IES Institute of Education Sciences

Integrating Reading Foundations: A Tool for College Instructors of Pre-service Teachers

Integrating Reading Foundations: A Tool for College Instructors of Pre-service Teachers

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This tool is designed to assist college instructors in building pre-service teachers' knowledge of evidence-based strategies for helping students in kindergarten through grade 3 acquire the language and literacy skills to succeed academically. This tool is intended for use in conjunction with the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* practice guide produced by the What Works Clearinghouse™ (WWC), an investment of the Institute of Education Sciences at the U.S. Department of Education. College instructors can use the lessons in this tool to provide collaborative learning experiences that engage pre-service teachers in activities that expand their knowledge base as they read, discuss, share, and apply the key ideas and strategies presented in the WWC practice guide.

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INTRODUCTION

A Tool to Support Pre-service Teachers' Understanding of Foundational Reading Skills

The ability to read is one of the most important skills a student will ever learn, beginning with mastering foundational reading skills in the early grades. Therefore, it is critical that primary grade teachers have the knowledge and ability to provide high quality instruction in foundational reading skills.

Recognizing that the What Works Clearinghouse (WWC) practice guide *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* (Foorman et al., 2016) presents Recommendations and How-to steps for teaching reading grounded in research, members of the Regional Educational Laboratory Southeast Governing Board requested a tool that would integrate the Recommendations into reading instruction courses in teacher preparation programs.

This tool provides lesson cycles for college instructors of pre-service teachers, along with a summary of the WWC practice guide information and videos that pre-service teachers will use as a resource. The tool can enhance the training that pre-service teachers receive in their reading instruction courses, reinforce the concepts presented in those courses, and better prepare them to teach reading effectively beginning on day one.

This tool may be used by college instructors in an accredited college course or other pre-service teacher setting. Through the collaborative learning experiences enabled by this tool, pre-service teachers will expand their knowledge base as they read, discuss, share, and apply the key ideas and strategies presented in the WWC practice guide, an investment of the Institute of Education Sciences at the U.S. Department of Education. When paired with the WWC practice guide, the information and resources in this tool provide pre-service teachers with instructional recommendations that can be implemented in conjunction with existing standards or curricula; the tool does not recommend a particular curriculum.[1]

Background on the Companion WWC Practice Guide

The *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide provides a systematic review of the past 20 years of reading research to support teachers in developing students' foundational reading skills. The practice guide focuses on skills that enable students to read words, relate those words to their oral language, and read books with sufficient accuracy and fluency to understand them.

The WWC practice guide describes four research-based Recommendations that educators can apply to improve the foundational reading skills of students in the early grades. Each Recommendation includes How-to steps that provide examples for how to carry it out with students. The Recommendations and How-to steps are summarized in table 1.

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1. For in-service teachers, *The Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* (Kosanovich & Foorman, 2016) supports implementation of the Recommendations provided in the WWC practice guide *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* (Foorman et al., 2016).

Table 1. Four Recommendations to improve foundational reading skills from the What Works Clearinghouse practice guide

Recommendation		How-to step to carry out the Recommendation	
RECOMMENDATION **1**	Teach students academic language skills, including the use of inferential and narrative language, and word knowledge.	HOW-TO STEP **1**	Engage students in conversations that support the use and comprehension of inferential language.
		HOW-TO STEP **2**	Explicitly engage students in developing narrative language skills.
		HOW-TO STEP **3**	Teach academic vocabulary in the context of other reading activities.
RECOMMENDATION **2**	Develop awareness of the segments of sound in speech and how they link to letters.	HOW-TO STEP **1**	Teach students to recognize and manipulate segments of sounds in speech.
		HOW-TO STEP **2**	Teach students letter–sound relations.
		HOW-TO STEP **3**	Use word building and other activities to link students' knowledge of letter–sound relations with phonemic awareness.
RECOMMENDATION **3**	Teach students to decode words, analyze word parts, and write and recognize words.	HOW-TO STEP **1**	Teach students to blend letter–sound and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation.
		HOW-TO STEP **2**	Instruct students in common sound–spelling patterns.
		HOW-TO STEP **3**	Teach students to recognize common word parts.
		HOW-TO STEP **4**	Have students read decodable words in isolation and in text.
		HOW-TO STEP **5**	Teach regular and irregular high-frequency words so that students can recognize them efficiently.
		HOW-TO STEP **6**	Introduce non-decodable words that are essential to the meaning of the text as whole words.
RECOMMENDATION **4**	Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.	HOW-TO STEP **1**	As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification.
		HOW-TO STEP **2**	Teach students to self-monitor their understanding of the text and to self-correct word-reading errors.
		HOW-TO STEP **3**	Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.

Description and Use of this Tool by College Instructors

This tool is organized to follow the typical developmental progression through which students learn to read. Although it is recommended that you use this tool sequentially, the resources are designed to be used flexibly. Therefore, you may select resources to share with pre-service teachers based on course requirements and structure.

The purpose of this tool is to provide you with lesson cycles that contain a framework for presenting pre-service teachers with information from the WWC practice guide. The expectation is that you will read the directions in each lesson and employ your own teaching style to convey the information, discuss topics, explain activities, and so forth. Reading the directions verbatim to the group is not recommended, as that is likely to reduce participants' active engagement.

To ensure an efficient and productive learning experience, you should study the relevant content and prepare all the materials prior to each class session. When the tool provides answers to discussion questions and exercises, the answers are printed in italics following the discussion question or exercise. If no answer is indicated, then answers will vary depending on participants' knowledge and experience. You might also want to read the related portion of the WWC practice guide, though that is not required for effective delivery of the lessons.

The tool will be easier for you to use if you print it and place it in a three-ring binder so that you can refer to it during class sessions.

You and the pre-service teachers will need internet access and familiarity with using PDF files and playing videos on YouTube in order to download the contents of the tool and access the videos. You will also need a computer with a large screen if you wish to show the videos in class sessions. Alternatively, pre-service teachers can play videos on their personal devices, either in class or independently before a class session. You might also want to ask the pre-service teachers to print the appropriate worksheets from the appendixes and bring them to class along with blank paper (for jotting down ideas and completing short activities), perhaps in a three-ring binder, or to use personal devices to access the worksheets and notetaking programs during class. All tool materials are available online at https://ies.ed.gov/ncee/edlabs/regions/southeast/preservice.

If you teach the course online, you should try to use all the functions available within the institution's online course platform. Discussion boards, live streaming, and group chats can be used in place of the whole class and small group discussions that are recommended for each lesson in this tool. In addition, the pre-service teachers can complete and submit all worksheets and observation logs electronically.

Each of the 12 lessons in this college instructor tool includes the following:

- A *Recommendation* is drawn from the WWC practice guide, and *How-to steps* for pre-service teachers describe how to carry out the Recommendation.

- The *Resources* provide recommended readings from the WWC practice guide and links to videos.

- The *Overview* briefly describes the purpose of the lesson.

- *Explore New Practices* includes two sections:

  - The *Access Prior Knowledge* asks pre-service teachers to share their thoughts and prior experiences in practicums, classroom observations, or other experiences they have had with classroom instruction.

  - The *Move into New Learning* section includes three subsections (Explain, Guided Practice, and Videos) that can be repeated, depending on the complexity of the Recommendation.

    - The *Explain* subsection describes the foundational reading skills relevant to the Recommendation. Important terms are indicated in bold type and are also defined in the WWC practice guide glossary.

    - The *Guided Practice* subsection provides opportunities for pre-service teachers to gain a better understanding of foundational reading skills by engaging in brief activities. Small-group activities give participants an opportunity to work in twos or threes before sharing with the entire group. You may wish to interact with groups during the activities and provide feedback to guide the activities. The activities are clearly explained in each lesson plan.

    - The *Video* subsection provides guidance on when to watch each video during the lesson. These videos provide further explanation for a particular How-to step from the WWC practice guide or demonstrate teachers implementing a How-to step. Although each video represents practices specific to one grade level, all practices can be implemented across kindergarten through grade 3 according to students' needs. To provide opportunity for reflection on each video, ask pre-service teachers to complete the corresponding *Video Reflection Worksheet* in the appendix that corresponds to the lesson (see below). (Appendix 1 contains lesson 1 worksheets, appendix 2 contains lesson 2 worksheets, and so forth.) The lesson plans also include discussion questions aligned to the Video Reflection Worksheet that you can use to guide class discussion. The videos aligned to each lesson are listed in table 2 and are available online at https://www.youtube.com/playlist?list=PLVHqsnePfULo3KA8dspX6558xwZxVr2rB.

- *Compare Newly Learned Strategies to Observed Practices* includes guiding questions related to each Recommendation to focus pre-service teachers' observations in the practicum setting. The *Observation Log* in the corresponding appendix provides an opportunity for pre-service teachers to reflect on their observations.

- *Appendixes*. The appendixes include *Video Reflection Worksheets* and *Observation Logs* for pre-service teachers to complete. These resources, which pertain to specific Recommendations and How-to steps, are keyed to each lesson. Pre-service teachers may complete the worksheets before the lesson or during a class session when the videos are shown. After each lesson and while observing instruction in a practicum setting, pre-service teachers should complete the *Observation Logs*.

Table 2. Videos of practices for the How-to steps in the WWC practice guide

Video Title	Lesson	Link
Video 1: Inferential Language, Read Aloud & Discussion, Grade K/1	1	https://youtu.be/JshNkNrblkA
Video 2: Inferential Language, Read Aloud & Discussion, Grade 3	1	https://youtu.be/g39Fw3B7waw
Video 3: Narrative Language, Connectives	2	https://youtu.be/hNxBfrrKwBw
Video 4: Narrative Language, Prediction	2	https://youtu.be/FgFwOh7Y-10
Video 5: Narrative Language, Retell	2	https://youtu.be/Ue6eTIfI59Y
Video 6: Narrative Language, Main Idea	2	https://youtu.be/MXLek726ww4
Video 7: Narrative Language, Cause & Effect	2	https://youtu.be/3w3zLUBsF0k
Video 8: Morphology	3	https://youtu.be/KMbuIYgRlBU
Video 9: Academic Vocabulary in Text	3	https://youtu.be/bKWk6AamqTY
Video 10: Sentence Segmentation	4	https://youtu.be/qc6qMzRL4Fg
Video 11: Compound Words	4	https://youtu.be/-xHuS-Cx828
Video 12: Syllables	4	https://youtu.be/gaodKlCjwUg
Video 13: Rhyme	4	https://youtu.be/CrqvVnJx-dA
Video 14: Onset & Rime	4	https://youtu.be/X-vj1E6pS_w
Video 15: Phonemes Linked to Letters	4	https://youtu.be/6wjU03hjOvs
Video 16: Phonemes	4	https://youtu.be/eB1d5C_SOF8
Video 17: Letter-Sounds	5	https://youtu.be/K4XEDJIugxM
Video 18: Word-Building	5	https://youtu.be/4Tm2U2zOQ_M
Video 19: Letter–Sound to Phonemic Awareness Link: CVCe	5	https://youtu.be/_ZU5Hl_P0J4
Video 20: Advanced Word-Building	5	https://youtu.be/xcMcHwU9v3A
Video 21: Blending by Chunking; Blending by Sounding Out	6	https://youtu.be/WyEHjrbxHcM
Video 22: Building Words with Sound Boxes	7	https://youtu.be/HTBiusQHpnQ
Video 23: Vowel Pattern Word Sort	7	https://youtu.be/aOi59bWZwvo
Video 24: Base Word, Prefix, Suffix	8	https://youtu.be/8XqGqbso_4o
Video 25: Syllable Sort	8	https://youtu.be/fP42BfQuuvM
Video 26: Contractions	8	https://youtu.be/1LB2thPMpBY
Video 27: Derivational Suffix	8	https://youtu.be/NS386j-cyu4
Video 28: Word Analysis Strategy	8	https://youtu.be/RmKY3RFmajk
Video 29: Decodable Words in Isolation and in Text	9	https://youtu.be/qJuj-UqKhJw
Video 30: High-Frequency Words	10	https://youtu.be/kLmkg_IYY6g
Video 31: Non-Decodable Words	10	https://youtu.be/mNMLCaWka18

Video Title	Lesson	Link
Video 32: Word Reading Strategies	11	https://youtu.be/aQkze-xt5M4
Video 33: The Fix It Game	11	https://youtu.be/Kmy4VOKM2q8
Video 34: Repeated Reading	12	https://youtu.be/8q2mvF_6K6M
Video 35: Partner Reading	12	https://youtu.be/qV15vc3jT0Y
Video 36: Choral Reading	12	https://youtu.be/rQFlnAukEFs
Video 37: Echo Reading	12	https://youtu.be/4gRXca5G-Ow
Video 38: Alternated Reading	12	https://youtu.be/gRQAjuUUSTU

Lessons and Suggested Order for Addressing Recommendations

The timeline for completing the lessons is flexible. To address the four Recommendations in the WWC practice guide, this tool presents an optional Introductory Session plus 12 lessons that can each be completed within one class session. However, you might want to spend more than one class session on a lesson, to discuss certain topics in more depth. Alternatively, if there is not enough time to complete an entire lesson in one class session, you could divide a lesson into shorter segments.

This tool is structured according to the developmental progression of learning to read presented in the WWC practice guide. Therefore, it is recommended that you conduct the lessons in order, beginning with the introductory session. If needed, however, the resources may be used flexibly to align with the college course content.

The lessons that address each WWC practice guide Recommendation are listed in table 3. You can present the brief introductory session before conducting lesson 1 or at the beginning of lesson 1.

Table 3. Lessons, topics, and pages aligned with the four Recommendations from the WWC practice guide

Lesson	Title	Practice guide section	Practice guide pages
1	Inferential Language	Recommendation 1 Step 1	6–9
2	Narrative Language	Recommendation 1 Step 2	9–11
3	Academic Vocabulary	Recommendation 1 Step 3	11–13
4	Segments of Sound in Speech	Recommendation 2 Step 1	14–18
5	Letter–Sound Relations Letter–Sound and Phonemic Awareness Link	Recommendation 2 Step 2 and 3	18–21
6	Blending	Recommendation 3 Step 1	22–25
7	Common Sound–Spelling Patterns	Recommendation 3 Step 2	25–26
8	Common Word Parts	Recommendation 3 Step 3	26–27
9	Decodable Words	Recommendation 3 Step 4	28
10	High-Frequency Words Non-Decodable Words	Recommendation 3 Step 5 and 6	28–31
11	Accurate and Efficient Word Identification Self-Monitor and Self-Correct	Recommendation 4 Step 1 and 2	32–35
12	Oral Reading with Feedback	Recommendation 4 Step 3	35–37

References

Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., et al. (2016). *Foundational skills to support reading for understanding in kindergarten through 3rd grade* (NCEE No. 2016–4008). U.S. Department of Education, National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences. https://ies.ed.gov/ncee/wwc/.

Kosanovich, M., & Foorman, B. (2016). Professional learning communities facilitator's guide for the What Works Clearinghouse practice guide: Foundational skills to support reading for understanding in kindergarten through 3rd grade (REL 2016–227). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. https://ies.ed.gov/ncee/edlabs/.

Introductory Session

You will be able to use this tool most effectively if pre-service teachers are familiar with the WWC practice guide; however, the tool has been developed to support pre-service teachers in gaining knowledge of foundational reading skills regardless of their familiarity with the WWC practice guide. Therefore, you may use your discretion in determining whether to include the Introductory Session with each lesson and whether to ask pre-service teachers to read the related portions of the WWC practice guide before each lesson. For the Introductory Session each pre-service teacher should have a copy of the WWC practice guide, sticky notes or tabs, and a pencil or pen.

In the Introductory Session, follow these steps.

1. Acknowledge the widely varying and often substantial prior knowledge that pre-service teachers might already have about teaching beginning reading. Ask pre-service teachers to share their ideas about key steps for young children in learning to read.

2. Explain that the WWC practice guide summarizes the research on teaching foundational reading skills to students in kindergarten through grade 3. The WWC practice guide includes four Recommendations and related How-to steps for implementing evidence-based teaching practices. The knowledge that pre-service teachers acquire from this course and the WWC practice guide should prove useful as they strive to support their future students in meeting the rigorous requirements of state standards. In addition, the WWC practice guide can serve as an ongoing resource for pre-service teachers.

3. Use a jigsaw activity to engage pre-service teachers in reviewing the information in the Introduction of the WWC practice guide (pages 1–5). Assign each pre-service teacher (or small group of pre-service teachers) a portion of the text to read and then summarize for the group. This activity will help the pre-service teachers understand the development of the WWC practice guide, preview the Recommendations, and review the summary of supporting research.

   If further explanation seems necessary, highlight the following for one or more of the groups: *The WWC practice guide provides Recommendations intended to describe the essential components of good classroom instruction for English-speaking general education students and provides teachers with deep knowledge and shared understanding of these critical components.* Have the pre-service teachers examine in more depth the Overview section for each Recommendation and the corresponding How-to steps of the WWC practice guide (page 2).

4. Lead the pre-service teachers in a brief walk-through of the remainder of the WWC practice guide. Make sure that each pre-service teacher has sticky notes. As you proceed through the Overview section, suggest that pre-service teachers place a sticky note on the first page of each section and label the note to indicate the topic. These notes will help them quickly locate what they need until they become more familiar with the organization of the WWC practice guide.

Table 4 provides an overview of the WWC practice guide and suggests labels for each section. When walking pre-service teachers through the Recommendations sections that begin on page 6 of the WWC practice guide, explain that each Recommendation includes a description, a summary of the level of evidence, and 3–6 How-to steps explaining how to carry out the Recommendation. Each step presents supporting examples and visuals. At the end of each Recommendation, there is a section on potential obstacles, advice for overcoming the obstacles, and a discussion of questions and concerns that users might have.

Table 4. Overview of the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* practice guide

Selection/topic (page)	Description
Title Page (page i)	Lists the members of the panel of experts, research staff, and other contributors to the practice guide
Table of Contents (page iii)	Lists the main sections, tables, and exhibits. *(Label: Table of Contents)*
Introduction (page 1)	Provides background on the practice guide's development, its overarching themes, a list of the Recommendations, and a summary of supporting research, and describes how to use the guide and how it aligns with other WWC practice guides. *(Label: Introduction)*
Overview of Recommendations (page 2)	Lists the four Recommendations and the How-to steps for implementing each Recommendation in the K–grade 3 classroom. The How-to steps provide the nuts and bolts, giving specific ideas and teaching strategies for each Recommendation. *(Label: Overview of Recommendations)*
IES Levels of Evidence for Practice Guides (page 3)	A table shows the level of evidence for each Recommendation. Ratings of strong, moderate, and minimal are used to describe the level of research evidence available to support a given Recommendation. *(Label: Levels of Evidence)*
Recommendations 1–4 (page 6–37)	Each Recommendation includes a description, a summary of the level of evidence, and How-to steps for carrying out the Recommendation in the classroom. Each How-to step presents supporting examples and visuals. At the end of each Recommendation a section on potential obstacles offers advice from the panel of experts to address users' questions and concerns to help overcome the obstacles. *Recommendation 1 (page 6)*: Teach students academic language skills, including the use of inferential and narrative language, and word knowledge. *(Label: Recommendation 1: Academic Language)* *Recommendation 2 (page 14):* Develop awareness of the segments of sound in speech and how they link to letters. *(Label: Recommendation 2: Phonological Awareness and Letter–Sounds)* *Recommendation 3 (page 22):* Teach students to decode words, analyze word parts, and write and recognize words. *(Label: Recommendation 3: Decode, Analyze, Write, and Recognize Words)* *Recommendation 4 (page 32):* Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. *(Label: Recommendation 4: Fluency and Reading Comprehension)*
Glossary (page 38)	Provides a glossary of terms. *(Label: Glossary)*
Appendixes (page 43)	*WWC practice guide appendix A (page 43):* Provides more detail about how the Institute of Education Sciences chooses topics for practice guides, how the guides are developed, levels of evidence, and how panels of expert reach consensus on Recommendations. *(Label: Appendix A–Practice Guides)* *WWC practice guide appendix D (page 52):* Discusses the rationale for evidence ratings. *(Label: Appendix D–Evidence Ratings)*
References (page 91)	Provides bibliographical entries for the practice guide. *(Label: References)*

LESSON 1. INFERENTIAL LANGUAGE

> **Featured Recommendation from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and word knowledge.

> **Featured How to Carry Out the Recommendation step from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> How-to Step 1: Engage students in conversations that support the use and comprehension of inferential language.

Resources

- Pages 1–9 of the What Works Clearinghouse *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* practice guide.

- Videos:

  - Video 1: Inferential Language, Read Aloud and Discussion, Grades K/1 https://youtu.be/JshNkNrblkA.

  - Video 2: Inferential Language, Read Aloud and Discussion, Grade 3 https://youtu.be/g39Fw3B7waw.

- *Video Reflection Worksheets* (see appendix 1).

- *Inferential Language Observation Log* (see appendix 1).

Overview

Academic language is a component of oral language. Academic language skills include inferential language skills, narrative language skills, and academic vocabulary knowledge. This lesson focuses on developing inferential language skills. Inferential language focuses on topics removed from the here and now.

Explore New Practices

Access Prior Knowledge

- Ask pre-service teachers to write what they know about inferential language skills. Have them use their written notes to debrief as a class or in small groups. Encourage pre-service teachers to update these notes throughout the lesson as they build on or clarify their understanding.

- In small groups have pre-service teachers describe, based on their observations in practicum settings, the instructional practices for engaging K–3 students in developing inferential language skills and to indicate how effective they consider these practices to be.

Move into New Learning

Explain

Academic language skills and social language skills differ. Academic language skills usually require instruction while social language skills are typically developed informally, outside of school, through interactions with family and friends. It is important for beginning readers to develop **inferential language skills** to support comprehension. Inferential language involves the ability to articulate ideas beyond the immediate context. Engage students in conversations before, during, or after read-alouds and implement other activities using higher-level thinking and open-ended questions to enhance students' inferential language. Teachers should model and prompt students to help them develop inferential language skills. Extend students' learning by engaging students in small-group conversations with a designated student as the group leader.

Here are examples of open-ended questions a teacher might ask to elicit inferential language from students in response to informational text:

- *Why do birds fly south for winter?*

- *What would happen if you planted a tree in the desert?*

- *Why is it important to recycle?*

- *How can we encourage people to recycle?*

Here are examples of open-ended questions a teacher might ask to elicit inferential language from students in response to narrative text:

- *Why did the character do what he or she did?*

- *What else could he or she have done?*

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- *What would you have done in that situation?*

Guided Practice

Ask pre-service teachers to:

- Create examples of open-ended questions for narrative/informational text. For example, what open-ended questions could teachers ask students after reading the narrative story *Goldilocks and the Three Bears*? What open-ended questions could teachers ask after reading an informational text that tells about bears hibernating?

- Share examples in small groups.

Video

Show the *Inferential Language, Read Aloud and Discussion, Grades K/1* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 1.

After pre-service teachers have viewed the video, ask them to do the following:

- Identify examples of the teacher modeling how to provide reasonable answers that fully address a question and illustrate critical thinking.

  - ***Example response:*** *The teacher said, "I like how you put the question and the answer together. You said, I can describe my cat as black and having sharp claws."*

- Identify an example of how the teacher drew more information from a student who provided a limited response to the teacher's prompt.

  - ***Example response:*** *The teacher said, "Tell your partner why you think a lion is a wild cat."*

- Identify examples of the teacher providing open-ended discussion prompts.

  - ***Example response:*** *The teacher asked, "How can you describe that cat?" and "You mentioned a cat going outside. What do you think would happen if a pet cat that is used to being inside, goes outside?"*

Explain

As students progress in their inferential language skills, ask increasingly complex questions. Model how to provide detailed responses that fully address the questions and show critical thinking.

Video

Show the *Inferential Language, Read Aloud and Discussion, Grade 3* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 1*.*

After pre-service teachers have viewed the video, ask them to do the following:

- Identify examples of the teacher modeling how to provide reasonable answers that fully address a question and illustrate critical thinking.

  - ○ **Example response:** *The teacher prompted students to answer in complete sentences. She said, "As you are sharing today, I want you to be really careful to answer in complete sentences as well as use our discussion prompts to deepen our conversation."*

- Identify an example of how the teacher drew more information from a student who provided a limited response to the teacher's prompt.

  - ○ **Example response:** *The teacher said, "Emma, what in the text made you think that?"*

- Identify examples of the teacher providing open-ended discussion prompts.

  - ○ **Example response:** *The teacher asked, "What would you have done if you were in Luis's situation?"*

Compare Newly Learned Strategies to Observed Practices

Using the *Inferential Language Observation Log* in appendix 1 in a practicum setting, ask pre-service teachers to:

- Identify examples of observed practices that focus on building inferential language skills, and describe how the observed practices are similar to or different from those reflected in the videos.

- Describe what they would do differently in their own future classroom to build inferential language skills. If they have not observed inferential language instruction, ask them to explain how they might incorporate the practices for students in need of more support in developing these skills.

You can decide how to use the completed *Inferential Language Observation Log*. You might decide to begin the next class session with a whole class or small group discussion about the observation log, or you might instruct the pre-service teachers to turn in the log for a class grade and your feedback.

Lesson 2. Narrative Language

> **Featured Recommendation from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and word knowledge.

> **Featured How to Carry Out the Recommendation step from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> How-to Step 2: Explicitly engage students in developing narrative language skills.

Resources

- Pages 9–11 of the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide.

- Videos:

  - Video 3: Narrative Language, Connectives
    https://youtu.be/hNxBfrrKwBw.

  - Video 4: Narrative Language, Prediction
    https://youtu.be/FgFwOh7Y-10.

  - Video 5: Narrative Language, Retell
    https://youtu.be/Ue6eTIfI59Y.

  - Video 6: Narrative Language, Main Idea
    https://youtu.be/MXLek726ww4.

  - Video 7: Narrative Language, Cause and Effect
    https://youtu.be/3w3zLUBsFOk.

- *Video Reflection Worksheets* (see appendix 2).

- *Narrative Language Observation Log* (see appendix 2).

Overview

Academic language is a component of oral language. Academic language skills include inferential language skills, narrative language skills, and academic vocabulary knowledge. This lesson focuses on developing narrative language skills, such as comprehending complex grammatical structures and elements of linguistic structure, making predictions, and summarizing stories or factual information. Narrative language skills include being able to connect events of a story to an experience we have had or to connect pieces of information from informational texts.

Explore New Practices

Access Prior Knowledge

- Ask pre-service teachers to write what they know about narrative language skills. Have them use their written notes to debrief as a class or in small groups. Encourage pre-service teachers to update these notes throughout the lesson as they build on or clarify their understanding.

- In small groups ask pre-service teachers to describe, based on their observations in practicum settings, the instructional practices for engaging K–3 students in developing narrative language skills and to indicate how effective they consider these practices to be.

Move into New Learning

Explain

It is important for beginning readers to develop **narrative language** skills to understand text and engage in discussions that extend across multiple sentences. Narrative language skills include the ability to organize information in a logical sequence and connect that information using complex grammatical structures. The following are examples of complex grammatical structures:

- *A compound sentence is two complete and related thoughts that are joined by a coordinating conjunction. For example, "My favorite food is salad, and my favorite salad ingredient is cucumber."*

- *A subordinate clause cannot stand alone. It begins with a subordinating conjunction that supplements an independent clause. For example, "We'll go to music class when we finish the art project." Here* when *introduces the subordinate clause.*

- *An adverbial clause is a subordinate clause that modifies an adjective, adverb, or a verb. As such, it also begins with a subordinating conjunction that supplements an independent clause. For example, "I jumped as high as I could." Here* as *introduces the adverbial clause.*

- *A prepositional phrase begins with a preposition that is used to demonstrate a relationship such as manner or location. For example, "My shoes are under the chair." Here* under *introduces the prepositional clause.*

Guided Practice

In small groups ask pre-service teachers to:

- Create an example of each grammatical structure (compound sentence, subordinate clause, adverbial clause, and prepositional phrase).

    - **Response:** *Answers will vary.*

Explain

Key elements of narrative language are used to describe experiences or events and **include elements of linguistic structure**. **Connectives** are conjunctions, adverbs, and other devices used to create connections between parts of a narrative. Connectives can help students connect their thoughts and engage in discussions that extend across multiple sentences. Teachers should model connectives at all grade levels. **Scaffolding** is also an important part of instruction. Scaffolding entails introducing each new element or structure, modeling how to use the element to connect and expand ideas, and then providing practice opportunities that use the new elements.

Video

Show the *Narrative Language, Connectives* video, and instruct the pre-service teachers to complete the *Video Reflection Worksheet* in appendix 2.

After pre-service teachers have viewed the video, ask them to do the following:

- Identify the words used in the video as examples of connectives.

    - **Example response:** *Examples of connectives are because, but, then, later, instead, suddenly, so, even though, unlike, before, and during.*

- Explain the role of connectives.

    - **Example response:** *Connectives are words that link two or more ideas in the same sentence or in separate sentences or paragraphs. Connectives can help add information, sequence ideas, and highlight important information.*

Explain

- *Connectives such as* because, but then, instead, later, *and* suddenly *are used between parts of a narrative and are created with conjunctions, adverbs, and other devices.*

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- *Noun phrases such as "*My friend's dog *ate all the yummy treats." Are used for precise descriptions.*

- *Verb phrases such as "He* walked *to the grocery store. He* will ride *the bus home." Denote the timing of events.*

- *Pronoun references such as "Suzie was hungry, so* her *dad made spaghetti with* his *favorite skillet." Provide clear references to pronouns.*

Guided Practice

Ask pre-service teachers to:

- Create examples of each linguistic structure.

  - **Response:** *Answers will vary.*

Explain

Students engage in narrative language by **making predictions**. Students might predict actions in text based on the title and images or might revisit earlier predictions and identify whether the predictions came true.

Video

Show the *Narrative Language, Prediction, Kindergarten* video, and instruct pre-service teachers to complete *Video Reflection Worksheet* in appendix 2*.*

After pre-service teachers have viewed the video, ask them to do the following:

- Identify examples of the teacher providing instruction and feedback to support students' ability to make predictions.

  - **Example responses:** *The teacher explained prediction by using the relatable experience of seeing dark clouds in the sky and predicting it will rain.*

    The teacher read a book and then provided opportunities for students to make predictions about what would happen next in the text.

    The teacher encouraged students to start their predictions by saying, "I predict…." She scaffolded student responses by prompting students to use evidence from the text to support their predictions.

    The teacher also discussed the idea that predictions should make sense.

Explain

Students engage in narrative language by summarizing stories or factual information, which is also referred to as retell. Initially, explain how to organize a good summary and prompt students to include each story element and connect each element appropriately in their summaries. Then, reduce story element prompts and encourage students to produce a summary based on their knowledge of how to produce a summary. Finally, provide prompts only if students omit important information from their summary.

Video

Show the *Narrative Language, Retell, Grade 1* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 2.

After pre-service teachers have viewed the video, ask them to do the following:

- Identify examples of the teacher providing instruction and feedback to support students' ability to retell.

  - ○ ***Example responses:*** *The teacher reminded students that retell involves identifying the important things that happened and the order in which they happened.*

    The teacher read an article aloud and then asked students to retell the story and scaffolded instruction by using prompts such as, "What happened first…?" and "What can you add to that…?"

    The teacher scaffolded instruction by providing a graphic organizer to help students organize the information from the article.

    The teacher prompted students to connect their responses to events in the article. She encouraged students to use the text and "trigger words," such as first *and* next*, to sequence a butterfly's life in logical order.*

Explain

Students engage in narrative language by identifying the main idea in the text. The process of identifying the main idea can be broken up into three steps. First, identify the most important *who* or *what* in the text. Next, identify the most important information about the *who* or *what*. Then, write or say the information in one short sentence.

Video

Show the *Narrative Language, Main Idea, Grade 1* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 2.

After pre-service teachers have viewed the video, ask them to do the following:

- Identify examples of the teacher providing instruction and feedback to support students' ability to identify the main idea.

  - *Example responses: The teacher taught the lesson explicitly by explaining why we find the main idea and how it will help with reading.*

    The teacher provided and explained the three steps to find the main idea. The teacher then asked students to determine the main idea of interesting photographs. As students talked in pairs, the teacher listened and provided feedback by reminding students of the three steps.

    The teacher provided feedback by repeating or rephrasing what students said to both validate their response and provide a model of good narrative language skills.

Explain

Students engage in narrative language by identifying cause and effect in the text. This will help students comprehend narrative and informational text. Teachers can show students how to identify clue words, such as *because, since, so,* and *therefore*, to help determine cause and effect.

Video

Show the *Narrative Language, Cause and Effect, Grade 3* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 2.

After pre-service teachers have viewed the video, ask them to do the following:

- Identify examples of the teacher providing instruction and feedback to support students' understanding of cause and effect.

  Example responses: The teacher has students identify several clue words that will help identify cause and effect in text.

  The teacher provided a graphic with an arrow to show the cause and effect relationship visually.

  The teacher showed students how to code cause and effect in example sentences.

  The teacher provided students with a multi-paragraph text to work on with peers to identify cause and effect. As students talked in pairs, the teacher listened and provided feedback in the form of prompts, for example, "The cause doesn't always go at the beginning of the sentence" and "What came first, backaches or the heavy backpacks?".

Compare Newly Learned Strategies to Observed Practices

Using the *Narrative Language Observation Log* in appendix 2 in a practicum setting, ask pre-service teachers to:

- Identify examples of observed practices that focus on building narrative language skills (connectives, prediction, retell, main idea, cause and effect), and describe how the observed practices are similar to or different from those reflected in the videos.

- Describe what they would do differently in their own future classroom to build narrative language skills. If they have not observed instruction in building narrative language skills, ask them to explain how they might incorporate the practices for students in need of more support in developing these skills.

You can decide how to use the completed *Narrative Language Observation Log*. You might begin the next class session with a whole class or small group discussion about the observations, or you might instruct the pre-service teachers to turn in the log for a class grade and your feedback.

LESSON 3. ACADEMIC VOCABULARY

Featured Recommendation from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide
Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

Featured How to Carry Out the Recommendation step from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide
How-to Step 3: Teach academic vocabulary in the context of other reading activities.

Resources

- Pages 11–13 of the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide.

- Videos:

  - Video 8: Morphology
    https://youtu.be/KMbuIYgRlBU.

  - Video 9: Academic Vocabulary in Text
    https://youtu.be/bKWk6AamqTY.

- *Video Reflection Worksheets* (see appendix 3).

- *Academic Vocabulary Observation Log* (see appendix 3).

Overview

Academic language is a component of oral language. Academic language skills include inferential language skills, narrative language skills, and academic vocabulary knowledge. This lesson focuses on academic vocabulary knowledge.

Explore New Practices

Access Prior Knowledge

- Ask pre-service teachers to write what they know about teaching academic vocabulary in the context of other reading activities. Have them use their written notes to debrief as a

class or in small groups. Encourage pre-service teachers to update these notes through-out the lesson as they build on or clarify their understanding.

- In small groups ask pre-service teachers to describe, based on their observations in practicum settings, the instructional practices for engaging K–3 students in developing academic vocabulary skills and to indicate how effective they consider these practices to be.

Move into New Learning

Explain

Academic vocabulary is an integral part of students' reading, writing, speaking, and listening. Academic vocabulary consists of words that are common in writing and other formal settings and that students need to learn to understand written text. Examples of academic vocabulary include *listen, examine, locate, define, select, contrast, estimate,* and *concentrate*. Academic vocabulary can also include stock phrases that are uncommon in speech, such as the phrase *away they went*.

- Teach words of the following type:

    ○ Words that are relevant in many subject areas.

    ○ Words that support content that students are reading and learning.

- Develop a common set of vocabulary words that align with reading selections and curriculum standards for the year.

    ○ Words should appear frequently across the year in a variety of contexts, and words should be unfamiliar to most students.

    ○ The common set of words can draw on lists of academic vocabulary and common root words.

Guided Practice

Ask pre-service teachers to:

- Identify several potential vocabulary words in multiple subject areas.

    ○ **Response:** *Answers will vary.*

- Share examples in small groups.

Explain

When introducing a new word or phrase, provide a clear and concise definition that primary-grade students will understand, and then give examples of meaningful, supportive sentences that include the word. After introducing new words to students, encourage deeper understanding by providing extended opportunities for them to use and discuss the words. Activities that support deeper understanding allow students to:

• Make connections between a new vocabulary word and other known words.

• Relate the word to their own experiences.

• Differentiate between correct and incorrect uses of the word.

• Generate and answer questions that include the word.

Morphology refers to the knowledge of meaningful word parts in a language (typically the knowledge of **prefixes**, **suffixes**, and **roots** and **base words**). Teaching morphology to students is one way to help them understand academic vocabulary. Morphology can be taught in grades 1–3.

Video

Show the *Morphology* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 3.

After pre-service teachers have viewed the video, ask them to do the following:

• Identify affixes (prefixes and suffixes) presented in the video.

   ○ ***Example responses:*** *un-, mis-, re-, -er, -est, -ful*

• Identify other common prefixes and suffixes that were not presented in the video.

   ○ ***Response:*** *Answers will vary.*

• Share examples in small groups.

Explain

Ensure that students encounter new academic vocabulary words or phrases in many different contexts throughout the day and school year. Review new vocabulary words regularly, incorporate them into conversations and writing assignments, and draw attention to the words when they appear in text.

Video

Show the *Academic Vocabulary in Text* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 3.

After pre-service teachers have viewed the video, ask them to do the following:

- Identify examples of the teacher providing instruction and feedback to support students' ability to use and understand academic vocabulary.

    - **Example responses:** *Students determined the meaning of the word* debate *by reading the article.*

        The teacher explained that sometimes the definition of a word is provided in the text to help us understand that word.

        Students related the word honor *to their own experiences by including it in a sentence of their own.*

        Students read the word honor *in the article and also posted it on the word wall for future use in their writing and discussions.*

Compare Newly Learned Strategies to Observed Practices

Using the *Academic Vocabulary Observation Log* in appendix 3 in a practicum setting, ask pre-service teachers to:

- Identify examples of observed practices that focus on building academic vocabulary skills, and describe how the observed practices are similar to or different from those reflected in the videos.

- Describe what they would do differently in their own future classroom to build academic vocabulary skills. If they have not observed instruction in building academic vocabulary, ask them to explain how they might incorporate the practices for students in need of more support in developing these skills.

You can decide how to use the completed *Academic Vocabulary Observation Log*. You might begin the next class session with a whole class or small group discussion about the observations, or you might instruct the pre-service teachers to turn in the log for a class grade and your feedback.

Lesson 4. Segments of Sound in Speech

> **Featured Recommendation from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters.

> **Featured How to Carry Out the Recommendation step from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> How-to Step 1: Teach students to recognize and manipulate segments of sound in speech.

Resources

- Pages 14–18 of the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide.

- Videos:

  - Video 10: Sentence Segmentation
    https://youtu.be/qc6qMzRL4Fg.

  - Video 11: Compound Words
    https://youtu.be/-xHuS-Cx828.

  - Video 12: Syllables
    https://youtu.be/gaodKlCjwUg.

  - Video 13: Rhyme
    https://youtu.be/CrqvVnJx-dA.

  - Video 14: Onset & Rime
    https://youtu.be/X-vj1E6pS_w.

  - Video 15: Phonemes Linked to Letters
    https://youtu.be/6wjU03hjOvs.

  - Video 16: Phonemes
    https://youtu.be/eB1d5C_SOF86.

- *Video Reflection Worksheets* (see appendix 4).

- *Segments of Sound in Speech Observation Log* (see appendix 4).

Overview

Teaching students to recognize and manipulate the segments of sound in words and to link those sounds to letters is necessary to prepare them to read words and comprehend text. This lesson focuses on teaching students to recognize and manipulate the segments of sound in words, which is also referred to as phonological awareness.

Explore New Practices

Access Prior Knowledge

- Ask pre-service teachers to write what they know about recognizing and manipulating segments of sound in speech. Have them use their written notes to debrief as a class or in small groups. Encourage pre-service teachers to update these notes throughout the lesson as they build on or clarify their understanding.

- In small groups ask pre-service teachers to describe, based on their observations in practicum settings, the instructional practices for engaging grades K–3 students in recognizing and manipulating segments of sound in speech and to indicate how effective they consider these practices to be.

Move into New Learning

Explain

It is important for beginning readers to develop awareness of the **segments of sound** in speech and how they link to letters. **Phonological awareness** prepares students to learn about the individual sounds that letters represent and then recognize those sounds and letters as they are used in words. The WWC practice guide recommends that instruction begin by introducing students to larger segments of sound (words and syllables) and then gradually draw their attention to smaller and smaller sound segments.

Video

Show the *Sentence Segmentation* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 4.

After pre-service teachers have viewed the video, ask them to do the following:

- Identify examples of the teacher providing instruction and feedback to support students' ability to segment words in sentences.

- ○ **Example responses:** *The teacher provided scaffolding to help students who had difficulty with left to right orientation for "Dogs chase cats."*

  The teacher provided corrective feedback and more opportunities for all students to practice "The man wore a green hat," when students omitted the word green.

  Chips were used as a concrete representation of the words.

Explain

After demonstrating for students that sentences can be segmented into individual words, teach students that compound words are words that can be segmented into smaller words.

Video

Show the *Compound Words* video, and instruct the pre-service teachers to complete the *Video Reflection Worksheet* in appendix 4.

After pre-service teachers have viewed the video, ask them, in small groups, to do the following:

- Identify elements of the video that confirm or contradict what they already knew about teaching compound words.

  - ○ **Response:** *Answers will vary.*

Guided Practice

In small groups ask pre-service teachers to:

- Identify five additional compound words appropriate for using the instructional strategies shown in the video.

  - ○ **Response:** *Answers will vary.*

Explain

Distinguishing the **syllables** in words will help build the foundation to **decode** words (translate a word from print to speech using letter–sound relationships) and **encode** words (spell a word based on its sounds) when reading and writing. Blending and segmenting syllables is considered a precursor skill to letter–sound knowledge and **phonemic awareness**, which is the ability to identify and manipulate the smallest units of sound in a word (**phonemes**).

Video

Show the *Syllables* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 4.

After pre-service teachers have viewed the video, ask them to do the following:

- Identify examples of the teacher providing instruction and feedback to support students' ability to blend and segment syllables in words.

  - ***Example responses:*** *Students learned to blend and segment syllables they heard in words by using index cards to represent the syllables.*

    The teacher modeled and provided guided practice.

Explain

Rhyming is a precursor skill to phonemic awareness. Rhyming activities can help students understand how to identify and manipulate the sounds in words.

Video

Show the *Rhyme* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 4.

After pre-service teachers have viewed the video, ask them, in small groups, to do the following:

- Identify elements of the video that confirm or contradict what they already knew about teaching rhyming.

  - ***Response:*** *Answers will vary.*

Guided Practice

In small groups ask pre-service teachers to:

- Identify five sets of words appropriate for use as picture cards of words that rhyme.

  - ***Response:*** *Answers will vary.*

- Identify two sets of words appropriate for use as picture cards of words that don't rhyme.

  - ***Response:*** *Answers will vary.*

Explain

Once students are able to blend and segment syllables in words, teach students to recognize even smaller units within a syllable, which are called **onset** and **rime**. Onset is the initial consonant, consonant blend, or digraph in a syllable. Rime is the vowel and the remaining phonemes in the syllable.

Video

Show the *Onset & Rime* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 4.

After pre-service teachers have viewed the video, ask them, in small groups, to do the following:

- Identify elements of the video that confirm or contradict what they already knew about teaching onset and rime.

  ○ **Response:** *Answers will vary.*

Guided Practice

In small groups ask pre-service teachers to:

- Identify the onset and rime in each of the following one-syllable words: *top, bat, dip, sheep, moon, bee,* and *cow.*

  ○ **Response:** *t-op, b-at, d-ip, sh-eep, m-oon, b-ee, c-ow.*

Explain

Introduce the use of **Elkonin sound boxes** to build phonemic awareness. Important instructional techniques when using sound boxes to build phonemic awareness include:

- Begin using two- or three-phoneme words and words with continuous sounds.

- When using letter-tiles, select words that contain letter sounds that students have already learned.

- As an advanced activity, have students write the letters in boxes, rather than pulling down manipulatives or letter tiles.

Video

Show the *Phonemes Linked to Letters* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 4.

After pre-service teachers have viewed the video, ask them to do the following:

- Identify examples of the teacher providing instruction and feedback to support students' ability to identify phonemes in words and link them to letters.

  - ***Example responses:*** *Students learned how to segment and blend phonemes in two- and three-phoneme words.*

    Students practiced with both sounds (chips) and letters to reinforce the link between phonemic awareness and letter sounds.

    The teacher modeled and provided guided practice.

Guided Practice

In small groups ask pre-service teachers to:

- Draw Elkonin sound boxes and practice using them with the following two-phoneme words: *it, on, egg, key, bee,* and *cow.*

  - ***Example response:*** *The boxes below show how to place the phonemes into Elkonin sound boxes. Ideally, manipulatives such as counters would be used instead of actual letters.*

I	t

o	n

e	gg

k	ey

b	ee

c	ow

- Draw Elkonin sound boxes and practice using them with the following three-phoneme words: *top, bat, sheep, moon,* and *leaf.*

  - ***Example response:*** *The boxes below show how to place the phonemes into Elkonin sound boxes. Ideally, manipulatives such as counters would be used instead of actual letters.*

t	o	p

b	a	t

sh	ee	p

m	oo	n

l	ea	f

Explain

In addition to using Elkonin sound boxes to build phonemic awareness, students can sort words based on their initial, medial, or ending sound.

Video

Show the *Phonemes* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 4.

After pre-service teachers have viewed the video, ask them, in small groups, to do the following:

- Identify elements of the video that confirm or contradict what they already knew about teaching students how to identify phonemes in words.

  - **Response:** *Answers will vary.*

Guided Practice

In small groups ask pre-service teachers to:

- Identify the initial and final phoneme in each of the following words: *shark, cape, chip, tap, heart,* and *log.*

  - **Response:** *s̲h̲ar̲k̲, c̲ap̲e̲, t̲ap̲, h̲ear̲t̲, l̲og̲.*

Compare Newly Learned Strategies to Observed Practices

Using the *Segments of Sound in Speech Observation Log* in appendix 4 in a practicum setting, ask pre-service teachers to:

- Identify examples of observed practices that focus on building awareness of the segments of sound in speech and how they link to letters, and describe how the observed practices are similar to or different from those reflected in the videos.

- Describe what they would do differently in their own future classroom to build awareness of the segments of sound in speech and how they link to letters. If they have not observed instruction in building awareness of the segments of sound in speech and how they link to letters, ask them to explain how they might incorporate the practices for students in need of more support in developing these skills.

You can decide how to use the completed *Segments of Sound in Speech Observation Log*. You might begin the next class session with a whole class or small group discussion about the observations, or you might instruct the pre-service teachers to turn in the log for a class grade and your feedback.

LESSON 5. LETTER–SOUND RELATIONS AND LETTER–SOUND PHONEMIC AWARENESS LINK

> **Featured Recommendation from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters.

> **Featured How to Carry Out the Recommendation steps from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> How-to step 2: Teach students letter–sound relations.
> How-to step 3: Use word-building and other activities to link students' knowledge of letter–sound relationships with phonemic awareness.

Resources

- Pages 18–21 of the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide.

- Videos:

  - Video 17: Letter-Sounds
    https://youtu.be/K4XEDJIugxM.

  - Video 18: Word-Building
    https://youtu.be/4Tm2U2zOQ_M.

  - Video 19: Letter-Sound to Phonemic Awareness Link: CVCe
    https://youtu.be/_ZU5Hl_P0J4.

  - Video 20: Advanced Word-Building
    https://youtu.be/xcMcHwU9v3A.

- *Video Reflection Worksheets* (see appendix 5).

- *Letter–Sound Relations Observation Log* (see appendix 5).

Overview

Teaching students to recognize and manipulate the segments of sound in words and to link those sounds to letters is necessary to prepare them to read words and comprehend text. This lesson focuses on teaching students letter–sound relationships, which is also referred to as the alphabetic principle.

Explore New Practices

Access Prior Knowledge

- Ask pre-service teachers to write what they know about letter–sound relations. Have them use their written notes to debrief as a class or in small groups. Encourage pre-service teachers to update these notes throughout the lesson as they build on or clarify their understanding.

- In small groups ask pre-service teachers to describe, based on their observations in practicum settings, the instructional practices for engaging K–3 students in letter–sound relation activities and to indicate how effective they consider these practices to be.

Move into New Learning

Explain

Once students have gained **phonemic awareness** (learned to isolate phonemes in speech), they should be taught to recognize each letter of the alphabet and its corresponding sound, also known as the **alphabetic principle**. The ability to isolate sounds and then link those sounds to letters will help students read about 70 percent of regular monosyllabic words, such as *dish* and *fun*. The following order of instruction is suggested in the WWC practice guide:

- Build on familiar letters.

- Present consonants and short vowel sounds represented by single letters first.

- Introduce consonant blends and common two-letter consonant digraphs (two letters that make a single sound; for example, *sh, th, ch*).

- Teach long vowels with silent *e* and, finally, two-letter vowel teams.

- Begin with the most common sound each letter or letter combination represents.

- Introduce letters in both uppercase and lowercase.

- Show a memorable picture of a familiar, regular word containing that phoneme (for example, *pig*).

- For each picture, tell students a story that incorporates the corresponding sound of the letter so that they remember the character and the sound when they see the letter in print.

When teaching **consonant blends** (for example, *fl, sm, st*), teach each individual sound in the blend and then ask students to blend the sounds. Teach digraphs as a unit.

Video

Show the *Letter-Sounds* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 5.

After pre-service teachers have viewed the video, ask them to do the following:

- Identify examples of the teacher providing instruction and feedback to support students' ability to learn letter–sound relationships.

    - ***Example responses:*** *Students learned a new letter-sound /p/ and practiced previously learned letter-sounds.*

      When students said /puh/ instead of /p/, the teacher modeled and explained how to pronounce /p/ and provided opportunities for student practice.

      Students used phonemic awareness to help them segment words and then linked that knowledge to letter-sounds they have learned, in order to spell words.

      The teacher provided feedback to students when an error occurred.

      Students spelled familiar words using learned letter-sounds.

      When a student had difficulty spelling the word mad*, the teacher scaffolded instruction by having him say each sound in the word as he spelled it.*

Explain

The final step in teaching students the alphabetic principle is connecting students' awareness of how words are segmented into sounds with their knowledge of different letter–sound relationships. This allows students to begin spelling and decoding words. Sound boxes with letter tiles can be used during word-building activities.

Video

Show the *Word-Building* video, and instruct the pre-service teachers to complete the *Video Reflection Worksheet* in appendix 5.

After pre-service teachers have viewed the video, ask them to do the following:

- Identify examples of the teacher providing instruction and feedback to support students' ability to build words.

  - ***Example responses:*** *Students learned to link phonemic awareness to knowledge of letter-sounds to spell words.*

    Students said, segmented, spelled, and read consonant-vowel-consonant (CVC) words.

    Students manipulated letter-sounds in words to spell other words.

    The teacher modeled and scaffolded beginning spelling and decoding.

    The teacher asked students to explain how they changed the spelling of a word to make a new word.

Explain

After showing students how to build CVC words, provide students with opportunities to build more difficult words as you introduce more advanced phonemic patterns. Moving from CVC words to CVC words with a silent *e* (CVCe) is a good next step.

Video

Show the *Letter-Sound to Phonemic Awareness Link: CVCe* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 5.

After pre-service teachers have viewed the video, ask them, in small groups, to do the following:

- Identify elements of the video that confirm or contradict what they already knew about teaching the CVCe pattern.

  - ***Response:*** *Answers will vary.*

Explain

Continue developing students' word building skills by providing opportunities to build words with two consonants for the initial or final sound (CCVC and CVCC). This will also help students incorporate more complex words into their writing.

Video

Show the *Advanced Word-Building* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 5.

After pre-service teachers have viewed the video, ask them, in small groups, to do the following:

- Identify elements of the video that confirm or contradict what they already knew about teaching the CCVC and CVCC patterns.

  - **Response:** *Answers will vary.*

Guided Practice

In small groups ask pre-service teachers to:

- Identify two CVC, CCVC, CVCC and CVCe words.

  - **Response:** *Answers will vary.*

- Discuss how the identified words might be used in word-building activities such as those presented in the videos.

  - **Example response:** *Answers will vary. Ideally students will identify multiple words that can be made by manipulating, replacing, or adding a letter or multiple letters to the words they identified.*

Compare Newly Learned Strategies to Observed Practices

Using the *Letter–Sound Relations Observation Log* in appendix 5 in a practicum setting, ask pre-service teachers to:

- Identify examples of observed practices that focus on letter–sound relations and their link to phonemic awareness, and describe how the observed practices are similar to or different from those reflected in the videos.

- Describe what they would do differently in their own future classroom to build knowledge of letter–sound relations and their link to phonemic awareness. If they have not observed instruction focused on letter–sound relations and their link to phonemic awareness, ask them to explain how they might incorporate the practices for students in need of more support in developing these skills.

You can decide how to use the completed *Letter–Sound Relations Observation Log.* You might begin the next class session with a whole class or small group discussion about the observations, or you might instruct the pre-service teachers to turn in the log for a class grade and your feedback.

LESSON 6. BLENDING

> **Featured Recommendation from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.
>
> **Featured How to Carry Out the Recommendation step from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> How-to step 1: Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation.

Resources

- Pages 22–25 of the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide.

- Video:

  - Video 21: Blending by Chunking; Blending by Sounding Out
    https://youtu.be/WyEHjrbxHcM.

- *Video Reflection Worksheet* (see appendix 6).

- *Blending Skills Observation Log* (see appendix 6).

Overview

This lesson focuses on blending, which is the process of reading words from left to right by combining each letter or combination of letters in succession.

Explore New Practices

Access Prior Knowledge

- Ask pre-service teachers to write what they know about teaching students to blend letter sounds and sound–spelling patterns to produce a recognizable pronunciation. Have them use their written notes to debrief as a class or in small groups. Encourage pre-service teachers to update these notes throughout the lesson as they build on or clarify their understanding.

- In small groups ask pre-service teachers to describe, based on their observations in practicum settings, the instructional practices for engaging K–3 students in opportunities to practice blending known letter-sounds and sound–spelling patterns to read words and to indicate how effective they consider these practices to be.

Move into New Learning

Explain

Students should receive explicit instruction in reading words from left to right by combining each letter sound or combination of letter sounds in succession. Students can be taught to **blend** by **chunking** or **sounding out**. Chunking is when the sounds are read from left to right, but each sound is added to the previous sound before going on to the next sound in the word. Sounding out is when each letter-sound or sound–spelling pattern is taken one at a time and then they are said together quickly at the end.

Through this process, students should be taught to sound out words smoothly. Sounds should be elongated and connected as much as possible. Listen for students who add a *schwa* sound "uh" after stop sounds. For example, /b/ pronounced as /buh/. This could affect a student's ability to blend recognizable words.

The WWC practice guide panel of experts recommends teaching students to self-monitor by asking themselves whether the word they produced makes sense as a real word. If it does not, they should read the word again to be sure they blended the letter-sounds and sound–spelling patterns correctly.

Video

Show the *Blending by Chunking; Blending by Sounding Out* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 6.

After pre-service teachers have viewed the video, ask them, in small groups, to do the following:

- Identify elements of the video that confirm or contradict what they already knew about teaching word blending.

  - **Response:** *Answers will vary.*

Guided Practice

In small groups ask pre-service teachers to:

- Demonstrate how to blend the following words using both the chunking method and the sounding out method: *cap, stop, dot, sleep,* and *grab*.

  - **Response:** *Answers will vary.*

- Discuss whether chunking or sounding out seems easier or more difficult depending on the word.

  - ***Response:*** *Answers will vary.*

Compare Newly Learned Strategies to Observed Practices

Using the *Blending Observation Log* in appendix 6 in a practicum setting, ask pre-service teachers to:

- Identify examples of observed practices that focus on building blending skills, and describe how the observed practices are similar to or different from those reflected in the videos.

- Describe what they would do differently in their own future classroom to build blending skills. If they have not observed instruction focused on blending skills, ask them to explain how they might incorporate the practices for students in need of more support in developing these skills.

You can decide how to use the completed *Blending Observation Log*. You might begin the next class session with a whole class or small group discussion about the observations, or you might instruct the pre-service teachers to turn in the log for a class grade and your feedback.

Lesson 7. Common Sound–Spelling Patterns

> **Featured Recommendation from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* practice guide**
> Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

> **Featured "How to carry out the Recommendation" Step from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* practice guide**
> How-to step 2: Instruct students in common sound–spelling patterns.

Resources

- Pages 25–26 of the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide.

- Videos:

  ○ Video 22: Building Words with Sound Boxes
  https://youtu.be/HTBiusQHpnQ.

  ○ Video 23: Vowel Pattern Word Sort
  https://youtu.be/aOi59bWZwvo.

- *Video Reflection Worksheets* (see appendix 7).

- *Common Sound–Spelling Patterns Observation Log* (see appendix 7).

Overview

This lesson focuses on instructing students in common sound–spelling patterns.

Explore New Practices

Access Prior Knowledge

- Ask pre-service teachers to write what they know about common sound–spelling patterns. Have them use their written notes to debrief as a class or in small groups.

Encourage pre-service teachers to update these notes throughout the lesson as they build on or clarify their understanding.

- In small groups ask pre-service teachers to describe, based on their observations in practicum settings, the instructional practices for engaging K–3 students in activities for learning about common sound–spelling patterns and to indicate how effective they con-sider these practices to be.

Move into New Learning

Explain

Students should receive explicit instruction in common sound–spelling patterns, which are letter combinations that form a unique sound.

There are three categories of sound–spelling patterns, and the WWC practice guide panel of experts recommends teaching them in the following order:

- Consonant patterns, which include consonant **digraphs**, trigraphs, blends, and silent-letter combinations.

- Vowel patterns, which include vowel teams, vowel **diphthongs**, *r*-controlled vowels, long *e*, and long *a*.

- Syllable-construction patterns, which include closed syllables, CVCe*,* open syllables, vowel teams, vowel-*r*, and consonant-*le*.

Video

Show the *Building Words and Sound Boxes* video, and instruct pre-service teachers to com-plete the *Video Reflection Worksheet* in appendix 7.

After pre-service teachers have viewed the video, ask them to do the following:

- Explain why the silent-*e* should be placed outside the sound boxes.

  ○ **Example response:** *The silent*-e *should be placed outside the sound boxes because it does not represent a spoken phoneme.*

- Explain why consonant digraphs should be placed in one box.

  ○ **Example response:** *Consonant digraphs (for example,* sh, th, ph*) should be placed in one box because they represent one* phoneme*.*

- Explain where a vowel team (for example*, oa, ea, igh*) should be placed? Why?

  - ○ **Example response:** *Vowel teams (for example,* oa, ea, igh*) should be placed in one box because they represent one phoneme.*

- Explain where an *r*-controlled vowel (for example, *ar, er, ir*) should be placed? Why?

  - ○ **Example response:** R-*controlled vowels (for example,* ar, er, ir*) should be placed in one box because they are considered a letter combination and represent one phoneme.*

Guided Practice

Ask pre-service teachers to:

- Write the following words: *paid, pay, main, star, chew, safe*.

- Draw boxes around letters or combinations of letters to show how the word would be broken up into sound boxes.

  - ○ **Example response:** *The boxes below show how to break up the words into sound boxes. Notice that for the word* safe*, the silent e is placed outside the last box.*

p	ai	d

p	ay

m	ai	n

ch	ew

s	a	f	e

Explain

Students can read increasingly complex words by learning to recognize these common sound–spelling patterns and identifying smaller parts of the words as they read.

Video

Show the *Vowel Pattern Word Sort* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 7.

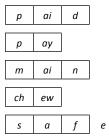After pre-service teachers have viewed the video, ask them to do the following:

- Explain how word sorts are helpful for students.

  - ○ **Example response:** *Word sorts provide students with practice identifying and using sound–spelling patterns.*

- Explain how word sorts can be used in the classroom.

  - ***Example response:*** *Word sorts can be used in small teacher-directed groups and as an activity at student reading centers or workstations.*

- Explain how the word sort in the video could be extended.

  - ***Example response:*** *This activity could be extended by asking students to think of other words with the target sound–spelling patterns, write the words on index cards, and sort them.*

Compare Newly Learned Strategies to Observed Practices

Using the *Common Sound–Spelling Patterns Observation Log* in appendix 7 in a practicum setting, ask pre-service teachers to:

- Identify examples of observed practices that focus on building knowledge of common sound–spelling patterns, and describe how the observed practices are similar to or different from those reflected in the videos.

- Describe what they would do differently in their own future classroom to build knowledge of common sound–spelling patterns. If they have not observed instruction focused on common sound–spelling patterns, ask them to explain how they might incorporate the practices for students in need of more support in developing these skills.

You can decide how to use the completed *Sound–Spelling Patterns Observation Log*. You might begin the next class session with a whole class or small group discussion about the observations, or you might instruct the pre-service teachers to turn in the log for a class grade and your feedback.

LESSON 8. COMMON WORD PARTS

> **Featured Recommendation from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

> **Featured How to Carry Out the Recommendation step from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> How-to step 3: Teach students to recognize common word parts.

Resources

- Pages 26–27 of the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide.

- Videos:

  - Video 24: Base Word, Prefix, Suffix
    https://youtu.be/8XqGqbso_4o.

  - Video 25: Syllable Sort
    https://youtu.be/fP42BfQuuvM.

  - Video 26: Contractions
    https://youtu.be/1LB2thPMpBY.

  - Video 27: Derivational Suffix
    https://youtu.be/NS386j-cyu4.

  - Video 28: Word Analysis Strategy
    https://youtu.be/RmKY3RFmajk.

- *Video Reflection Worksheets* (see appendix 8).

- *Common Word Parts Observation Log* (see appendix 8).

Overview

This lesson focuses on common word parts, including prefixes, suffixes, base words, syllables, and contractions. Teaching students to recognize that words can be made up of smaller, meaningful parts can help them more effectively read and understand the meaning of challenging words.

Explore New Practices

Access Prior Knowledge

- Ask pre-service teachers to write what they know about common word parts. Have them use their written notes to debrief as a class or in small groups. Encourage pre-service teachers to update these notes throughout the lesson as they build on or clarify their understanding.

- In small groups ask pre-service teachers to describe, based on their observations in practicum settings, the instructional practices for engaging K–3 students in recognizing and manipulating word parts and to indicate how effective they consider these practices to be.

Move into New Learning

Explain

It is important for beginning readers to develop an awareness that words can be made up of smaller parts and to learn how those parts link together to make words. Teach students about **suffixes, prefixes, roots** and base words, **syllables**, and **contractions**. Teach students to isolate and identify word parts that share similar meaning or use. This can help students infer the meaning of unfamiliar **multisyllabic words** that are encountered in text.

Guided Practice

Ask pre-service teachers to:

- Discuss with a peer what constitutes a base word, prefix, and suffix.

- Write the following words and underline the base word in each: *fearful, colorless, rebuild, unfinished*. Then, debrief with a partner to confirm that the base words were properly identified.

  - ○ **Responses:** <u>fear</u>ful, <u>color</u>less, re<u>build</u>, un<u>finish</u>ed.

Video

Show the *Base Word, Prefix, Suffix* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 8.

After pre-service teachers have viewed the video, ask them to do the following:

- Identify elements of the video that confirm or contradict what they already knew about teaching about base words, prefixes, and suffixes.

  - **Response:** *Answers will vary.*

Guided Practice

Prefixes and suffixes are collectively referred to as affixes. Adding an affix to a word can change the spelling of the base word.

Ask pre-service teachers to:

- Write the following words: *happy, lazy, late, cute, tall, old*.

- Write each word again and give it the *-est* suffix.

  - **Responses:** happiest, laziest, latest, cutest, tallest, oldest

- Discuss spelling changes that occurred with any of the base words.

  - **Example responses:** *When adding the* -est *suffix to* happy *and* lazy*, the* y *is changed to* i *before adding* -est*.*

  - *When adding the* -est *suffix to* late *and* cute*, the* e *is removed before adding* -est*.*

  - *When adding the* -est *suffix to* tall *and* old*, which end in consonants, the suffix* -est *is added without removing any letters from the base word.*

Explain

Teaching students syllable types will help them understand how to break words into smaller parts. In turn, this can help them read more challenging words.

Video

Show the *Syllable Sort* video and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 8.

After pre-service teachers have viewed the video, ask them to do the following:

- Identify elements of the video that confirm or contradict what they already knew about teaching students about syllables.

  - ○ **Response:** *Answers will vary.*

Guided Practice

In small groups ask pre-service teachers to:

- Identify a new example word for each syllable type.

  - ○ **Response:** *Answers will vary.*

Explain

When two words are combined and letters are omitted and replaced with an apostrophe, the new word is called a contraction. An apostrophe shows where letters have been removed. Instruction focused on contractions can help students read and understand the meanings of contractions that are encountered in text and use them appropriately in their own writing.

Video

Show the *Contractions* video and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 8.

After pre-service teachers have viewed the video, ask them to do the following:

- Describe activities that you have observed being used in practicum settings to help students learn about contractions, or discuss activities that could be used in the classroom for teaching students about contractions.

Explain

Some base words cannot stand alone and are often referred to as roots. For example, the root *struct* will be attached to an affix when it is encountered in text. When a derivational suffix is added to a base word or root it changes the meaning of the word and usually changes the part of speech. Understanding this can help students determine the meaning of the word when they encounter it in text and help them use the word appropriately in their own writing.

Video

Show the *Derivational Suffix* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 8.

After pre-service teachers have viewed the video, ask them to do the following:

- Identify elements of the video that confirm or contradict what they already knew about teaching about derivational suffixes.

  - ○ **Response:** *Answers will vary.*

Guided Practice

Ask pre-service teachers to:

- Write the word *entertain* and identify the part of speech.

  - ○ **Response:** *verb.*

- Write the word *entertain* with the following suffixes: *-s, -er, -ing, -ment, -ing*.

  - ○ **Responses:** entertains, entertainer, entertainment, entertaining.

- For each new word, identify the part of speech.

  - ○ **Responses:** entertains (*verb*), entertainer (*noun*), entertainment (*noun*), entertaining (*adjective*).

- Discuss the instances in which adding the suffix changed the part of speech.

Explain

Students can be taught a word analysis strategy to help them decode more complex words. The strategy involves identifying word parts and vowels, saying the parts of the word, and rereading the sentence containing the word.

Video

Show the *Word Analysis Strategy* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 8.

After pre-service teachers have viewed the video, ask them to do the following:

- Recap steps 1–3 of the word analysis strategy.

  - ○ **Response:** *(1) Identify the word parts and vowels, (2) say the different parts of the word, and (3) repeat the full sentence in which the word appears.*

Guided Practice

In small groups ask pre-service teachers to:

- Practice using the strategy to break down words in the following sentence that students might find difficult: *The brothers had a* <u>disagreement</u> *about which* <u>superhero</u> *was* <u>strongest</u>.

  - **Responses:** *For each of the underlined words* (disagreement, superhero, and strongest), *pre-service teachers should apply the three-step strategy that they recorded after watching the video.*

Compare Newly Learned Strategies to Observed Practices

Using the *Common Word Parts Observation Log* in appendix 8 in a practicum setting, ask pre-service teachers to:

- Identify examples of observed practices that focus on building knowledge of common word parts, and describe how the observed practices are similar to or different from those reflected in the videos.

- Describe what they would do differently in their own future classroom to build knowledge of common word parts. If they have not observed instruction focused on common sound–spelling patterns, ask them to explain how they might incorporate the practices for students in need of more support in developing these skills.

You can decide how to use the completed *Common Word Parts Observation Log*. You might begin the next class session with a whole class or small group discussion about the observations, or you might instruct the pre-service teachers to turn in the log for a class grade and your feedback.

LESSON 9. DECODABLE WORDS

> **Featured Recommendation from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

> **Featured How to Carry Out the Recommendation step from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> How-to step 4: Have students read decodable words in isolation and in text.

Resources

- Page 28 of the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide.

- Video:

    ○ Video 29: Decodable Words in Isolation and in Text
       https://youtu.be/qJuj-UqKhJw.

- *Video Reflection Worksheet* (see appendix 9).

- *Decodable Words Observation Log* (see appendix 9).

Overview

This lesson focuses on teaching students to apply their knowledge of letter-sounds and sound–spelling patterns to decode words in isolation and in text, which is essential in preparing them to become fluent readers.

Explore New Practices

Access Prior Knowledge

- Ask pre-service teachers to write what they know about decodable words. Have them use their written notes to debrief as a class or in small groups. Encourage pre-service teachers to update these notes throughout the lesson as they build on or clarify their understanding.

- In small groups ask pre-service teachers to describe, based on their observations in practicum settings, the instructional practices for engaging K–3 students in opportunities to practice reading words with newly taught letter-sounds or sound–spelling patterns and indicate how effective they consider these practices to be.

Move into New Learning

Explain

It is important for beginning readers to learn to apply their knowledge of letter-sounds and sound–spelling patterns to **decode** words. Students should be exposed to decodable words in various formats, such as word lists, short sentences, and longer connected text, to provide a variety of opportunities to apply and maintain the decoding skills they have learned. Decodable words are composed of regular sound–spelling patterns (that is, they are regular words) that students have been taught.

Video

Show the *Decodable Words in Isolation and in Text* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 9.

After pre-service teachers have viewed the video, ask them to do the following:

- Identify examples of the teacher providing instruction and feedback to support students' ability to decode words in isolation and in text.

  - ***Example response:*** *The teacher provided explicit instruction that included modeling, explaining, guided practice with feedback, and independent practice.*

Compare Newly Learned Strategies to Observed Practices

Using the *Decodable Words Observation Log* in appendix 9 in a practicum setting, ask pre-service teachers to:

- Identify examples of observed practices that focus on accurately and efficiently decoding words in isolation and in text, and describe how the observed practices are similar to or different from those reflected in the videos.

- Describe what they would do differently in their own future classroom to build the ability to decode words in isolation and in text. If they have not observed instruction focused on accurately and efficiently decoding words in isolation and in text, ask them to explain how they might incorporate the practices for students in need of more support in developing these skills.

You can decide how to use the completed *Decodable Words Observation Log*. You might begin the next class session with a whole class or small group discussion about the observations, or you might instruct the pre-service teachers to turn in the log for a class grade and your feedback.

Lesson 10. High-Frequency Words and Non-Decodable Words

> **Featured Recommendation from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

> **Featured How to Carry Out the Recommendation steps from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> How-to step 5: Teach regular and irregular high-frequency words so that students can recognize them efficiently.
> How-to step 6: Introduce non-decodable words that are essential to the meaning of the text as whole words.

Resources

- Pages 28–31 of the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide.

- Videos:

  - Video 30: High-Frequency Words
    https://youtu.be/kLmkg_IYY6g.

  - Video 31: Non-Decodable Words
    https://youtu.be/mNMLCaWka18.

- *Video Reflection Worksheets* (see appendix 10).

- *High-Frequency Words and Non-Decodable Words Observation Log* (see appendix 10).

Overview

This lesson focuses on teaching students regular and irregular high-frequency words so that students can learn to recognize the words efficiently when encountering them in text, allowing students to focus on the meaning of the text.

Explore New Practices

Access Prior Knowledge

- Ask pre-service teachers to write what they know about high-frequency words and non-decodable words. Have them use their written notes to debrief as a class or in small groups. Encourage pre-service teachers to update these notes throughout the lesson as they build on or clarify their understanding.

- In small groups ask pre-service teachers to describe, based on their observations in practicum settings, the instructional practices for engaging K–3 students in opportunities to learn about high-frequency words and non-decodable words and to indicate how effective they consider these practices.

Move into New Learning

Explain

It is important to teach regular and **irregular** high-frequency words so that students can recognize them efficiently. High-frequency words appear in all types of texts, so learning to recognize them quickly will speed up reading and allow students to focus on the meaning of the text. Regular words follow typical sound–spelling patterns, whereas irregular words have exceptions to the typical sound–spelling patterns, which make them more difficult to decode.

Guided Practice

In small groups ask pre-service teachers to:

- Make a list of several regular high-frequency words, and discuss what makes them regular.

  - **Response:** *Answers will vary.*

- Make a list of several irregular high-frequency words, and discuss what makes them irregular.

  - **Response:** *Answers will vary.*

Video

Show the *High-Frequency Words* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 10.

After pre-service teachers have viewed the video, ask them to do the following:

- Identify examples of the teacher providing instruction and feedback to support students' ability to identify high-frequency words.

  - ○ **Example responses:** *The teacher provided practice with previously taught words and taught two new words (*example *and* group*).*

    The teacher provided opportunities for students to read and spell words.

    The teacher encouraged students to keep practicing the words until they become automatic.

    The teacher provided feedback and more opportunities for students to practice difficult words (for example, kind*).*

Explain

A **non-decodable** word is composed of irregular sound–spelling patterns or contains sound–spelling patterns that students have not learned. It is important to introduce non-decodable words to expand students' reading opportunities beyond decodable texts. However, the practice guide panel of experts recommends limiting the number of non-decodable words introduced at one time because learning them **holistically** (that is, as whole words rather than combinations of sound units) places considerable demand on students' memory.

Video

Show the *Non-Decodable Words* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 10.

After pre-service teachers have viewed the video, ask them to do the following:

- Identify examples of the teacher providing instruction and feedback to support students' ability to recognize non-decodable words.

  - ○ **Example responses:** *The number of words introduced was limited (three words), and they were taught as whole words.*

    The words were practiced first in isolation, then in text, and then read again in isolation.

    *Before reading the text, the teacher reviewed complex words (*molars, incisors, canines*) that would be encountered in text.*

    The teacher reinforced student responses by saying, "Good job!"

Compare Newly Learned Strategies to Observed Practices

Using the *High-Frequency Words and Non-Decodable Words* Observation Log in appendix 10 in a practicum setting, ask pre-service teachers to:

- Identify examples of observed practices that focus on recognizing high-frequency words and non-decodable words, and describe how the observed practices are similar to or different from those reflected in the videos.

- Describe what they would do differently in their own future classroom to build the ability to recognize high-frequency and non-decodable words. If they have not observed instruction focused on recognizing high-frequency words and non-decodable words, ask them to explain how they might incorporate the practices for students in need of more support in developing these skills.

You can decide how to use the completed *High-Frequency Words and Non-Decodable Words Observation Log*. You might begin the next class session with a whole class or small group discussion about the observations, or you might instruct the pre-service teachers to turn in the log for a class grade and your feedback.

LESSON 11. ACCURATE AND EFFICIENT WORD IDENTIFICATION; SELF-MONITOR AND SELF-CORRECT

> **Featured Recommendation from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

> **Featured How to Carry Out the Recommendation steps from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> How-to step 1: As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification.
> How-to step 2: Teach students to self-monitor their understanding of the text and to self-correct word-reading errors.

Resources

- Pages 32–35 of the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide.

- Videos:

  - Video 32: Word Reading Strategies
    https://youtu.be/aQkze-xt5M4.

  - Video 33: The Fix It Game
    https://youtu.be/Kmy4VOKM2q8.

- *Video Reflection Worksheets* (see appendix 11).

- *Accurate and Efficient Word Identification; Self-Monitor and Self-Correct Observation Log* (see appendix 11).

Overview

This lesson focuses on providing students with opportunities to read connected text containing already taught sound–spelling patterns, to build reading fluency.

Explore New Practices

Access Prior Knowledge

- Ask pre-service teachers to write what they know about how reading accuracy and fluency are related to comprehension. Have them use their written notes to debrief as a class or in small groups. Encourage pre-service teachers to update these notes through-out the lesson as they build on or clarify their understanding.

- In small groups ask pre-service teachers to describe, based on their observations in practi-cum settings, the instructional practices for engaging K–3 students in developing oral reading fluency and to indicate how effective they consider these practices to be.

Move into New Learning

Explain

As students learn new sound–spelling patterns they should be given opportunities to practice reading connected text containing the newly taught sound–spelling patterns. This will help build **oral reading fluency**. To support reading fluency, teachers should do the following regularly:

- Remind students to apply the knowledge they already have to decode new, difficult words encountered in connected text.

- Scaffold and provide feedback as students apply strategies while reading connected text orally.

- Model strategies for decoding words.

Students will encounter words that they cannot decode using known sound–spelling pat-terns, such as **irregular words**. When this happens, provide the word, ask the student to repeat the word, and then reread the sentence.

Video

Show the *Word Reading Strategies* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 11.

After pre-service teachers have viewed the video, ask them to do the following:

- Identify examples of the teacher providing instruction and feedback to support students' ability to use word reading strategies.

  - ***Example responses:*** Graduate *was a difficult word, so the teacher had the student break the word down into three parts, asked him to read the part he knew (*grad*), helped him with the long* u *sound, and then had him read* ate.

    A student had difficulty with the word created. *The teacher helped the student to break the word into parts and then had him reread the sentence containing the word.*

    Another student left off the -ing *from* fishing*. The teacher pointed to the ending (*-ing*) to focus the student's attention on it. The student then read the whole word, and the teacher asked her to read the sentence again.*

Explain

Teach students to self-monitor their understanding of the text and to self-correct word-reading errors when they are reading. Students should ask themselves, "Does it make sense?". Competent readers recognize when the text does not make sense because they know when they misread a word and correct their error. Often, however, students do not recognize word-reading errors because they have not been paying enough attention to their own reading to know whether their reading makes sense.

When a student who should be able to read a word makes a word-reading error, the teacher should:

- Pause so that the student can correct the error.

- Provide support if needed.

If the student cannot identify the error on his or her own, the teacher should:

- Read the sentence exactly as the student did, including the error.

- Ask the student if that made sense or sounded right.

Video

Show *The Fix it Game* video and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 11.

After pre-service teachers have viewed the video, ask them to do the following:

- Identify examples of the teacher providing instruction and feedback to support students' ability to self-correct errors in text reading.

    - ***Example responses:*** *Students read a text aloud while the teacher listened and provided scaffolded instruction for words that the students found difficult.*

        The teacher asked a student to fix the word linded *(*lined*), and when the student could not fix it, she told him the word and had him reread the sentence.*

        The teacher asked another student to fix the word drapping *(*draping*), and when the student couldn't fix it, the teacher explained that it was probably an unfamiliar word. The teacher then showed her how to analyze the word to read it and shared the meaning of the word.*

Compare Newly Learned Strategies to Observed Practices

Using the *Accurate and Efficient Word Identification; Self-Monitor and Self-Correct Observation Log in appendix 11* in a practicum setting, ask pre-service teachers to:

- Identify examples of observed practices that focus on accurately and efficiently identifying words and self-monitoring and self-correcting, and describe how the observed practices are similar to or different from those reflected in the videos.

- Describe what they would do differently in their own future classroom to build the ability to use word-reading strategies and to self-monitor and self-correct. If they have not observed instruction focused on accurately and efficiently identifying words and self-monitoring and self-correcting, ask them to explain how they might incorporate the practices for students in need of more support in developing these skills.

You can decide how to use the completed *Accurate and Efficient Word Identification; Self-Monitor and Self-Correct Observation Log.* You might begin the next class session with a whole class or small group discussion about the observations, or you might instruct the pre-service teachers to turn in the log for a class grade and your feedback.

LESSON 12. ORAL READING WITH FEEDBACK

> **Featured Recommendation from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

> **Featured How to Carry Out the Recommendation step from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> How-to step 3: Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.

Resources

- Pages 35–37 of the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide.

- Videos:

  - Video 34: Repeated Reading
    https://youtu.be/8q2mvF_6K6M.

  - Video 35: Partner Reading
    https://youtu.be/qV15vc3jT0Y.

  - Video 36: Choral Reading
    https://youtu.be/rQFlnAukEFs.

  - Video 37: Echo Reading
    https://youtu.be/4gRXca5G-Ow.

  - Video 38: Alternated Reading
    https://youtu.be/gRQAjuUUSTU.

- *Video Reflection Worksheets* (see appendix 12).

- *Oral Reading with Feedback Observation Log* (see appendix 12).

Overview

This lesson focuses on modeling fluent reading and providing students with opportunities to read orally with feedback to help build fluency.

Explore New Practices

Access Prior Knowledge

- Ask pre-service teachers to write what they know about how fluent and accurate text reading with expression is related to comprehension. Have them use their written notes to debrief as a class or in small groups. Encourage pre-service teachers to update these notes throughout the lesson as they build on or clarify their understanding.

- In small groups ask pre-service teachers to describe, based on their observations in practicum settings, the instructional practices for engaging K–3 students in developing fluent and accurate reading with expression and to indicate how effective they consider these practices to be.

Move into New Learning

Explain

Oral reading fluency can be fostered in multiple ways:

- Teachers can model how to read with **expression**, introduce students to punctuation marks, and explain how to interpret them.

- Computerized reading devices can also provide a model for fluent reading. They should be used with caution, however, to ensure that the text being read is appropriate to students' word-reading and comprehension abilities, so that students can actively practice oral reading.

- Students can be provided with opportunities for feedback from teachers by being asked to read orally with text that is at their instructional level.

- Wide reading of diverse genres and a wide range of content exposes students to diverse vocabulary and world knowledge.

- **Repeated reading** allows students to read and hear the same text multiple times, repeatedly exposing them to the same words, which should help them recognize those words more efficiently.

Video

Show the *Repeated Reading* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 12.

After pre-service teachers have viewed the video, ask them to do the following:

- Identify examples of the teacher providing feedback to support students' oral reading fluency.

    o **Example responses:** *The teacher reviewed missed words after each reading by helping the student analyze the words.*

    The teacher provided specific praise and encouragement.

    The teacher helped with comprehension by asking the student if she understood that the character in the text was making something.

Explain

Partner reading is a method for pairing student readers. Typically, the pair includes one partner who is a slightly stronger reader than the other. It is helpful for students to understand the expectations of this method along with their own role, including how to provide feedback to their partner.

Video

Show the *Partner Reading* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 12.

After pre-service teachers have viewed the video, ask them to do the following:

- Identify examples of the teacher providing feedback to support students' oral reading fluency.

    o **Example responses:** *The teacher reminded a student to follow along.*

    The teacher provided specific feedback by complimenting students for following the paired reading instructions.

Explain

Choral reading in small groups allows all students to read aloud at the same time. Careful monitoring is needed to ensure that all students are participating.

Video

Show the *Choral Reading* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 12.

After pre-service teachers have viewed the video, ask them to do the following:

- Identify examples of the teacher modeling and providing feedback to support oral reading fluency.

  - ○ **Example responses:** *The teacher modeled fluent reading, including expression.*

    *The teacher scaffolded to help the students read a difficult word (*perfectly*). She had the students break the word down into parts that they knew, read the parts, read the parts together, then read the word. Finally, she had the students reread the sentence containing that word.*

Explain

Echo reading allows a student to hear a more experienced reader (often a teacher) read a section of text aloud fluently, and then the student reads the same section of text aloud.

Video

Show the *Echo Reading* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 12.

After pre-service teachers have viewed the video, ask them to do the following:

- Explain how students benefited from this task.

  - ○ **Example responses:** *The teacher was a model of fluent reading with expression for the students.*

  - ○ *Echo reading enabled the students to recognize what it sounds like when they are reading fluently with appropriate expression.*

  - ○ *Keeping the group small helped the teacher ensure that students were on task and thus could benefit from the modeling and echoing.*

Explain

Alternated reading pairs a student with a more experienced reader (usually a teacher), and they take turns reading a continuous text.

Video

Show the *Alternated Reading* video, and instruct pre-service teachers to complete the *Video Reflection Worksheet* in appendix 12.

After pre-service teachers have viewed the video, ask them to do the following:

- Explain the difference between echo reading and alternated reading.

  - ○ **Example response:** *In echo reading a more experienced reader, often the teacher, reads a section of text aloud and then the student reads the same section aloud, echoing what the teacher read. In alternated reading students and a more experienced reader, often the teacher, take turns reading sections of a text, in this case no section is read aloud twice.*

- Explain the situations in which you might implement each model.

  - ○ **Example response:** *Echo reading might be used with a struggling reader so that he or she can follow along and hear the text read before being expected to read it. Alternated reading might be used when students are paired to read texts or as a teacher works with a small group.*

Compare Newly Learned Strategies to Observed Practices

Using the *Oral Reading with Feedback Observation Log in appendix 12* in a practicum setting, ask pre-service teachers to:

- Identify examples of observed practices that focus on building fluent and accurate reading with expression, and describe how the observed practices are similar to or different from those reflected in the videos.

- Describe what they would do differently in their own future classroom to build oral reading fluency. If they have not observed instruction focused on building fluent and accurate reading with expression, ask them to explain how they might incorporate the practices for students in need of more support in developing these skills.

You can decide how to use the completed *Oral Reading with Feedback Observation Log*. You might begin the next class session with a whole class or small group discussion about the observations, or you might instruct the pre-service teachers to turn in the log for a class grade and your feedback.

APPENDIXES

Appendix 1. Lesson 1: Inferential Language

> **Featured Recommendation from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and word knowledge.

> **Featured How to Carry Out the Recommendation step from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> How-to step 1: Engage students in conversations that support the use and comprehension of inferential language.

Resources

- Pages 1–9 of the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide

- Videos:

  - Video 1: Inferential Language, Read Aloud and Discussion, Grades K/1
    https://youtu.be/JshNkNrblkA.

  - Video 2: Inferential Language, Read Aloud and Discussion, Grade 3
    https://youtu.be/g39Fw3B7waw.

Worksheets and Observation Log

Video Reflection Worksheet:
Inferential Language, Read Aloud and Discussion, Grades K/1

1. Identify examples of the teacher modeling how to provide reasonable answers that fully address a question and illustrate critical thinking.

2. Identify an example of how the teacher drew more information from a student who provided a limited response to the teacher's prompt.

3. Identify examples of the teacher providing open-ended discussion prompts.

Video Reflection Worksheet:
Inferential Language, Read Aloud and Discussion, Grade 3

1. Identify examples of the teacher modeling how to provide reasonable answers that fully address a question and illustrate critical thinking.

2. Identify an example of how the teacher drew more information from a student who provided a limited response to the teacher's prompt.

3. Identify examples of the teacher providing open-ended discussion prompts.

Inferential Language Observation Log

- Identify practices that you have observed in a practicum setting that focused on building inferential language skills, and describe how the observed practices are similar to or different from those reflected in the inferential language videos.

- Describe what you would do differently in your own future classroom to build inferential language skills. If you did not observe instruction that focused on inferential language, explain how you could have incorporated the practices for students in need of more support in developing these skills.

Appendix 2. Lesson 2: Narrative Language

> **Featured Recommendation from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and word knowledge.

> **Featured How to Carry Out the Recommendation step from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> How-to step 2: Explicitly engage students in developing narrative language skills.

Resources

- Pages 9–11 of the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide.

- Videos:

  - Video 3: Narrative Language, Connectives
    https://youtu.be/hNxBfrrKwBw.

  - Video 4: Narrative Language, Prediction
    https://youtu.be/FgFw0h7Y-10.

  - Video 5: Narrative Language, Retell
    https://youtu.be/Ue6eTIfI59Y.

  - Video 6: Narrative Language, Main Idea
    https://youtu.be/MXLek726ww4.

  - Video 7: Narrative Language, Cause and Effect
    https://youtu.be/3w3zLUBsF0k.

Worksheets and Observation Log

Video Reflection Worksheet:
Narrative Language, Connectives

1. Identify the words used in the video as examples of connectives.

2. Explain the role of connectives.

Video Reflection Worksheet:
Narrative Language, Prediction—Kindergarten

Identify examples of the teacher providing instruction and feedback to support students' ability to make predictions.

Instruction	Feedback

Video Reflection Worksheet:
Narrative Language, Retell—Grade 1

Identify examples of the teacher providing instruction and feedback to support students' ability to retell.

Instruction	Feedback

Video Reflection Worksheet:
Narrative Language, Main Idea—Grade 1

Identify examples of the teacher providing instruction and feedback to support students' ability to identify the main idea.

Instruction	Feedback

Video Reflection Worksheet:
Narrative Language, Cause and Effect—Grade 3

Identify examples of the teacher providing instruction and feedback to support students' ability to identify cause and effect.

Instruction	Feedback

Narrative Language Observation Log

- Identify practices that you have observed in a practicum setting that focused on building narrative language skills, and describe how the observed practices are similar to or different from those reflected in the narrative language videos.

- Describe what you would do differently in your own future classroom to build narrative language skills. If you did not observe instruction that focused on narrative language, explain how you could have incorporated the practices for students in need of more support in developing these skills.

Appendix 3. Lesson 3: Academic Vocabulary

> **Featured Recommendation from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

> **Featured How to Carry Out the Recommendation step from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> How-to step 3: Teach academic vocabulary in the context of other reading activities.

Resources

- Pages 11–13 of the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide.

- Videos:

  - Video 8: Morphology
    https://youtu.be/KMbuIYgRlBU.

  - Video 9: Academic Vocabulary in Text
    https://youtu.be/bKWk6AamqTY.

Worksheets and Observation Log

Video Reflection Worksheet: Morphology

1. Identify affixes (prefixes and suffixes) presented in the video.

2. Identify other common prefixes and suffixes that were not presented in the video.

Video Reflection Worksheet:
Academic Vocabulary in Text

Identify examples of the teacher providing instruction and feedback to support students' ability to use and understand academic vocabulary.

Instruction	Feedback

Academic Vocabulary Observation Log

- Identify practices that you have observed in a practicum setting that focused on building academic vocabulary skills, and describe how the observed practices are similar to or different from those reflected in the academic language videos.

- Describe what you would do differently in your own future classroom to build academic language skills. If you did not observe instruction that focused on academic vocabulary, explain how you could have incorporated the practices for students in need of more support in developing these skills.

APPENDIX 4. LESSON 4:
SEGMENTS OF SOUND IN SPEECH

Featured Recommendation from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide
Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters.

Featured "How to Carry Out the Recommendation" Step from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide
How-to step 1: Teach students to recognize and manipulate segments of sound in speech.

Resources

- Pages 14–18 of the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide.

- Videos:

  - Video 10: Sentence Segmentation
    https://youtu.be/qc6qMzRL4Fg.

  - Video 11: Compound Words
    https://youtu.be/-xHuS-Cx828.

  - Video 12: Syllables
    https://youtu.be/gaodKlCjwUg.

  - Video 13: Rhyme
    https://youtu.be/CrqvVnJx-dA.

  - Video 14: Onset & Rime
    https://youtu.be/X-vj1E6pS_w.

  - Video 15: Phonemes Linked to Letters
    https://youtu.be/6wjU03hjOvsv.

  - Video 16: Phonemes
    https://youtu.be/eB1d5C_SOF86.

Worksheets and Observation Log

Video Reflection Worksheet:
Sentence Segmentation

Identify examples of the teacher providing instruction and feedback to support students' ability to segment words in sentences.

Instruction	Feedback

Video Reflection Worksheet:
Compound Words

1. Record what you learned that confirms what you already knew about teaching students about compound words.

2. Record what you learned that contradicts what you already knew about teaching students about compound words.

Video Reflection Worksheet:
Syllables

Identify examples of the teacher providing instruction and feedback to support students' ability to blend and segment syllables in words.

Instruction	Feedback

Video Reflection Worksheet:
Rhyme

1. Record what you learned that confirms what you already knew about teaching rhyming.

2. Record what you learned that contradicts what you already knew about teaching rhyming.

Video Reflection Worksheet:
Onset & Rime

1. Record what you learned that confirms what you already knew about teaching onset and rime.

2. Record what you learned that contradicts what you already knew about teaching onset and rime.

Video Reflection Worksheet:
Phonemes Linked to Letters

Identify examples of the teacher providing instruction and feedback to support students' ability to identify phonemes in words and link them to letters.

Instruction	Feedback

Video Reflection Worksheet:
Phonemes

1. Record what you learned that confirms what you already knew about teaching students how to identify phonemes in words.

2. Record what you learned that contradicts what you already knew about teaching students how to identify phonemes in words.

Segments of Sound in Speech Observation Log

- Identify practices that you have observed in a practicum setting that focused on building students' awareness of the segments of sound in speech and how they link to letters, and describe how the observed practices are similar to or different from those reflected in the segments of sound in speech videos.

- Describe what you would do differently in your own future classroom to build students' awareness of the segments of sound in speech and how they link to letters. If you did not observe instruction that focused on building students' awareness of the segments of sound in speech and how they link to letters, explain how you could have incorporated the practices for students in need of more support in developing these skills.

Appendix 5. Lesson 5: Letter–Sound Relations and Letter–Sound Phonemic Awareness Link

Featured Recommendation from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide
Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters.

Featured How to Carry Out the Recommendation steps from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide
How-to step 2: Teach students letter–sound relations.
How-to step 3: Use word-building and other activities to link students' knowledge of letter–sound relationships with phonemic awareness.

Resources

- Pages 18–21 of the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide.

- Videos:

  - Video 17: Letter-Sounds
    https://youtu.be/K4XEDJIugxM.

  - Video 18: Word-Building
    https://youtu.be/4Tm2U2zOQ_M.

  - Video 19: Letter-Sound to Phonemic Awareness Link: CVCe
    https://youtu.be/_ZU5Hl_P0J4.

  - Video 20: Advanced Word-Building
    https://youtu.be/xcMcHwU9v3A.

Worksheets and Observation Log

Video Reflection Worksheet:
Letter-Sounds

Identify examples of the teacher providing instruction and feedback to support students' ability to learn letter–sound relationships.

Instruction	Feedback

Video Reflection Worksheet:
Word-Building

Identify examples of the teacher providing instruction and feedback to support students' ability to build words.

Instruction	Feedback

Video Reflection Worksheet:
Letter–Sound to Phonemic Awareness Link: CVCe

1. Record what you learned that confirms what you already knew about teaching the CVCe pattern.

2. Record what you learned that contradicts what you already knew about teaching the CVCe pattern.

Video Reflection Worksheet:
Advanced Word Building

1. Record what you learned that confirms what you already knew about teaching the CCVC or CVCC pattern.

2. Record what you learned that contradicts what you already knew about teaching the CCVC or CVCC pattern.

Letter–Sound Relations Observation Log

- Identify practices that you have observed in a practicum setting that focused on building students' knowledge of letter–sound relations and their link to phonemic awareness, and describe how the observed practices are similar to or different from those reflected in the letter–sound relations and their link to phonemic awareness videos.

- Describe what you would do differently in your own future classroom to build students' knowledge of letter–sound relationships and their link to phonemic awareness. If you did not observe instruction that focused on building students' knowledge of letter–sound relationships and their link to phonemic awareness, explain how you could have incorporated the practices for students in need of more support in developing these skills.

Appendix 6. Lesson 6: Blending

> **Featured Recommendation from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

> **Featured How to Carry Out the Recommendation step from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> How-to step 1: Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation.

Resources

- Pages 22–25 of the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide.

- Video:

  - Video 21: Blending by Chunking; Blending by Sounding Out
    https://youtu.be/WyEHjrbxHcM.

Worksheet and Observation Log

Video Reflection Worksheet:
Blending by Chunking; Blending by Sounding Out

1. Record what you learned that confirms what you already knew about teaching word blending.

2. Record what you learned that contradicts what you already knew about teaching word blending.

Blending Observation Log

- Identify practices that you have observed in a practicum setting that focused on building students' word blending skills, and describe how the observed practices are similar to or different from those reflected in the blending video.

- Describe what you would do differently in your own future classroom to build students' blending skills. If you did not observe instruction that focused on building students' word blending skills, explain how you could have incorporated the practices for students in need of more support in developing these skills.

APPENDIX 7. LESSON 7: COMMON SOUND–SPELLING PATTERNS

> **Featured Recommendation from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

> **Featured How to Carry Out the Recommendation step from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> How-to step 2: Instruct students in common sound–spelling patterns.

Resources

- Pages 25–26 of the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide.

- Videos:

  - Video 22: Building Words with Sound Boxes
    https://youtu.be/HTBiusQHpnQ.

  - Video 23: Vowel Pattern Word Sort
    https://youtu.be/aOi59bWZwvo.

Worksheets and Observation Log

Video Reflection Worksheet:
Building Words and Sound Boxes

1. Explain why the silent-*e* should be placed outside the sound boxes.

2. Explain why consonant digraphs should be placed in one box.

3. Explain where to place a vowel team (for example, *oa, ea, igh*). Explain why.

4. Explain where to place an *r*-controlled vowel (for example, *ar, er, ir*). Explain why.

Video Reflection Worksheet:
Vowel Pattern Word Sort

1. Explain how word sorts are helpful for students.

2. Explain how to use word sorts in the classroom.

3. Explain how this activity could be extended.

Common Sound–Spelling Patterns Observation Log

- Identify practices that you have observed in a practicum setting that focused on building students' knowledge of common sound–spelling patterns, and describe how the observed practices are similar to or different from those reflected in the videos on common sound–spelling patterns.

- Describe what you would do differently in your own future classroom to build students' knowledge of common sound–spelling patterns. If you did not observe instruction that focused on building students' knowledge of common sound–spelling patterns, explain how you could have incorporated the practices for students in need of more support in developing these skills.

Appendix 8. Lesson 8: Common Word Parts

> **Featured Recommendation from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> Recommendation 3: Teach students to write and recognize words.

> **Featured How to Carry Out the Recommendation step from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> How-to step 3: Teach students to recognize common word parts.

Resources

- Pages 26–27 of the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide.

- Videos:

  - Video 24: Base Word, Prefix, Suffix
    https://youtu.be/8XqGqbso_4o.

  - Video 25: Syllable Sort
    https://youtu.be/fP42BfQuuvM.

  - Video 26: Contractions
    https://youtu.be/1LB2thPMpBY.

  - Video 27: Derivational Suffix
    https://youtu.be/NS386j-cyu4.

  - Video 28: Word Analysis Strategy
    https://youtu.be/RmKY3RFmajk.

Worksheets and Observation Log

Video Reflection Worksheet: Base Word, Prefix, Suffix

1. Identify prefixes used in the examples in the video.

2. Identify suffixes used in the examples in the video.

3. Record what you learned that confirms what you already knew about teaching about base words, prefixes, and suffixes.

4. Record what you learned that contradicts what you already knew about teaching about base words, prefixes, and suffixes.

Video Reflection Worksheet:
Syllable Sort

1. Record an example word from the video for each syllable type.

   a. Open syllable example:

   b. Vowel-consonant-*e* syllable example:

   c. Closed syllable example:

   d. Vowel pair syllable example:

   e. *R*-controlled syllable example:

   f. Consonant-*le* syllable example:

2. Record what you learned that confirms what you already knew about teaching about syllables.

3. Record what you learned that contradicts what you already knew about teaching about syllables.

Video Reflection Worksheet:
Contractions

Describe activities that you have observed being used in a practicum setting to help students learn about contractions, or describe activities that could be used in the classroom for teaching students about contractions.

Video Reflection Worksheet:
Derivational Suffix

1. Identify word roots used in the examples in the video.

2. Identify derivational suffixes used in the examples in the video.

3. Record what you learned that confirms what you already knew about teaching about derivational suffixes.

4. Record what you learned that contradicts what you already knew about teaching about derivational suffixes.

Video Reflection Worksheet:
Word Analysis Strategy

1. Record steps 1–3 of the word analysis strategy.

    Step 1:

    Step 2:

    Step 3:

2. Show how the following words were broken down in the video to help with decoding.

    revisiting

    indispensable

Common Word Parts Observation Log

- Identify practices that you have observed in a practicum setting that focused on building students' understanding of common word parts, and describe how the observed practices are similar to or different from those reflected in the common word parts videos.

- Describe what you would do differently in your own future classroom to build students' knowledge of common word parts. If you did not observe instruction that focused on building students' knowledge of common word parts, explain how you could have incorporated the practices for students in need of more support in developing these skills.

Appendix 9. Lesson 9: Decodable Words

Featured Recommendation from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide
Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

Featured How to Carry Out the Recommendation step from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide
How-to step 4: Have students read decodable words in isolation and in text.

Resources

- Page 28 of the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide

- Video:

  - Video 29: Decodable Words in Isolation and in Text
    https://youtu.be/qJuj-UqKhJw.

Worksheet and Observation Log

Video Reflection Worksheet:
Decodable Words in Isolation and in Text

Identify examples of the teacher providing instruction and feedback to support students' ability to decode words in isolation and in text.

Instruction	Feedback

Decodable Words Observation Log

- Identify practices that you have observed in a practicum setting that focused on developing students' ability to accurately and efficiently decode words in isolation and in text, and describe how the observed practices are similar to or different from those reflected in the decoding words video.

- Describe what you would do differently in your own classroom to build students ability to decode words in isolation and in text. If you did not observe instruction that focused on fostering students' ability to accurately and efficiently decode words in isolation and in text, explain how you could have incorporated the practices for students in need of more support in developing these skills.

Appendix 10. Lesson 10: High-Frequency Words and Non-Decodable Words

> **Featured Recommendation from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

> **Featured How to Carry Out the Recommendation steps from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> How-to step 5: Teach regular and irregular high-frequency words so that students can recognize them efficiently.
> How-to step 6: Introduce non-decodable words that are essential to the meaning of the text as whole words.

Resources

- Pages 28–31 of the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide.

- Videos:

  - Video 30: High-Frequency Words
    https://youtu.be/kLmkg_IYY6g.

  - Video 31: Non-Decodable Words
    https://youtu.be/mNMLCaWka18.

Worksheets and Observation Log

Video Reflection Worksheet:
High-Frequency Words

Identify examples of the teacher providing instruction and feedback to support students' ability to recognize high-frequency words.

Instruction	Feedback

Video Reflection Worksheet:
Non-Decodable Words

Identify examples of the teacher providing instruction and feedback to support students' ability to recognize non-decodable words.

Instruction	Feedback

High-Frequency and Non-Decodable Words Observation Log

- Identify practices that you have observed in a practicum setting that focused on building students' ability to recognize high-frequency words and non-decodable words, and describe how the observed practices are similar to or different from those reflected in the high-frequency and non-decodable words videos.

- Describe what you would do differently in your own future classroom to build students' ability to recognize high-frequency words and non-decodable words. If you did not observe instruction that focused on building students' ability to recognize high-frequency words and non-decodable words, explain how you could have incorporated the practices for students in need of more support in developing these skills.

Appendix 11. Lesson 11: Accurate and Efficient Word Identification; Self-Monitor and Self-Correct

Featured Recommendation from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide
Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Featured How to Carry Out the Recommendation steps from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide
How-to step 1: As students read orally, model strategies, scaffold, and provide feedback to support accurate efficient word identification.
How-to step 2: Teach students to self-monitor their understanding of the text and to self-correct word-reading errors.

Resources

- Pages 32–35 of the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide.

- Videos:

  - Video 32: Word Reading Strategies
    https://youtu.be/aQkze-xt5M4.

  - Video 33: The Fix It Game
    https://youtu.be/Kmy4VOKM2q8.

Worksheets and Observation Log

Video Reflection Worksheet:
Word Reading Strategies

Identify examples of the teacher providing instruction and feedback to support students' ability to use word reading strategies.

Instruction	Feedback

Video Reflection Worksheet:
The Fix It Game

Identify examples of the teacher providing instruction and feedback to support students' ability to self-correct errors in text reading.

Instruction	Feedback

Accurate and Efficient Word Identification; Self-Monitor and Self-Correct Observation Log

- Identify practices that you have observed in a practicum setting that focused on building students' ability to use word reading strategies and to self-monitor and self-correct, and describe how the observed practices are similar to or different from those reflected in the accurate and efficient word identification and the self-monitor and self-correct videos.

- Describe what you would do differently in your own future classroom to build students' ability to use word reading strategies, and self-monitor and self-correct. If you did not observe instruction that focused on building students' ability to use word reading strategies, and self-monitor and self-correct, explain how you could have incorporated the practices for students in need of more support in developing these skills.

Appendix 12. Lesson 12: Oral Reading with Feedback

> **Featured Recommendation from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

> **Featured How to Carry Out the Recommendation step from the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide**
> How-to step 3: Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.

Resources

- Pages 35–37 of the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* WWC practice guide.

- Videos:

  - Video 34: Repeated Reading
    https://youtu.be/8q2mvF_6K6M.

  - Video 35: Partner Reading
    https://youtu.be/qV15vc3jT0Y.

  - Video 36: Choral Reading
    https://youtu.be/rQFlnAukEFs.

  - Video 37: Echo Reading
    https://youtu.be/4gRXca5G-Ow.

  - Video 38: Alternated Reading
    https://youtu.be/gRQAjuUUSTU.

Worksheets and Observation Log

Video Reflection Worksheet:
Repeated Reading

Identify examples of the teacher providing instruction and feedback to support oral reading fluency.

Instruction	Feedback

Video Reflection Worksheet:
Partner Reading

Identify examples of the teacher providing instruction and feedback to support oral reading fluency.

Instruction	Feedback

Video Reflection Worksheet:
Choral Reading

Identify examples of teacher modeling and providing feedback to support oral reading fluency.

Instruction	Feedback

Video Reflection Worksheet:
Echo Reading

Explain how students benefited from this task.

Video Reflection Worksheet:
Alternated Reading

1. Explain the difference between echo reading and alternated reading.

2. Explain the situations in which you might implement each.

Oral Reading with Feedback Observation Log

- Identify practices that you have observed in a practicum setting that focused on building fluent and accurate reading with expression, and describe how the observed practices are similar to or different from those reflected in oral reading with feedback videos.

- Describe what you would do differently in your own future classroom to build students' oral reading fluency. If you did not observe instruction focused on building fluent and accurate reading with expression, explain how you could have incorporated the practices for students in need of more support in developing these skills.