Building Blocks to Reading

January 29, 2024   1:00-3:00

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

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TLA'AMIN NATION

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Passionate about reading and writing with kids

Classroom teacher

Literacy Learner

Mom of two amazing boys + the best dog of all time

Know the Facts About Reading

$$D \times LC = RC$$

Decoding   Linguistic Comprehension   Reading Comprehension

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Many Strands Are Woven into Skilled Reading

Language Comprehension

Background Knowledge
facts, concepts, etc.

Vocabulary
breadth, precision, links, etc.

Language Structures
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 correspondence

Sight Recognition
of familiar words

increasingly strategic

increasingly automatic

Skilled Reading

Fluent execution and coordination of language comprehension and word recognition

Figure 1.9 Reading Rope
(Scarborough, 2001)

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WORD RECOGNITION

Phonological awareness
(syllables, phonemes, etc.)

Alphabetic principle

Phonics knowledge

Decoding skills

Recognition of words at sight

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

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)

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

READING

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Jennifer Kelly

ACTIVE READING CLASSROOMS

Strategies that Build
Language Comprehension and
Word Recognition Skills

Highlighted in Active Reading
Classrooms (Kelly, 2023)

- <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

Reading Comprehension

WORD READING

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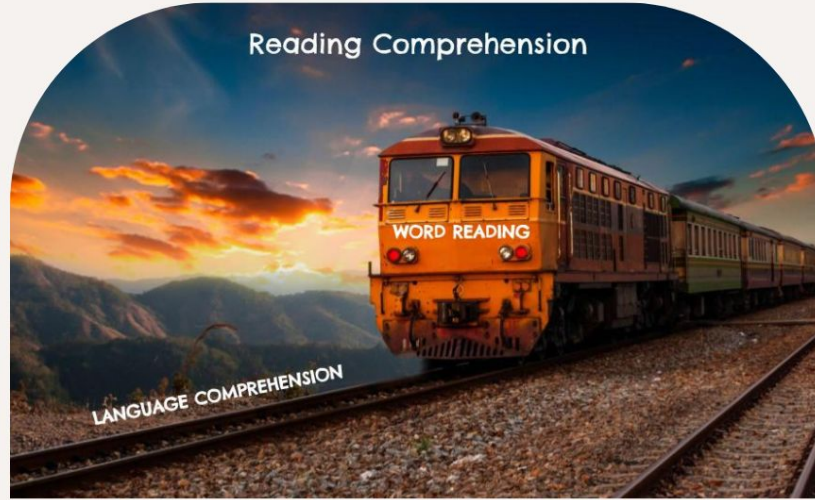
"Comprehension, the ultimate goal of reading, can't be reached without both the train and the tracks!"

@TheSixShifts

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
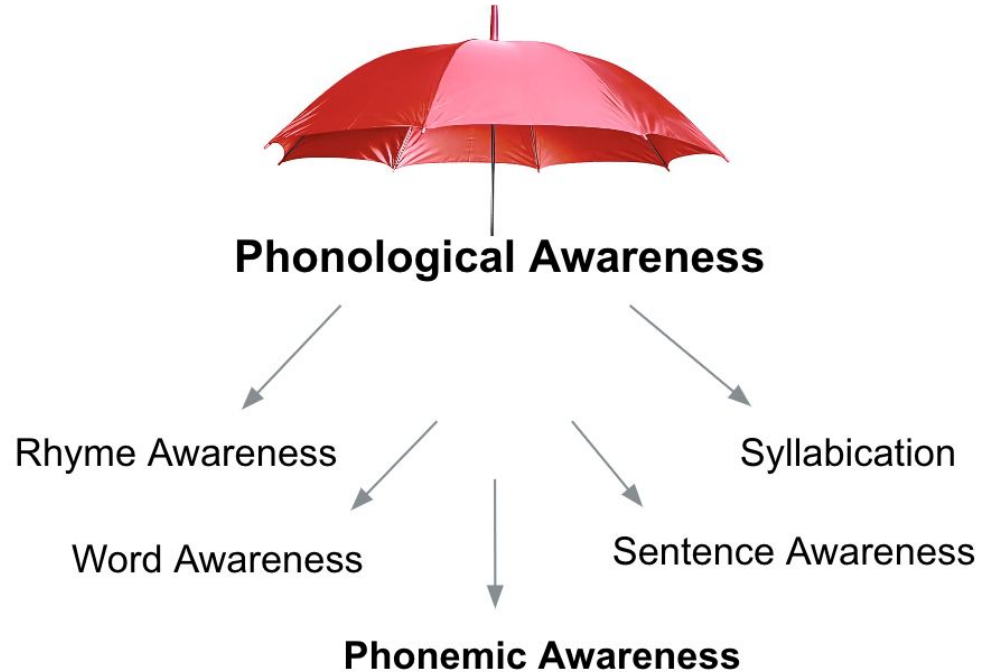
Phonemic Awareness

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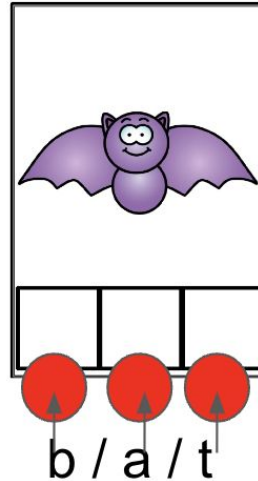
These task works on segmenting & blending.
1. Say the word
2. Push a chip or pop a button for each sound you hear
3. Smooth the sounds back out to say the word
4. Can increase in complexity by adding words with more sounds

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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).

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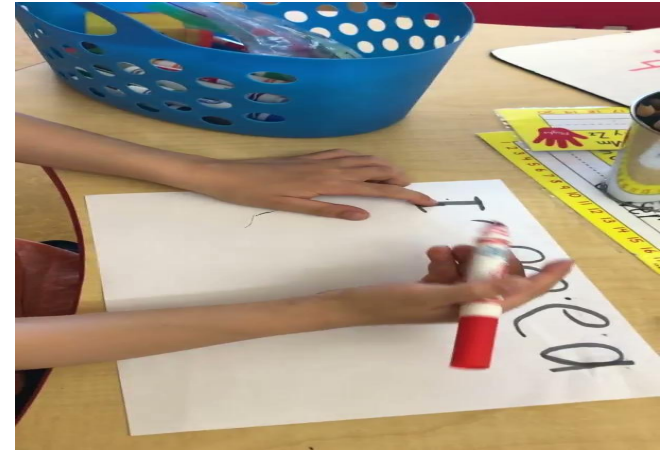
Alphabet recognition and phonemic awareness are the two best predictors of early reading success. Blevins states that "these skills open the gate for reading" (2017).

ALPHABETIC INSIGHT—THE "AHA" MOMENT FOR THE ALPHABETIC PRINCIPLE

Aha!

. . . the sounds in spoken words (phonemes) match directly to . . .

Alphabetic Principle

. . . the letters in written words (graphemes) match directly to . . .
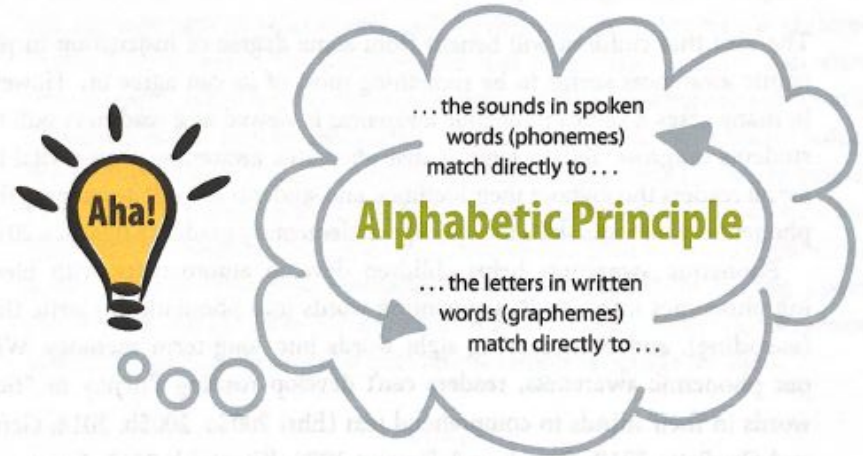
Shifting the Balance by Jan Burkins and Kari Yates. Copyright © 2021.

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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

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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

Fluency

Vocabulary

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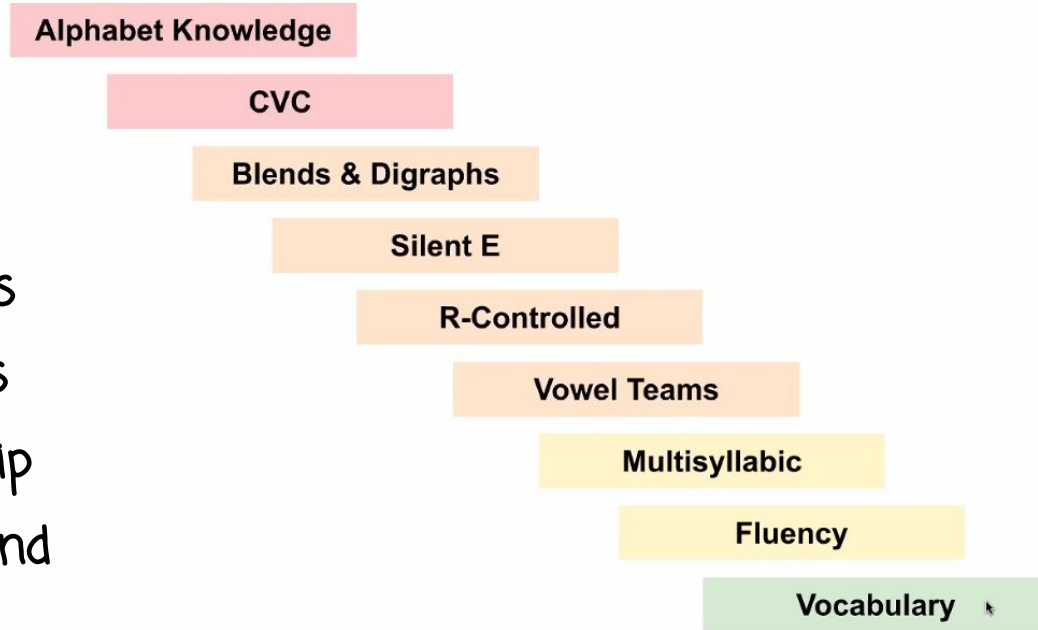
A PHONICS LESSON
SAME LETTER/SOUND FOCUS THROUGH EACH LESSON PART

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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> "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

RED = decodable
BLUE = High Frequency Words
GREEN = story word - might use initial sound, guess, use picture

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.

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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.

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Classrooms need a range of texts for different instructional purposes.

Different texts receive different degrees of emphasis at each grade level.
But ALL are needed for a comprehensive literacy solution.

Grades 3 and up	LEVELED BOOKS AND TRADE BOOKS	
Grade 2		TRADE BOOK READ-ALOUDS
Grade 1	DECODABLE READERS	
Grade K		

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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	vs.	Practice-in-context
Mastery of skills	vs.	Joy of Reading
Structure	vs.	Choice
Urgency	vs.	Joy

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And, And, And...

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Orthographic Mapping (Erhi, 2014) is a **cognitive process** by which children learn to read words by sight and spell words from memory

[Orthographic Mapping](#)
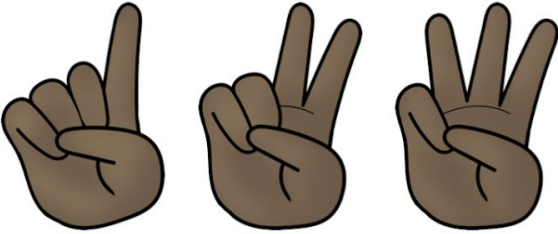
- Read section
- Share out at your table

10:00

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

Multisensory options:

- Pop its
- Play dough
- Unifix cubes

① **What's the Word**

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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Because reading is turning written language back into spoken language so that the brain can "hear" is, 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).
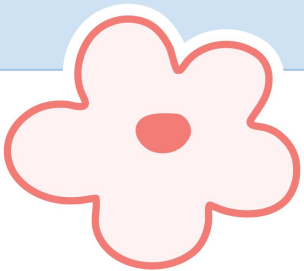
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We need to invest in intentional effort in laying the language tracks that word reading runs on.

Students need:

- vocabulary

- strong command of oral language

- rich background knowledge

Interactive Read Alouds

Using connected text sets to build knowledge

Classroom conversation

Modeling curiosity and love for new and interesting words

❝

PURPOSEFUL CONVERSATION BUILDS VOCABULARY!

———————————

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Using Dialogic Conversations to Develop Oral Language

DIALOGIC CONVERSATION

1. Engage
2. Repeat
3. Expand

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1. Engage

Engage children in a verbal interaction around a text or just in general conversation. This may involve asking the child's opinion, asking the child to name or recall something from a text, or asking the child to make connections to personal experience.

2. Repeat

Repeat what children say, embedding this in your response in a natural way. If the student's response includes a mistake, only repeat the correct part or integrate a correction into this step.
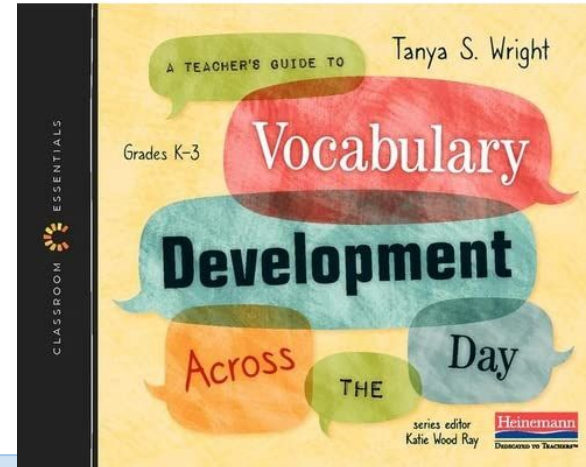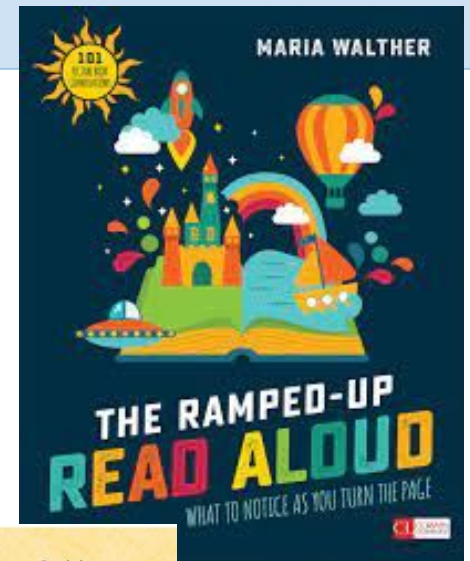
3. Expand

As you repeat, say a little more than what the child said. Expand the language to include a new word, phrase, or idea. Then begin the process again!

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Read- Aloud Tips

READ-ALOUD TIPS

- Choose text with more complex ideas, words, and language structures
- Preview texts for interesting and unfamiliar vocabulary worth exploring with children.
- Get comfortable using a parenthetical explanation of high-utility vocabulary
- Plan for meaningful conversation points in texts
- Have students utilize high-quality turn-and-talk practices

MARIA WALTHER

THE RAMPED-UP
READ ALOUD
WHAT TO NOTICE AS YOU TURN THE PAGE

A TEACHER'S GUIDE TO

Tanya S. Wright

Grades K-3

Vocabulary
Development
Across THE Day

CLASSROOM ESSENTIALS

series editor
Katie Wood Ray

Heinemann
DEDICATED TO TEACHERS™

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Vocabulary Instruction...

Vocabulary Planning Chart for a Unit Lesson

Learning Objective
↓
There are different ways to describe the weather. We can observe and record the weather in our location.

Vocabulary and Child-Friendly Explanations

Data
↓
Facts or information.

Observe
↓
Use your senses to gather data.

Record
↓
To write down or draw.

Weather conditions
↓
What the weather is like outside.

Rain
↓
Drops of water that fall from the clouds in the sky.

Wind
↓
Moving air.

Snow
↓
White pieces of frozen water that fall from the sky in very cold weather.

Sun
↓
The star that gives earth heat and light.

When will I introduce new vocabulary?
↓
During read-aloud, *What's the Weather?* weather conditions, rain, wind, snow, sun.
↓
While showing materials right before outdoor observation of weather conditions: *observe, data, record.*

When will children have opportunities to use these words in a meaningful context?
↓
Children will go outside to observe weather conditions on a recording sheet with space to draw and write or label.
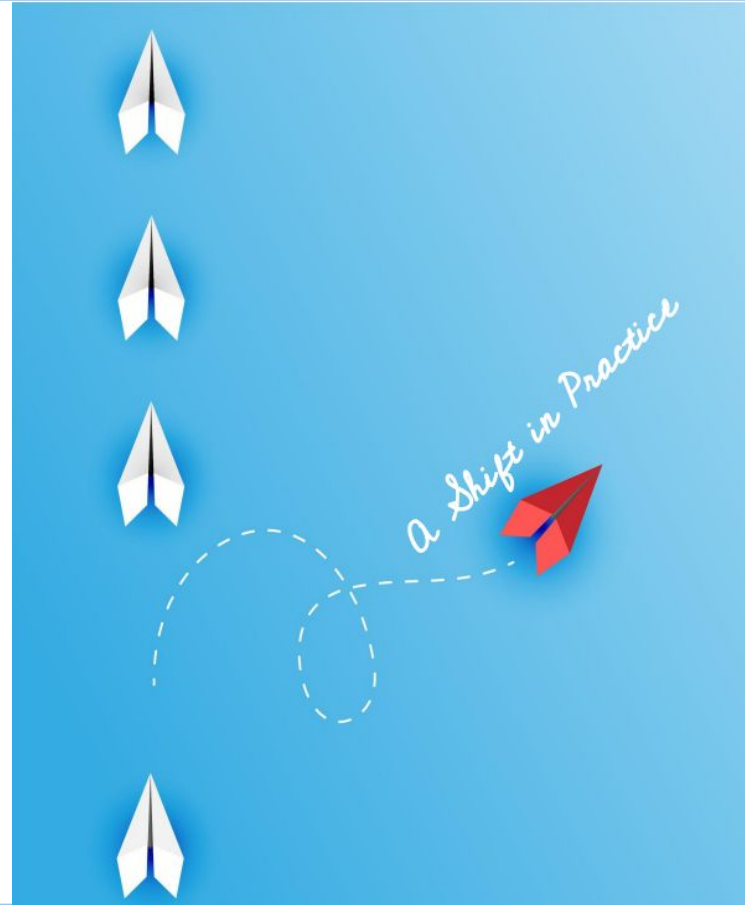↓
Questions to ask while children observe:
What do you observe about the weather conditions?
How did you observe this?
What data are you recording about the weather conditions?

Wright, 2021, p. 72-73.

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What is one thing you might:

- Start

- Stop

- Keep

A Shift in Practice

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The Simple View of Reading: Gough & Turner, 1986

Scarborough's Rope: Scarborough, 2001

The Active View of Reading: Duke & Cartwright, 2021

Active Reading Classrooms: Kelly, 2023

Shifting the Balance: Burkins & Yates, 2021

Vocabulary Development Across the Day: Wright, 2021

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Know the Facts about Reading – LD@school

The Simple View of Reading

Orthographic Mapping

Lisa Thomas

Program Manager &
Teacher Consultant

lisa@popey.ca

Jen Kelly

Teacher Consultant

jen@popey.ca

Calico Clark

Teacher Consultant

calico@popey.ca

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