# imagine learning | EL Education

# Leading Reading Foundations Skills Block
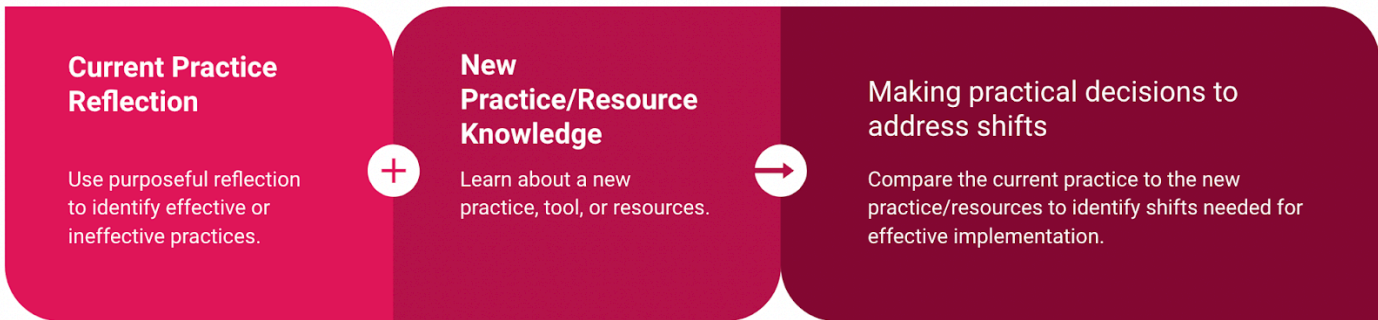
Participant Handout

# Leading Imagine Learning Reading Foundations Skills Block (Grades K-2) Session Agenda

| Component | Tasks |
|---|---|
| Welcome | You will get the opportunity to connect with the other leaders and the Imagine Learning EL Team and review the goals for the day. |
| IL EL Education Skills Block Structure and Design | This section helps to build an understanding of the structure and design of Skills Block. You will view Skills Block in action to familiarize yourself with the instructional practices in order to support teachers as they implement Skills Block. |
| Supporting Teachers Through Assessing and Grouping | You will learn the process for assessing and grouping students while reflecting on supports needed to adjust current assessing and grouping practices to Skill Block's practices. |
| Break | Stretch and Refresh |
| Helping Teachers Plan and Prepare | You will learn about the planning resources and materials available to teachers on ILC. This section allows you to reflect on how to support teachers as they prepare to teach. |
| Supporting Teachers as they Teach Skills Block | In this section, you will leverage your expertise to determine how to support teachers in the beginning stages of teaching Skills Block. |
| PLC Planning Collaboration | You will get the opportunity to work with your colleagues to discuss norming your curriculum-based PLC discussions and what topics would benefit students. |
| Closing | Review the day's learning and provide feedback |

## Session Learning Targets

☐ I can explain the structure and design of Skills Block.

☐ I can use the key components of Skills Block to determine what a successful implementation looks like and sounds like.

☐ I can collaborate with others to anticipate supports and potential Skills Block PLC topics needed to assist teachers.
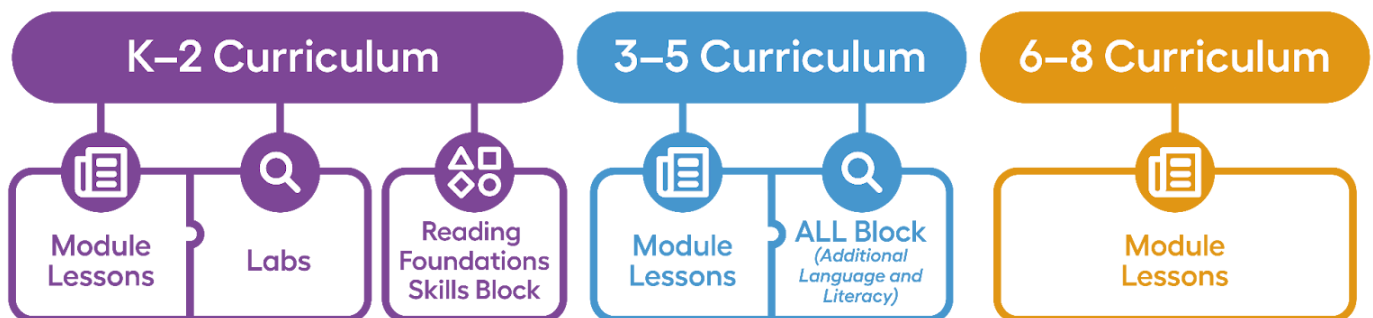
# Preparing to Shift

| Current Practice Reflection | New Practice/Resource Knowledge | Making practical decisions to address shifts |
|---|---|---|
| Use purposeful reflection to identify effective or ineffective practices. | Learn about a new practice, tool, or resources. | Compare the current practice to the new practice/resources to identify shifts needed for effective implementation. |

**Considerations**

What is the purpose of your current small-group instruction time?
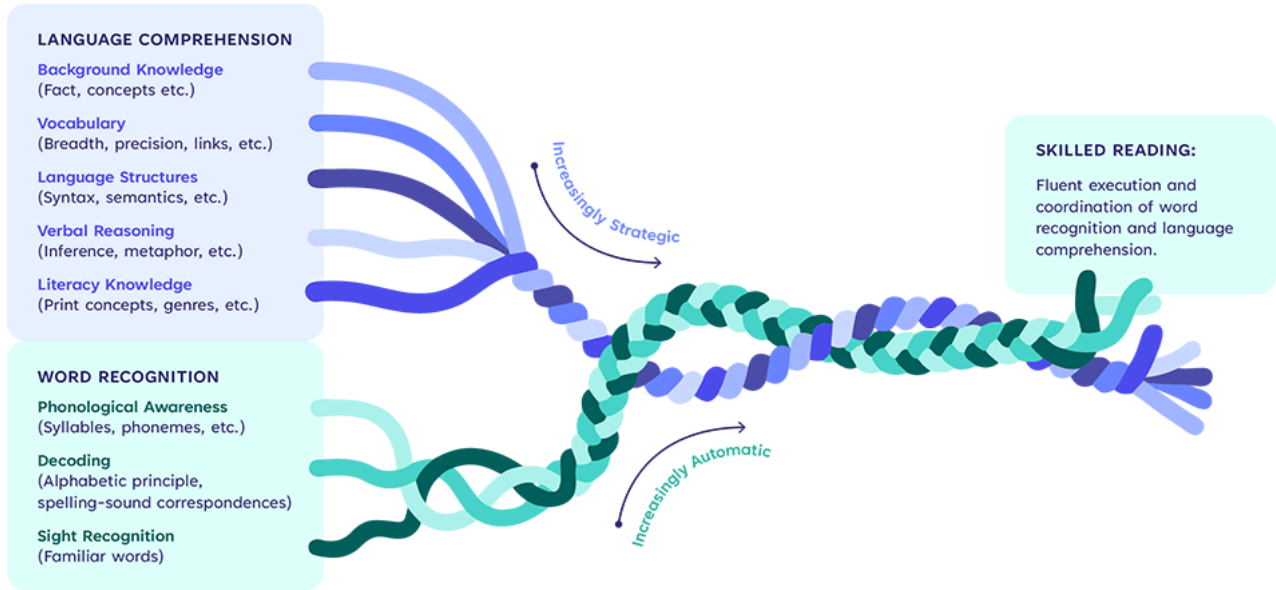
What does your current small-group instruction look like?

How are your current practices aligned or misaligned with Skills Block?

# Structure and Design: Core Curriculum Components

**K–2 Curriculum**
- Module Lessons
- Labs
- Reading Foundations Skills Block

**3–5 Curriculum**
- Module Lessons
- ALL Block *(Additional Language and Literacy)*

**6–8 Curriculum**
- Module Lessons

The K-2 Reading Foundations Skills Block is an hour of structure phonics and small-group differentiated instruction.

# Structure and Design: Scarborough's Reading Rope

**LANGUAGE COMPREHENSION**

**Background Knowledge**
(Fact, concepts etc.)

**Vocabulary**
(Breadth, precision, links, etc.)

**Language Structures**
(Syntax, semantics, etc.)

**Verbal Reasoning**
(Inference, metaphor, etc.)

**Literacy Knowledge**
(Print concepts, genres, etc.)

*Increasingly Strategic*

**SKILLED READING:**

Fluent execution and coordination of word recognition and language comprehension.

**WORD RECOGNITION**

**Phonological Awareness**
(Syllables, phonemes, etc.)

**Decoding**
(Alphabetic principle, spelling-sound correspondences)

**Sight Recognition**
(Familiar words)

*Increasingly Automatic*

The components of reading addressed in the Module lessons are at the top of the rope, while the components addressed by Skills Block are the bottom.

# Structure and Design: Skills Block Daily Structure

15-20 minutes

40-45 minutes

**WHOLE GROUP INSTRUCTION**

**SMALL GROUP DIFFERENTIATED INSTRUCTION**

Whole Group Instruction:

_____

_____

_____

_____
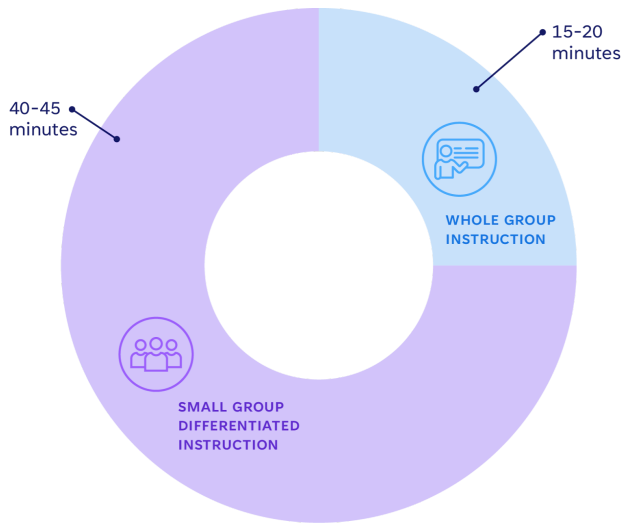
Small Group Differentiated Instruction:

_____

_____

_____

_____

# Getting Started Framework

| Assess | Group | Plan | Prep | Teach |
|---|---|---|---|---|
| Use the ILC EL Education Benchmark Assessments to gather evidence of your students' understanding of foundational skills. | Use the data from the Benchmark Assessments to assign your students to differentiated groups based on microphases. | Use the resources on ILC to plan for Skills Block. | Create organizational structures to contain your rotation materials before teaching Skills Block. Practice the rotations with students. | Teach your Cycle and celebrate your accomplishments and the students' growth. |

# Assessing Students

**Considerations**

How will the Skills Block benchmark assessments affect your existing assessment requirements? Consider time and alignment.

What questions will teachers ask about benchmarks?

# Grouping Students: Phases

**Considerations**

How are teachers using data now?

What are groups based on?

What feels aligned to current practice, and what feels new and/or hard?

## Phases of Reading and Spelling Development (abridged)

| PRE-ALPHABETIC | PARTIAL ALPHABETIC | FULL ALPHABETIC | CONSOLIDATED ALPHABETIC |
|---|---|---|---|
| • Able to identify very few letters, if any<br>• Not yet able to identify letter sounds<br>• Able to identify some environmental print<br>• If tries to spell words, may use a random string of letters or shapes | • Able to identify many upper and lower case letters<br>• Able to identify some letter sounds<br>• Has limited phonemic awareness Has the limited decoding ability<br>• Predicts unknown words by identifying the beginning sound<br>• Able to produce some invented spelling; weak memory for correct spelling | • Able to identify all upper and lower case letters and their associated sounds<br>• Able to blend and segment sounds in a word<br>• Has memorized a growing number of sight words (mostly shorter words)<br>• Growing ability to decode words and non-words<br>• Able to use context to confirm reading of a word in a text<br>• Has a growing memory for correct spelling; some invented spelling | • Able to identify all upper and lower case letters and their associated sounds<br>• Has built a large bank of sight words, including multisyllabic words; learns words more quickly<br>• Able to use context to confirm reading of a word in a text<br>• Has proficient memory for correct spelling; able to draw from alphabetic principles to spell new words |

The phases are based on the work of Dr. Linnea Ehri and alphabetic theory. The Skills Block lessons directly correlate with the skills needed for each microphase.

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## Pre-Alphabetic

| Skill | Early | Middle | Late |
|---|---|---|---|
| Phonological Awareness: Phonemes | No phonemic awareness | | |
| Phonological Awareness: Syllables | Lack of phonological skills with syllables. Cannot yet count syllables in multi-syllabic words. | | |
| Letter Identification and Production | Can identify very few or no letters (possibly only a few letters from own name). Cannot write any letters. | Can identify very few letters (possibly letters from own name and/or a few random uppercase letters). Cannot write any letters. | Can identify and write some letters and identify some sounds. |
| Grapho-phonological Relationships | No knowledge of grapho-phonemic relationship (relationship between graphemes (letters) and phonemes (sounds) | | |
| Decoding Unfamiliar Words | Cannot yet decode. | | |
| Encoding (Spelling) | Cannot yet encode. Attempts may include a string of lines or shapes with determinable relationship to words. | | |
| Automaticity of Words from Memory | Cannot yet identify words from recall (with exception of some environmental print, such as "STOP" on a stop sign). | | |

## Partial Alphabetic

| Skill | Early | Middle | Late |
|---|---|---|---|
| Phonological Awareness: Phonemes | Limited or lack of phonemic awareness. | Limited phonemic awareness. Can identify and/or produce some rhyming words. Can identify some initial and ending sounds (not medial/vowel sounds) in phoneme segmentation of VC and CVC words | Limited phonemic awareness. Can identify and produce some rhyming words. Can identify initial and ending sounds in phoneme segmentation of VC and CVC words, and some digraphs. Minimal confusion with medial vowel sounds. |
| Phonological Awareness: Syllables | Can count syllables in a few multi-syllabic words. | Can count syllables in some multi-syllabic words. | Can count syllables in all multi-syllabic words; can segment and blend a few multi-syllabic words. |
| Letter Identification and Production | Can identify and write some letters, mostly uppercase. | Can identify and write some letters, uppercase and lowercase. | Can identify and write most uppercase and lowercase letters. |
| Grapho-phonological Relationships | Limited knowledge of grapho-phonemic relationship. Frequently confuses similar graphemes and phonemes in letter identification by sound and sound by letter. | Knowledge of grapho-phonemic relationship for most consonants. Frequently confuses short vowel sounds. | Knowledge of grapho-phonemic relationship for consonants and most vowels. Some confusion over similar short vowel sounds (e.g., /a/ and /e/). |
| Decoding Unfamiliar Words | Applies limited knowledge of grapho-phonemic relationship to decoding words. Can identify a few initial letter/sounds to predict unfamiliar words. May also use contextual clues to predict words | Applies partial knowledge of grapho-phonemic relationship to decoding skills. Can identify some initial and final letter/sounds to predict unfamiliar words. May also use contextual clues to predict words. | Applies full knowledge of grapho-phonemic relationship to decoding skills. Can identify all initial, final, and medial letters/ sounds to decode unfamiliar words. May also use contextual clues to predict words. |
| Encoding (Spelling) | Beginning to partially spell words phonetically using most salient sounds. Does not spell words correctly | Partial phonetic (invented) spellings include most initial and final sounds. Does not spell words correctly. | Partial phonetic (invented) spellings include most initial and final sounds, with some vowel sounds. Spells a few words correctly |
| Automaticity of Words from Memory | Can recognize a few simple high-frequency words based on exposure but easily confuses similarly spelled words. | | |

## Full Alphabetic

| Skill | Early | Middle | Late |
|---|---|---|---|
| Phonological Awareness: Phonemes | Can identify and produce rhyming words. Can segment and blend many single-syllable words. | | Full phonemic awareness developed. Able to identify and produce rhyming words. Can segment and blend all singlesyllable words. |
| Phonological Awareness: Syllables | Can segment and blend some multisyllabic words. | | Can segment and blend most multisyllabic words. |
| Letter Identification and Production | Can identify and write all uppercase and lowercase letters. | | |
| Grapho-phonological Relationships | Knowledge of grapho-phonemic relationship for consonants and vowels. | Knowledge of grapho-phonemic relationship for consonants, vowels, consonant digraphs, and some inflectional endings | Knowledge of grapho-phonemic relationship for consonants, vowels, consonant digraphs, most inflectional endings, and some affixes. |
| Decoding Unfamiliar Words | Can decode unfamiliar words and nonwords that are regularly spelled. Uses context to confirm or discard decoding. | | |
| Encoding (Spelling) | Phonetically accurate spellings include dominant sounds in sequence (e.g., correct initial and final sounds with short vowel sounds). Spell some words with correct spelling. | Phonetically accurate spellings include more complete representation of sounds (e.g., correct initial and ending sounds including consonant digraphs, short vowels, magic "e" long vowel sounds. Spells some words with correct spelling. | Phonetically accurate spellings include complete representation of medial vowel sounds. Shows awareness of short vowel and long vowel (magic "e," vowel teams, r-controlled vowel) patterns. Spells most words with correct spelling. |
| Automaticity of Words from Memory | High-frequency word memory is becoming more automatic, unitized, and growing. Limited to mostly single syllable or two-syllable regularly spelled words, with some irregularly spelled words. | | |

## Consolidated Alphabetic

| Skill | Early | Middle | Late |
|---|---|---|---|
| Phonological Awareness: Phonemes | Full phonemic awareness developed. Able to identify and produce rhyming words. Can segment and blend all single-syllable words | | |
| Phonological Awareness: Syllables | Can segment and blend all multisyllabic words | | |
| Letter Identification and Production | Can identify and write all uppercase and lowercase letters. | | |
| Grapho-phonological Relationships | Grapho-syllabic connections becoming increasingly apparent (can identify and use knowledge of rules connected to some syllable types). | Grapho-syllabic connections predominate (can identify and use knowledge of rules connected to most syllable types). | Grapho-syllabic connections predominate (can identify and use knowledge of rules connected to all syllable types). |
| Decoding Unfamiliar Words | Applies some grapho-syllabic connections to decoding words. Decodes many unfamiliar words and non-words with increasing proficiency. Unfamiliar words in context read by decoding or analogy. Uses context to confirm or discard decoding. | | Applies full grapho-syllablic connections to decoding words. Decodes many unfamiliar words and non-words proficiently, automatically, and accurately. Unfamiliar words in context read by decoding or analogy. Uses context to confirm or discard decoding. |
| Encoding (Spelling) | Uses grapho-syllabic and grapho-phonemic knowledge to spell words correctly. Spells all words with correct spelling. | | |
| Automaticity of Words from Memory | High-frequency word memory is accurate, automatic, unitized, and expanding rapidly; includes some irregularly spelled and multi-syllabic words. Applies grapho-syllabic connections to some words. | High-frequency word memory is accurate, automatic, unitized, and expanding rapidly; includes some irregularly spelled and multi-syllabic words. Applies grapho-syllabic connections to most words. | High-frequency word memory is accurate, automatic, unitized, and expanding rapidly; includes some irregularly spelled and multi-syllabic words. Applies grapho-syllabic connections to all words. |

# Planning for Instruction

## Considerations

What tools/resources do teachers currently use to plan?

How will planning practices change for teachers?

# Preparing for Skills Block

**Considerations**

What does your current reading foundational block look like, and how do teachers prepare for teaching?

How will preparation change or stay the same?

# Teaching Skills Block

**Considerations**

What shifts are high-leverage and more likely to impact teachers' practice and student outcomes?

How can you prioritize those shifts?

## PLC Ideas

Think about what you've learned today and the supports teachers will need.

Collaborate with others to sketch out PLC ideas.

**Guiding Questions**

What norms and expectations will you set for curriculum-based PLC discussions?

Based on your learning today, what PLC topics will teachers benefit from when getting started?

How will you make room for continued learning of the curriculum?