

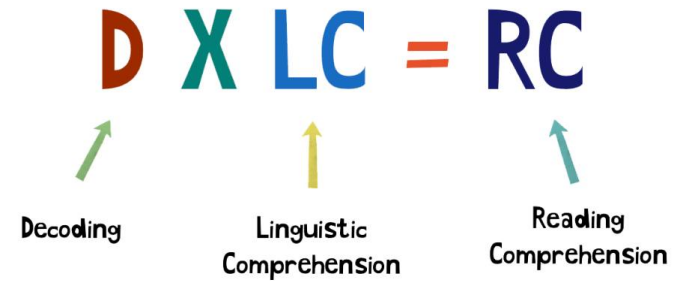
Not either / or



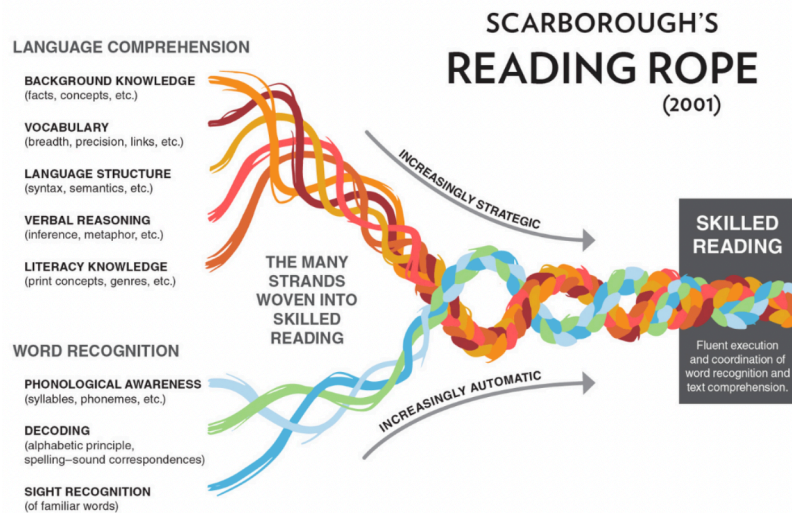
Decodable texts	vs.	Authentic literature
Research	vs.	Classroom practice
The art of teaching	vs.	The science of teaching
Individual student needs	vs.	Whole class efficiency
Direct instruction	vs.	Discovery Learning
Practice-in-isolation	vs.	Practice-in-context
Mastery of skills	vs.	Joy of Reading
Structure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

@TheSixShifts

The Simple View of Reading



Scarborough's Reading Rope



Structured Literacy: an approach that meets the needs to all learners

International Dyslexia Association Ontario defines Structured Literacy as:

An evidence-based instructional approach that fosters strong reading and writing instruction for all students. It is comprehensive, addressing listening, speaking, reading and writing.

Structured literacy is:

- Critical for some, helpful for all, and harmful for none
- Characterized by what content is taught and how content is taught



Structured Literacy: an approach that meets the needs to all learners

What is taught:

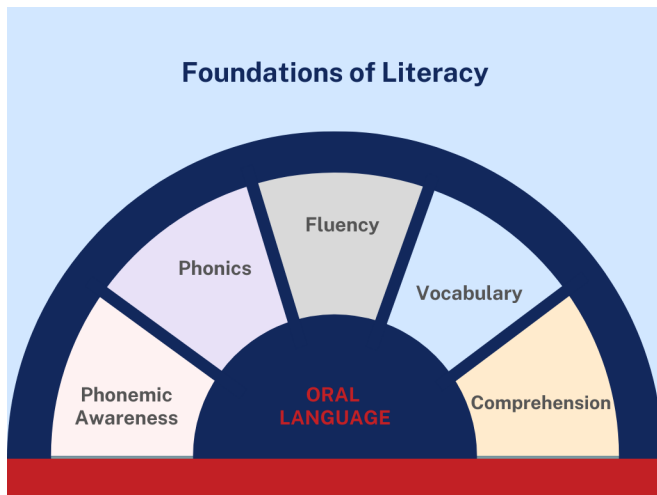
- Both foundational skills
AND
- Higher-level literacy skills

How it is taught

- Systematic and Cumulative
 - Organized, from simple to complex, follows a scope and sequence
- Explicit
 - Direct instruction
 - "Today we are learning to..."
- Continuous student-teacher interaction
- Not assuming all students can infer concepts
- Careful and considered practice
- Prompt and specific feedback (corrective if needed)

I Do. We Do. You Do.

Foundational Skills for Reading



Proficiency in these foundational skills is necessary to all students to be reflective, critical and independent readers

Building Fluency

Accuracy: we can build accuracy through decoding as part of explicit and systematic phonics instruction.

Automaticity: reading words with automaticity is a result of orthographic mapping (Ehri, 2014). Orthographic mapping is the cognitive process that supports a reader to recognize words instantly as sight words where they no longer need to decode or segment each sound to read a word.

We can build **word level automaticity** through blending drills and other word reading activities.

Text level automaticity is achieved through reading practice of connected text. Such practice can include repeated reading, choral reading and echo reading.

Prosody is built through teacher modeling of fluent reading during read alouds and can also develop through repeated readings, and activities like readers theatre and Beat the Clock

Building Fluency

Keep in mind:

- More than just reading fast
- Don't teach phonics in isolation
- Avoid "round robin" reading
- Be mindful of how you use independent reading time

Ideas for instructional Strategies:

- Remember...fluency is not an isolated skill
 - subskills: phonemic awareness, sound-symbol knowledge, automaticity at letter or word level
- Small Group instruction affords specific, immediate feedback
- Model, model, model!!!
- Whole Group Reading including:
 - Read aloud, cloze reading, choral reading, echo reading
- Partner Reading
- Reader's Theatre
- Beat the Clock Timed Reading
- Repeated Reading






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.	



Sources

Books & Presentations

Active Reading Classrooms - Kelly, 2023

A Fresh Look at Phonics - Blevins, 2016

Shifting the Balance - Burkins & Yates,

2021

7 Mighty Moves - Kemeny, 2023

Digital Resources

[Maryanne Wolf](#)

[Reading Rockets: The Active View of Reading](#)

[Reading Rockets: Models of Reading](#)

[Beyond the Simple View of Reading](#)

[International Dyslexia Association Ontario](#)

[Shanahan on Literacy](#)

[How We Learn To Read – Harvard Medical School](#)

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Provincial Outreach
Program for the Early
Years




Teacher Consultant
Calico Clark

calico@popey.ca

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