



**K-3 Literacy:  
Tools & Interventions to Improve  
Student Outcomes**

**Presented by:  
Marcy Henry, M.Ed  
Literacy Specialist  
Perkins Local School District**

# Today's Agenda

- 1. Define Essential Early Literacy Skills**
- 2. Discuss using data assessment to deliver intentional instruction**
- 3. Explore & discuss teacher supports for planning & lesson delivery of Early Literacy skills.**
- 4. Explore and discuss family supports.**



## Ohio's Plan to Raise Literacy Achievement

<http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohios-Plan-to-Raise-Literacy-Achievement.pdf.aspx?lang=en-US>



# Simple View of Reading

Dr. Gough and Dr. Tunmer

#EachChildOurFuture

## The Simple View of Reading

### Word Recognition

The ability to transform  
print into spoken language

**X**

### Language Comprehension

The ability to understand  
spoken language

**=**

### Reading Comprehension

*Figure 6. The Simple View of Reading (Gough & Tunmer, 1986)*

Conventional Language and Literacy

**Word  
Recognition**

Phonological and  
Phonemic Awareness

Decoding (phonics,  
advanced phonics)

Sight Word Recognition

Fluency

X

**Language  
Comprehension**

Background Knowledge

Vocabulary

Language Structures

Verbal Reasoning

Literacy Knowledge

=

**Reading  
Comprehension**

**K-Grade 3**

Figure 10. Conventional literacy components supporting the Simple View of Reading.

# Acadience Reading Assesses the Basic Early Literacy Skills

	Measure	Basic Early Literacy Skill
FSF	First Sound Fluency	Phonemic Awareness
LNF	Letter Naming Fluency	None
PSF	Phoneme Segmentation Fluency	Phonemic Awareness
NWF	Nonsense Word Fluency	Alphabetic Principle and Basic Phonics
ORF	Oral <b>Reading</b> Fluency (includes Retell)	Advanced Phonics and Word Attack Skills Accurate and Fluent Reading of Connected Text Reading Comprehension
Maze	Maze	Reading Comprehension

# Phonemic Awareness vs. Phonics

<b>Phonemic Awareness</b>	<b>Phonics</b>
Focuses on phonemes (sounds)	Focuses on phoneme (sound)/ grapheme (letter(s) associations)
Deals with spoken language	Deals with written language
Auditory	Visual & Auditory
Students work with manipulating sounds and sounds in words	Students work with reading & spelling words using phoneme/ grapheme associations
Hear the language	See text representing the language

The next 4 slides show an example of an explicit phonics lesson. **West Virginia Phonics** is a free resource that contains a complete lesson plan with connected text. The needs of your students will determine where you begin with the lessons. These lessons can be delivered in either a virtual or on-campus setting.

Follow these steps to gain FREE access to **West Virginia Phonics**:



<https://www.tools4reading.com/>

Find this tab at top of page to create an account



Now you will have access to ALL these tools!

**West Virginia Phonics Lessons**


PGM Exercise	SCHWA
Wild Old Words	Prefixes, Roots, Suffixes
Introducing Sound/Spelling Cards	Sight Word Speed Drill
Irregular Reading Words	High Frequency Words
Boxes for Mapping and Spelling	Irregular Word Routine
Doubling Rule	Reading and Spelling Multi-Syllable Words
7 Brave Letters	Powerpoint for Spelling Cards
Layers of the English Language	Chall's Stages of Reading Development
Doubling Clover	Literacy Needs Survey
Reading Routine Folder	PA Continuum Stair Steps
Slides to Share for Sound Walls	Daily Reading Routine Steps



# Explicit Instruction for Phonics Intervention

## Skill: Consonant Digraph ck, Week 1

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p><b>Review Activity:</b> Students will clap when they see ck and hear /k/. The teacher will read each word and show students word cards at the same time.</p> <p><b>Word List:</b> stick, sun, dog, slick, spot, luck, quick, snack, ball</p>	2 min.
Phonological Awareness and Articulation of Skill	<p><b>Activate Phonemic Awareness:</b> Step Forward for /k/. Have students line up shoulder to shoulder. If students hear /k/ in a word, they take a step forward.</p> <p><b>Word List:</b> check, stuck, Ned, slick, hot, luck, Tom, rat</p> <p><b>Articulation:</b> Look in your mirrors and see the shape of your mouth when you say /k/. Lips are open, teeth apart, and the back of your tongue is raised and pressed against the front part of the soft palate.</p>	3 min.
Letter-Sound Correspondence	<p><b>Letter sound Correspondence:</b> Each student will have a card with ck. When students hear /k/ at the end of the word, they hold up the card.</p> <p><b>Word List:</b> sock, check, shack, man, pack, dog</p> 	2 min.

<p><b>Word Reading Blending Routines</b> (sound-by-sound or continuous)</p>	<p><b>Word Reading List:</b> (Word Cards ) shack, tack, snack, speck, stuck, sock, trick, kick</p> <p><b>I Do:</b> Place word cards on the face down. Turn over the first card and think aloud as you sound and blend the word orally.</p> <p><b>We Do:</b> Have students silently sound out the word as the card is turned over and then orally say the word on cue. Repeat with a second card.</p> <p><b>You Do:</b> Students will partner read the word cards as the teacher provides feedback.</p>	<p>5 min.</p>
<p><b>Word Work</b></p>	<p><b>Word Building Words:</b> Word Chain with Magnetic Letters</p> <p><b>I Do:</b> Watch me use my magnetic letter tiles. One tile has the spelling for /k/, ck. Place that last. To spell the word duck, place the d and then the u in front of ck. (duck) There are four letters and three sounds. Let's make one together.</p> <p><b>We Do:</b> The word is buck. What letter do we need to change? Change the d in duck to a b to make buck. Students should show the word buck. Ask where the ck is in the word. How many letters? (4) How many sounds? (3)</p> <p><b>You Do:</b> Have students create the word chains listed below using magnetic letters on a board. Chain : muck, tuck, puck, pack, Mack, lack, lick</p>	<p>5 min.</p>
<p><b>Dictation</b></p>	<p>sock, Nick, stuck, luck, kick, quick</p>	<p>3 min.</p>
<p><b>Text Application</b></p>	<ol style="list-style-type: none"> <li>1. Have students identify the words in story one that contain the targeted skill.</li> <li>2. Read the identified words.</li> <li>3. Read Story One.</li> </ol>	<p>10 min.</p>

## Explicit Instruction for Phonics Intervention

Target Words For **Consonant Digraph ck** Stories

Story 1	Story 2		Story 3
Skill Specific New words (10-14)	Skill Specific New Words (5-7)	Skill Specific Words From Story 1 (5-7)	Skill Specific New words (10-14 words)
Nick	snack	shack	Rick
stuck	speck	Nick	block
sock	tack	sock	click
luck	stick	stuck	clock
shack	trick		crack
checks			truck
back			Puck
muck			Mack
pack			tick
slick			tock

**Explicit Instruction for Phonics Intervention**  
**Instructional Focus: Consonant Digraph ck, Week 1**

**Story Number: 1**

---

**Nick and His Sock**

Nick had a sock that gave him good luck. Nick lost his good luck sock. He had to find the sock. Nick fell in the slick muck and his Mom took his sock. He has to find that sock.

Nick checks in his back pack. No, sock. Nick runs to the shack to check for his sock. Nick sees the sock in the shack. What luck!

Nick gets his sock and puts it on. Now he will have good luck as he plays with his friends.



# Phonemic Awareness and Phonics are Different:

Phonemic Awareness	Phonics
The main focus is on <b><u>sounds/phonemes</u></b>	Main focus is on <b><u>graphemes/letters</u></b> and their corresponding sounds
Deals with <b><u>spoken language</u></b>	Deals with <b><u>written language/print</u></b>
Lessons are <b><u>auditory</u></b>	Both <b><u>visual and auditory</u></b>
Students work with <b><u>manipulating sounds</u></b> and sounds in words	Students work with <b><u>reading and writing letters</u></b> according to their sounds, spelling patterns, and phonological structure

**Phonemic awareness training provides the foundation on which phonics instruction is built.**

**Thus, children need solid phonemic awareness training for phonics instruction to be effective.**

# The Three Phases of Word Reading Development depend on their Phonological Counterparts

<b>Phonological Skill Development</b>	<b>Word Reading Development</b>
Early Phonological Awareness (Rhyme, Alliteration, Syllables, First Sound Awareness)	Letters and Sounds
Basic Phonemic Awareness (Phoneme Blending and Segmenting)	Phonic Decoding
Advanced Phonemic Awareness (Phoneme Manipulation, Substitution, Deletion, Addition)	Automatic Word Decoding

# Simple View of Reading

Dr. Gough and Dr. Tunmer

#EachChildOurFuture

## The Simple View of Reading

### **Word Recognition**

The ability to transform  
print into spoken language

**X**

### **Language Comprehension**

The ability to understand  
spoken language

**=**

### **Reading Comprehension**

*Figure 6. The Simple View of Reading (Gough & Tunmer, 1986)*

# Language Comprehension

## Background Knowledge

(facts, concepts, etc)

## Vocabulary

(breadth, precision, links, etc)

## Language Structures

(syntax, semantics, etc)

## Verbal Reasoning

(inference, metaphor, etc)

## Literacy Knowledge

(print concepts, genres, etc)

# Word Recognition

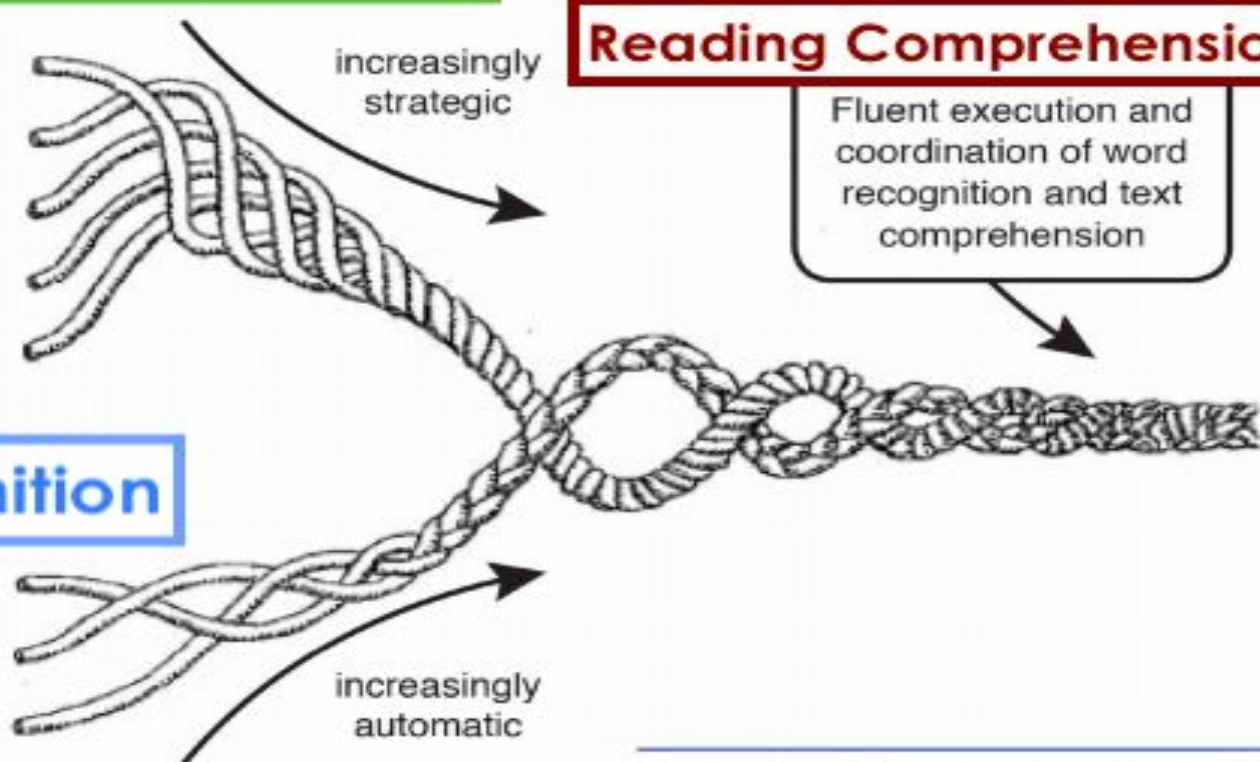
## Phonological Awareness

(syllables, phonemes, etc)

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

## Sight Recognition

(of familiar words)



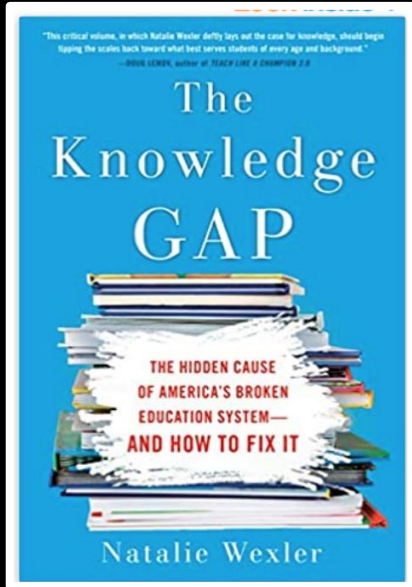
# Reading Comprehension

Fluent execution and  
coordination of word  
recognition and text  
comprehension

Hollis Scarborough's Reading Rope



# Comprehension



- ❖ Reading comprehension isn't a set of skills; it's mostly an outgrowth of knowledge and vocabulary.
- ❖ An individual doesn't have a single "reading level." The level will vary with how much she knows about the topic.
- ❖ The best way to boost comprehension is to build students' knowledge of social studies, science, literature, and the arts.

## Changing Emphasis of the Subskills of the Five Components of Reading

Component	K	1st	2nd	3rd	4th	5th
Phonemic Awareness	Blend & Segment		Phoneme Analysis: Addition, Deletion & Substitution, Spelling Dictation			
Phonics	Sounds / Basic Phonics		Advanced Phonics & Multisyllabic Words		Multisyllabic & Word Study	
Fluency	Sounds & Words		Words & Connected Text		Connected Text	
Vocabulary	Speaking & Listening		Listening, Reading, & Writing		Reading & Writing	
Comprehension	Speaking & Listening		Listening, Reading, & Writing		Reading & Writing	

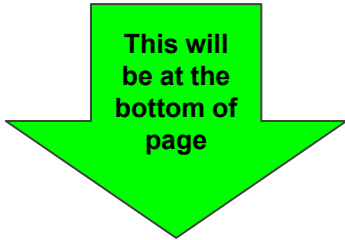
Adapted from Michigan's Integrated Behavior and Learning Support Initiative, 2017

The next 10 slides include screenshots of a Read Aloud Lesson from Utah Text Talk Lessons. These FREE lessons provide educators with a resource to accomplish the complex and demanding task of developing children's literacy using read-alouds, including a vocabulary routine & questions to ask while reading to students. There are 101 complete Lessons!!

Follow these steps to gain access to **Utah Text Talk Lessons**



<https://digitallibrary.utah.gov/awweb/awarchive?item=28840>



This will be at the bottom of page

Links

Digital Library:



Open Document File



This will open up to the Lessons

# **TEXT TALK LESSONS**

**CREATED BY**

**UTAH READING FIRST EDUCATORS**



**Text Talk Lesson for: A Bad Case of Stripes, (David Shannon, 1998)**

ISBN: 0-439-07955-1

Potential Tier 2 words in the text:

- fretting
- impress
- relieved
- extraordinary
- drowsiness
- disaster
- contagious
- announced
- prodded
- virus
- huddled
- remedies
- sprouted
- heaping
- cured
- vanished

Tier 2 words selected for direct instruction:

- ***fretting***
- ***contagious***
- ***remedy***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Read aloud page 1. Show the illustration. Ask the children, "Have you ever been worried about what other people would think of you?" (fretting)

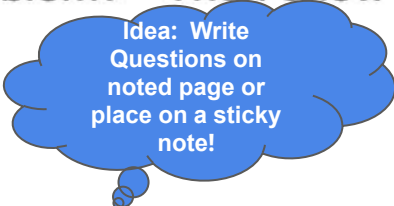
Read aloud page 2. Ask the children, "What is Camilla's problem?" Then show the illustration on page 3.

Read aloud page 4 and show the illustration on page 5.

Read aloud page 6. Show the illustration on pages 6-7. Ask the children, "Can you predict what made Camilla's stripes change?" "What do you think the other children will say?"

Read aloud page 8. Ask the children, "Does this confirm our prediction of why Camilla's stripes change?" Show the illustration on page 9. Ask, "How does Camilla feel about all of this?"

Read aloud the first paragraph on page 10. Show the illustration on page 11. Ask the children, "Why are the other parents afraid to have Camilla around their children?" "Have you ever gotten sick because of someone else?" (contagious)



Idea: Write Questions on noted page or place on a sticky note!

Read the rest of page 10. Ask the children, “Why doesn’t Camilla ask for the plate of lima beans?”

Read page 12 and show the illustration on pages 12-13.

Read page 14. Show the illustration on page 15. Ask the children, “What has happened to Camilla?” “What was the cause?”

Read page 16 and show the illustration on page 17.

Read page 18 and show the illustration on pages 18-19.

Read page 21. Ask the children, “Why won’t anything work for Camilla?” “Can you think of anything that might fix her?” (remedy) Show the illustration on pages 20-21.

Read page 22 and show the illustration on pages 22-23.

Read page 24 and show the illustration on page 25.

Read page 26. Ask the children, “Do you think the lima beans will work?” “Why or why not?” Show the illustration on page 27.

Read page 28 and show the illustration on page 29. Ask the children, “Why do you think the lima beans worked when nothing else would work?”

Read page 30 and show the illustration. Ask the children, “How did Camilla keep herself from having a case of stripes again?”

## Step 2: Direct Vocabulary instruction of the Tier 2 Words

### Explicit Vocabulary Routine

Target word: **fretting** (*fret, fretted*)

1. “In the story, the author says that Camilla was **fretting** over what to wear. During the story, Camilla also **fretted** over what her friends would think of her.”
2. “If you are **fretting** over something, it means that you are worried about something.”
3. “Say the word with me: **fretting**.”
4. “You might **fret** if you lost your favorite toy. Your mom is **fretting** when she worries about you getting sick.”
5. “Now you think of a reason you might **fret** over something. Start you sentence with, “I **fret** when \_\_\_\_\_.” or “\_\_\_\_\_ makes me start **fretting**.” (if children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did)
6. “What’s the word?” ‘**fretting**’

Target word: **contagious**

1. "In the story, the other parents were afraid that the stripes were **contagious**."
2. "If you say that something is **contagious**, you mean that other people can easily get it just by being around it."
3. "Say the word with me: **contagious**."
4. "You should stay home when you are sick with the flu, because you are **contagious** and you could get other people sick." "Sometimes yawning can be **contagious** because when one person yawns, other people start yawning."
5. "Now think of something that is **contagious**. Start your sentence with, '\_\_\_\_\_ is **contagious**.' or 'I would be **contagious** if I \_\_\_\_\_.'" (if children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did)
6. "What's the word?" '**contagious**'



Target word: **remedy** (*remedies*)

1. "In the story, the author says that the Creams were given all kinds of **remedies** for Camilla."
2. "If you give someone a **remedy**, you give them a cure, or something that will fix them."
3. "Say the word with me: **remedy**."
4. "When you are sick, you might go to the doctor for a **remedy**. A bowl of hot soup could be a **remedy** for a sore throat."
5. "Now you think of a **remedy**. Start your sentence with, 'I need a **remedy** when \_\_\_\_\_.' or 'A **remedy** that works for me is \_\_\_\_\_.'" (if children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did)
6. "What's the word?" **'remedy'**

Combine the words by having the children make a choice between two of the words:

- The doctor giving you some medicine: **remedy** or **contagious**?
- Losing some money: **remedy** or **fretting**?
- Getting the chicken pox from your little brother: **fretting** or **contagious**?
- Can't find your mom or dad at the store: **fretting** or **remedy**?
- A Band-Aid for your scraped knee: **contagious** or **remedy**?
- Yawning because someone else does: **fretting** or **contagious**?

Maintain all three words by asking the children to give examples or explanations:

- Tell us about a time that you saw someone **fretting**. What were they **fretting** about?
- Have you ever been **contagious**? What happened?
- Where would you go to get a **remedy**? Why?

Maintain by helping children add to their networks of related words:

- Sometimes a smile is **contagious**, because when someone smiles at me, I want to smile back. Can you think of other things besides sickness that are **contagious**?
- What are some things that moms and dads **fret** over? Teachers? Children?
- What **remedies** work the best for you? Is there a **remedy** that your family uses most?

## Assess:

“Let’s think about all three of our new words again: **fretting**, **contagious**, **remedy**.”

- Which would be an example of someone **fretting** – a student who can’t find their library book or a student checking out a library book? Someone answers- students who agree with the response should give a thumbs up and those who disagree should give a thumbs down.
- Who would be **contagious** – someone who comes to school with a cold or someone who studies really hard? Someone answers- students who agree with the response should give a thumbs up and those who disagree should give a thumbs down.
- Which would be a **remedy** – a special prize for being really good or a cast for a broken arm? Someone answers- students who agree with the response should give a thumbs up and those who disagree should give a thumbs down.

One more FREE resource from the **University of Florida Literacy Institute**. **Complete Lesson Plans with all 5 Components of Reading**. Schedules, interactive manipulatives, videos , and more!



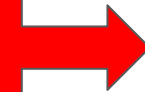
**UFLI**

University of Florida  
Literacy Institute

**UFLI Resource Hub**

<https://education.ufl.edu/ufl/virtual-teaching/main/lesson-structure/>

**Use Drop  
Down Menu  
to access all  
Resources**



Resources Contact Us

Downloads

Videos

UFLI Dyslexia Resource Hub

UFLI Parent Resource Hub

UFLI Virtual Teaching Hub





<http://www.readingtipsforfamilies.com/>



# Literacy Resources for Educators



[https://www.sstr2.org/LiteracySupports\\_2019513154429263.aspx](https://www.sstr2.org/LiteracySupports_2019513154429263.aspx)



<http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Striving-Readers-Comprehensive-Literacy-Grant1/2020-Literacy-Academy>



**Questions to guide conversations with your colleagues.**

- 1. How do you assess students' Basic Early Literacy skills in each grade level?**
- 2. How do you plan for instruction based on the assessment data? (Hint: Only focus on tier 1 instruction first.)**
- 3. How are you explicitly teaching each of these skills?**
- 4. How are you measuring student mastery of these skills?**
- 5. How do you differentiate?**
- 6. Are you diagnostic and prescriptive for interventions?**

Thank you for joining  
me today.

**Contact Information:**

Marcy Henry, Literacy Specialist,  
Perkins Local School District

[mhenry@perkinsschools.org](mailto:mhenry@perkinsschools.org)

