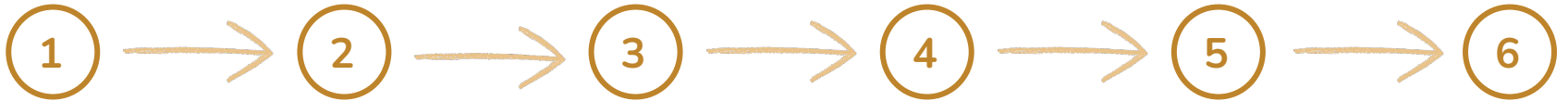


Supporting Reading Foundations in Upper Elementary

August 29, 2022

Each child's educational journey is focused on **six critical goals**.

Birth *through* Graduation



Students enter Kindergarten ready.

Students achieve Mastery level on third grade assessments and enter fourth grade ready for grade-level content.

Students will achieve Mastery level on eighth grade assessments and enter ninth grade prepared for grade-level content.

Students will graduate on time.

Students will graduate with a college and/or career credential.

Students will graduate eligible for a TOPS award.



We know **several key things** that must be true to position students for success along the educational journey:



Access to a high quality **early childhood experience**

Foundational literacy instruction

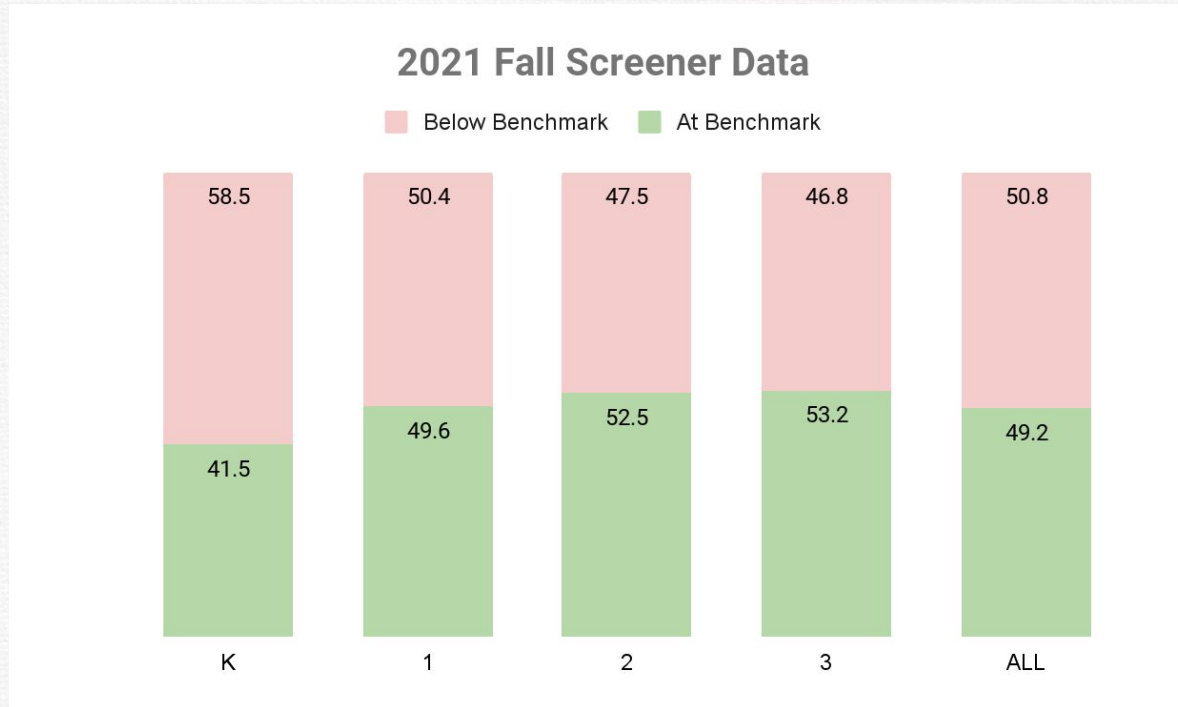
A **teacher** prepared to lead a classroom every single day

Daily instruction that **accelerates learning**

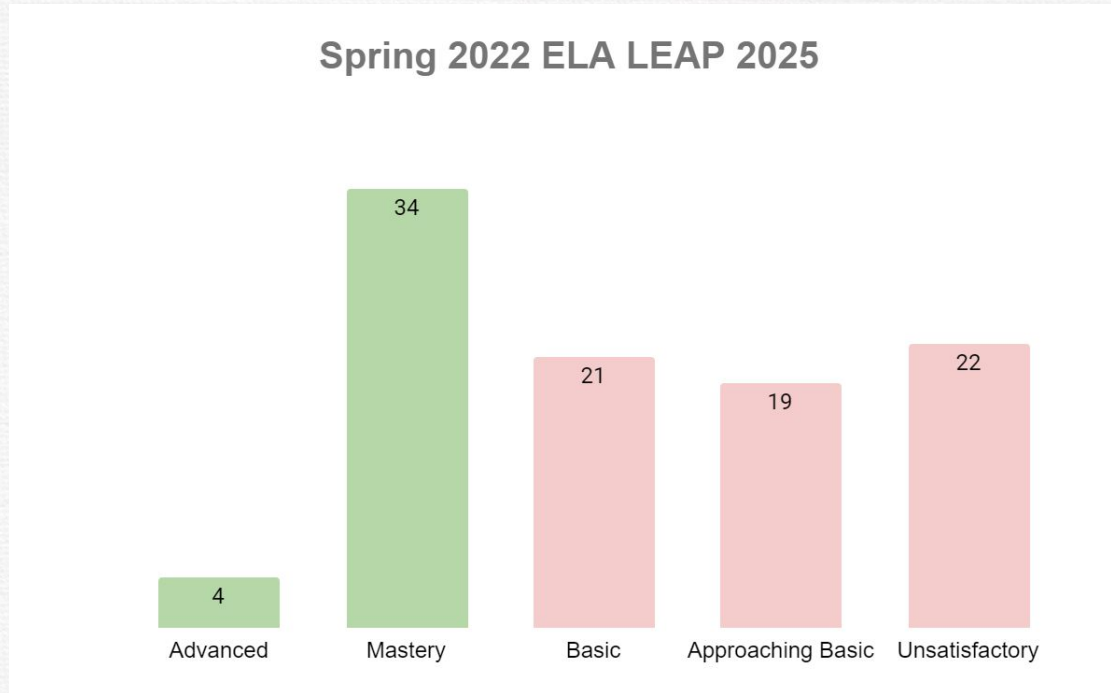
A meaningful **high school experience**



Need for Foundational Skills in Upper Elementary

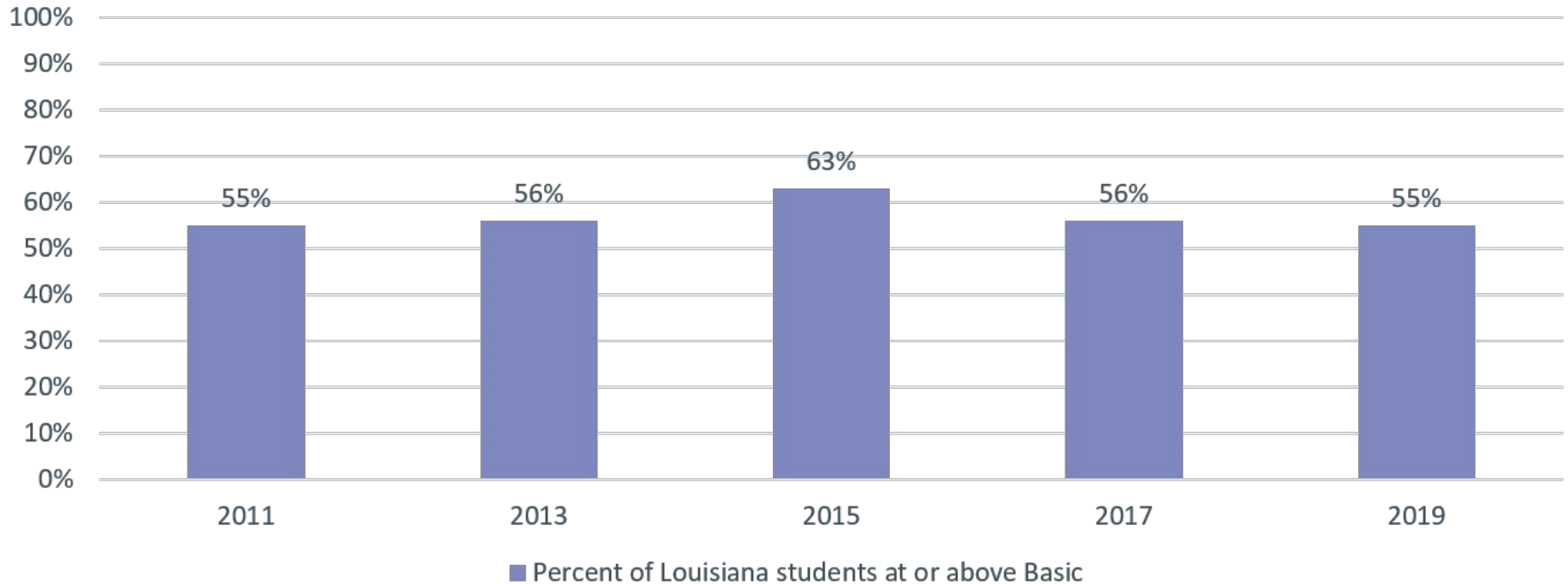


Need for Foundational Skills in Upper Elementary



Background and Goals

NAEP Results 2011-2019



Background and Goals

Louisiana's 2027 Literacy Goal

220

By 2027, Louisiana's average 4th grade NAEP reading scaled score will increase to a 220.

+10

A 220 average scaled score in 4th grade reading would represent a nine point increase between 2019 and 2027.

high
20s

This goal would lead to a Louisiana ranking in the 20s if other states' performances remain constant.

Louisiana Literacy

Mission: Louisiana students will have improved literacy outcomes through high-quality instruction and interactions from an effective teacher who is supported by leaders and families.



Key Pillars of the Louisiana Comprehensive Literacy Plan



Student literacy outcomes will increase when schools create and monitor **LITERACY GOALS**.



Literacy outcomes will improve when students are provided high-quality core instruction together with **EXPLICIT LITERACY INTERVENTIONS AND EXTENSIONS** based on individual student needs.



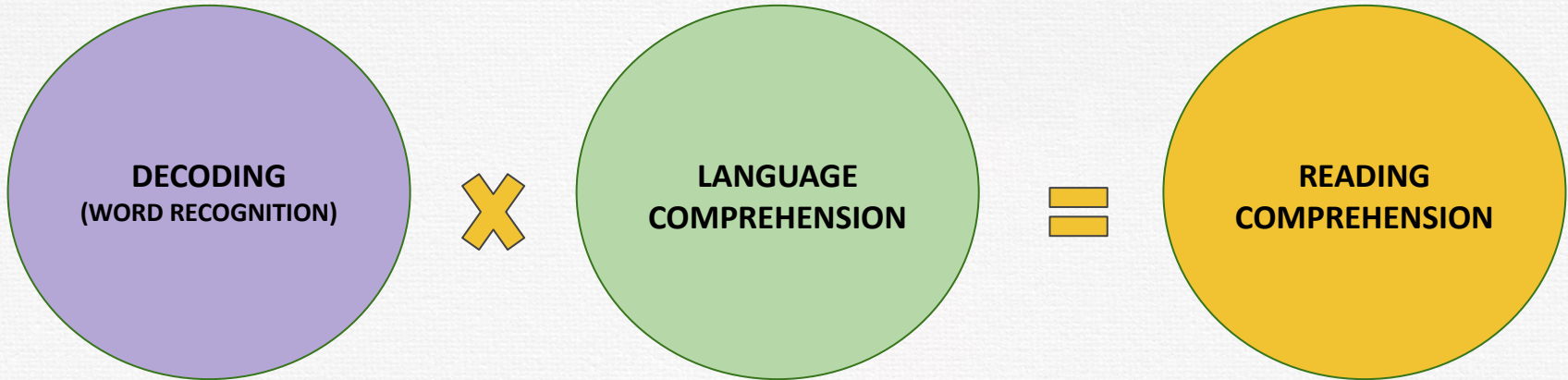
ONGOING PROFESSIONAL GROWTH is an essential component of effective teaching and literacy development.



FAMILIES play an essential role in the literacy development of children at all ages and stages.



The Simple View of Reading



Core Instruction

Supports for Grades 3-5: Foundations Lessons

Foundational Instruction for Reading Excellence (FIRE) lessons provide a systematic, explicit reading foundations program for ALL students in grades 3-5.

- Three units are comprised of forty, ten-minute lessons, including two skills “check-points” that assess students on skills targeted in that unit.
- These lessons are intended to be delivered during whole group instruction.
- Lessons are designed to provide direct instruction in three key areas: advanced spelling patterns, grammar, and morphology.
- These lessons do not replace, but rather complement existing reading programs.



Core Instruction

Digging in to Foundational Lessons

- Lesson sequence:
 - Attention getter
 - Explicit instruction
 - Guided Practice
 - Student Application
- Additional supports:
 - Overview of skill/concept
 - Supports for diverse learners



FIRE Teacher Materials Sample

Lesson Type	Morphology									
Overview of Skill/Concept	The focus of today's lesson is for students to correctly use the prefixes un-, non- and en-, given in the context of a sentence. The prefixes un- and non- mean "not" or "opposite". The prefix en- means "in" or "within."									
Materials Needed	<ul style="list-style-type: none">• whiteboards and dry erase markers/chart paper (teacher)• activity page (student)									
SWBAT statement	SWBAT correctly use the prefixes un-, non-, and en-, given the context of a sentence.									
Attention Getter (1 minute)	<p>The teacher says, "We've discussed the prefixes -un-, -non-, and -en- before. Can you all remember what these prefixes mean? Let's play a lightning game. Quickly share out how many words you can think of that have the prefix -un-, -non-, or -en-. As you are sharing, I'm going to include them on our chart.</p> <p>Have the following chart displayed, and add correct student responses as they are offered.</p> <table border="1"><thead><tr><th>-un</th><th>-non</th><th>-en</th></tr></thead><tbody><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></tbody></table>	-un	-non	-en						
-un	-non	-en								

FIRE Teacher Materials Sample

Explicit Instruction (3-5 minutes)	<p>A prefix is a group of letters added to the beginning of a word. It adds meaning or changes the word's meaning. Remember a root word is a word or word part from which other words grow, usually through the addition of prefixes or suffixes. When adding a prefix, the spelling of the root word is not changed. (teacher may want to add to anchor chart of this information from previous lesson)</p> <table border="1" data-bbox="778 440 1367 551"><thead><tr><th data-bbox="778 440 1072 472">Prefix</th><th data-bbox="1072 440 1367 472">Meaning</th></tr></thead><tbody><tr><td data-bbox="778 472 1072 505">un-, non-</td><td data-bbox="1072 472 1367 505">not, opposite</td></tr><tr><td data-bbox="778 505 1072 551">en-</td><td data-bbox="1072 505 1367 551">in, within</td></tr></tbody></table> <p>(Keep this chart anchored in your classroom for students to use as a reference.)</p>	Prefix	Meaning	un-, non-	not, opposite	en-	in, within
Prefix	Meaning						
un-, non-	not, opposite						
en-	in, within						
Guided Practice (2 minutes)	<p>"Let's do some practice together. Look at the following sentence. What do you think the word unfriendly means?" (Teacher may want to write sentences on white board or chart paper for students to reference)</p> <p>Example: The large dog was barking and seemed unfriendly. Student Response: not friendly "That's correct! Let's try another."</p> <p>Example: The bird entangled itself in the net. "What do you think the word entangled means as it is used in the sentence?" Student Response: the bird was twisted together or caught in the net "That's right. Great job!"</p> <p>Teachers may need to guide students to the meaning of the words using the prefix chart and defining words the students may not know in order to guide them to the correct answer.</p>						



FIRE Teacher Materials Sample

Student Application (3-5 minutes)	<p>“Now you are going to complete an activity page using the skills we just practiced. Think about the meanings of the prefixes we just learned. You are going to read the following sentences and determine which prefix best fits.”</p> <p>Example: The teacher thought the joke was ____sense. Student Response: non “Right! Now you are going to complete the activity page by choosing which prefix fits each sentence.”</p>
Guidance for Diverse Learners	<p>Consider a word wall for prefixes, suffixes, and root words. You can also add pictures of the meanings of the words and examples introduced with the prefixes un-, non-, en-</p>



FIRE Student Activity Sample - Spelling

SPELLING PRACTICE

Directions: The teacher will call out words containing different spelling patterns for /f/. Students will spell the words and sort the words according to the /f/ spelling pattern.

'ph'	'gh'	'f'	'ff'



FIRE Student Activity Sample - Morphology

PREFIXES

Directions: Think about the meaning of the prefixes un-, non-, and en-. Write the prefix that makes the most sense in the following sentences.

prefixes		
un-	non-	en-

Example: I need to unpack my bag from school today.

- 1) Nearly all readings in science and social studies classes are _____fiction.
- 2) Governments make laws and the police _____force them.
- 3) A bird's wings _____able it to fly.
- 4) Natalie was _____certain how to answer the question.



FIRE Student Activity Sample - Grammar

PREPOSITIONAL PHRASES

Directions: Read each sentence below. Identify the correct preposition that completes the sentences.

1. Make sure to leave your jacket _____ the coat rack.
 - a. with
 - b. on
 - c. beside

2. My dad found his car keys _____ the couch cushions.
 - a. after
 - b. inside
 - c. underneath

Read each sentence and circle the prepositional phrase.

1. I saw my friends walking across the park.

2. My grandma's house is near the river.

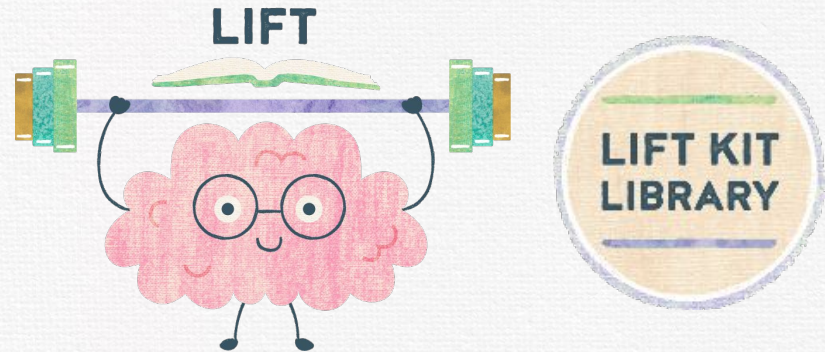
Create your own prepositional phrases in complete sentences with the prepositions below.



Interventions & Extensions

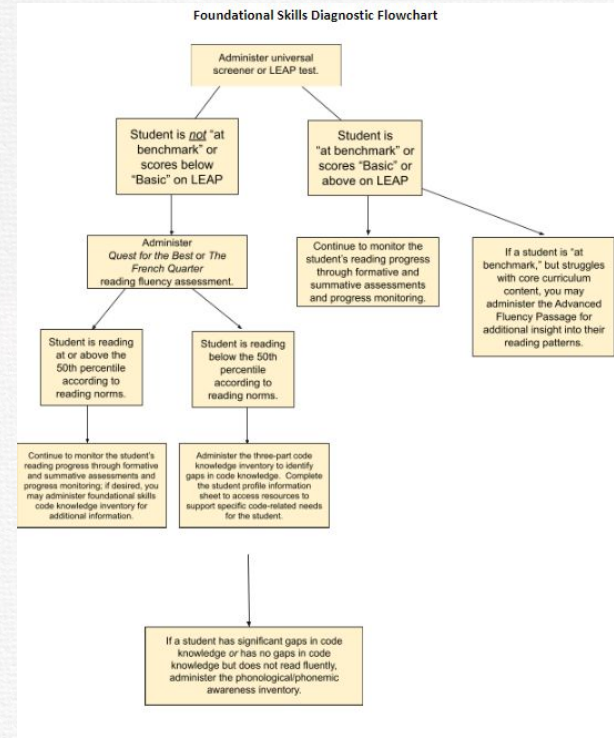
Interventions as Explicit Structures

1. The Literacy Interventions and Foundational Tools (LIFT) Kit helps teachers pinpoint specific gaps in foundational skills for students beyond Grade 2. It includes:
 - a. fluency passages
 - b. code-knowledge inventory
 - c. phonological awareness screener
 - d. intervention activities targeted to specific skill needs of students
 - e. student recording trackers
2. All resources are housed in the [LIFT Library](#).



Flow Chart

- Start with the universal screener and/or LEAP data.
- Follow the flow chart laid out in the [Administration Materials](#) to determine next steps for further diagnostic screening and where to start with lesson activities.



Code-Knowledge Inventory Sample

CVC/short vowels, basic consonants				
hat	bed	kid	cot	rug
mad	let	pit	sob	bun
fed	but	hot	jam	dim
wed	yak	fix	vat	zip
double-letter spellings				
doll	stuff	pass	buzz	puff
consonant digraphs				
chip	shut	wham	thin	that
thing	cash	math	whiz	chop

r-controlled vowels				
car	her	dirt	form	blur
long vowels				
chase	complete	mice	hose	cute
vowel digraphs				
meet	steer	bread	leaf	book
soak	pie	couch	mow	pour
cow	toe	brain	blue	pool
diphthongs				
oil	toy	foil	enjoy	toil
schwa				
about	the	alone	zebra	pencil
multisyllabic words				
window	bedroom	basket	button	cookie
garden	astronaut	computer	hamburger	unacceptable



LIFT Sample Activity

Activity: Decoding Words with Diphthongs “Reading Rope” **Strand:** Phonics
(ou, ow, au, aw, oy, oi)

Rationale

Two letters can sometimes work together to make one sound. It is important for students to be aware of these patterns, recognize them in a word, and decode the word accurately. Being fluent in decoding will aid in comprehension, and ultimately, produce a successful reader. The early ability to sound out words with success is a strong predictor of a student’s future ability in decoding (Lundberg, 1984).

Materials:

- teacher-generated picture cards (ou, ow, au, aw, oy, oi), list of words containing diphthongs

Description of Activity:

- Tell the students that sometimes two letters stand together to make one sound. These letter pairs include a vowel. Let them know it is important to recognize these letter pairs and remember the sounds they make in a word.
- Have some individual cards containing the list of diphthongs from above, with corresponding pictures. For example, “ou” with a picture of a cloud, “ow” with a picture of a cow, and “au” with a picture of laundry. These pictures can be grouped and posted in the classroom for student reference. It is important to note that “ow” can make the sound of “cow” or “grown.” This activity must be repeated for fluency.
- Show each card and say the sound and the letters that form the sound, as well as the picture. For example, say /ou/ (students repeat), o-u (students repeat), and cloud (students repeat). Do this for each sound, each day, until mastery is achieved.
- Also, use the word list below for decoding practice with students. Make sure to add to this list as words are discovered throughout the reading of texts in the classroom. Students love to find these and share them with others.

ou	ow	au	aw	oy	oi
round about loud south	crown growl shower plow	author autumn pause haunt	paw lawn draw claw	enjoy toys destroy annoy	choice point spoil coin

Recording: Mark Y if the student was able to read the word with the names sound ; Mark N if they could not.

	Student names								
ou									
ow									
au									
aw									
oy									
oi									

Links in the Literacy Library



LIFT
(LITERACY INTERVENTIONS AND FOUNDATIONAL
TOOLS)
KIT LIBRARY



FOUNDATIONAL INSTRUCTION FOR READING
EXCELLENCE (FIRE) MATERIALS

File	Download
Grade 3 Unit 1 FIRE Student Activity Book	Download
Grade 3 Unit 1 FIRE Teacher's Guide	Download
Grade 4 Unit 1 FIRE Student Activity Book	Download
Grade 4 Unit 1 FIRE Teacher's Guide	Download
Grade 5 Unit 1 FIRE Student Activity Book	Download
Grade 5 Unit 1 FIRE Teacher's Guide	Download

Opportunities for Professional Growth

Upcoming Live Webinars:

- [Paraprofessionals and Support Staff Literacy PD Series](#)
- [Grades 3-12 Foundational Skills and Content Literacy PD Series](#)
- Webinars will be recorded and posted in the [Literacy Library](#).



Call to Action

- Staffing and Scheduling
 - ensure time in schedules for interventions
 - small group instruction
 - conducive grouping for job-embedded Teacher Collaboration
- Instructional Leadership Teams
 - support each other and teachers in Act 108 training
 - utilize ILT structures to promote literacy best practices
 - observation and feedback to encourage best practices
- Resources
 - build awareness of our Literacy Library's available resources
 - promote and support HQIM usage and understanding the why
 - materials meant to be adjusted based on student need (multisensory and focused on content and purpose)



Contact Information

Contact louisianaliteracy@la.gov with any requests for additional support around these materials, questions, or feedback.

