Foundational Skills in Reading Instruction

An introduction to basic tools and resources

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Oregon ABS Conference, October 16, 2026

Background & Agenda

Program began in 2024 to address gap in Portland-area adult literacy resources

Trained three cohorts of volunteer tutors; building network of collaborators; much more to do!

Workshop Goals:

- Share what we've learned
- Introduce concepts, tools and resources
- Explore extending to other places

Five Essential Components of Effective Reading Instruction

WHAT TO TEACH

Phonemic Awareness: knowing that spoken words are made up of smaller parts called phonemes

Phonics: teaches the relationship between phonemes and printed letters

Fluency: rate + accuracy + prosody + intonation

Vocabulary: recognizing and understanding words

Comprehension: connecting with and understanding the text

National Reading Panel Report (2000) (nichd.nih.gov)

Print Awareness

Organization of Written Language

- Directionality and Structure
  - Print has meaning

- Upper and lower case and the spaces in between
  - A-M and N-Z
  - a-m and n-z

Phonological Awareness

An umbrella term for the early awareness of oral language.

- Playing with words, syllables and sounds, e.g., clapping out words and syllables

  (I-can-run-fast.) (cat –er –pil-lar)

- Rhyming (cat, bat, sat)
- Alliteration (wild, woolly)
- Onset/Rime (b-at, th-en, str-ip)

Phonemic Awareness

Under the umbrella of phonological awareness.

The most advanced level of phonological awareness.

Requires full awareness of every speech sound in a word.

Phonemic skills include (in order of difficulty):

- Replication
- Isolation
- Segmentation
- Blending
- Rhyming
- Deletion
- Substitution
- Reversal

Phonological Awareness Activity

- Syllable-Level Activities
- Onset Rime-Level Activities
- Phoneme-Level Activities

Suggested Resources: David Kilpatrick, *Equipped for* Reading *Success;* and Michael Heggerty, *Phonemic Awareness: The Skills That They Need to Help Them Succeed!*

Phonics

The Alphabetic Principle

- Phonics instruction connects letters (graphemes) with sounds (phonemes)

  26 letters (graphemes) and

  ~ 44 sounds (phonemes)

- Segmenting words into sounds

  and

- Blending sounds into words,

- In <u>written</u> language by

  Reading (Decoding)

  Spelling (Encoding)

B	U	D
B	I	T
T	A	B
D	O	P
M	E	D

Activity: Blending Drill

Activity: Syllable or Word Work

Read the syllables, then form a two-syllable word:

SUN RUPT LIP DIS SET

Vocabulary

- Knowledge of word meanings
- Expressive and Receptive
- Important especially after 3rd grade

Activity: Non-Phonetic Words

- What is the difference between a sight word, a high frequency word and a non-phonetic word?
  - One way to teach them:

    Trace, Copy, Cover, Close

- Suggested Word Lists: Fry, Dolch, Academic Word List (AWL)

Comprehension

Although there is virtually universal consensus that the ultimate goal of reading instruction is good reading comprehension, reading educators have disagreed about whether instruction should emphasize comprehension over other abilities right from the start, or whether initial instruction should emphasize skills foundational to reading comprehension, particularly word decoding or phonics.”

The Power of RTI and Reading Profiles, L. Spear-Swerling, p. 19 (2015)

Activity: Oral Reading

- The importance of decodable text
- What are the characteristics of a proficient reader:
  Fluency = Accuracy + Rate + Prosody + Intonation

- Resources for Older Students: *City Stories; Wilson; Cracking the ABC Code; High Noon*

Summary

- Start with the basics and have a checklist
- Incorporate auditory, visual, tactile and kinesthetic activities
- Use the student's background knowledge

and

- Never assume what the student knows

- Suggested Resource: Applying Research in Reading Instruction for Adults, National Institute for Literacy

PCC Southeast Experience

- The Partnership: Foundational Skills in Reading Instruction and Portland Community College (PCC)
- The College's Role and Needs
- The Benefits for our Community

Questions? Feel free to contact me:

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More to Do!
aka
Help Wanted

1. Expanding to additional community colleges (MHCC, CCC, Chemeketa) w/HECC support
2. December beginning an evening class at Albina branch of Multnomah County Library
3. Exploring collaboration with corrections programs
4. Recruiting and training tutors
5. Next: geographic expansion

Tutors AND Teachers Needed

Taking the Next Step

1. For slides and more resources: https://www.portlandliteracy.org/foundational-literacy-program/
2. For follow up questions about the content, email Julie Hiefield info@languageandliteracyfund.org
3. Become part of the program by contacting lwigle@portlandliteracy.org
4. Contact Lucy about Community College best practices lucia.marincel@pcc.edu
5. Sign up for PLC tutor announcements at www.portlandliteracy.org/tutor-announcements-sign-up

Thank you!

And thanks to Tangela Purdom & David Roth, the Autzen Foundation,
and Oregon Cultural Trust for financial support