

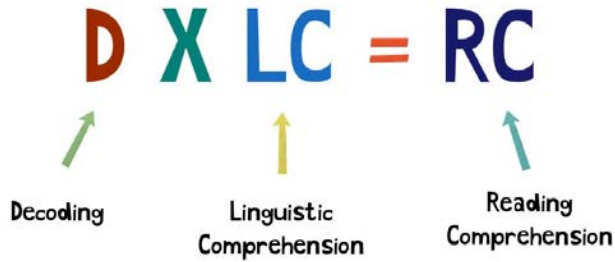






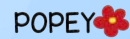


# The Simple View of Reading

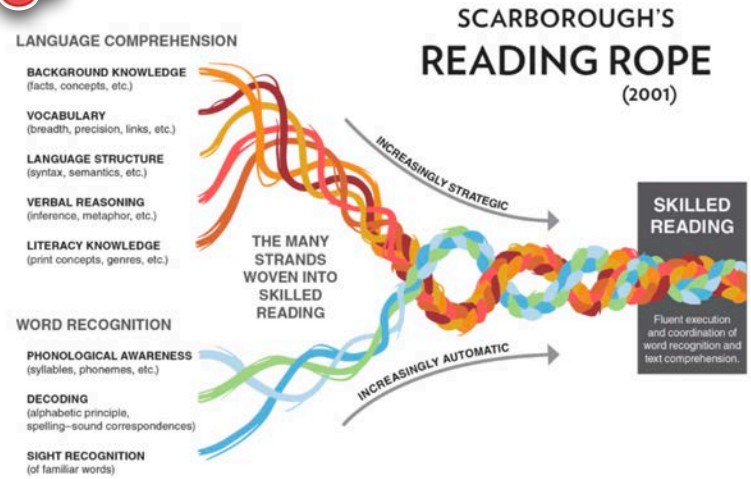


[Reading Rockets: Models of Reading](#)

Image Credit: UFLI Foundations Manual



# Scarborough's Reading Rope: A Visual Metaphor

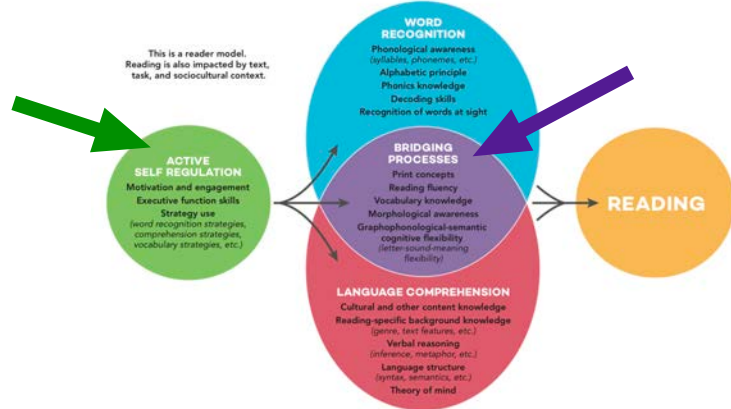


[Reading Rockets: Models of Reading](#)



# The Active View of Reading: A Reader Model

## ACTIVE VIEW OF READING



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




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## Letter Sound Recognition & Alphabetic Principle

How many words 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*



POPEY



## Quick Share – Mirrors & Windows



Turn and talk at your table groups:

- What are you currently doing to develop phonemic awareness for your students?
- What is one thing you might get started with right away?

POPEY



## Characteristics of Strong Phonics Instruction

Phonics refers to knowledge of letter sounds and the ability to apply that knowledge in decoding unfamiliar printed words.

- **Systematic**
  - ★ It has a scope and sequence
  - ★ Skills and concepts are taught in a logical order – prerequisite skills are taught first
- **Explicit**
  - ★ Clear and direct instruction of important skills and concepts
- **Cumulative**
  - ★ Build on previously learned skills
  - ★ Sufficient repetition and review for mastery



Engaging \* Active \* Social \* Reflective

POPEY

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## Living Words – make a word

Word Awareness



Wiley Blevins – ILA workshop: Adding Encoding to Phonics Lessons, Oct. 2023



...phonics helps students gain access to words, which in turn helps them gain access to meaning. And that is the point of reading – to comprehend the information, to learn something new, to enjoy escaping into the world of a story. Phonics is just a tool to gain that access.

–Blevins, A Fresh Look at Phonics



## Decodable Texts

a teaching tool 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

Shifting the Balance – Burkins & Yates, 2021

Image Credit: Six Shifts Facebook Page



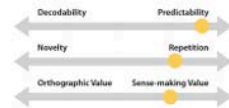
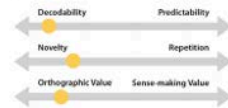
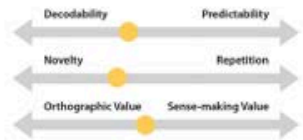
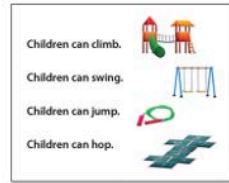
Blank writing lines for student response.







## Different texts for different purposes



Shifting the Balance by Jan Burkins and Kari Yates. Copyright © 2021.

Shifting the Balance – Burkins & Yates



## Fluency

Fluency is the ability to read text accurately, at an appropriate pace, with expression.

- As decoding is automatized, students increase their ability to read texts fluently, freeing cognitive resources to focus on the meaning of the texts.
- Reading fluency develops as a result of strong instruction in other core components of literacy: phonological awareness, phonics, and vocabulary.
- To read a text fluently, students must have **accurate and automatic word reading skills** (Hudson et al., 2009). Text-level fluency develops with **extended opportunities to practice oral reading**. (Zimmermann et al., 2021).

Fluency is the bridge between word recognition and comprehension.

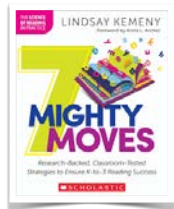
ONlit – Fluency Overview



## 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



7 Mighty Moves – Kemery, 2023

### 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











## Nurturing and supporting young writers

- Writing must be a **predictable**, daily routine
- Children need to **see themselves as writers**, each with a unique **identity**
- Writing is a process of **decision-making** and **action**
- Writers need a disposition for **risk-taking**
- Writers need a sense of **momentum** to know they are **growing**
- Writers work with a sense of **craft** guiding them, and they **learn craft** from **mentors**
- Teachers must **act as if** children are **capable**, **competent** writers

Holding these **beliefs** about writing will help **shape** our **plans**, **actions**, and **responses** as we **support** and **guide** young writers.



## Book Making

### Learning Through Language, Learning About Language

- ▶ Is **developmentally appropriate**. Brings a sense of **play** to making.
- ▶ Encourages children to **do bigger work** and **develop stamina** for writing.
- ▶ Causes children to **live like writers**
- ▶ Makes the **'reading like writers'** connection so clear.
- ▶ Helps children begin to **understand the process** of composition and decision-making.
- ▶ Helps children begin to **understand genre**, **purpose & audience**.

**beliefs guide our actions**



## Book Making in a Kindergarten Class



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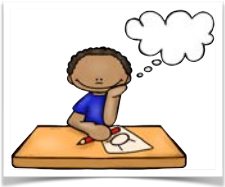
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"If children are not spending a **significant** portion of their day **engaged in** (reading and writing) **texts** that allow them to **practice the strategies we are modelling**, then we cannot possibly expect them to take on these strategies and use them **independently.**"

–from *Catching Readers Before They Fall*



## Upcoming dates in our learning series

### Session Two: January 28, 2025 - Full-day workshop

#### Systematic Instruction to Support Reading Comprehension

- Understanding texts and readers to strengthen word-solving skills and early comprehension strategies

### Session Three: February 14, 2025- Full-day workshop

#### Nurturing Young Storytellers & Their Craft Through Authentic Writing Experiences

- Highlighting student voice and choice through bookmaking, story workshop, and writing across genres and the curriculum

### Session Four: May 14, 2025- Full-day workshop

#### Learning in the Primary Years

- The importance of play, social-emotional well-being, outdoor learning, and inclusive spaces & practices for all children



## Sources

### Books & Articles

- How to Be a Better Writing Teacher workshop – Anderson & Glover
- Bringing Words to Life – Beck, McKeown, Kucan
- A Fresh Look at Phonics – Blevins
- ILA workshop: Adding Encoding to Phonics Lessons, Wiley Blevins
- Shifting the Balance – Burkins & Yates
- Executive Skills & Reading Comprehension: – Cartwright
- Craft and Process Studies– Glover
- Heggerty Phonemic Awareness Curriculum
- Phonemic Awareness: The skills that they need to help them succeed! – Heggerty
- Active Reading Classrooms – Kelly
- 7 Mighty Moves – Kemeny
- Next Steps in Literacy Instruction – Smartt & Glaser
- UFLI Foundations Manual
- A Teacher's Guide to Getting Started with Beginning Writers – Wood Ray & Cleaveland
- A Teacher's Guide to Vocabulary Development Across the Day – Wright

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