



Launching the 2014 ELA/ELD Framework

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San Mateo County Office of Education



CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction



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ELA/ELD Framework Focus

Independence with Text: The Place of the Foundational Skills in Literacy Development

TK-Grade 5

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Presentation materials are available on the Digital Chalkboard ELA/ELD Framework Launch Events Web page at <http://bit.ly/1B2V9yl>



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Citation Format

- CA CCSS – California Common Core State Standards
- ELA/ELD Framework
- FSR – CA Foundational Skills Resource (also referred to as the “Foundational Skills White Paper”) on CDE Web site under Resources for the CA CCSS
<http://www.cde.ca.gov/ci/rl/cf/documents/foundskillswhitepaper.pdf>



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Session Outcomes

- Increase familiarity with the foundational skills
- Increase familiarity with the ELA/ELD Framework and the accompanying white paper on foundational skills
- Explore pertinent resources in the framework and white paper
- Consider instructional implications for English learners and students experiencing difficulties



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Before We Begin...

- How familiar is your staff with the foundational skills?
- What are areas of excellence at your site in terms of foundational skills instruction?
- What are areas in need of more attention?
- What are your questions, concerns, hopes?

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Figure 2.1 The ELA/ELD Framework Circles of Implementation



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SBE-Adopted ELA/ELD Framework, Chapter 2, Page 4



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Ultimate Goals of the Foundational Skills

“To rapidly [and accurately] recognize and decode printed words in meaningful connected text and to nearly effortlessly record ideas in print. [These contribute] . . . to students’ ability to independently engage with and use printed language for their own purposes.” [FSR, p. 3]



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The Role of the Foundational Skills

- These skills are not an end in and of themselves.
- Comprehension is our biggest challenge.

Vocabulary and background knowledge play unique and key roles in the ability to understand complex text.



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- After grade 2, reading and writing widely, frequently, and deeply are critical ways students develop background and vocabulary knowledge.
 - Students who lack decoding and encoding skills avoid reading and writing because they're so frustrated.
- Acquisition of the foundational skills are necessary but not sufficient for achieving literacy.



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The ELA/ELD Framework's Position on the Foundational Skills

- Acquisition of the foundational skills is crucial.
- The purpose of acquisition is to enable rich meaningful engagement, as readers and writers, with print. This must be obvious to learners.



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- Instruction should be thoughtfully sequenced and implemented. (Research has much to offer.)
- Instruction should address the needs of individuals.
 - Differentiation
 - Systems of support (timely)
 - Formative assessment
- The other key themes also must be given significant attention.



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English Learners and the Foundational Skills

- The framework focuses on the foundational skills in English.
- **HOWEVER**, it should be noted that much of the research on teaching beginning reading to native speakers of English also applies to speakers of other languages, especially alphabetic languages such as Spanish.



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English Learners and the Foundational Skills

English literacy instruction for ELs needs to build on and be adapted in accordance with:

- Previous literacy experiences in the primary language
- Oral proficiency in the primary language and in English
- How closely the student's primary language is related to English
- The type of writing system used (for students with primary language literacy) [FSR, p. 2]



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English Learners and the Foundational Skills

Three key instructional guidelines:

- Build on skills and knowledge that were acquired in the primary language (transfer).
- Be sensitive to pronunciation differences due to the influences of the primary language, home dialect of English, or regional accent. Differences should not automatically suggest decoding difficulties.
- Ensure attention to meaning making. (We decode print to gain meaning.) [Ch. 3, p. 42-44]



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Four Components of the Foundational Skills

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency



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K (and TK) Print Concepts

- Very similar to the previous standards with a slight change in the name
- Two major components:
 - organization and basic features of print
 - alphabet knowledge



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- Organization and basic features of print
 - Reading left to right, top to bottom, and page by page
 - In written language spoken words are represented by specific sequences of letters
 - Words are separated by spaces in print
- Alphabet knowledge
 - Recognize and name upper- and lower-case letters [Note: Not the sounds]



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1st Grade Print Concepts

- Organization and basic features of print
 - Recognize the features of a sentence (e.g., first word, capitalization, ending punctuation)

[Note: K standards also apply IF not yet met.]



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Instructional Implications

Common Approaches to Text Features and Organization

- Shared reading and writing (in shared reading the text is *simple* and *repetitive*, e.g., *Brown Bear, Brown Bear*)
- *How and why is this form of shared reading NOT the same as TK-2 reading aloud TO students challenging (but comprehensible) narrative and informational text to build comprehension?*



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Recognize and name letters

- Adams (2013) recommends the following order of instruction: [FSR, p. 4]
 1. Letter names (without print)
 2. Uppercase printed letters
 3. Lowercase printed letters
 4. Letter sounds

Often all four of the above are taught at once. Which approach makes sense when?



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Differentiated Instruction and the Multi-Tiered System of Supports (MTSS)

- “Instruction should be differentiated based on the varying needs of the learners.” Some students will need much more practice than others [FSR, p. 4]
- “Teachers should be skilled at assessment and provide instruction and practice that is suitable for each child.” [FSR, p. 4]



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Phonological Awareness

- *Phonological awareness* may be a new term for many teachers since the previous framework and standards used *phonemic awareness*.
- Phonological awareness is a larger category of units of sound in speech:
 - (Words)
 - Onsets and rimes
 - Syllables
 - Phonemes



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“Because English is a predominantly alphabetic orthography, . . . prospective readers of English [and Spanish] are most likely to grasp the logic of the written system when they achieve the most difficult level of phonological awareness: phonemic awareness or the awareness of individual sounds.”
[FSR, p. 5]



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Phonological awareness includes “the ability to manipulate the sound units of spoken language.” [FSR, p. 5]

- Isolating units of sound
- Rhyming
- Blending different units of sound
- Segmenting different sound units
- Adding sounds to words
- Substituting sounds in words
- Deleting sounds from words



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K (and TK) Phonological Awareness

Demonstrate an understanding of spoken words, syllables, and sounds

- Recognize and produce rhyming words
 - Count, pronounce, blend, and segment syllables
 - Blend and segment onsets and rimes of single-syllable words
 - Isolate and pronounce the initial, medial, and final sounds in three-phoneme words
 - Add or substitute individual sounds in simple, one-syllable words to make new words
 - **Blend two and three phonemes into recognizable words**
- [CA]



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1st Grade Phonological Awareness

Demonstrate an understanding of spoken words, syllables, and sounds

- Distinguish long from short vowel sounds in spoken single-syllable words
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
- Isolate and pronounce initial, medial, and final sounds (phonemes) in single-syllable words
- Segment spoken single-syllable words into their complete sequence of individual sounds



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Instructional Implications

“Phonological awareness develops along a multidimensional continuum.” [FSR, p. 5]

- From large to smaller units
- From easier to more difficult kinds of manipulations [tasks or skills]
- From more to less easily exaggerated sounds (i.e., continuants vs. noncontinuants)
- More (see FSR, p. 6)

Phonemic blending and segmentation are key goals.



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Phonological lessons:

- Are engaging
- Are of short duration
- Are grouped by ability
- Include phonologically rich environments, and
- At end of K and in grade 1, are closely tied to phonics instruction (e.g., in addition to blending words without print, students blend printed words) [FSR, pp. 6-7]



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Differentiated Instruction and the Multi-Tiered System of Supports (MTSS)

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Phonics and Word Recognition

- Letter-sound and spelling-sound correspondences
- Multisyllabic words
 - syllable patterns
 - morphemic units, such as affixes and roots)
- Sight words



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A Complex Continuum of Phonics Knowledge and Skills, TK-5

- **K (&TK):** Letter-sound correspondences of common consonants, long and short vowels, and *beginning decoding of CVC words*

[Note: Reading CVC words is *not* listed in the Foundational Skills but the Foundational Skills Resource [FSR, p. 21] lists this as an instructional goal supported by two related K standards (oral blending of 2- and 3-phoneme words and spelling words phonetically). Further support in Appendix A is the description of emergent reader text (short sentences with sight words and CVC words) .]



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- **Grade 1:** consonant digraphs, final-e & common vowel teams for long vowels, decode 1-syllable words and 2-syllable words with “basic” patterns and words with inflectional endings
- **Grade 2:** additional common vowel teams, 2-syllable words with long vowels, words with common prefixes and suffixes



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- **Grade 3:** Decode multisyllabic words, identify (and use) common prefixes and derivational suffixes, decode words with common Latin suffixes
- **Grades 4 & 5:** Use combined knowledge of all letter-sound correspondences, syllabication, and morphology (e. g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.



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Related Language Standards

- Spelling is influenced by and often tied to phonics and sight word instruction. For example:
 - K – spell words phonetically
 - 1 – spell words phonetically using phonemic awareness and spelling conventions
 - 2 – generalize learned spelling patterns
 - 3 – use syllable patterns, morphemes



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Sight Word Continuum

- **TK & K:** Read common high-frequency words by sight (some regular, some not)
- **Grades 1 & 2:** Recognize and read grade-appropriate irregularly spelled words
- **Grade 3:** Read grade-appropriate irregularly spelled words

Why is the term “sight words” used in TK and K, while “irregular sight words” is used 1-3?



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- The standards repeatedly state that students “know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA**”

Why did CA add “in isolation” to the national standards and what does this imply about the relative importance of text context in decoding new words?



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Instructional Implications

- The continua of phonics and word recognition skills are *not* necessarily taught in the specified grade levels because student proficiency will vary dramatically across grade levels.
“The starting point and pacing of instruction varies significantly by child in accordance with prior learning and speed of acquisition.” [FSR, p. 11]



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This emphasis on (a) placing students along the K-5 continuum of phonics and word recognition skills and (b) proceeding at an appropriate pace, suggests:

- Instruction is often differentiated from the very beginning of TK or K.
- Before students are taught new skills, they must learn the current ones.
- Whole class instruction with every student “on the same page” bores some students and frustrates others.



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Fluency

- Three dimensions or components of fluency [FSR, p. 17]
 - Accuracy (reading words correctly)
 - Appropriate rate, which requires automaticity (reading most words quickly and “effortlessly”)
 - Prosody (reading with natural phrasing and expression)



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“Evidence suggests that the relationship between fluency and comprehension is reciprocal.” [FSR, p. 17]

- Fluency contributes to comprehension.
- Comprehension contributes to fluency (especially prosody).
- [Note academic text that is too challenging often affects all three dimensions of fluency.]



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Fluency Development

- Accuracy
 - “The development of students’ accuracy should be given the highest priority initially.” [FSR, p. 17]
 - This requires “that students become skilled at full alphabetic decoding.”



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- Automaticity next [FSR, p. 17]
 - Alphabetic readers sound out all parts of a word, in sequence, left-to-right, resulting in sound-symbol-meaning memory traces in the brain. [FSR, p. 14]
 - After sounding out many, many words, overlapping memory traces result in decoding automaticity, which includes the ability to effortlessly read novel patterns. [FSR, p. 14]



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- To build automaticity, do NOT push for speed.
 - Sounding out words takes time.
 - Emphasizing rate will encourage students to use only “partial alphabetic decoding” (first and last consonants plus context).
[FSR, p. 18]



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- When students’ knowledge of phonics is limited, decodable text plays an important role in encouraging them to buy into using alphabetic strategies.
[FSR, p. 13]

Why does it make sense to first focus on decoding accuracy before trying to build automaticity?



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Fluency Standards

- **K (& TK):** Read emergent-reader texts with purpose and understanding.
 - Emergent-reader texts have short sentences with learned sight words and CVC words [CCSS Glossary in Appendix A].



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- **Grades 1 to 5:** Read with sufficient accuracy and fluency to support comprehension.
 - Read on-level text with purpose and understanding.
 - Read on-level text* orally with accuracy, appropriate rate, and expression on successive readings. (*prose & poetry in 3-5)
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



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Instructional Implications

- Students need time to practice reading.
- Rereading without sufficient decoding accuracy often leads to rote memorization and will encourage partial alphabetic decoding strategies.
- Excessive rereading will not necessarily build automaticity because students will have memorized the text and will no longer be sounding out words and recording *new* overlapping memory traces.



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Assessment Issues and Approaches

- Often an assessment of students' reading rate in words correct per minute is used to evaluate the fluency component of the Foundational Skills.
- In a minute, student A reads a 100 word selection in a minute and gets 48 correct. In the same time, student B reads 50 words and gets 48 correct.
- *Do these students have the same instructional needs?* [Think, write, pair share.]



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If accuracy is consistently below 90% (frustration level), consider assessing:

- Phonics (by having students read words with different patterns, e. g., CVC, final e, long and other vowel pairs, VCCV and VCV patterns)
- Irregular sight words (one way to order them 1-3 is by frequency)

If the student cannot read CVC words, assess letter sounds and oral blending.



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Resources: Handout 1

- 6 selections (1 or 2 pages)
- Read one.
- Highlight or make notes as you read.
- Talk with a few others who read the same selection.
- Be ready to share a few thoughts with your tablemates.



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Resources: Handout 2

- 6 selections (1 or 2 pages)
- Read one.
- Highlight or make notes as you read.
- Tell your tablemates about it.



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Conclusion

- Read FSR Conclusion
[Handout 3]
- Turn to your neighbor and discuss:
 - *What are one or two big take aways from the conclusion and the presentation?*
 - *What questions remain?*



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Thank you!

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<http://www.cde.ca.gov/ci/rl/cf/>