Provincial Outreach Program for the Early Years

www.popey.ca

Building Blocks to Reading

March 1st, 2024   8:30-10:00

*Handouts available at – popey.ca/workshop-resources

Connect with us online!

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Presenter:
Calico Clark

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# The big picture...

The big picture...

Not EITHER/OR,

Decodable texts	vs.	Authentic literature
Research	vs.	Classroom practice
The art of teaching	vs.	The science of teaching
Individual student needs	vs.	Whole class efficiency
Direct instruction	vs.	Discovery Learning
Practice-in-isolation	vs.	Practice-in-context
Mastery of skills	vs.	Joy of Reading
Structure	vs.	Choice
Urgency	vs.	Joy

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The Reading Brain...

the reading circuit

The Simple View of Reading

$$D \times LC = RC$$

Decoding

Linguistic Comprehension

Reading Comprehension
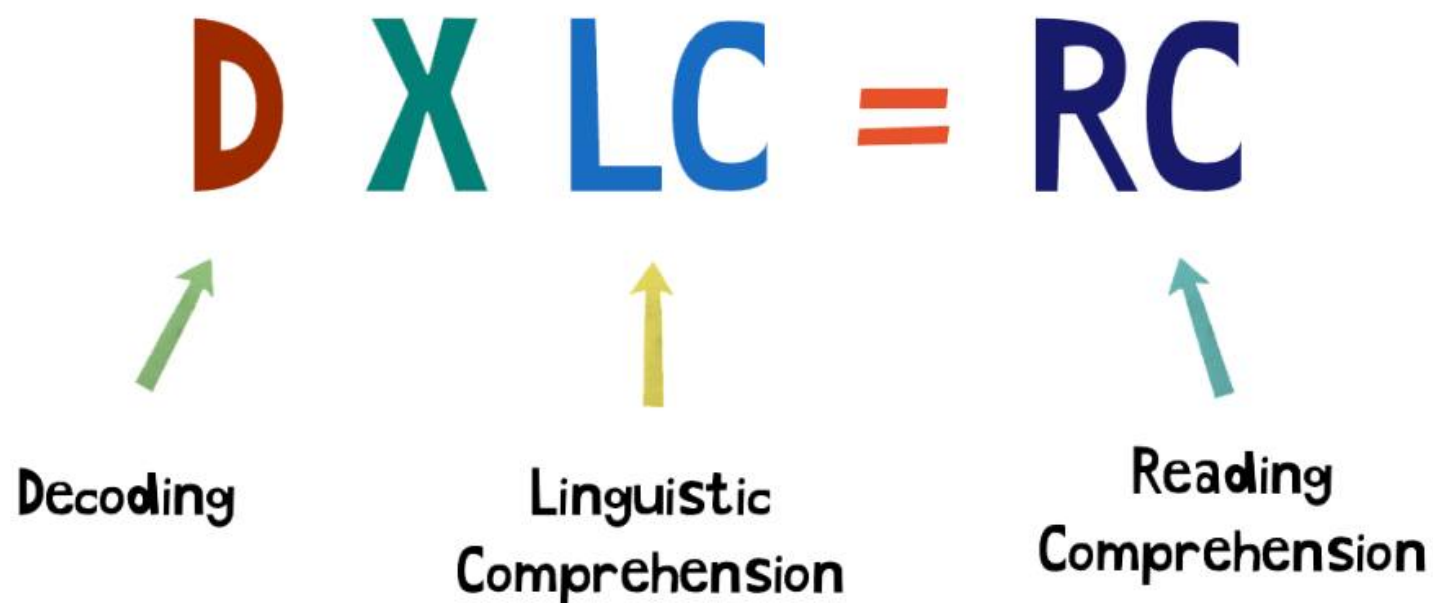
Scarborough's Reading Rope

SCARBOROUGH'S READING ROPE (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
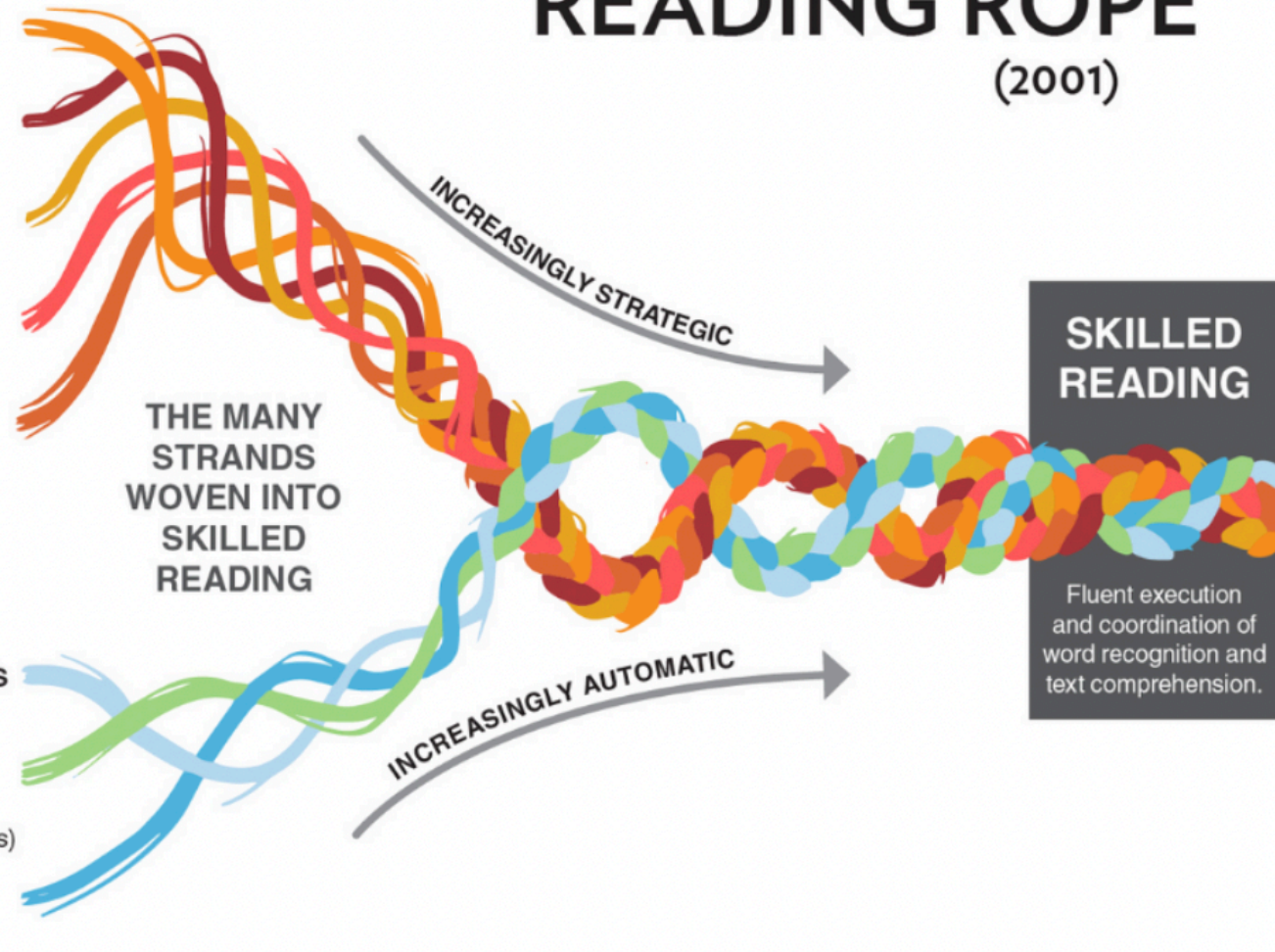(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

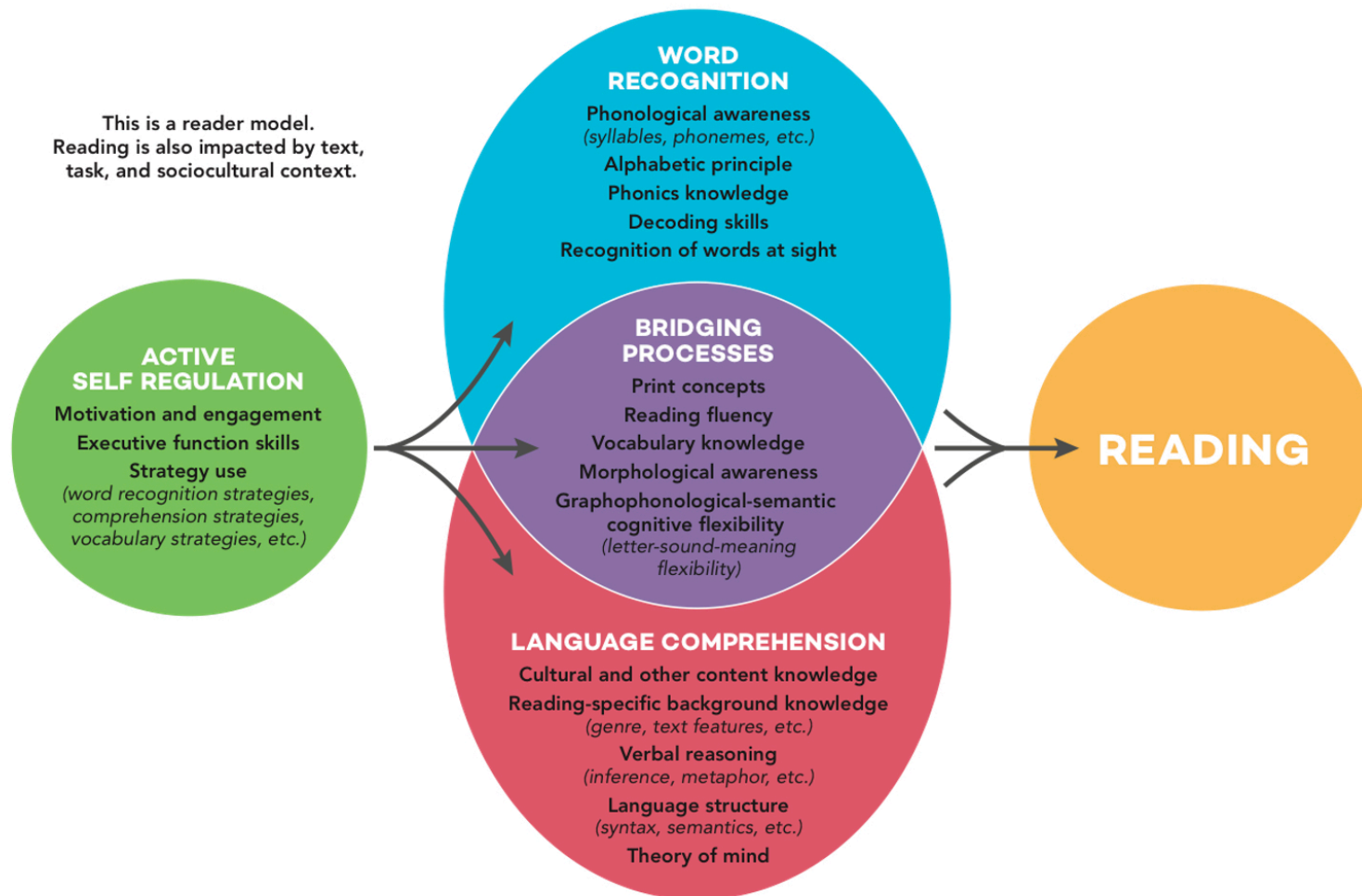**PHONOLOGICAL AWARENESS**
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)

THE MANY STRANDS WOVEN INTO SKILLED READING

INCREASINGLY STRATEGIC

INCREASINGLY AUTOMATIC

SKILLED READING

Fluent execution and coordination of word recognition and text comprehension.

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Active View of Reading

ACTIVE VIEW OF READING

This is a reader model.
Reading is also impacted by text,
task, and sociocultural context.

WORD RECOGNITION
Phonological awareness
(syllables, phonemes, etc.)
Alphabetic principle
Phonics knowledge
Decoding skills
Recognition of words at sight

ACTIVE SELF REGULATION
Motivation and engagement
Executive function skills
Strategy use
*(word recognition strategies,
comprehension strategies,
vocabulary strategies, etc.)*

BRIDGING PROCESSES
Print concepts
Reading fluency
Vocabulary knowledge
Morphological awareness
Graphophonological-semantic
cognitive flexibility
*(letter-sound-meaning
flexibility)*

READING

LANGUAGE COMPREHENSION
Cultural and other content knowledge
Reading-specific background knowledge
(genre, text features, etc.)
Verbal reasoning
(inference, metaphor, etc.)
Language structure
(syntax, semantics, etc.)
Theory of mind

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The Active View of Reading: How it differs from other models

Jennifer Kelly

ACTIVE READING CLASSROOMS

Strategies that Build
Language Comprehension and
Word Recognition Skills

Highlighted in Active Reading Classrooms:

- <u>Bridging processes</u> – strengthen both word recognition and language

- <u>Self regulation</u> – students are not passive participants in reading

- Highlights the <u>importance of cultural knowledge</u> as part of the way we understand language around us

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Reading Comprehension

WORD READING
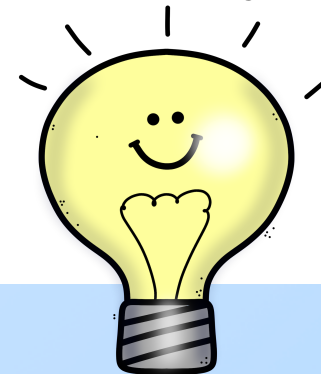
LANGUAGE COMPREHENSION

"Comprehension, the ultimate goal of reading, can't be reached without both the train and the tracks!"

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Phonemic Awareness

Over nearly four decades of research, "phonemic awareness has consistently been found to be the strongest precursor to, and predictor of, reading achievement" (Kenner, et al).

Phonological Awareness

Rhyme Awareness

Word Awareness

Syllabication

Sentence Awareness

Phonemic Awareness

Phonemic Awareness: Instructional Practices

Whole Class Approach:

• Heggerty

Ideas from Jen's Book (p.39) include:

• Segmenting sounds from words in morning message

• Guess My Word – segment a word and have students blend the sounds back together to identify the word

Small Group Approach: Elkonin Boxes & Pop Its

b / a / t
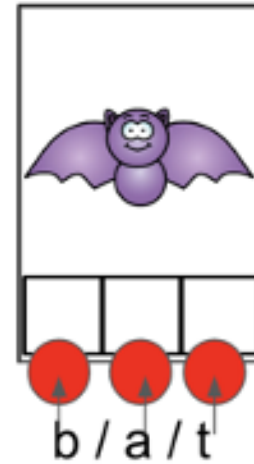
c / a / t

These task works on segmenting & blending.
1. Say the word
2. Push a chip or pop a button for each sound you hear
3. Smooth the sounds back out to say the word
4. Can increase in complexity by adding words with more sounds

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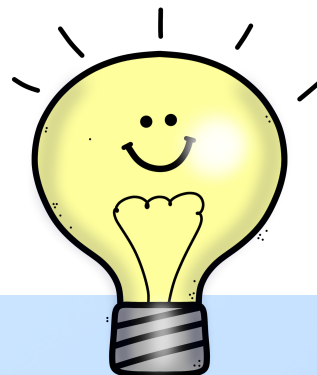
Phonemic Awareness: Application

Erhi et al. suggest that "phonemic awareness is not taught for its own sake but rather for its value in helping children understand and use the alphabetic system to read and write". Further, that it ought not to be taught "blindly in isolation ad nauseam without any connection to reading and writing" (2001).
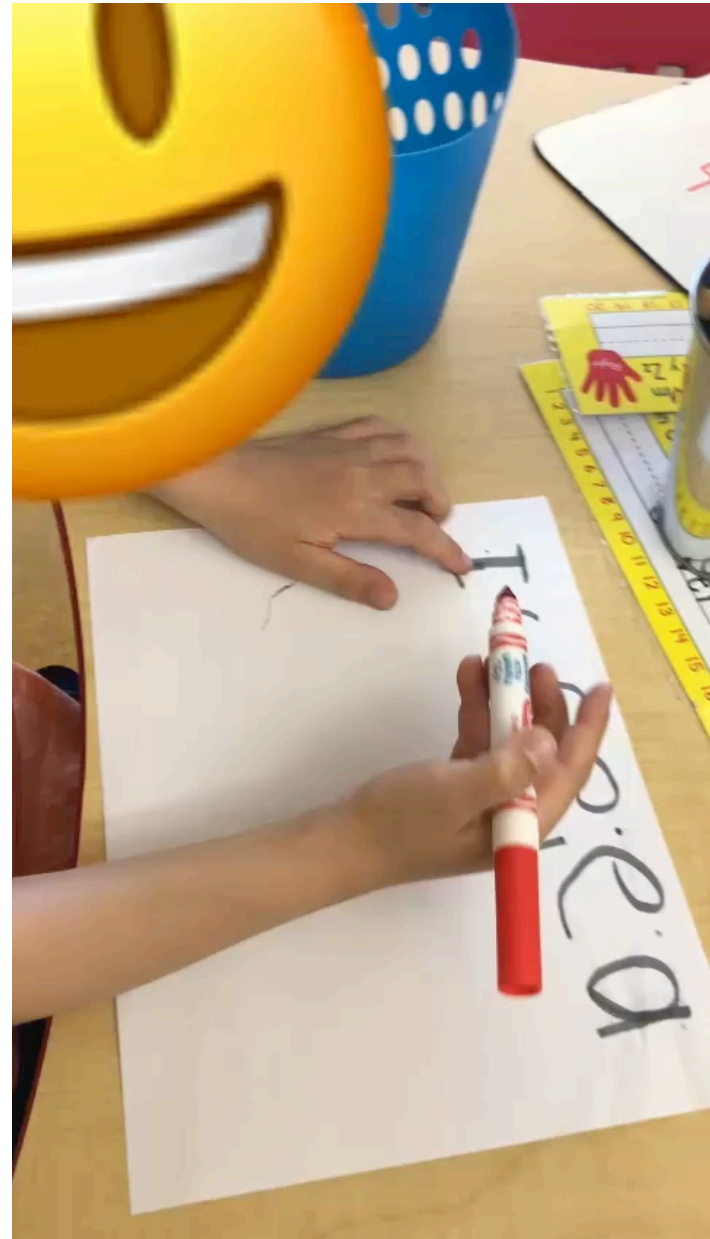
Letter Sound Recognition & Alphabetic Principle

Alphabet recognition and phonemic awareness are the two best predictors of early reading success. Blevins states that "these skills open the gate for reading" (2017).

Aha Moment!

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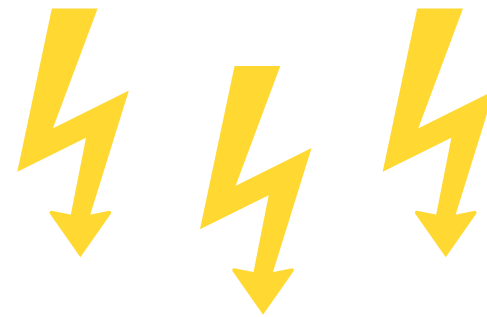
Letter Sound Recognition & Alphabetic Principle

How many word can you make from these letters:

s, m, t, d, l

vs

s, m, a, t, d
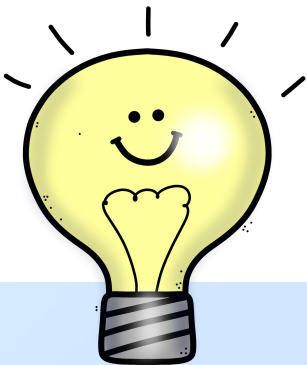
"When a child memorizes ten words, they can only read ten words.
If a child learns the sounds of ten letters, they will be able to read:
350 three-sound words,
4,320 four-sound words and
21,650 five-sound words".

Dr Martin Kozloff

Phonics

Mesmer and Griffith (2005) define phonics as "a system for encoding speech sounds into written symbols". Phonics is the way sounds and letters are connected. Students with phonics knowledge understand the relationship between letters, patterns of letters and sounds.

Alphabet Knowledge

CVC

Blends & Digraphs

Silent E

R-Controlled

Vowel Teams

Multisyllabic
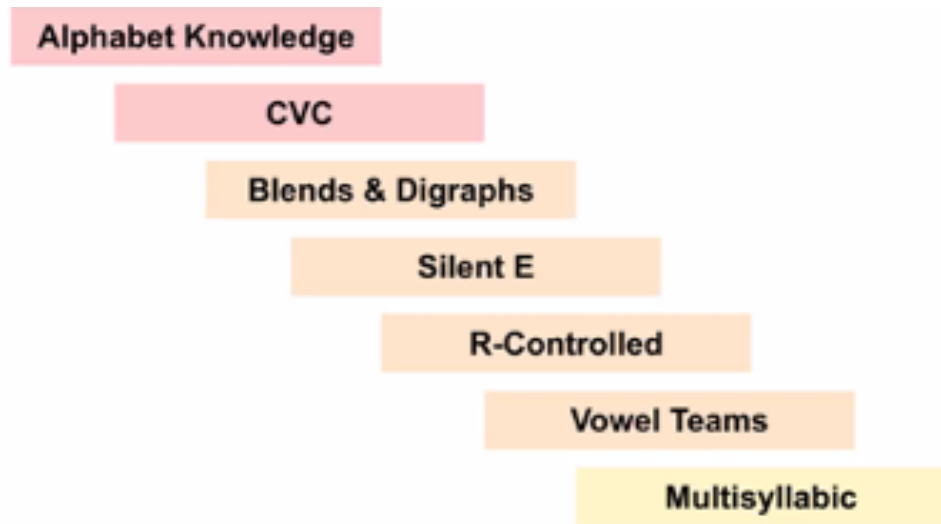
A PHONICS LESSON
Same Letter/Sound Focus Through Each Lesson Part

REVIEW IT
→ Review High Frequency words
→ Name letters and sounds

HEAR IT
→ Phonemic Awareness

TEACH IT
→ Name new skill/sound

DECODE IT
→ Decode words with target sound

SPELL IT
→ Spell words with target sound

READ IT
→ Read word lists, sentences or decodable books

The last two steps should be approximately 50% of your lesson time. Blevins states "students progress at a much faster rate in phonics when the bulk of instructional time is spent on applying the skill to authentic reading and writing experiences" (2017).

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# Decodable Text: A teaching <u>tool</u> to support phonics instruction

"Without aligned texts, readers are at risk of formulating the misguided hypothesis that reading is simply using pictures, and maybe a few letters, to infer the words. Worse yet, readers can begin to think that reading is just memorizing the text."

-Shifting the Balance 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom- Page 141

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Patterned, Leveled Text: Whole Word

Book cover: *Puppies Get Into Lots of Silly Spots* by Lisa Charlesworth

Puppies get **into** lots of silly spots.
2 puppies are in the boots.

Puppies get **into** lots of silly spots.
3 puppies are in the flowers.

Is the cap on a mat?
No! It is not on the mat.

Is Zac's cap on a can?
No! It is not on the can.
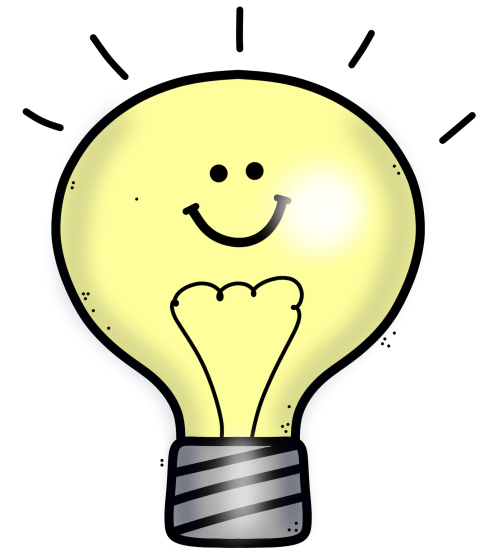
Decodable Text: letter sound

Decodable texts	vs.	Authentic literature
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Direct instruction		Discovery Learning
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And, And, And...

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Essential for some

Beneficial for most

Harmful to none

IF...

We remember the house…

Word Mapping: supporting the cognitive process of orthographic mapping

Word mapping is a physical way to represent the relationship between the phonemes and graphemes.

Read Multi-sensory options:
- Pop its
- Play dough
- Unifix cubes

① **What's the Word**

Click on the speaker to hear the word, then say it.

② **Tap the Word**

③ **Map the Word**

Sound out the word. Move a chip for each sound you hear.

④ **Graph the Word**

Use letters to correctly spell the word.

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Oral Language & Comprehension

Because reading is turning written language back into spoken language so that the brain can "hear" it, if a reader doesn't have enough understanding of the language of a text, then they won't be able to comprehend it, even if they can decode it (Gough & Tunmer, 1986).

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Oral Language & Comprehension

Reading Comprehension
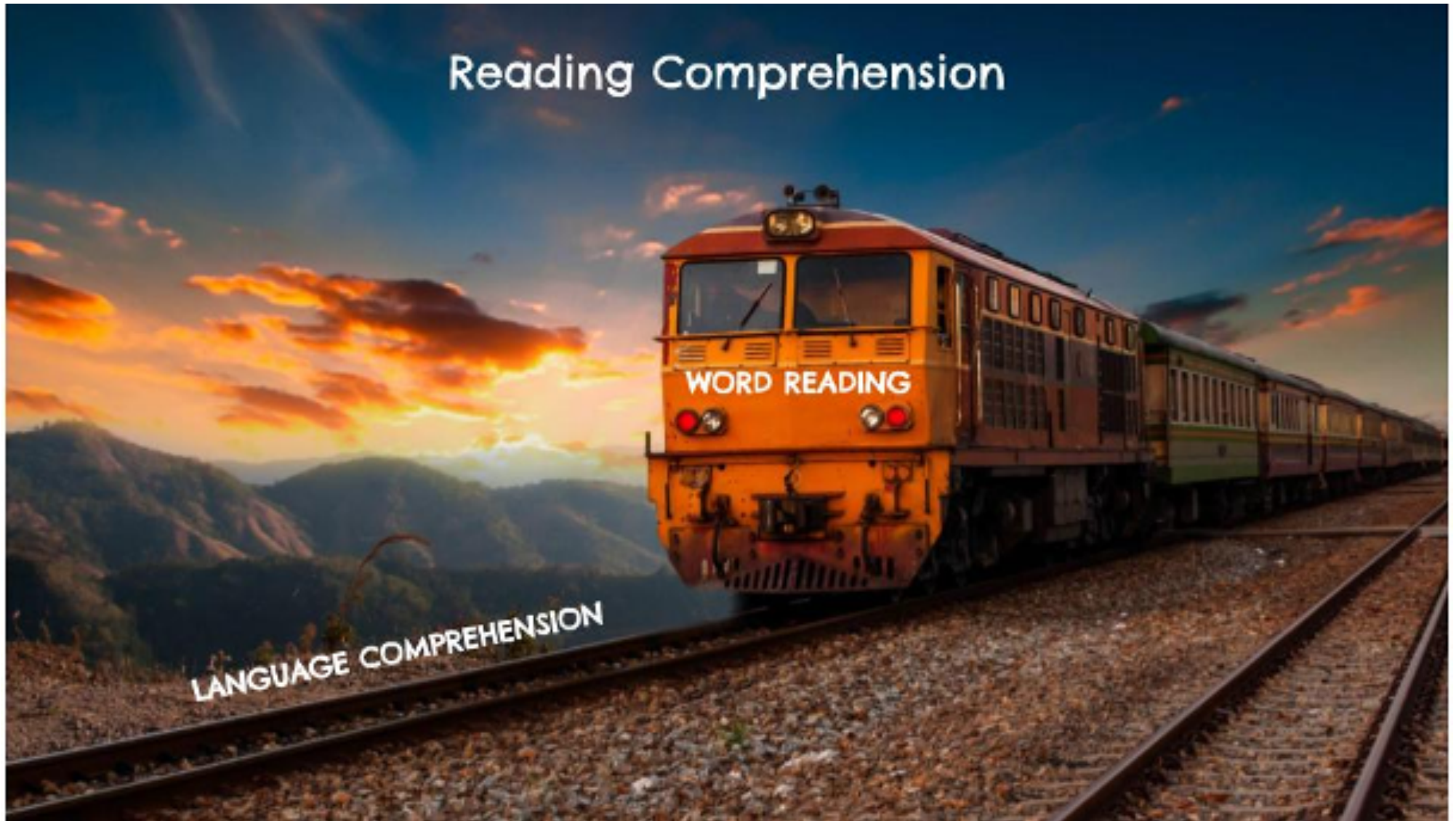
WORD READING

LANGUAGE COMPREHENSION

So what does this mean?

We need to invest in intentional effort in laying the language tracks that word reading runs on.

Students need:
- vocabulary
- strong command of oral language
- rich background knowledge

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Read Alouds

Interactive Read Alouds
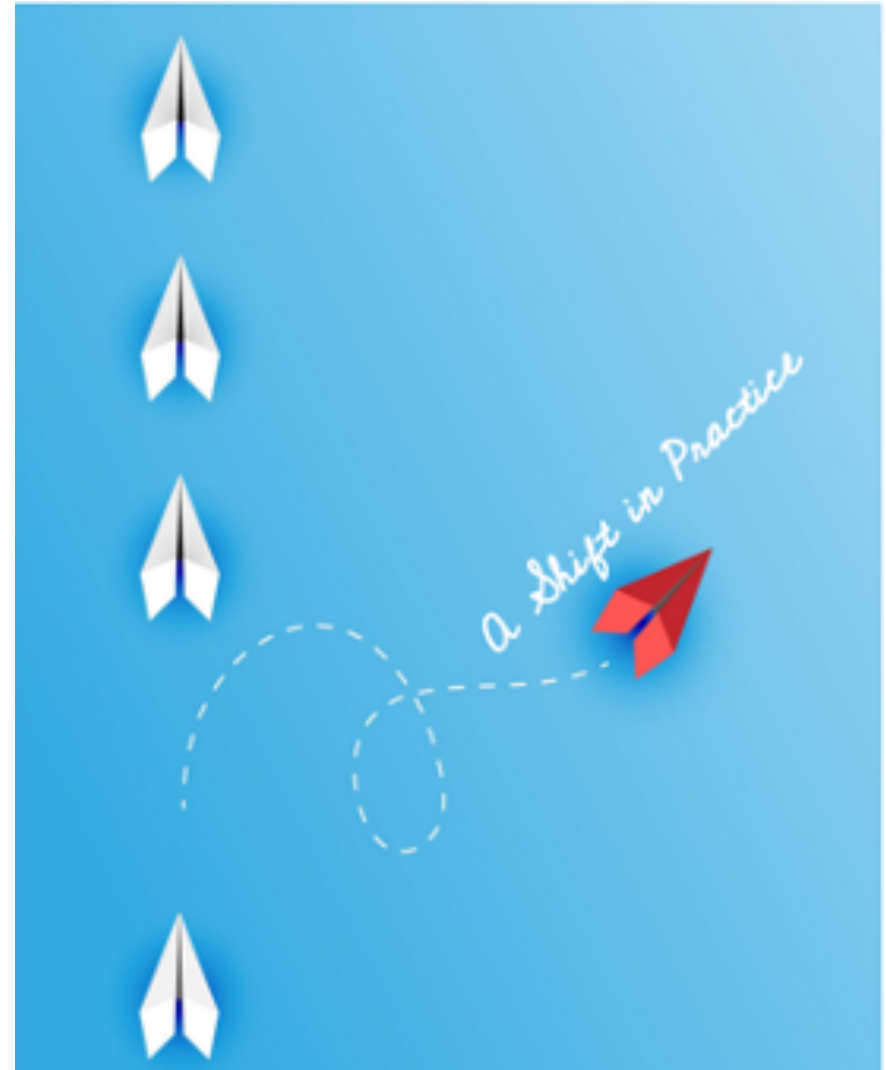
- Using connected text sets to build knowledge

- Classroom conversation

- Modelling curiosity and love for new and interesting words

❝

PURPOSEFUL CONVERSATION BUILDS VOCABULARY!

_____

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An invitation

What is one thing you might:

- Start

- Stop

- Keep

Sources

Books & Presentations

Active Reading Classrooms – Kelly, 2023

A Fresh Look at Phonics – Blevins, 2016

Shifting the Balance – Burkins & Yates, 2021

Vocabulary Development Across the Day – Wright, 2021
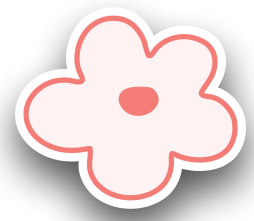
Digital Resources

Maryanne Wolf

Reading Rockets: Models of Reading

Reading Rockets: The Active View of Reading

Reading Rockets: Models of Reading

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thank you

Teacher Consultant
Calico Clark

calico@popey.ca

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