# REFLECTING AND PLANNING INSTRUCTION FOR OUR BEGINNING READERS



Presented by: Lauren Kolbeck Email:<u>Ikolbeck@gmail.com</u> April 21, 2023

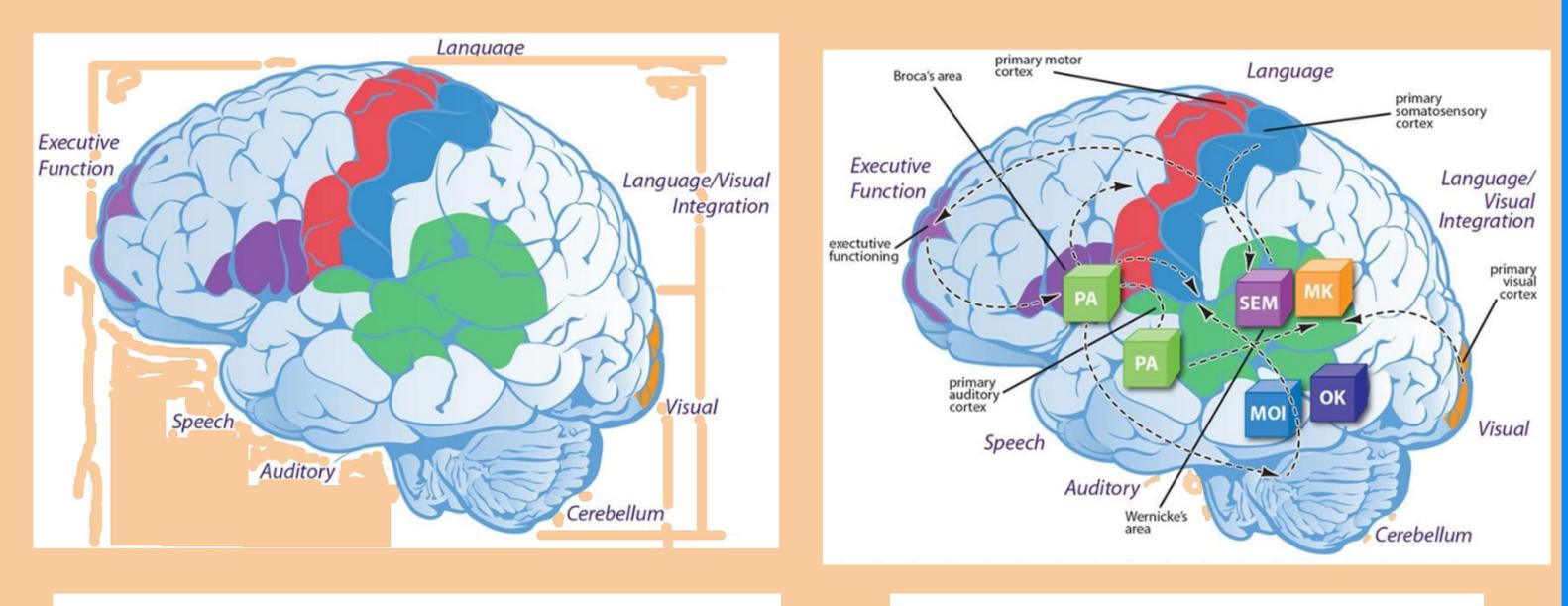


# OUR AGENIDA

- Introduction
- Current Research and Best Practices
- Tabletop Discussions
- Possible Action Items

### The Science of Reading

## The Literacy Brain



Biologically wired for oral language

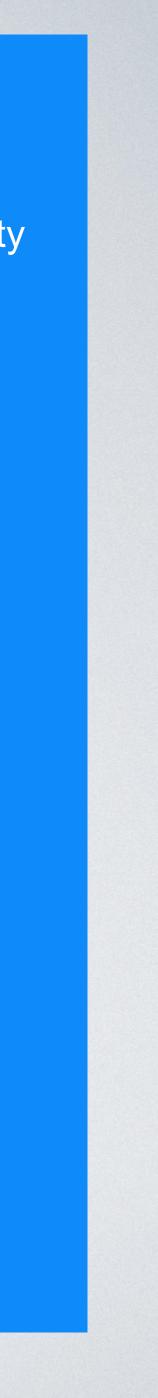
Re-wired for written language

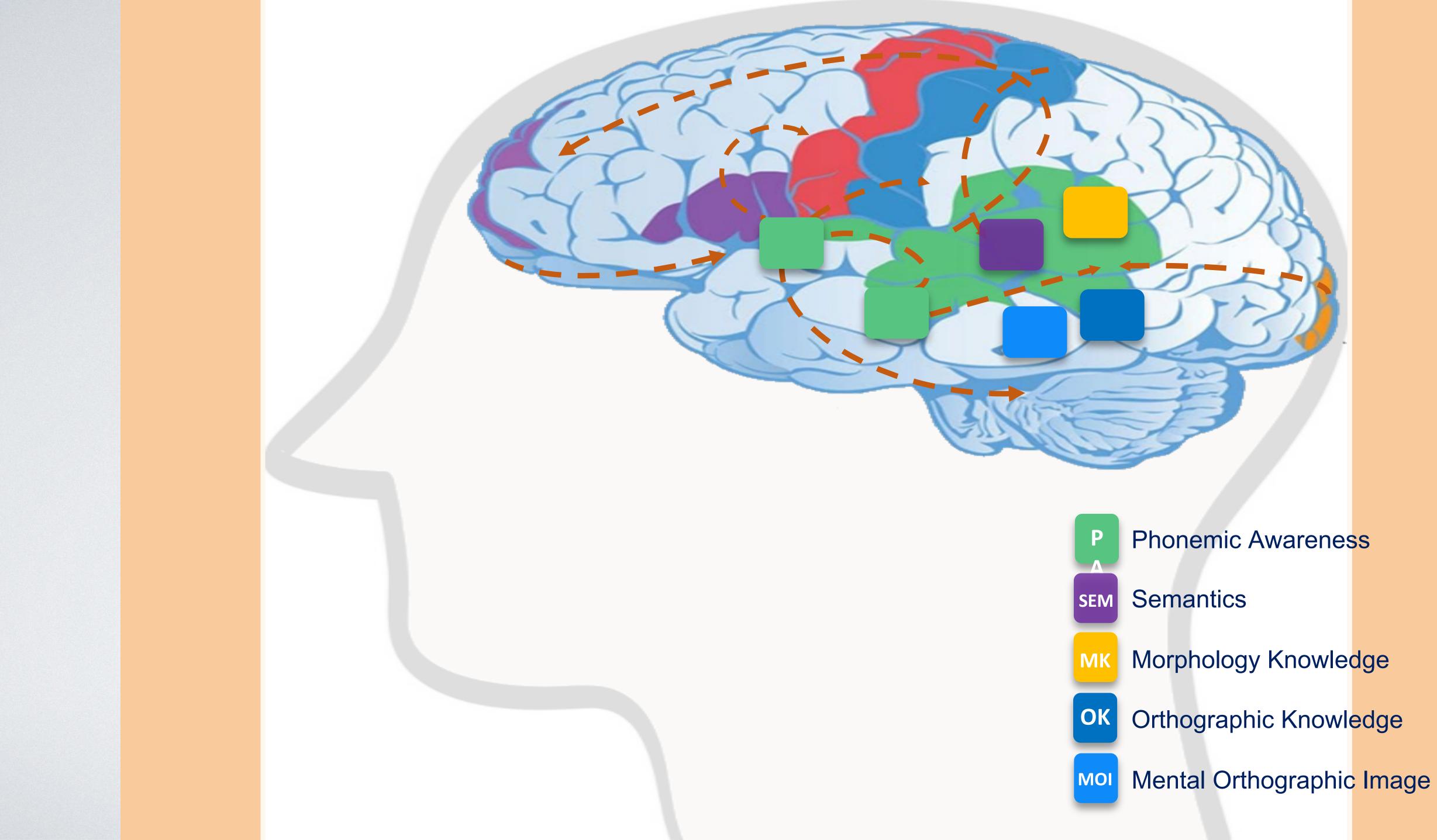
https://learning By designing .com

- Reading is not a natural activity for the brain.
- Robust neural networks • connecting sound and image must be developed.
- Targeted instruction is key to building these networks.
- Orthographic mapping is essential for efficient word storage and retrieval.

Children are wired for sound, but print is an optional accessory that must be painstakingly bolted on.

- Steven Pinker





# SCIENCE OF READING SPOTLIGHT

- Phonemic/Phonological Awareness
- Systematic Phonics Instruction
- Language Comprehension
- Vocabulary
- Fluency





### 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

life experiences, read-alouds



reading breadth, direct instruction

> dominant language, grammar, vernacular, exposure to words

> > exposure to genres in literature, exposure to books, independent reading, read-alouds

Aa	ВЬ	Ce	Dd	Ee	Ff ***	
Gg	Hh	I	Jj	Kk N	LI	
Mm	Nn	0°	P <sub>P</sub>	Qan and a second	Rr	Ss
T†	Uu	Vv	Ww	Xx	Yy	Zz

m t ch

### Many Strands Are Woven into Skilled Reading

Fluent execution and coordination of language comprehension and word recognition

Skilled Reading

								Writing Grid for V
								92 92
								00
h	с	d	0	f		an all	am	Correct Nords
U	C	u	e	1		an al	am	5m, 1 419
h	i	j	k	1		ing	ung	0
	-	n	an		C		1	e
n	0	p	qu	r	S	ink	ong	5 - 5
u	v	w	х	V	z		Contraction of the local division of the loc	E. Sentences
				5	in the second second	unk	ang	4
ck	wh	th	sh			ank	onk	6. 9. 1.

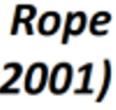
creasing!

Fundations - First Gra	ade Trick Words	
he	of	to
before	called	your
should	because	people
Mrs.	years	little
very	own	work
very	own	

Figure 1.9 Reading Rope (Scarborough, 2001)



Contenter



### Why is phonemic awareness important? Apparently if we cannot hear composite sounds, it is harder to decode/ encode/ replicate them to create a memory: orthographic mapping.



#### 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.)

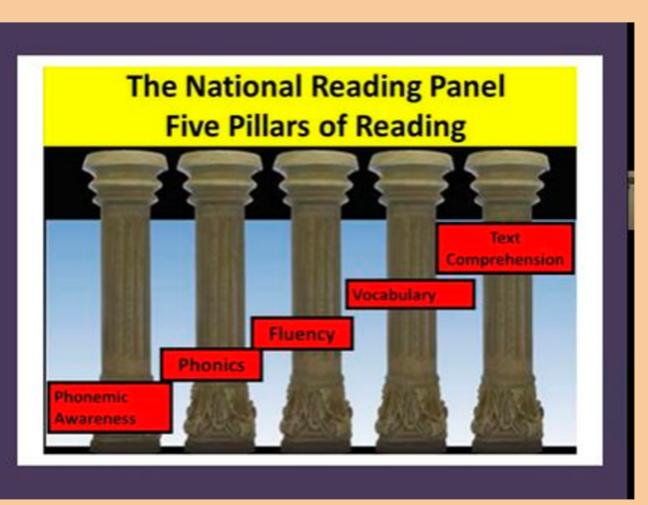
THE MANY STRANDS WOVEN INTO SKILLED READING

#### WORD RECOGNITION

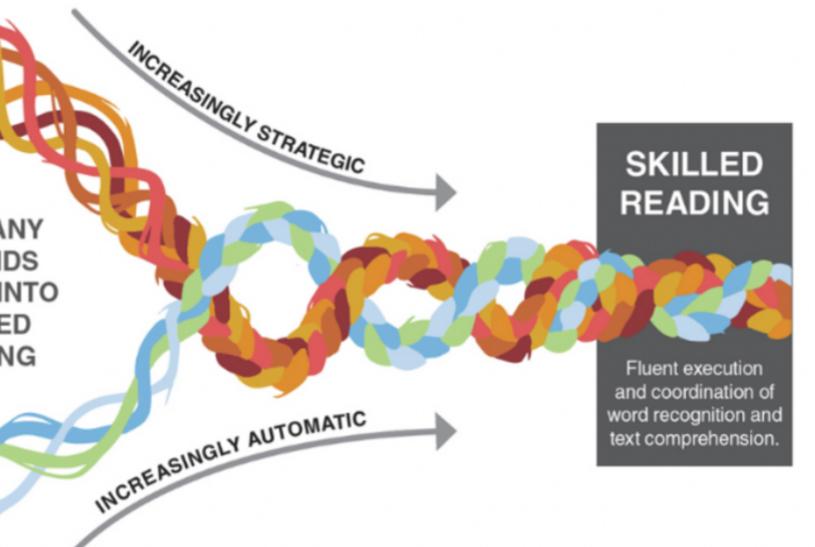
PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)

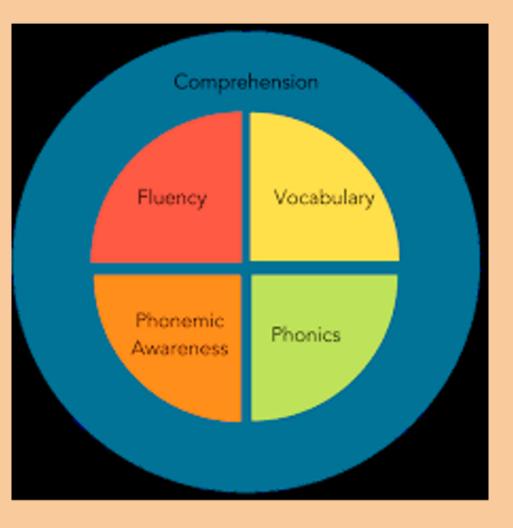
DECODING (alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION (of familiar words)



#### SCARBOROUGH'S **READING ROPE** (2001)





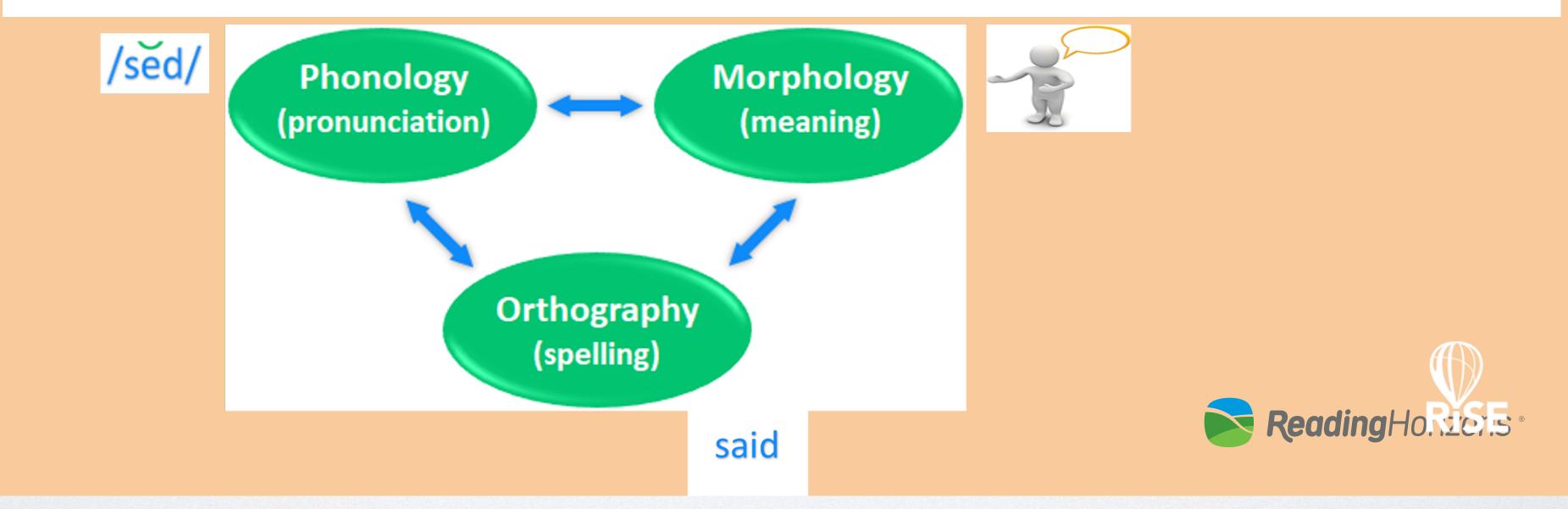
# PHONEMIC AWARENESS SKILLS

- Rhyme
- Initial Phoneme Isolation
- Blending
- Isolating Final or Medial Phonemes
- Segmenting
- Adding
- Deleting
- Substituting



#### The Science of Reading

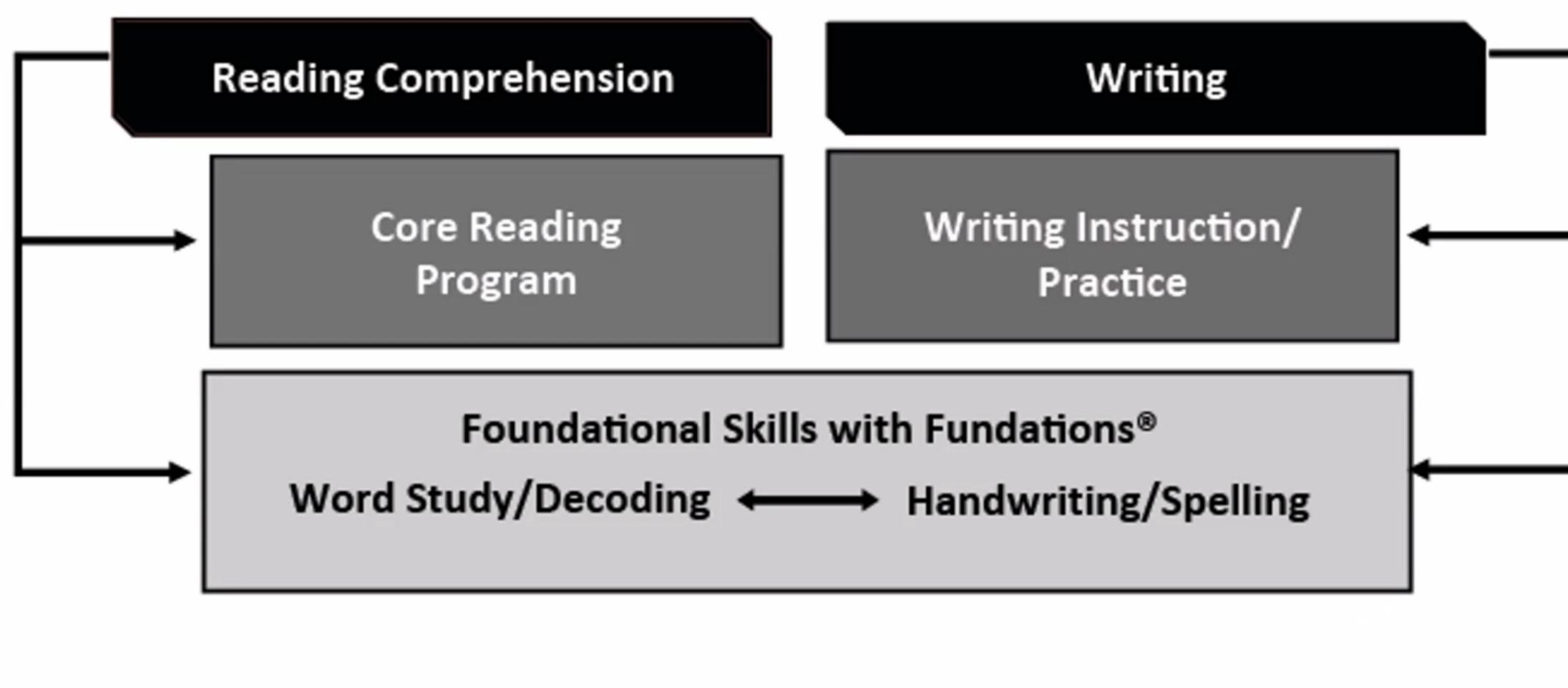
"The mental process we use to store words for immediate, effortless, retrieval. Orthographic mapping proposes that we use the pronunciation of words that are already stored in long-term memory as the anchoring points for the orthographic sequences (letters) used to represent those pronunciations."



### **Orthographic Mapping**

Kilpatrick, 2016

### Fundations and your Core Reading Program



© 2021 WILSON LANGUAGE TRAINING CORPORATION | ALL RIGHTS RESERVED.



<u>Reconsidering Texts for Beginning Readers</u>: Some of our readers need controlled texts mixed into their book baggies with their leveled texts for independent practice. Some readers may need ALL controlled texts. These controlled texts can also be used for guided reading.

#### **Untruths:**

- 1. Decodable texts are loaded with problems.
- 1. Predictable texts make learning to decode easier.
- 1. Using meaning as the go-to source of information will teach children to comprehend.
- As long as kids are spending time with books every day, they will become better readers.

### **The Science of Reading:**

Thoughtfully select or create texts with the decoding opportunities students need to practice.

Teach students to use phonics or visualgraphophonic cues first!

Then coach, does it sound right, does it make sense?





- What stands out to you as a next step for your district?
- What are the strengths of your literacy programs? Which area(s) do you need to focus on for the upcoming school year?
- Are there revisions to your literacy program you intend to make? Are you integrating new materials, programs, and/or professional development?

# TABLETOP DISCUSSIONS



# POSSIBLE ACTION ITEMS

- Does our literacy vision statement need to be revised to reflect current best practices and research?
- Do our current Kindergarten screeners assess phonological awareness?
- Does our district have materials/resources to teach phonological awareness? Is this distinct wide?
- Do teachers have enough time to teach all that we are asking them to? If not, how do we determine what is emphasized?
- How much time is spent on literacy? Is it consistent across each school in your district? Does our district need to survey teachers to it identify professional development needs?
- Do we need additional materials (decodable readers) to support the transference of phonics instruction? Do we need a resources to support phonemic awareness?

