



# Read to be Ready

Teaching Foundational Skills  
Through Reading and Writing

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# Module 5: Teaching Foundational Skills In Text

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# Objectives:

- Discuss the different instructional strategies in which students have opportunities to use flexible word solving strategies while reading and writing continuous text
- Review what competent word solvers do while reading and writing
- Analyze videos of in text experiences that support flexible word solving and fluency

# Link to Tennessee English Language Arts Standards

- Foundational Skills lessons focus on the explicit teaching of Foundational Literacy, while incorporating additional Reading, Writing, and Speaking and Listening Standards through questioning, discussion, and tasks.

# TEAM Connection

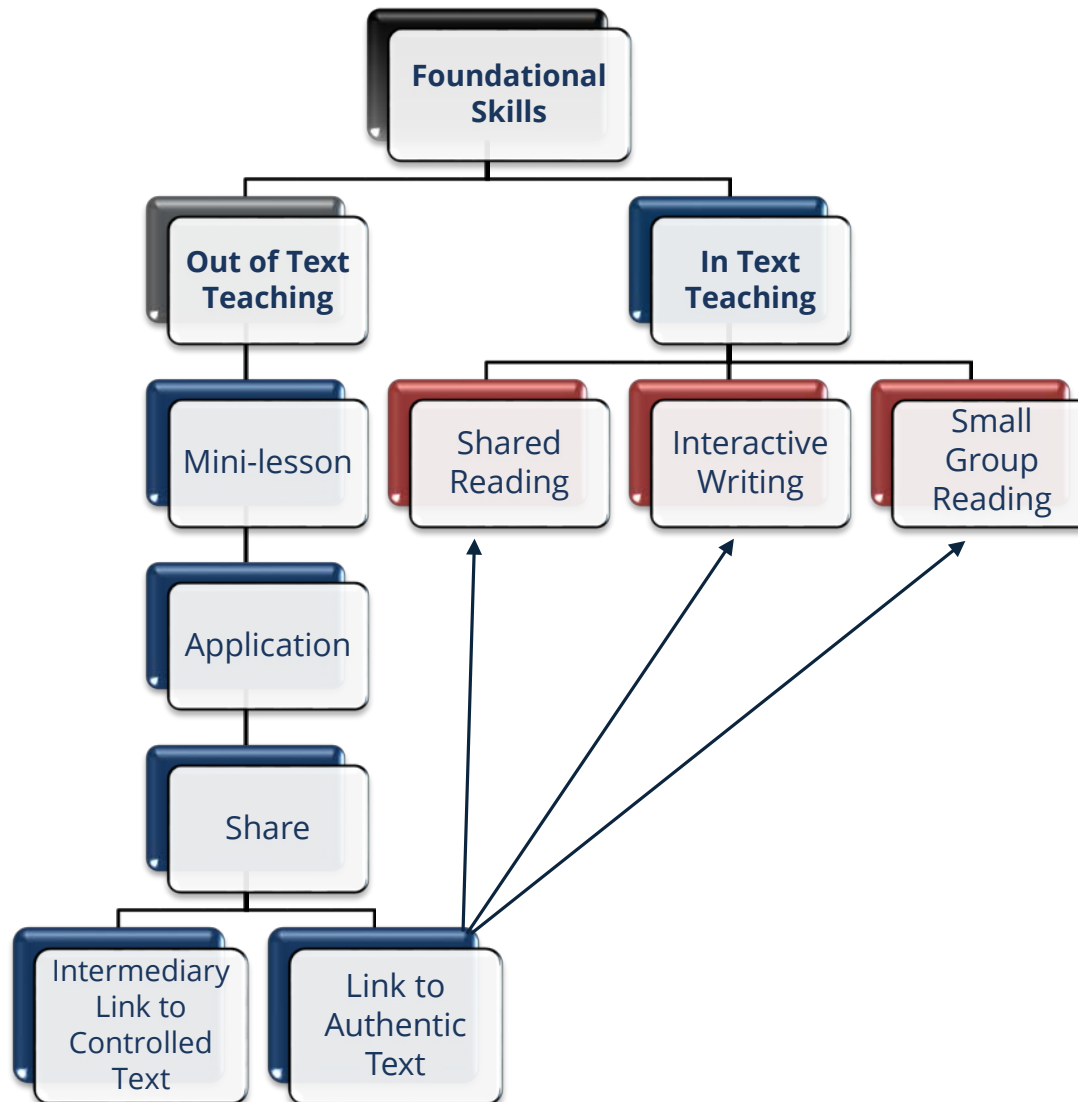
- Standards and Objectives
- Motivating Students
- **Presenting Instructional Content**
- Activities and Materials
- **Teacher Content Knowledge**

# Critical Attributes

## Teaching Foundational Skills Linked to Authentic Text:

- Integrate the Tennessee Standards
- Consider student needs in connection with standard goals
- Identify lesson purpose and objectives based on student needs
- Teach students based on their needs how to:
  - Say words slowly, identify sounds, and represent them with letters;
  - Notice the visual features of words;
  - Use word parts or spelling patterns;
  - Read, write, and use high frequency words;
  - Notice and use word structure; and
  - Learn new word meanings.
- Use language to teach, prompt for, or reinforce fluent processing of text
- Observe student responses to gain formative assessment data

# Foundational Skills: The Relationship Between Out of Text and In Text Teaching



# Teaching Foundational Skills In Text

“It is our job as teachers to design a literacy program that will help children become interested in words, become effective and fast at word solving, and be able to use word-solving skills while reading and writing meaningful messages, stories, informational pieces, and other kinds of written language.”

Fountas & Pinnell, 1998



# In Text Teaching of Foundational Skills

## In Text Teaching of Foundational Skills

Instructional Options for Teaching Foundational Skills in Reading

Interactive Read Aloud

Shared Reading

Small Group Reading

Independent Reading/Conferring

Instructional Options for Teaching Foundational Skills in Writing

Modeled Writing

Shared/Interactive Writing

Small Group Writing

Independent Writing/Conferring

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# Teaching Foundational Skills within Shared Reading

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# Teaching Foundational Skills within Shared Reading

During shared reading students are reading continuous texts while learning about the following foundational skills:

- Early Literacy Concepts
- Phonological Awareness
- Letters Knowledge
- Letter-Sound Relationships
- Word Structure
- Word Meaning
- Vocabulary
- Fluency

# Shared Reading Lessons

<b>The Snowman (Kindergarten)</b>	<b>Whether the Weather (Grade 2)</b>
What are the students learning about reading and foundational skills?	What are the students learning about reading and foundational skills?
Teacher language used to teach, prompt for, or reinforce the use of foundational skills while reading.	Teacher language used to teach, prompt for, or reinforce the use of foundational skills while reading.

# Shared Reading Lessons

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**Break**

# Language for Teaching Readers

Facilitative Language for Teaching		
Teach	Prompt	Reinforce
<b>Reading Left to Right/Return to Left</b>		
Start here and read this way.	Move your eyes.	You read it with your eyes.
When you finish here, go back here. (point)	Now go back here. Read it with your eyes.	
Move your eyes this way. (point)		
<b>Establishing Voice-Print Match</b>		
Watch how I point under each word. I make it match.	Point to each word.	You read it with your finger and made it match.
Watch me point. I make it match.	Read it with your finger.	You didn't need to use your finger to make it match.
This is how to do it. I make it match.	Put your finger under each word.	You were using your eyes.
Watch me. I make it match.	Take your finger out and use your eyes.	

Fountas & Pinnell, 2009

# Language for Teaching Writers

Teach	Prompt	Reinforce
<b>Using Sound Analysis to Construct Words</b>		
Model saying words slowly, listening for the sounds in sequence, and writing the letters that represent them.	Listen for the parts. Clap the parts you hear.	You said that word slowly.
<b>Using Visual Analysis to Construct Words</b>		
Model using word parts, analogy, and thinking about orthographic (spelling) patterns to write unknown words as well as writing words quickly.	It starts like _____. It ends like _____. How do you think it would start? (end?) Do you know a word that starts with those letters?	You used a part you know.

Fountas & Pinnell, 2009



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# Analyzing Fluency to Inform Instruction

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## Analysis of Arleen's Fluency Behaviors

Pausing: it is unclear whether she noticed and used punctuation

Phrasing: mostly word by word reading influenced by finger pointing

Stress: no stress was noted during this reading

Intonation (i.e., expression): none noted during this reading

Rate (i.e., pace): at points she read too quickly (e.g., "Snowflakes, snowflakes, snowflakes" pages)

Integration: not noted at this time

# Shared Reading Goals for Maintaining Fluency

- Read words quickly and automatically
- Use phrasing, pausing, word stress, and intonation when reading in unison
- When reading in unison and individually, remember to use repeated phrases with intonation
- Use line breaks to guide phrasing when reading poetry in chorus or individually
- Adjust the voice to recognize dialogue in the body of the text and in speech bubbles
- With group support, read orally with integration of all dimensions of fluency (e.g., pausing, phrasing, word stress, intonation, and rate)

# Closing Reflection

“Teaching decisions during reading [and writing] instruction are made on the spot. You have an overall plan, and this planning is very important, but moment-to-moment interactions during lessons focus readers' [and writers'] attention and show them how to engage or prompt them to engage in effective strategic actions. It is impossible to preplan all of those interactions, but you will be ready for them if you base your teaching on an integrated foundation of information.”

Fountas & Pinnell, 2006