

**Get It Right
Off the BATT!**



Session Coaches



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Session Players



- Read the ABE/ESL reader descriptions on the posters
- Decide which one or two best describes your primary teaching role
- When you are ready, the presenters will conduct a poster poll

Session Game Plan



1. To know BATT's history and content
2. To understand CCSS/CCRS Reading Foundational (RF) Skills 1-4
3. To explore and practice informal beginning alphabets and fluency tests
4. To study and discuss beginning alphabets and fluency tools (lesson plans, activities, appendix pages)
5. To reflect upon your ABE/ESL classroom use of tests, tools, and other resources

Brief BATT(y) History



- Inspired by ESL Institute 2014 ‘Cracking the Code’ evaluations
- Marn and Kristins’ collaboration began in the spring-summer of 2014
- Continued during 2014-2015-2016 school year
- Piloting completed in winter-spring of 2015
- Summer Institute session in August of 2015
- Final version posted on ATLAS website in September of 2015

BATT Pilot Team

Kristin Klas, Lori Leininger, Emily Fisher, Ellie Purdy,
Kristin Perry, and Erin Evans (not pictured)



K-8 Alphabetics Continuum

Unlocking Literacy: Effective Decoding and Spelling Instruction

Marcia K. Henry, 2010 (2nd Edition)



Phonological
Awareness
K

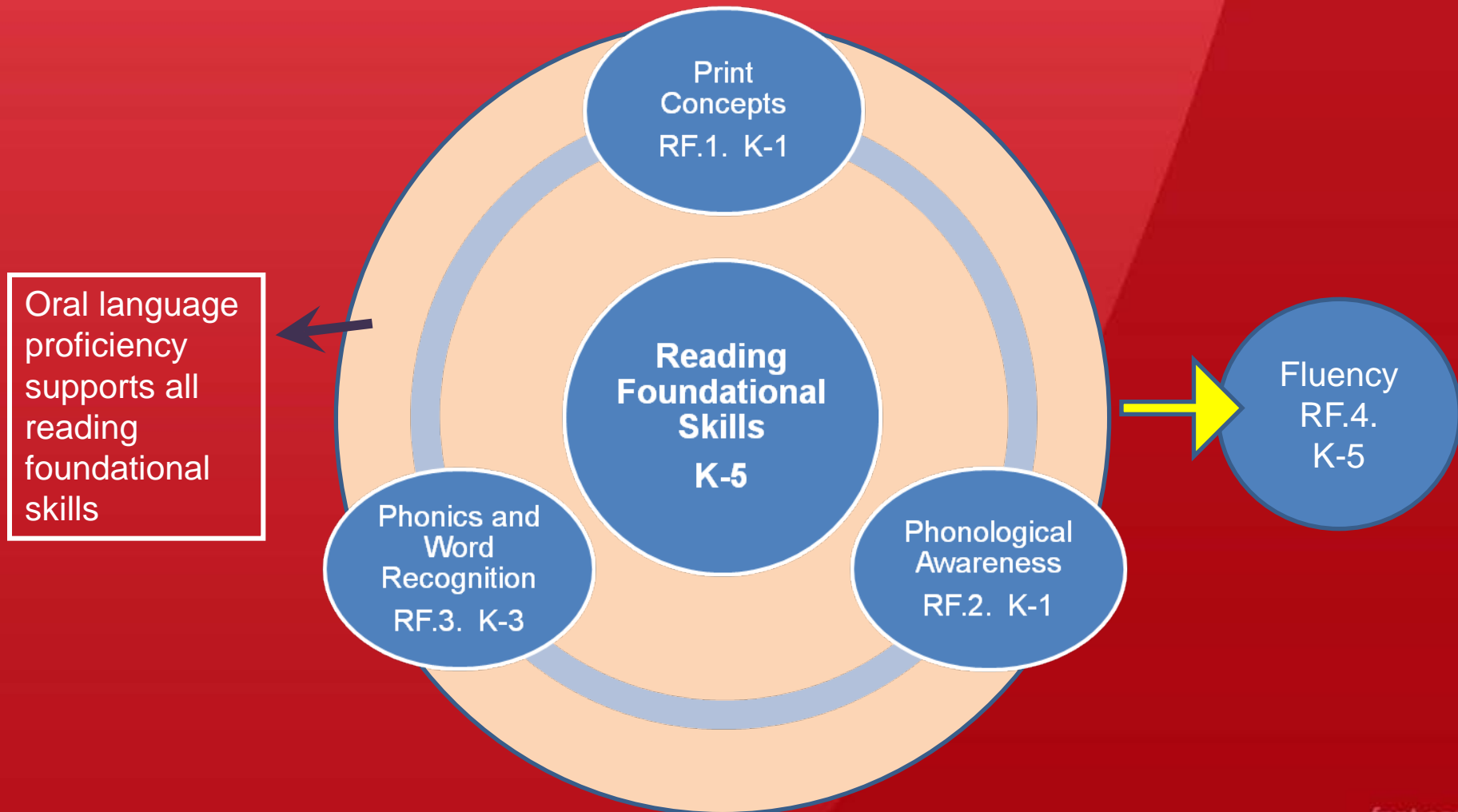
Alphabet
Letters
Sounds
1

Anglo-Saxon
Consonants
Vowels
1-3

Compounds
Syllables
Prefixes
Suffixes
3-4

Latin Roots
Greek
Combining
Forms
4-8

CCRS RF Skills 1-4 Cycle





Background Questions?

Reading Foundational Skill 1

(see blue handout)



RF.1. Level A, K-1*

Demonstrate understanding of the organization and basic features of print. (Print Concepts)

**Common Core State Standards (MDE, 2010)*

RF 1 Subskills

(Adapted CCSS language)



- Understand the spoken>written language (or oral>print) relationship
- Follow print from left>right, top>bottom, and page>page
- Recognize the basic features of a sentence in print:
words + spaces = sentence
- Recognize and name all upper and lower case Roman alphabet letters

Reading Foundational Skill 2



RF.2. Level A, K-1*

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
(Phonological Awareness)

**College and Career Readiness Standards for Adult Education (OCTAE, 2013)*

RF 2 Subskills

(Adapted CCRS language)



- Recognize and produce rhyming words
- Count, pronounce, blend, and segment syllables in spoken words
- Blend and segment onsets and rimes (“b + at = bat”) in one-syllable, spoken words
- Isolate and pronounce initial, medial, and final sounds in simple CVC (consonant + vowel + consonant) words

RF 2 Subskills



- Blend individual sounds into spoken, one-syllable words (“b + a + t = bat”)
- Add individual sounds to make new, one-syllable words (“add /s/ to and = sand”)
- Substitute individual sounds to make new one-syllable words (“change /f/ in fan to /m/ = man”)
- Segment spoken, one-syllable words into individual sounds (“bat = b + a + t”)

Reading Foundational Skill 3



RF.3. Level A-C, K-5*

Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics & Word Recognition)

**College and Career Readiness Standards for Adult Education (OCTAE, 2013)*

RF 3 Subskills, Level A, K-1

(Adapted CCRS language)



- Know the primary or most frequent sounds for the 21 consonants
- Associate short vowel sounds for the 5 major vowels
- Know letter-sound correspondences for common consonant blends
- Know letter-sound correspondences for common consonant endings and digraphs

RF 3 Subskills, Level A-B, K-3

(Adapted CCRS language)



- Decode regularly-spelled, one-syllable words
- Know long vowel sounds for common vowel teams
- Distinguish between long and short vowels in regularly spelled, one-syllable words
- Know glided vowel sounds for additional vowel teams

RF 3 Subskills, Level B, 2-3

(Adapted CCRS language)



- Identify words with inconsistent but common spelling-sound correspondences
- Identify words with less common spelling-sound correspondences
- Recognize and read grade-appropriate, irregularly spelled words

RF 3 Subskills, Level C, 4-5



Ultimately...

- Read high-frequency words by sight (e.g. *the, of, to, you, she, my, is, are, do, does*).
- Use combined knowledge of all letter-sound correspondences, syllabication patterns*, and morphology* (e.g. roots and affixes) to read accurately unfamiliar words in context and out of context.

*These skills go beyond beginning alphabets.

Reading Foundational Skill 4



RF.4. Level A-C, K-5

Read with sufficient accuracy and fluency to support comprehension. (Fluency)

RF 4 Subskill, Level A, K*



- Read emergent reader texts with purpose and understanding.

Note: Emergent text has limited and controlled written language that is familiar, and if possible, supported by pictures.

**Common Core State Standards (MDE, 2010)*

RF 4 Subskills, Level A, K-1*



- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**College and Career Readiness Standards for Adult Education (OCTAE, 2013)*

RF 4 Subskills, Level B-C, 2-5



- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RF Skills 1-4 Match-Up!



See handout, page 1



Break 1

RF Questions?

The TESTS

(see BATT, pages 6-25)



Alphabet Knowledge

RF.1. (PC)

1. Identification (upper)
2. Identification (lower)
3. Naming (upper + lower)
4. Writing (upper + lower)

Letter-Sound Knowledge

RF. 2.-.3. (PA, P & WR)

5. Single consonants
6. Short vowels
7. Consonant blends
8. Consonant digraphs + trigraphs
9. Long vowel silent-e + vowel digraphs
10. Vowel-r + diphthongs

Testing Notes

(See BATT, page 6)



1. All tests include teacher directions, student pages, and answer keys.
2. Use your teacher knowledge of students' reading strengths and needs to select an appropriate 'starting test'.
3. Not all tests or items need to be given.
4. Stop testing when you have what you need or if students begin to show test fatigue or frustration.
5. If certain testing processes or test items are confusing for students, change the steps, orders, or words as needed.

Test Modeling



See handout, page 2

Test Practice & Reflection

(See BATT & handout, pages 2-4)



1. Browse BATT test directions, tests, and answer keys (pages 6-25).
2. Select a test that is appropriate for the students you are currently teaching.
3. With a partner, take turns conducting your selected tests (mark answers on page 3).
4. Discuss the reflection questions on page 4.

Fluency Testing

(See handout, page 5)



1. Use passages (between 1-3 paragraphs) at each student's correlated TABE or CASAS Reading grade level - or better yet, one grade level lower.
2. Have the student read the first paragraph aloud while you follow along on an identical copy. Provide pronunciations only as needed to move the oral reading along.



3. As the student reads, ask yourself:
 - a. Are most of the words read or pronounced correctly?
 - b. Does the rate or speed mostly allow for understanding?
 - c. Are words mostly phrased or chunked into meaningful units?

4. If you can answer yes to all 3 questions, go up a level. If you cannot, go down a level.



The highest level of passage that results in “struggle” is the student’s Fluency Instructional Level.

Students at similar levels (1-2, 3-4, 5-6, even 2-4 or 4-6) can work on fluency together with teacher-guided and repeated oral readings.



Break

Testing Questions?

The TOOLS

(see BATT pages 26-70)



For Teachers

- Proven Practices
- Instructional Orders
- Phonics Approaches
- **FIVE LESSONS PLANS**
- Lesson Plan Template
- Other Activities, Materials, & Resources
- References

For Students

- Alphabet Strips & Flashcards
- Sequential Consonant & Vowel Flashcards
- Fry's Instant Words
- Fry's Phrases & Sentences
- Word Sort Samples & Templates
- Bingo Template

Game Strategies

(see BATT, page 27)



- **Sequential and systematic:** progressing from simple to complex, common to less common, and predictable to less predictable
- **Explicit and multi-sensory:** scaffolding from modeling to guided practice to independent application with seeing, hearing, saying (reading), touching (writing) activities
- **Intentional and routine:** purposely offering regular lessons for 10-40 minutes/day, 2-5x/week, over many months (if not years...)

Batting Order

(see BATT, page 28)



Roman Alphabet (upper + lower)	Alphabetical Order
Names + formation	Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz
Letter-Sound Patterns (consonants + vowels)	Instructional Order
Single consonants and short vowels (1 sound)	m, l, s, t, a (cat), p, f, c, n, b, r, j, k, i (pin), v, g, w, d, h, u (dug), y, z, x, o (box), e (yes), qu
S-blends (2 sounds) and long vowel-silent e (1 sound)	st-, sm-, sn-, sl-, sp-, sc-, sk- a_e (cake), i_e (hide), o_e (rope), u_e (tube), e_e (eve)
Consonant endings and digraphs (1 sound)	-ff, -ll, -ss, -zz, -ck, -sh/sh-, ch-, -th- (unvoiced and voiced), wh-
Consonant-l and -r blends (2 sounds)	bl-, cl-, fl-, gl-, pl- br-, cr-, dr-, fr-, gr-, pr-, tr-

Game Approaches

(see BATT, page 29)



- **Synthetic:** teaches individual letters and sounds, then blending and segmenting of recognizable words (m, l, s, t, ä)
- **Analogy:** teaches phonograms (or rimes) and their related word families formed by adding onsets at the front (-äck=back, hack, lack...)
- **Analytic:** teaches analysis of letter-sound patterns in known words and application to unknown words (-ck and -ke= bike, sick, lock, shake, duck, duke...)

Game Routine

(see BATT, pages 30-33)



1. Make oral to print connections (ESL)
2. Explain lesson purpose and process (ABE)
3. Provide visual-auditory drills
4. Model (write, show, say) all new letters, sounds, or words
5. Guide practice (see, say, show, trace, write) of new letters, sounds, or words
6. Provide sight or high frequency word instruction
7. Make word to text connections

LP Study & Reflection

(see handout, page 6)



1. Move to the poster that best describes your primary teaching role
2. Find a partner or two
3. Study the appropriate **Lesson Plans** (pages 30-33) and **Appendix resources** (pages 36-70) that address your students' beginning alphabetic needs
4. Discuss the reflection questions on page 6 and the next slide

Reflection Questions



- What is most valuable about the lesson plans?
- What tools or activities do you already use?
- What other materials or resources do you need?

Extra Fluency Innings

(see BATT, pages 34-35)



APPLICATION to SHORTER TEXT (phrases or sentences)

1. Teacher writes and says a set of high frequency words (see Appendix, pages 60-62).
2. Students read and spell each new high frequency word 3-5 times.
3. Teacher and student read related high frequency phrases or sentences (See Appendix, pages 63-65).



APPLICATION to LONGER TEXT

(stories, articles, passages, books)

1. Teacher selects grade-leveled text at students' similar instructional levels.
2. Teacher selects a fluency technique with the necessary amount of modeling (see pages 34-35).
3. After each paragraph, page, or section, teacher briefly checks comprehension by asking students a few 6W questions based on evidence from the text (see page 35).

FREE Text Resources!

(see BATT, page 42)



Center for the Study of Adult Literacy (CSAL) offers a library of over 1500 texts at grade levels 3.0-7.9 (easier, medium, harder).

Pre-Beginning and Beginning Curriculum Units with Transition Skills by MLC develop print concepts, phonological awareness, phonics, word recognition, fluency, and comprehension.

Reading Skills for Today's Adults by Marshall Adult Basic Education has a wide variety of stories at Levels 0.7-8.0.

ReadWorks includes over 2200 passages at K-12 levels with question sets to support text comprehension.

Story by Story Online by Marn Frank/Charles and Pam LaRue provides 12 audio versions of short vowel and consonant digraph stories.

Online BATT Access

(see handout, page 7)



View, download, print, and share BATT for
FREE!

[http://atlasabe.org/resources/ebri/ebri-
alphabetic](http://atlasabe.org/resources/ebri/ebri-alphabetic)

Cracking the Code

(see handout, page 7)

A screenshot of a web browser displaying the website www.englishcodecrackers.com. The browser's address bar shows the URL. The website has a dark background with a navigation menu at the top containing links for HOME, BEGINNING ALPHABETICS TESTS AND TOOLS, ADDITIONAL RESOURCES, ABOUT, and CONTACT. The main heading is 'Code Crackers', where the letter 'r' is replaced by a gold padlock icon. Below this, there is a section titled 'CRACKING THE CODE: ENGLISH READING DEMYSTIFIED' with two paragraphs of text.

← → ↻ www.englishcodecrackers.com 🔍 ☆ ☰

[HOME](#) [BEGINNING ALPHABETICS TESTS AND TOOLS](#) [ADDITIONAL RESOURCES](#) [ABOUT](#) [CONTACT](#)

Code Cr[🔒]ackers

CRACKING THE CODE: ENGLISH READING DEMYSTIFIED

The content on this site stemmed from a study circle of four adult English as a Second Language (ESL) teachers whose learners range from pre-literacy to advanced levels of ESL instruction. The educational backgrounds of these learners vary widely, but a significant number have had limited formal education and many never acquired literacy in their native language.

In the classroom, we observed our English Language Learners (ELL) struggling with various elements of alphabetic print literacy including phonemic awareness, phonics, print awareness, fluency, comprehension, and writing. We noticed that the difficulties ELLs experience are extremely similar to the difficulties experienced by learners in another field of literacy: dyslexia.

Teaching CCRS RF Skills Online Course

(see handout, page 5)



FREE (with a login) at <http://online.themlc.org>

Developed and facilitated by Marn

Includes downloadable reading research reports, BATT pages, and other EBRI resources

Available to simply browse or complete activities to earn 3-6 CEUs (negotiated with Marn)

Next Steps

(see handout, page 7)



- What changes do you need or want to make in your RF Skills 1-4 instruction?
- Who do you need to support these changes?
- What challenges and successes do you expect to encounter?

GAME OVER!



Thank you for your time and interest!

Please contact Marn or Kristin with
any questions.