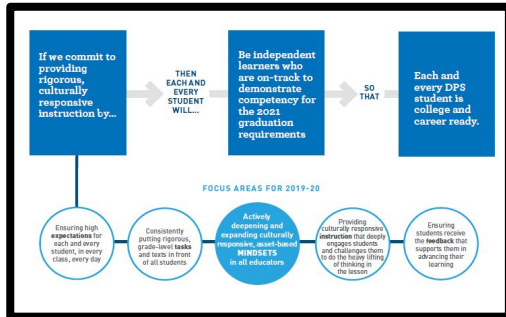
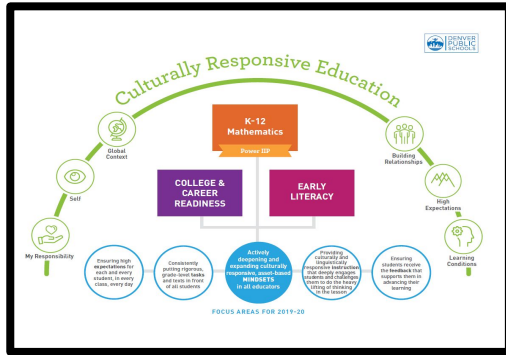

Rigorous Foundational Skills Instruction in Service of Equity

Denver Public Schools



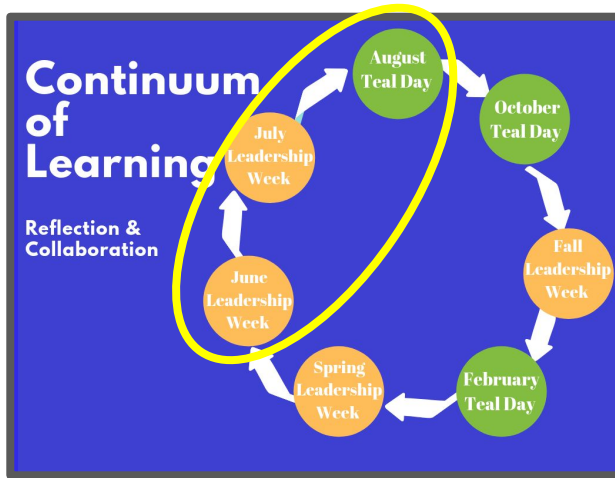
Instructional Improvement Priorities



- Gaps in letter knowledge and phonics lead to gaps in decoding, which lead to gaps in comprehension.
- Our students of color are overrepresented in SBGL category. The most pressing gaps for students in SBGL, in Spanish and English, are in domains related to phonics.

*“Scientists have figured out that learning to read is not natural—it’s not like learning to talk or walk, in which all you need is immersion or interaction with your environment. Without structured, evidence-based reading instruction with **phonics at its core**, many students will struggle with reading and spelling....A “survival of the fittest” approach to reading creates a profound equity issue...Every child needs and deserves access to evidence-based reading instruction..”*

Connecting the Dots: Where We've Been



Equitable opportunity starts with...

- A dedicated daily phonics and word work block where explicit phonics instruction is provided for all students, by the teacher
 - The use of a systematic phonics scope and sequence (curriculum)
-



Educator Mindsets



My Responsibility

I am responsible for the academic and social-emotional success of all of my students.



Self

I continuously reflect on my cultural lens, beliefs and biases and adapt my practice accordingly.



Global Context

I work to dismantle systems of power and privilege that impact my students, myself and my practice.



Building Relationships

I cultivate and maintain meaningful relationships with each student and family.



High Expectations

I maintain consistent and clear high (academic) expectations for all students.



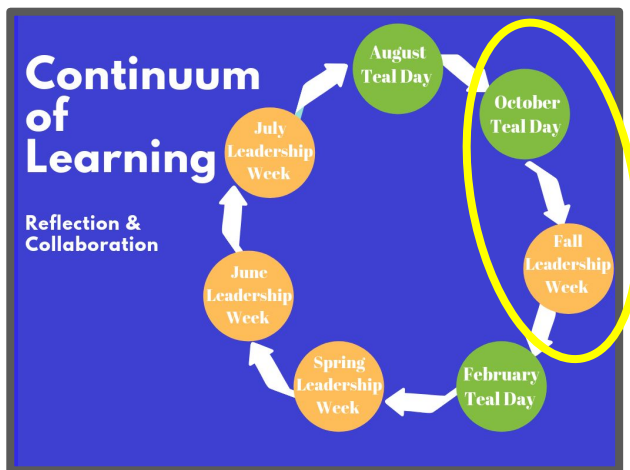
Learning Conditions

As a facilitator of learning, I co-create a safe, joyful, rigorous and personalized classroom environment that honors student voice and encourages ownership.



Where We're Going: Outcomes

We will...



- Seek to understand and question the CRE landscape of our school communities, focusing on CRE mindsets
- Understand what effective, rigorous foundational skills instruction looks like for all students
- Understand how to utilize the phonics look-fors to coach teachers for rigorous foundational skills instruction, with a specific focus on ELs in ELA-E and ELA-S classrooms

Agenda

- Opening
- Looking for Rigor in Phonics
 - In all classrooms
 - In ELA-S classrooms
 - Support for ELs in ELA-E
- Closing & Next Steps



What does effective phonics instruction look like?



The background features a warm, golden-brown color palette with a soft, glowing sunburst effect in the center. Several dark brown puzzle pieces are scattered across the scene, some overlapping and some partially visible, creating a sense of interconnectedness and problem-solving.

Effective phonics instruction starts with ensuring sufficient practice both **out of context** and **in context**.

Out of Context

lessons and activities that introduce and practice patterns in isolation (at first) so children can focus on the sound-symbol connection

opportunities to apply newly learned sound-symbol patterns in a connected text, and understand that the text conveys meaning

In Context

Foundational Skills Look-Fors

- Familiarize yourself with the Look-fors (focus on the right side of the chart)
- Make note of any unfamiliar terms or practices

tinyurl.com/FS-look-fors



**What makes this
a rigorous
phonics lesson?**

**Record evidence
of foundational
skills look-fors in
your note
catcher.**





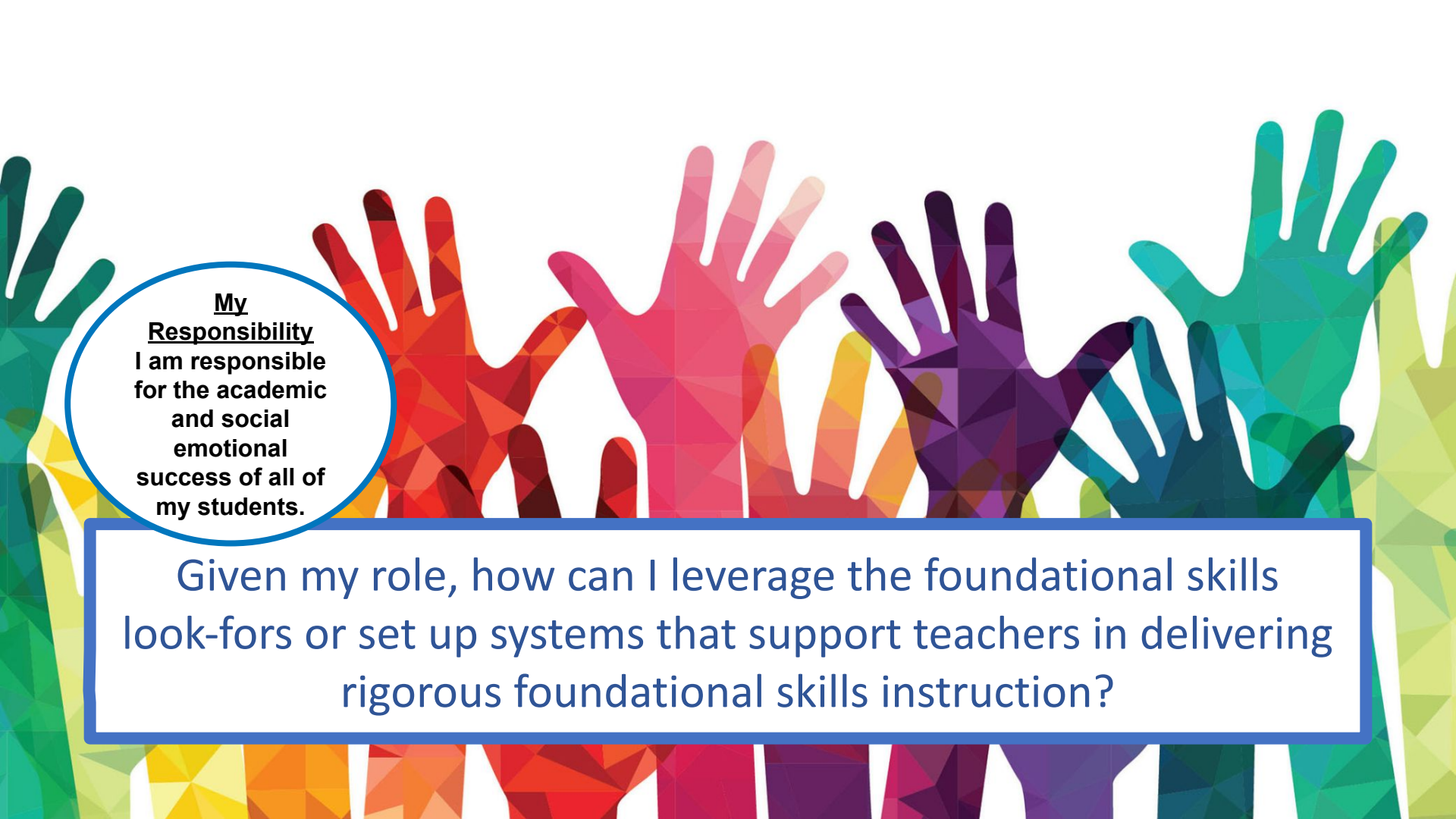
- Clear & accurate teacher pronunciation, instruction and modeling
- Many opportunities for students to practice hearing, saying, reading and writing
- Clear & consistent expectation setting to facilitate engagement of ALL students
- Clear & concise language that facilitates quick pacing
- Content presented in engaging, multisensory & child-friendly manner
- Frequent CFUs
- Provides on-the spot feedback
- Provides several opportunities for students to practice out of context AND in context

Considerations for DPS Context

- K-2 literacy blocks should include:
 - 20 minutes explicit whole group phonics
 - 20 minutes targeted small group phonics
 - 10 minutes daily shared reading
- Decodables should be used once during whole group (when the teacher reads it aloud) and repeated readings should be done in small group and independent work time (depending on student needs)
- Teachers can formally monitor progress by using the Weekly Foundational Skills Checks on Schoology



Leverage look-fors to ensure equitable access to rigorous phonics instruction.



**My
Responsibility**
I am responsible
for the academic
and social
emotional
success of all of
my students.

Given my role, how can I leverage the foundational skills look-fors or set up systems that support teachers in delivering rigorous foundational skills instruction?

**What does it look like to
establish supports for ELs?**

A solid orange horizontal bar is positioned below the text. Below the bar is a dashed orange line consisting of small square segments.

ELA-S Classrooms

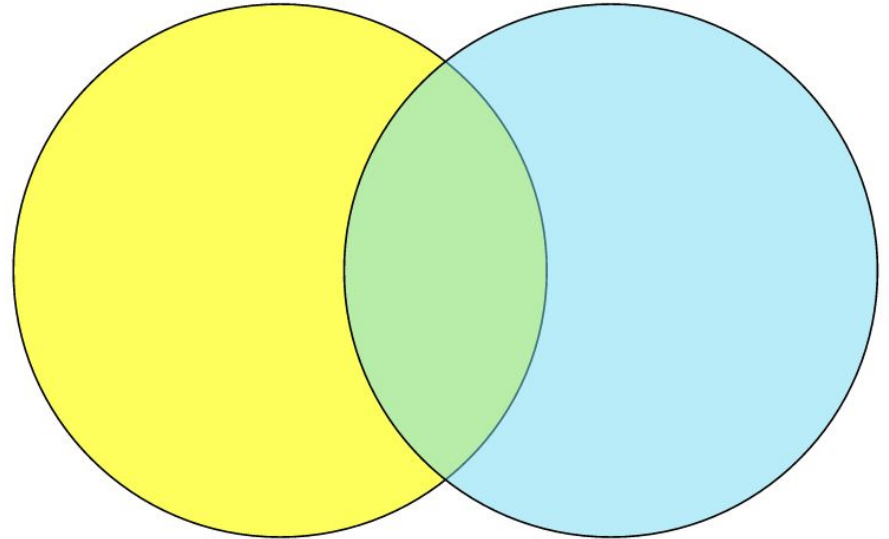
Transparent vs. Opaque

Spanish	English
clear letter-sound correspondence and much regularity	more complex phoneme-grapheme correspondence and more irregularities

Considerations for Spanish Phonics

Similarities

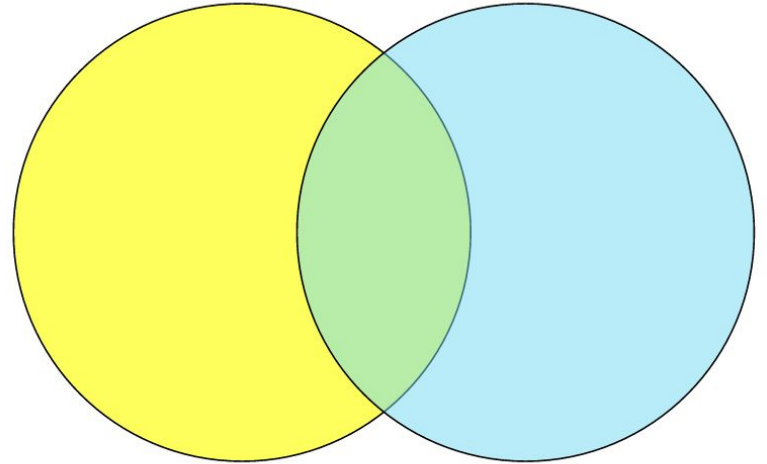
- Both languages use the Roman alphabet
- Learning to read and write uses the same basic process: PA, decoding, fluency, comprehension, writing mechanics
- Sentences have the same basic structure(except for a couple word order exceptions)
- 30-40% of all English words have a related Spanish word



Considerations for Spanish Phonics

Differences

- Spanish languages includes 1:1 correspondence between letters and sounds
- Syllable awareness comes before phoneme awareness, so students should start sounding out syllables not single sounds
- Spanish has 5 vowel sounds while English has 14+
- Some Spanish consonant sounds are distinctly different than English (v, ll, h, j, r, rr, z, ñ, x)
- Certain combinations of letters are pronounced differently in the two languages(que, güe)
- Certain letter/sound combinations in English do not exist in Spanish(ou, sh, kn)



Developing Biliteracy through Foundational Skills Instruction

- **Kinder:** Focus on building a strong foundation of phonics in Spanish and strong oral language in English through 1 shared reading lesson each unit
- **1st and 2nd:** Continue building Spanish phonics **AND** explicitly teach English skills through 1 shared reading lesson each unit and specific units in English
 - 1st grade: unit 9
 - 2nd grade: units 6 & 9



Supporting ELs in ELA-E Classrooms

Using the Benchmark Contrastive Analysis

Sound-Spelling: Consonant Digraphs

Sound (phoneme)	English			Spanish		Vietnamese		Hmon	
	Most Common Spelling Patterns (graphemes)	Notes	Word Examples			Sound (phoneme) transfer?	Spelling pattern (grapheme) transfer?	Sound (phoneme) transfer?	Sound (phoneme) transfer?
			initial	medial	final				
/ch/	ch		chile	satchel	inch		yes		no
	_tch	Used after short vowel in root.		hatchet	crutch		no		no
	tu	Latin origin. Unstressed long u impacts the /t/ sound.		culture, situate, fortunate, mutual		yes	no	yes	no
	ci, ce	Small number of foreign words commonly used in English		cello	concerto, agent, financial		no		no

- Point out English/native language phoneme distinctions
- Start with oral language development (e.g., phoneme articulation & identification, etc.)
- Additional skills practice

Additional ways to support ELs...

- Ensure that phonics practice is connected to meaning (as opposed to nonsense words)
- Use caution when asking if something looks/sounds right
- Explicitly teach skills vs. asking something like "What words start with u?"
- Provide wait time & opportunities for students to process with a peer
- Use realia that match words
- Use the students' native language as a brokering asset



We best support ELs in acquiring foundational skills by understanding the similarities and differences between English and students' native languages and leveraging scaffolds that both support and maintain rigor.



**My
Responsibility**
I am responsible
for the academic
and social
emotional
success of all of
my students.

What shifts, if any, need to occur at my school to ensure we are best supporting ALL students, including ELs in ELA-E and ELA-S classrooms?

Next Steps

Consider what policies and practices must be in place to ensure:

- An explicit and systematic foundational skills curriculum is being used in every K-2 classroom
- Use of the Foundational Skills Look-fors to observe and coach teachers for rigor in phonics
- Support for teachers in understanding the differences between English and student's native language and use strategies to support ELs in ELA-E and ELA-S classrooms



What is one way
you will use the
learning from
today's session in
the next week?



To support students in the creation of a positive literacy identity, we must give them the tools needed to be successful.