



Provincial Outreach Program for the Early Years

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POP

Provincial Outreach Programs
Ministry of Education and Child Care

How We Learn to Read: The Reading Brain

Friday, October 25th

1:00pm – 1:45pm

Presenters:
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Calico Clark
Jen Kelly

POPEY 



Our learning objectives

We will share information about **the brain as it is connected to how we learn to read**. As well, we will discuss the **foundational skills of phonemic awareness and phonics** and how they are integral to reading. You will leave with strategies, and routines that will support your instruction in the classroom

We acknowledge the financial support of the Province of British Columbia through the Ministry of Education and Child Care.

De-mystifying the Science of Reading

The Science of Reading Is **NOT**:

- An ideology or philosophy
- A fad, trend new idea or pendulum swing
- A political agenda
- A one-size-fits-all approach
- A program of instruction
- A single, specific component of instruction such as phonics

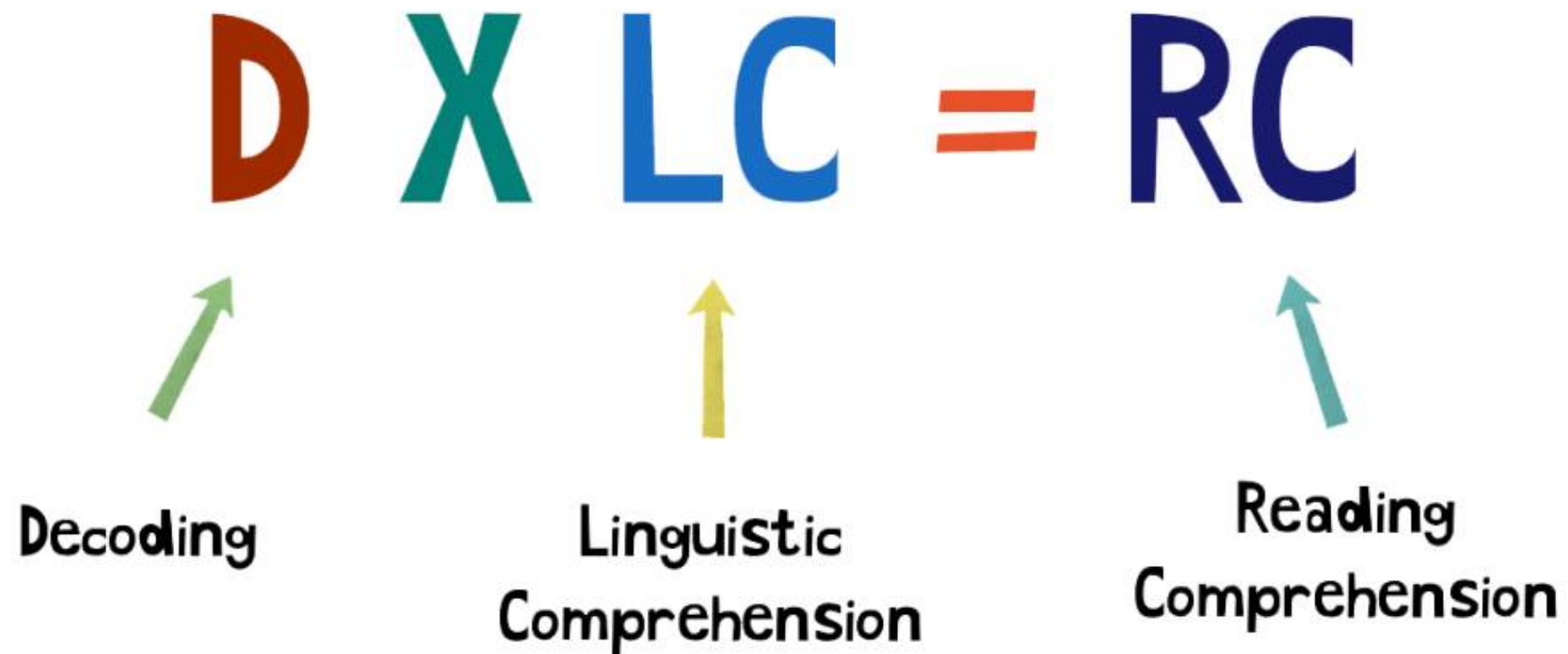
De-mystifying the Science of Reading

The Science of Reading **Is:**

A vast, interdisciplinary body of scientifically-based research about reading and issues relate to reading and writing

The research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.

The Simple View of Reading



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.)

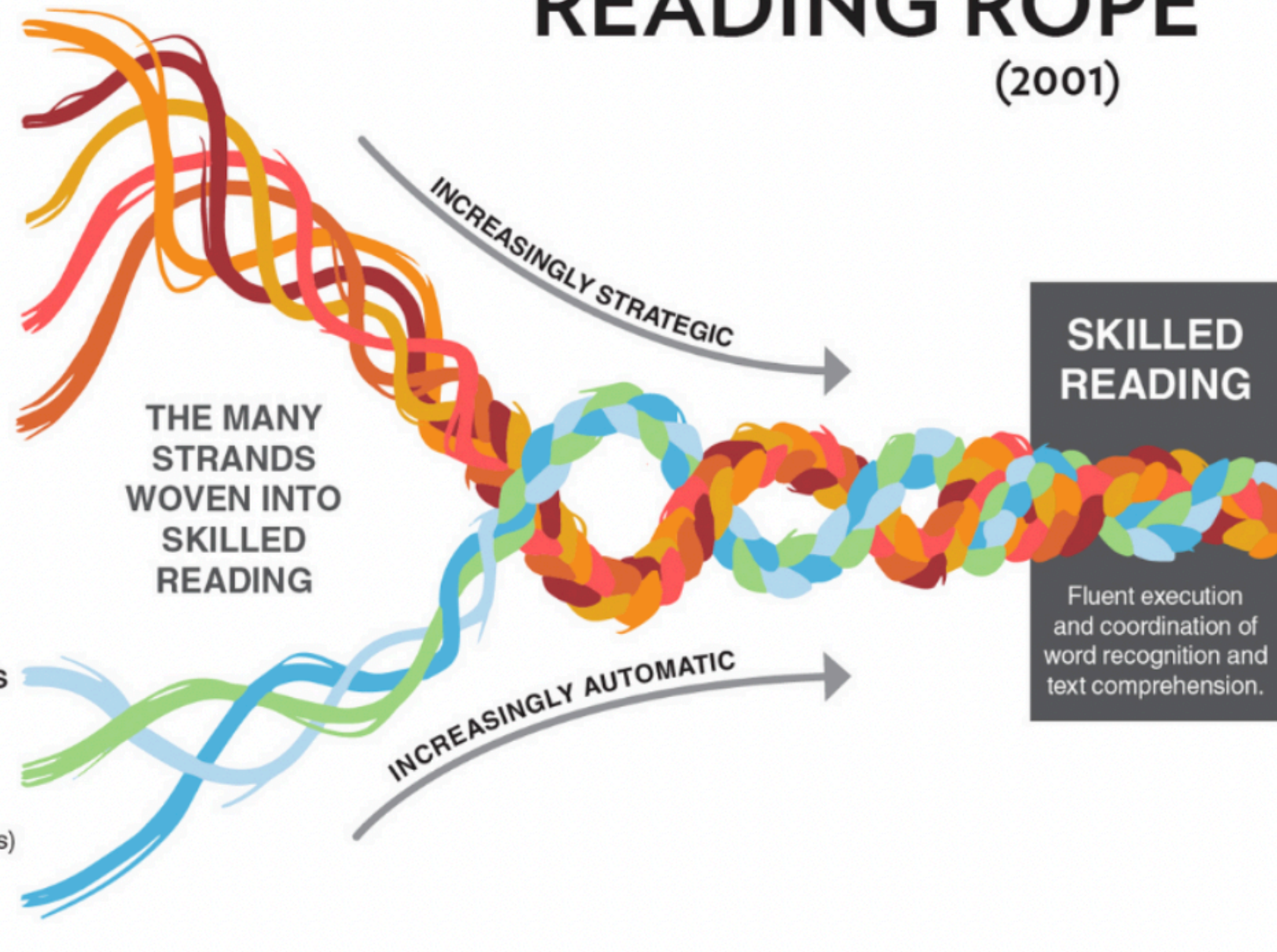
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

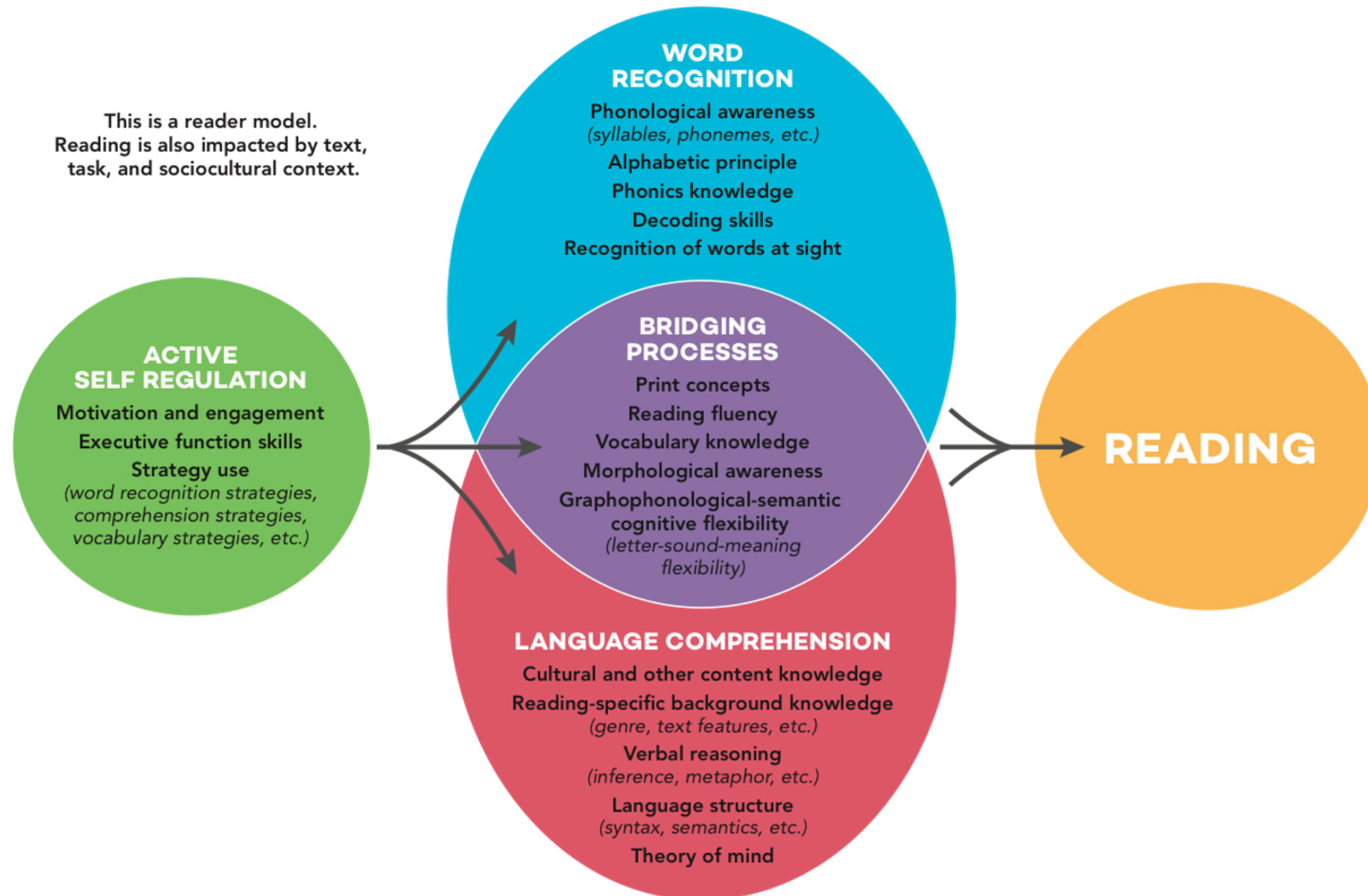
DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)

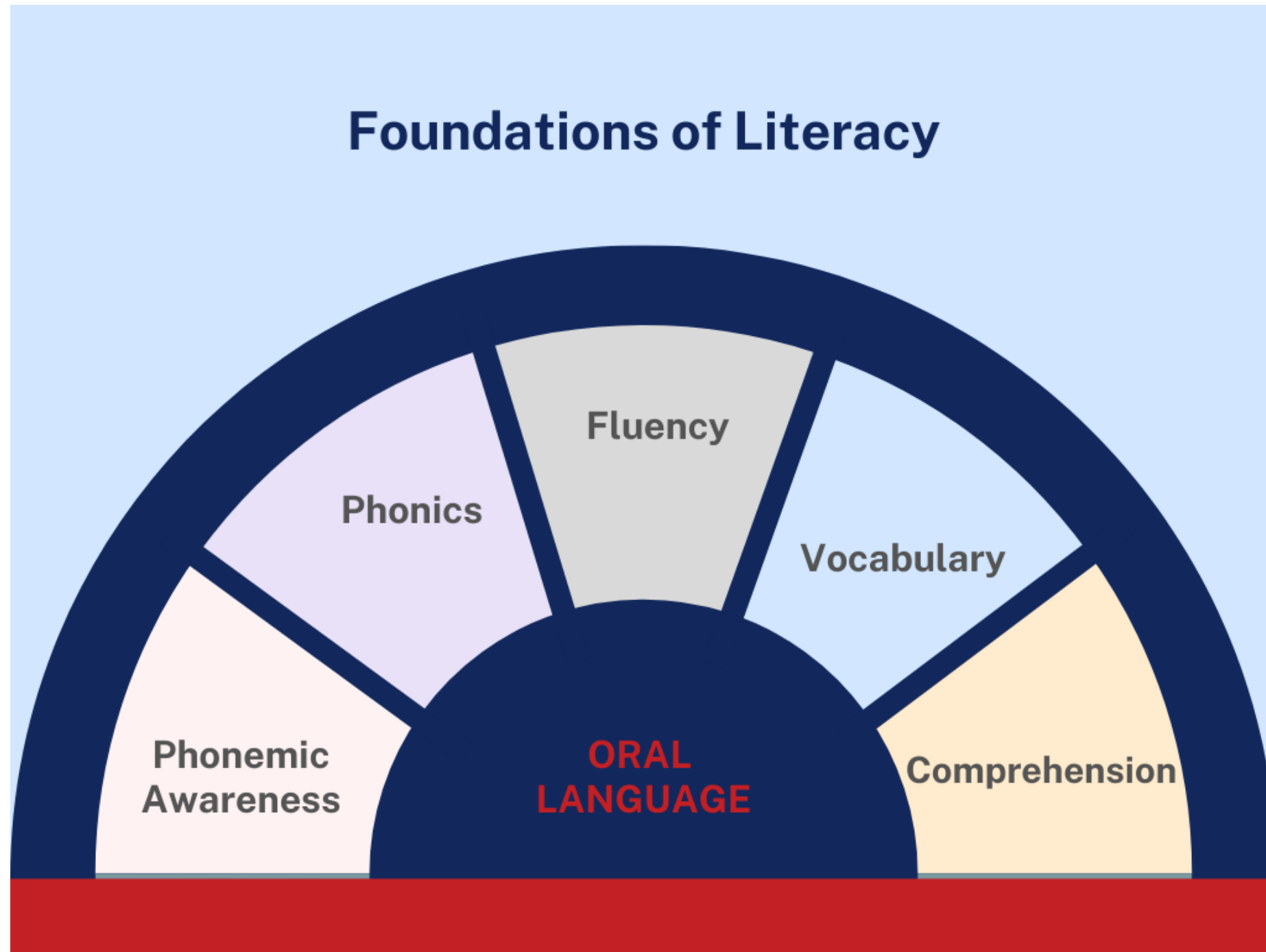


Active View of Reading

ACTIVE VIEW OF READING



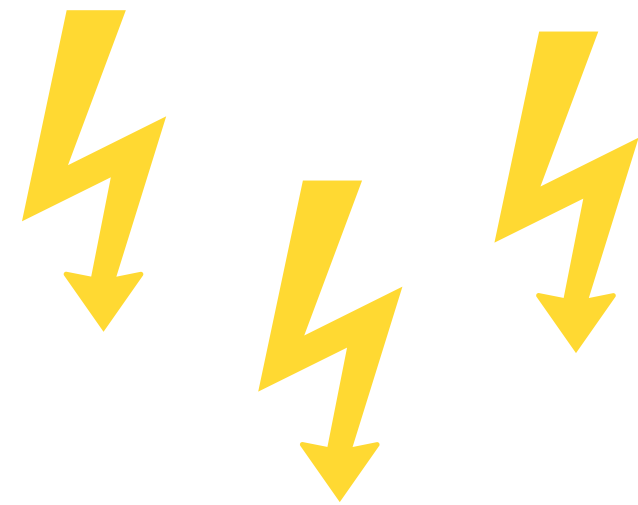
Foundational Skills for Reading



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

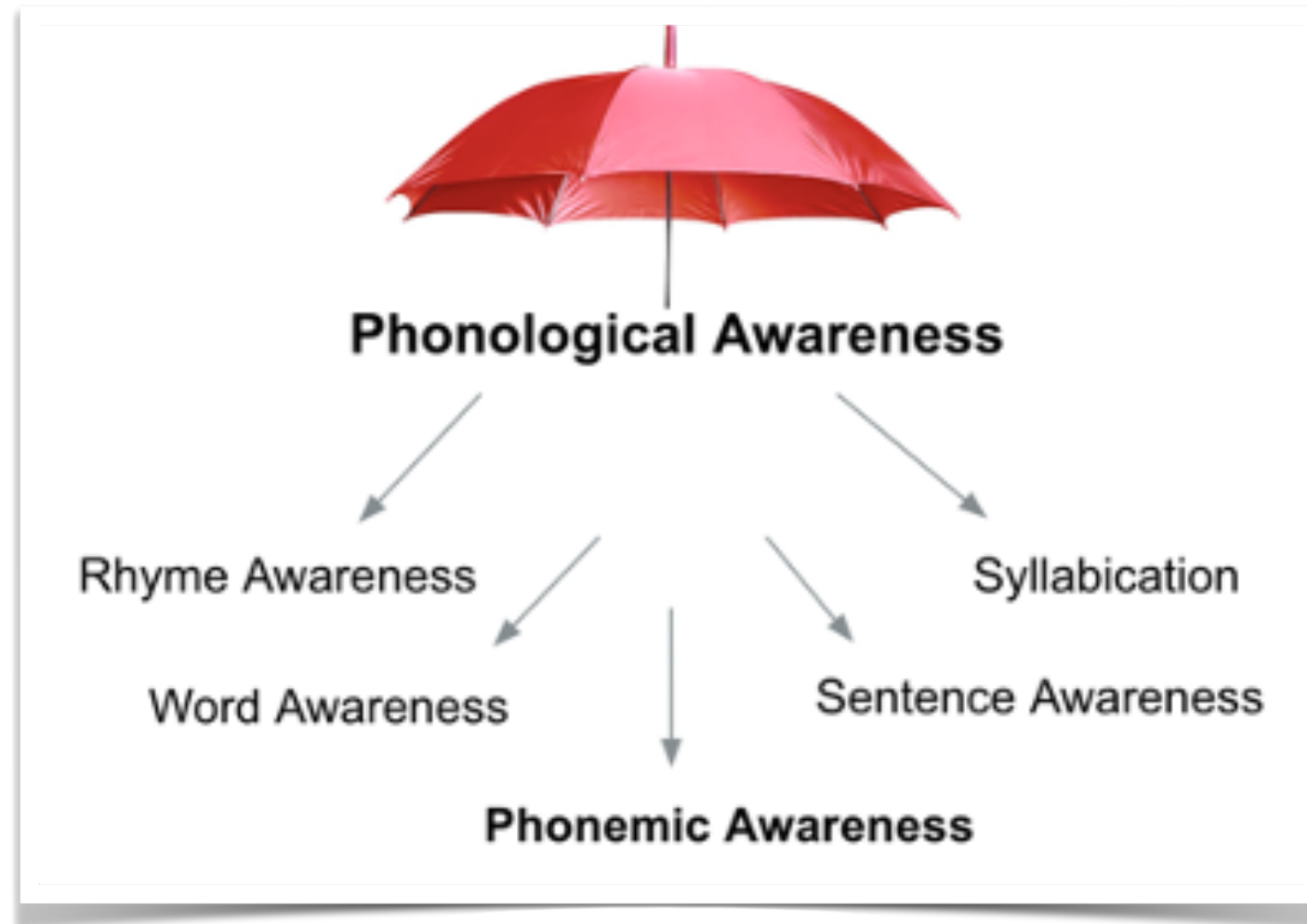
Phonemic Awareness & Alphabetic Principle

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!

Phonemic Awareness

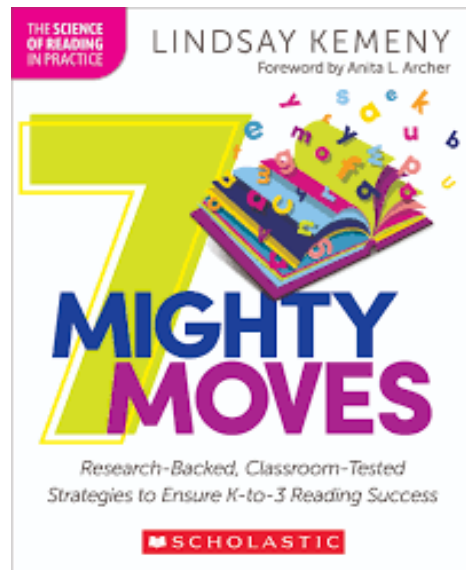


Over nearly four decades of research, “phonemic awareness has consistently been found to be the strongest precursor to, and predictor of, reading achievement” (Kenner, et al).

Phonemic Awareness: Instruction

Keep in mind:

- Short and frequent sessions
- Focus primarily on blending and segmenting (phoneme-level skills)
- Begin to add letters to this work
- Often integrated into phonics lesson



Ideas for instructional Strategies:

- Use manipulatives to keep it playful
 - Elkonin boxes + bingo chips
 - Pop It fidget toys
 - Race cars + tracks
 - Unifix cubes
- Encourage gestures
 - Hand choppers
 - Tap down arm
 - Finger/thumb tap
- Word Chains – build phonemic awareness and phonics skills at the same time

Phonics

Mesmer and Griffith (2005) define phonics as “a system for encoding speech sounds into written symbols”.

Alphabet Knowledge

CVC

Blends & Digraphs

Silent E

R-Controlled

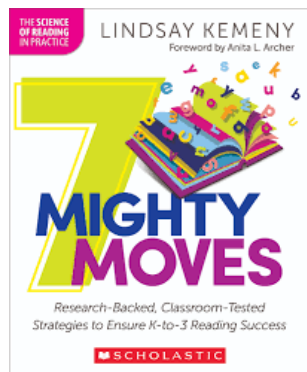
Vowel Teams

Multisyllabic

Phonics Instruction

Keep in mind:

- Systematic: Move from simple to complex
 - Following a scope and sequence
- Explicit: “Today I want to teach you...”
- Keep students engaged by:
 - Inviting student responses
 - Have students come to the board to find a word, highlight a phonics skill in a word



Ideas for instructional Strategies:

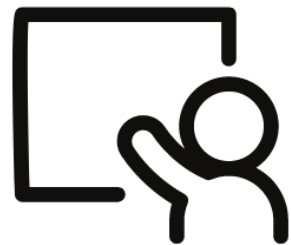
- Understand “the code” yourself
- Consider using a Systematic and Explicit phonics program
- White boards will be your best friend!
- Keep lessons lively, and stick to suggested times
- Don’t forget to unpack word meaning
- Word sorts
- Word chains
- Try multi sensory methods
- Use Elkonin (sound) boxes to support encoding

Phonics Instruction



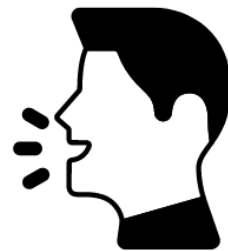
HEAR IT

- phonemic awareness



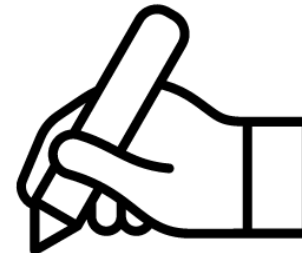
TEACH IT

- name and teach new skill/sound



DECODE IT

- decode words with target skill



ENCODE IT

- spell words with target skill



READ IT

- read words, sentences and decodable passages

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.

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

Structured literacy is an evidence-based instructional approach that:

- fosters strong reading and writing instruction for all students
- comprehensive – addressing listening, speaking, reading, and writing
- characterized by what content is taught and how content is taught



A comprehensive approach that meets the needs of all learners

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

WHAT is taught:

- Both foundational skills
- AND
- Higher-level literacy skills

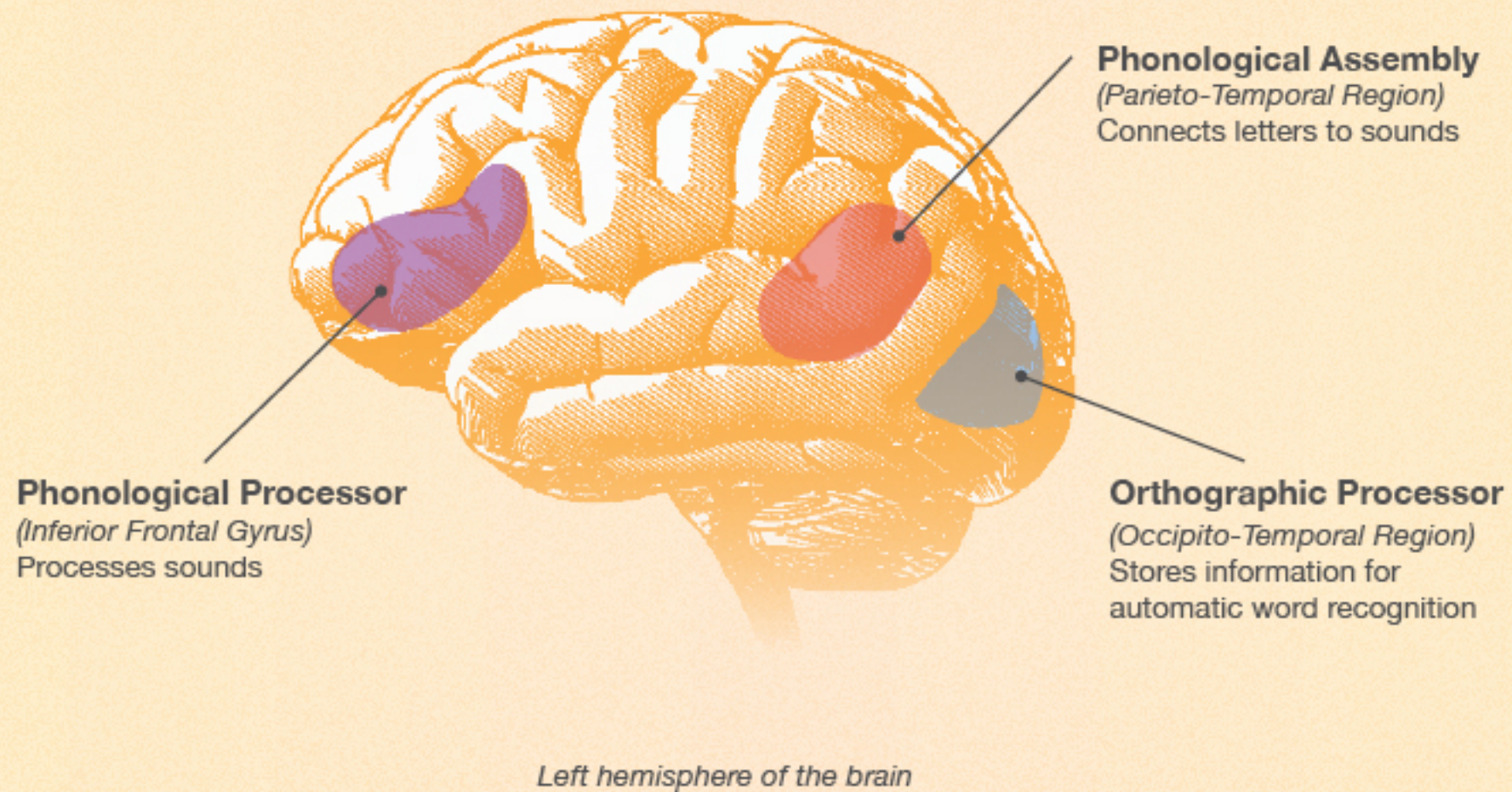
HOW it is taught

- 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)

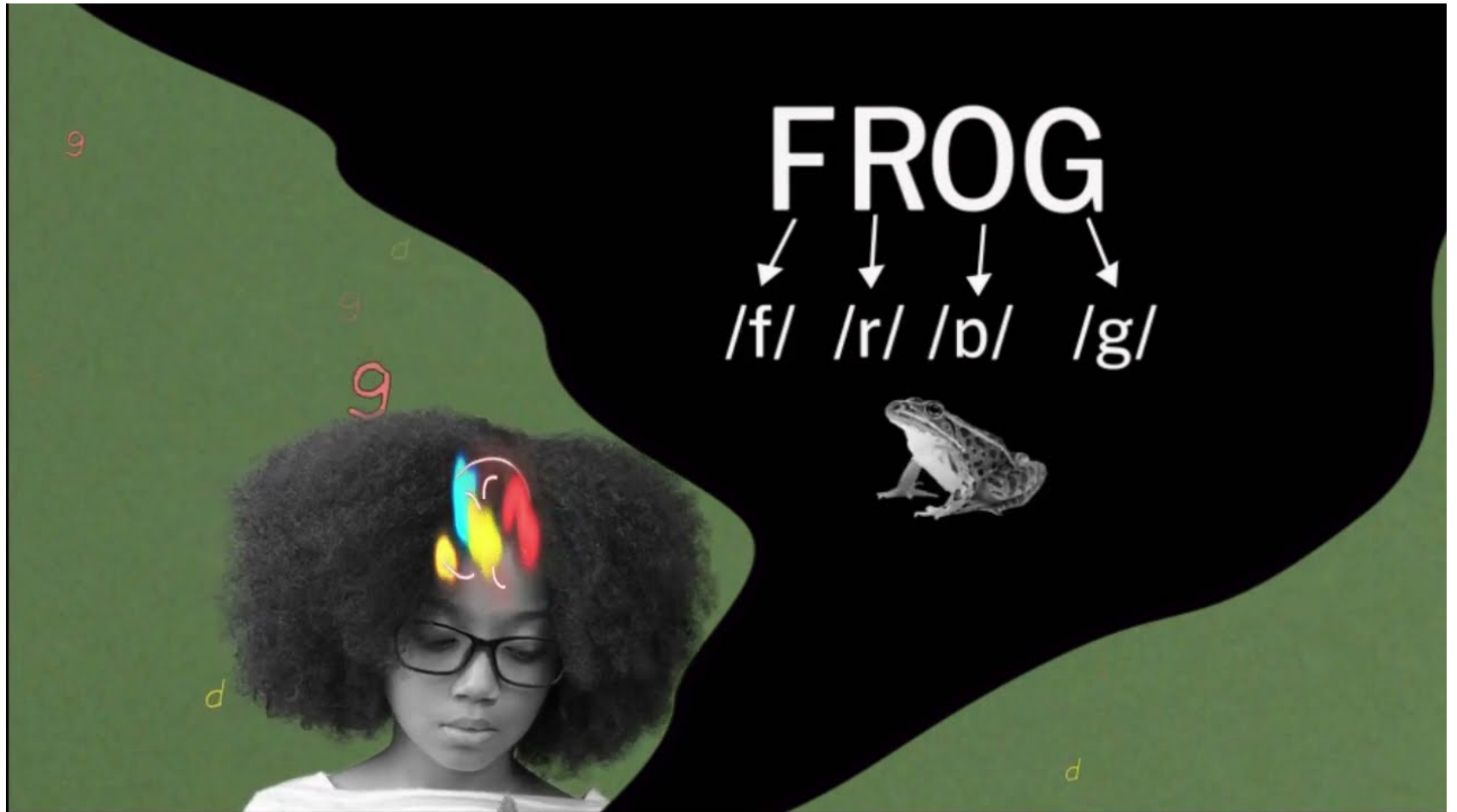
I Do. We Do. You Do.

The Reading Brain

REGIONS OF THE BRAIN ASSOCIATED WITH READING



The Reading Brain



The role of orthographic mapping in learning to read

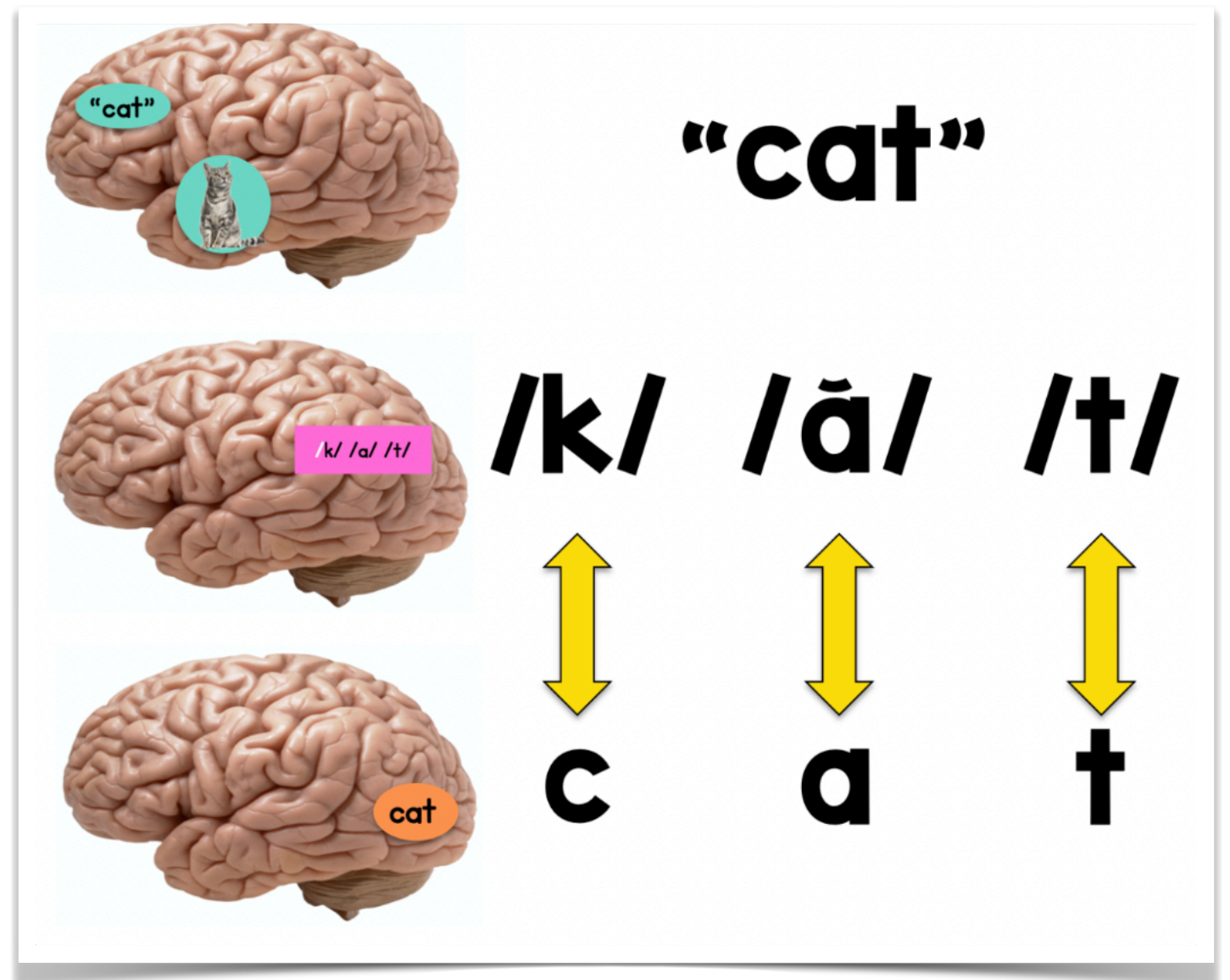
Automaticity: reading words with automaticity is a result of orthographic mapping (Ehri, 2014).

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.

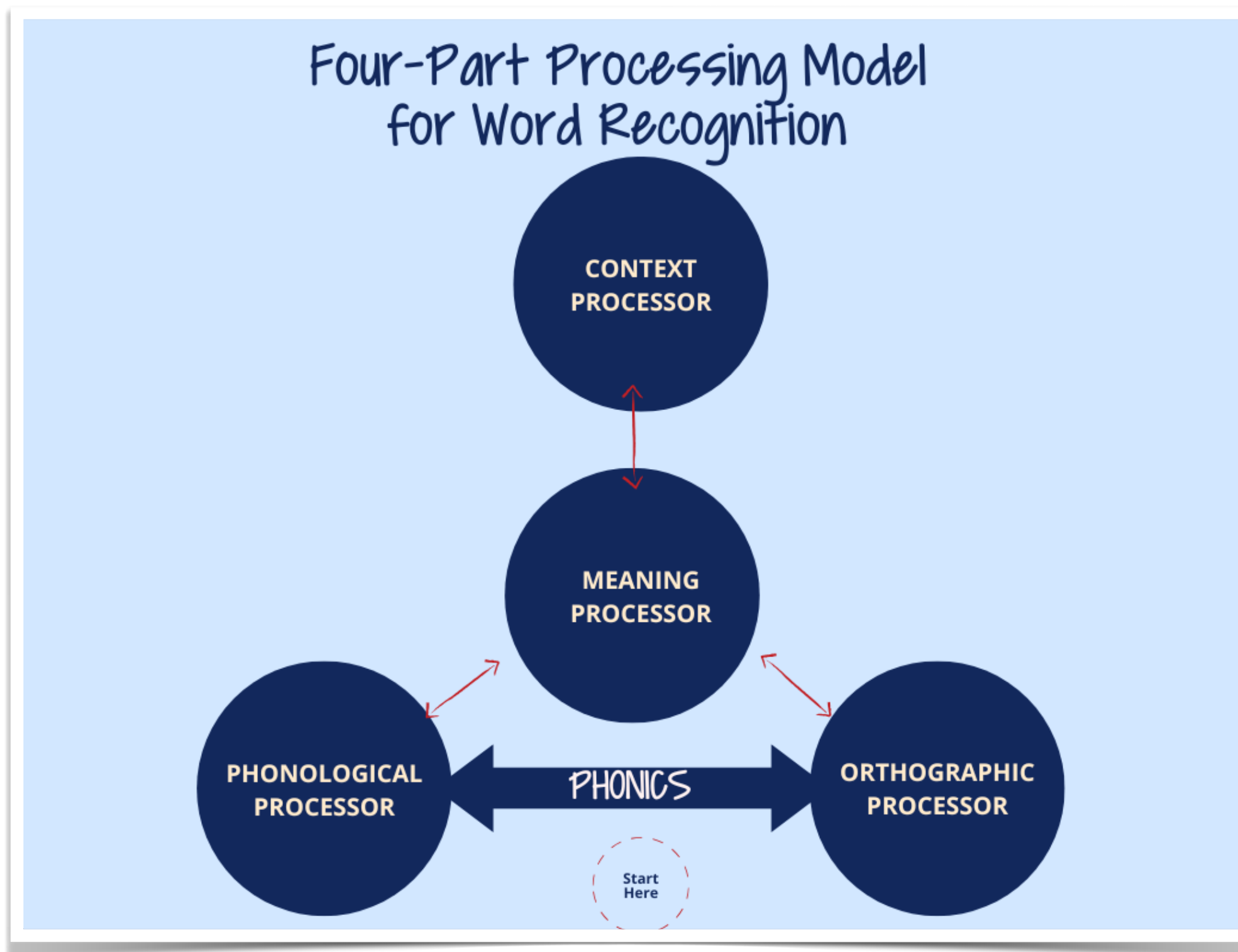
The role of orthographic mapping in learning to read

Each word has three forms:

- Phonology (sound)
- Meaning
- Orthography (spelling)




Four Part Processing Model for Word Recognition




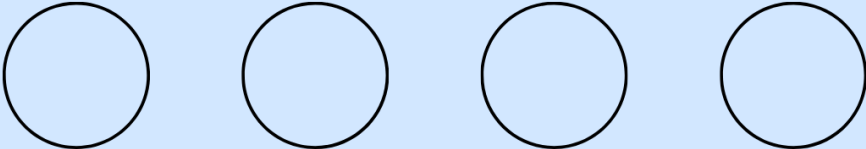
Word Mapping: supporting the cognitive process of orthographic mapping


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

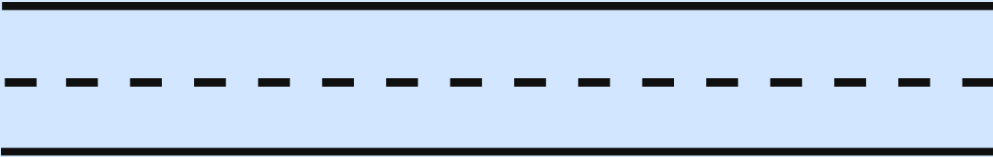
WORD MAPPING


 Say the word


 Tap the word

 Map the word

 Graph the word

 Write the word

 Check for meaning

 Check for context

The Reading Brain: a circuit of connections

the reading circuit

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](#)

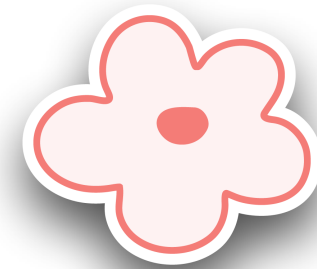
[How We Learn To Read – Harvard Medical School](#)

[Evidence for a New Era of Reading Instruction](#)

[Sarah's Teaching Snippets](#)



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