

Building Blocks to Reading

January 29, 2024

1:00-3:00

*Handouts available at - <u>popey.ca/workshop-resources</u>









A bit about me...



Passionate about reading and writing with kids

Classroom teacher

Literacy Learner

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



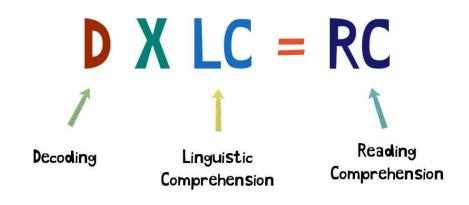


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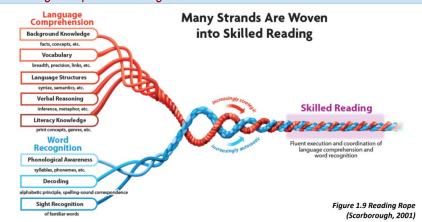








Scarborough's Rope: Scarborough, 2001

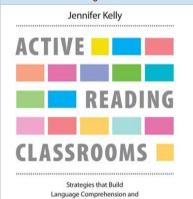




The Active View of Reading:	Duke & Cartwright, 2021	
This is a reader model. Reading is also impacted by text. task, and sociecultural context. SELF REGULATION Motivation and engagement Executive function skills Strategy use (word recognition strategies, occabulary strategies, etc.)	WORD RECOGNITION Phonological awareness (syllables, phonems, etc.) Alphabetic principle Phonics knowledge Decoding skills Recognition of words at sight BRIGHING PROCESSES Print concepts Reading fluency	READING
	Theory of mind	POPEY 4



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



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

Read and discuss excerpt from Active Reading Classrooms...





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

@TheSixShifts



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).





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Phonemic Awareness: Instructional Practices

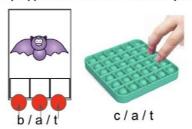
Whole Class Approach:

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



These task works on segmenting & blending.

- 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
- Can increase in complexity by adding words with more sounds



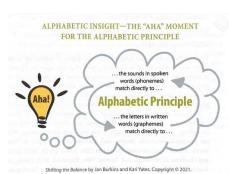
Phonemic Awareness: Application

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).





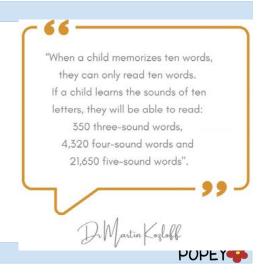
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How many word can you make from these letters:

s, m, t, d, l

s, m, a, t, d



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.





Phonics Instruction...

A PHONICS LESSON



REVIEW IT

Review High Frequency words Name letters and sounds



HEAR IT



TEACH IT









SPELL IT **DECODE IT** Decode words with target sound 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 tool to support phonics instruction





Patterned, Leveled Text: Whole Word

Puppies get into lots of silly spots.

2 puppies are in the boots.

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

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Decodable Text: Letter Sound



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

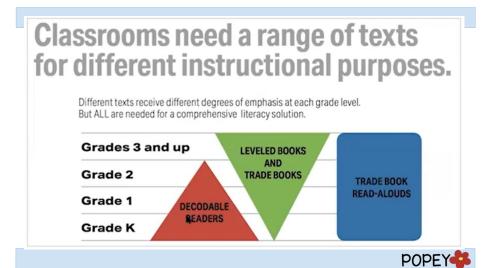


Is Zac's cap on a can? No! It is not on the can.



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Orthographic Mapping - what is it and why is it important?

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

- Read section
- Share out at your table

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Word Mapping: supporting the cognitive process of orthographic mapping

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

Multisensory options:

- Pop its
- Play dough
- Unifix cubes

What's the Work	2	Tap the V	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.			



Oral Language & Comprehension

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).



Reading	Comprehension
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	WORD READING
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LANGUAGE COMPREHENSION	Manifelini 24
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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







Interactive Read Alouds

Using connected text sets to build knowledge

Classroom conversation

Modeling curiosity and love for new and interesting words







Using Dialogic Conversations to Develop Oral Language DIALOGIC CONVERSATION @TheSixShifts

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.

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.

2. Repeat

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

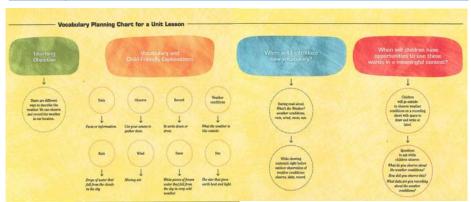
3. Expand





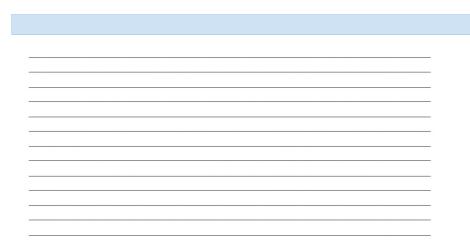


Vocabulary Instruction...



Wright, 2021, p. 72-73.







Resources

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

Resources

Know the Facts about Reading - LD@school

The Simple View of Reading

Orthographic Mapping







Provincial Outreach Program for the Early Years





Program Manager & Teacher Consultant



Teacher Consultant



Teacher Consultant



