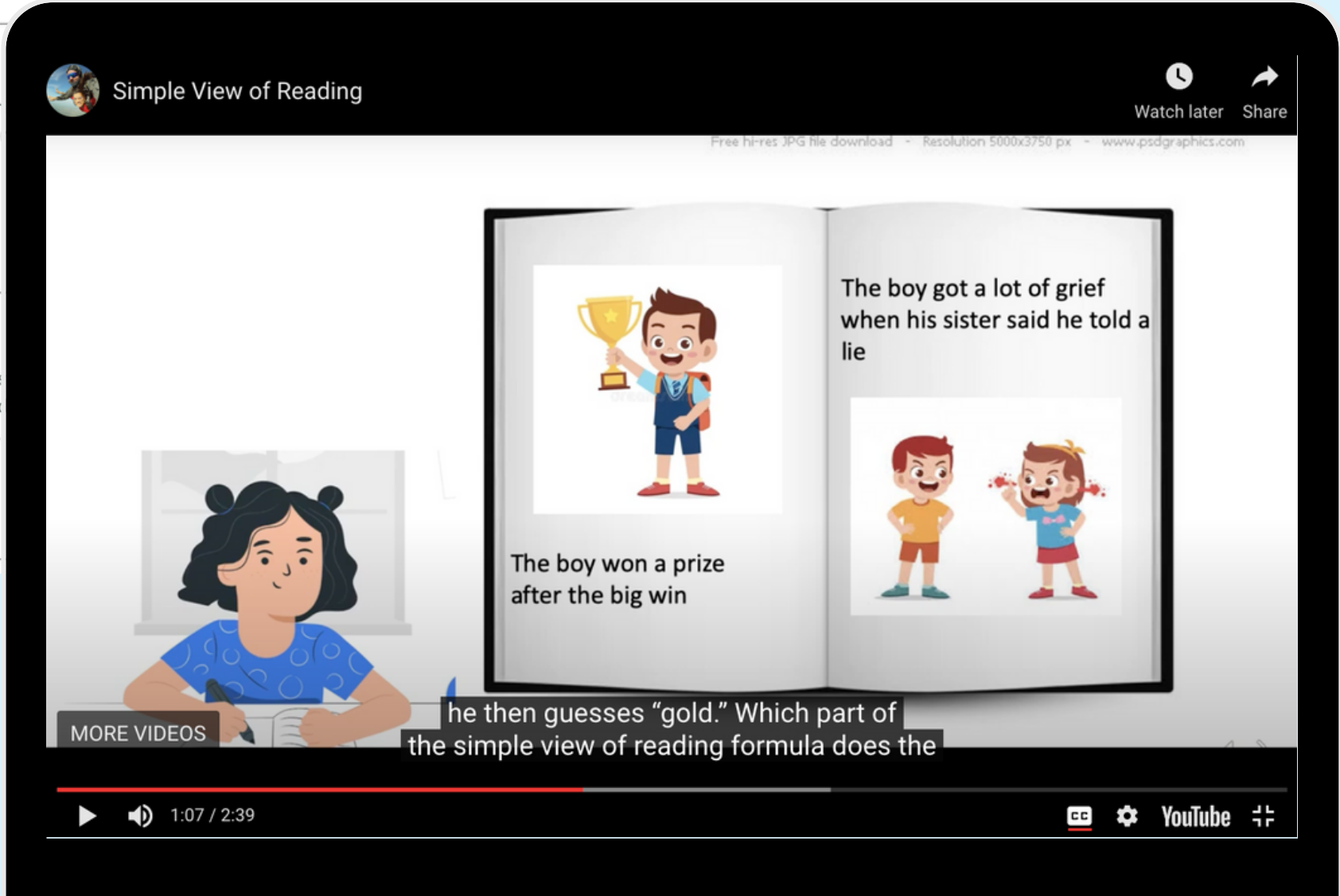


is the ability to sound out words based on phonics rules. The mean include the fast and accurate reading of familiar and unfamiliar wo & Tunmer, 1986).

## Language Comprehension (LC)



is called by several other names in various studies, including linguist comprehension, and comprehension. All of these terms are defined spoken words when they are part of sentences or other discourse.

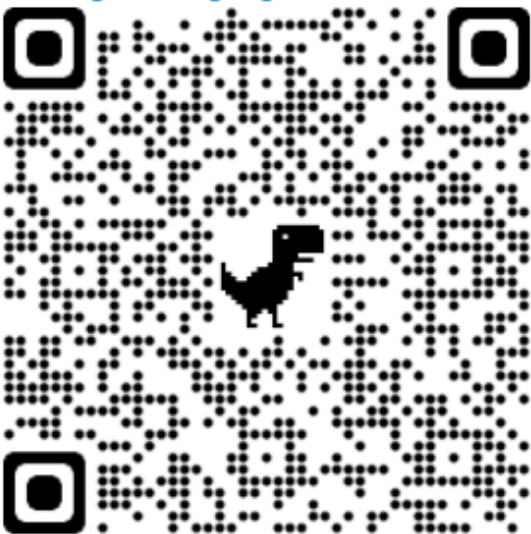


# Investigate the Latest Science of Reading Research

## Getting Reading Right Padlet

The Ed Week series, Getting Reading Right, is an ongoing series that explores the science of reading and its impact on how kids acquire foundational reading skills. Use the QR code or the link to locate the series and complete the Padlet assignment below.

[Getting Reading Right Series](#)



### Padlet Response Directions

1. Choose 2 articles that align with your interest in the science of reading.
2. Use the Padlet below to answer the following questions for each article
  - What made you choose this particular article?
  - What are your top three key takeaways from the article?
  - What questions do you still have?

## Getting Reading Right

Read 2 articles from the Education Week series, 'Getting Reading Right', and post a brief (200 words or less) response to the following questions: What made you choose this particular article? What are your top three key takeaways from the article? What questions do you still have?

Anonymous 21d

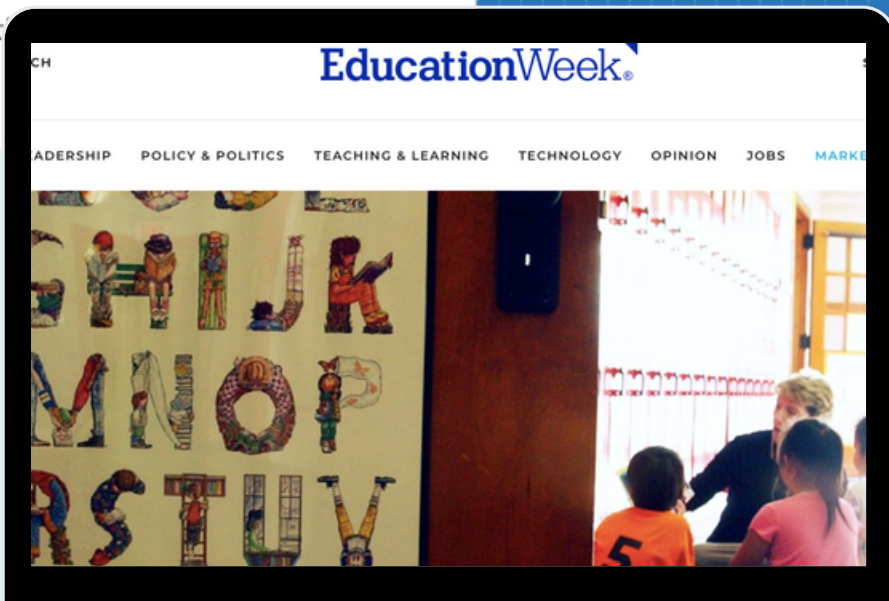
### How Do Kids Learn to Read? Here's What Science Says

I chose this article because I feel strongly about teaching student based off of research backed practices. My main three take aways are 1) Reading is not a natural process, like learning to talk. 2) Systematic and explicit phonics is a process of teaching letter-sound relationships. 3) Even if students are fluent readers all students

Anonymous 21d

### The Most Popular Reading Programs Aren't Backed by Science

I chose this article because I have seen a lot of buzz surrounding Lucy Calkins instructional practices for teaching reading. In my teacher preparation programs we utilized Lucy Calkins methods in more than one of our classes. This article really opened my eyes to the business of education, especially curriculum

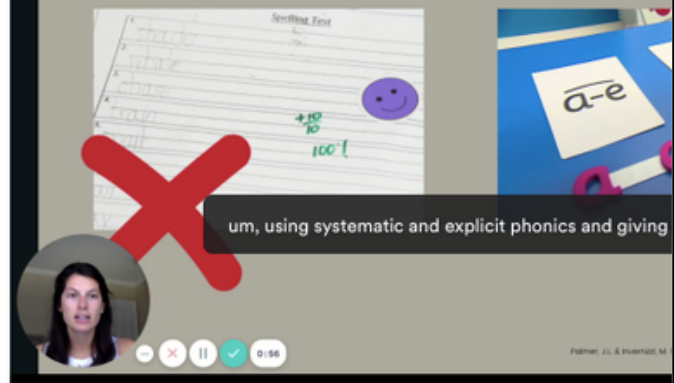


Discussion 3: Five Classroom Practices We Should Drop

Alexandra Lewis

All Sections

### 1. Weekly Spelling Tests



After watching 5 Classroom Practice We Should Drop, answer the following questions:

- What are your initial reactions to the video?
- Are there any classroom practices you plan to drop or modify?
- What connections can you make from the Getting Reading Right series?



# Examine Characteristics of Struggling Readers and those Diagnosed with Dyslexia

## Question 1

1 pts

1. Dyslexia is rare.

- ☐ True
- ☐ False

## Question 2

2. Many people who have dyslexia remain undiagnosed.

- ☐ True
- ☐ False



## Discussion 4: Dyslexia Simulation

Alexandra Lewis

[All Sections](#)

Jun 1 at 7:23am

1

This simulation was designed to replicate the difficulties of reading for a struggling reader or a reader with dyslexia. While a simulation can never fully give those without dyslexia the full experience of having dyslexia, take a few minutes to read through the passage to the best of your ability and answer the question below.

Simulation



**FALSE** Dyslexia is Rare. [Learn More](#)

- According to NIH researchers, 10-20% of the population as a whole, have some symptoms of dyslexia.
- 1 out of every 5 people

10 to 20% of the population as a whole have some symptoms of dyslexia.

Video player controls: play, previous, next, volume, full screen, and a row of reaction emojis.

Тэд фэд the дог.

The дог is од.

Тэд ф эд the од дог in the for.

мэг roT the hor.

мэг fed the hor in the фог.

The дог and the hor are in the фог.

Тэд and мэг are in the ф or.

# Explore Different Activities that Contribute to Phonological Awareness, Sight Word Recognition, and Decoding

First 3 Syllable Types

Module 10 Overview

Why Teach Syllable Types?

Closed Syllables

Open Syllables

Vowel-Consonant-e Syllables

Syllable Types Quiz

8 pts

Lesson Plan: Oral Reading & Syllable Type Introductions

Discussion 10: Response to Errors

Gallery Walk: Syllable Type Sort

10 pts

Flipgrid

Code 2

Use your completed lesson plan to show the procedure (says..?) and Word dictation (S.O.S). For sound dictation, c student procedure for three sounds. For word dictation, c for two words. Signify when you are completing a teache action. See my video for referenece.

Record a Response

1 Response

0 views · 0.0 hours c

Search

make a copy and select keep comments\*\*\*\*\*

Lesson Plan

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Previous miscues: [spelling /o/ as u](#)

Objective: Introduce: [review ch and all other learned skills.](#)

Symbol → Sounds

1. **Phonemic Awareness** (5 min.)

Final phoneme isolation

1. What is the last sound in *mug*?

2. What is the last sound in *lip*?

3.

4.

2. **Visual Drill** (5 min.)

T shows card

S says letter name

S says sound

S traces letter formation

Short Vowels: [a, e, i, o, u](#)

Consonants: [b, c, d, f, g, h, j, k, l, m, n, p, r, t, v, w, x, y](#)

digraph: [ch](#)

3. **New Concept/ Review**

What is a digraph?

What is one digraph we have learned?

Red Word Practice

Read each red word and spell it two times.

does

done

twice

one

was

Consonant digraphs are two letters that make one sound.

Digraphs

|       |      |       |       |                                  |
|-------|------|-------|-------|----------------------------------|
| ch    | sh   | th-   | th    | wh /hw/                          |
| chin  | ship | this  | thumb | whistle                          |
| chat  | shut | that  | thin  | whip                             |
| porch | rush | bathe | bath  | *does not occur in end of a word |

Consonant Digraphs

Watch later

Share

th

and the tongue is sticking out. t-h this /th/. Next sound, t-h thumb, /th/ so this sound

# Create a Tool Kit of Activities, Resources, and Information to use for Classroom Reading Instruction

## Level 1 Scope and Sequence

\_\_\_ a - apple  
\_\_\_ b - boy  
\_\_\_ f - fish  
\_\_\_ h - hat  
\_\_\_ i - itch  
\_\_\_ j - jam  
\_\_\_ k - kite  
\_\_\_ m - man  
\_\_\_ p - pig  
\_\_\_ t - top  
\_\_\_ g - goat  
\_\_\_ v - van  
\_\_\_ o - octopus  
\_\_\_ r - rat  
\_\_\_ l - lamp  
\_\_\_ n - nut  
\_\_\_ d - dog  
\_\_\_ u - up  
\_\_\_ w - wind  
\_\_\_ e - edge  
\_\_\_ s - sun  
\_\_\_ s - nose (is, his)  
\_\_\_ c - cat  
\_\_\_ y - yoyo

Long Vowels a, e, i,

\_\_\_ Syllable Type:

\_\_\_ Syllable Type:

\_\_\_ l blends CCVC

\_\_\_ r blends CCVC

\_\_\_ Final Blends

\_\_\_ Spelling: l, M

\_\_\_ Spelling: F. /k/

\_\_\_ CCVCC (e.g., t

\_\_\_ CCCVCC (e.g.,

\_\_\_ Families: Mus

\_\_\_ Suffix: -ing

\_\_\_ tch- catch

\_\_\_ Spelling: F. /cl

\_\_\_ Suffixes: -ed =

## Reading Foundations 2021 Level 1 Word List Resource

### Closed Syllables

CVC

a

e

i

o

u

### Digraphs

sh

ch

The screenshot shows a reading application interface. At the top, there are three large boxes labeled 'C' (red), 'O' (green), and 'VCe' (yellow). Below these are several word cards arranged in a grid: 'hop', 'hope', 'we', 'wet', 'hide', 'rob', 'sod', 'mute', 'smile', 'robe'. To the right of the word cards is a section labeled 'Oral Reading:' with a text area and a 'Name:' field.

The screenshot shows a reading application interface. At the top, it says 'e: Alexandra' and 'Type of Syllable Division: VC.CV'. Below this is the word 'bandit' with a vertical line between 'ban' and 'dit'. Under 'ban' are the labels 'V' and 'C', and under 'dit' are 'C' and 'V'. Below the word are two sections: 'Consonant & Vowel Labels' with 'C' and 'V' buttons, and 'Syllable Types' with 'C' (red), 'O' (green), and 'VCe' (yellow) buttons. There are also some decorative elements like a purple arrow and a red 'X'.

## 5. Oral Reading (7 min.)

Pete can compete with the long jump rope.

Can you whip the frosting for the cake?

She printed the state map.

He rested while she went for a quick jog.

Sound → Symbol (As soon as they are ready begin this)

## 6. Sound Dictation: "What Says...." (7 min)

- T says "What says / /?"
- S echoes sound
- S spells orally saying "\_\_\_ (letter name) says / /"
- S says letter name while writing

1. /ang/ 5. /ū/ 9. /ā/

6. /unk/ 10. /y/

7. /k/

8. /sh/

ell: (SOS) (10 min)

4. clash

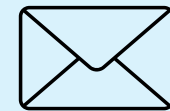
7. crunch





# READING FOUNDATIONS

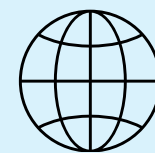
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