

REFLECTING AND PLANNING INSTRUCTION FOR OUR BEGINNING READERS



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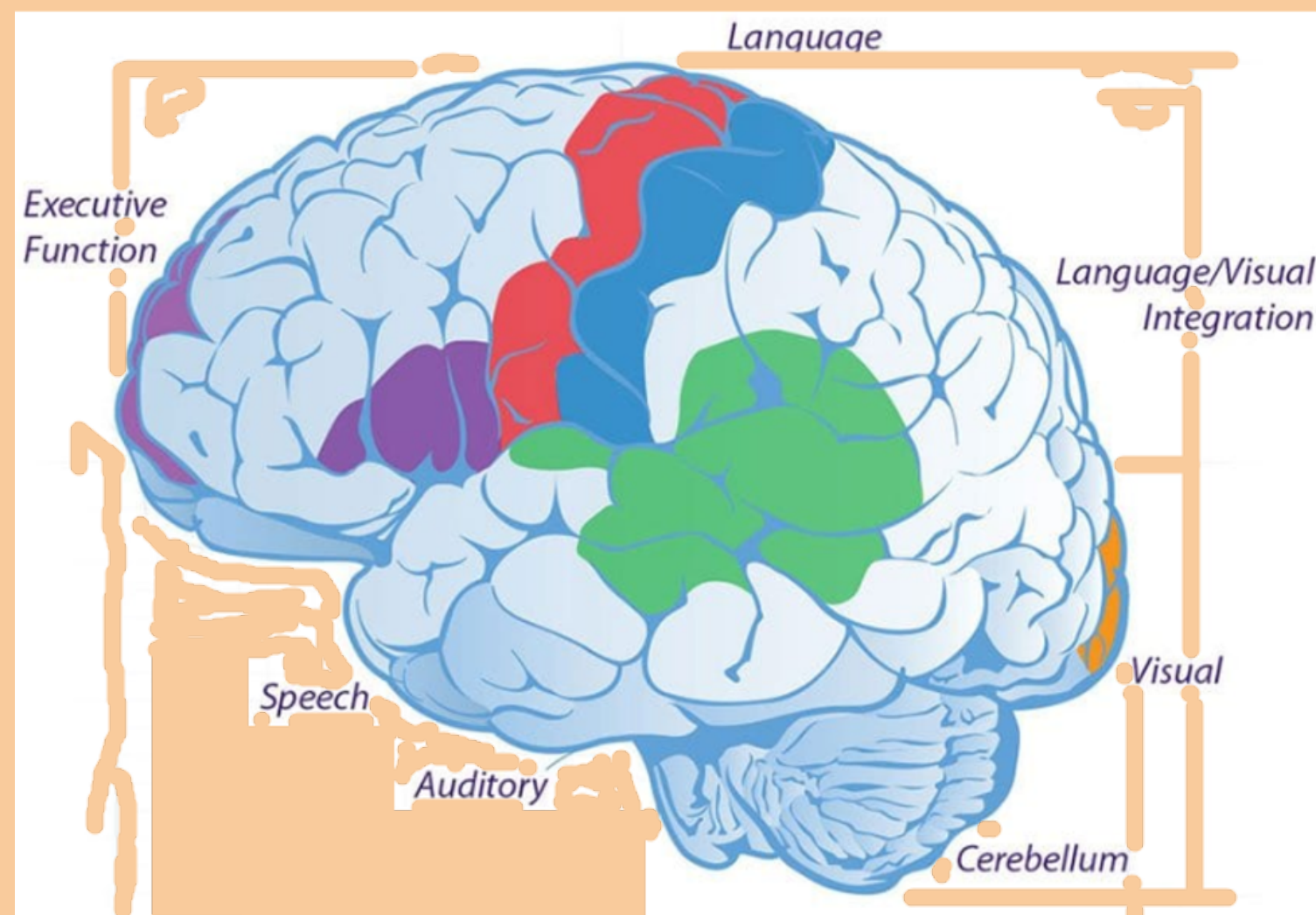


OUR AGENDA

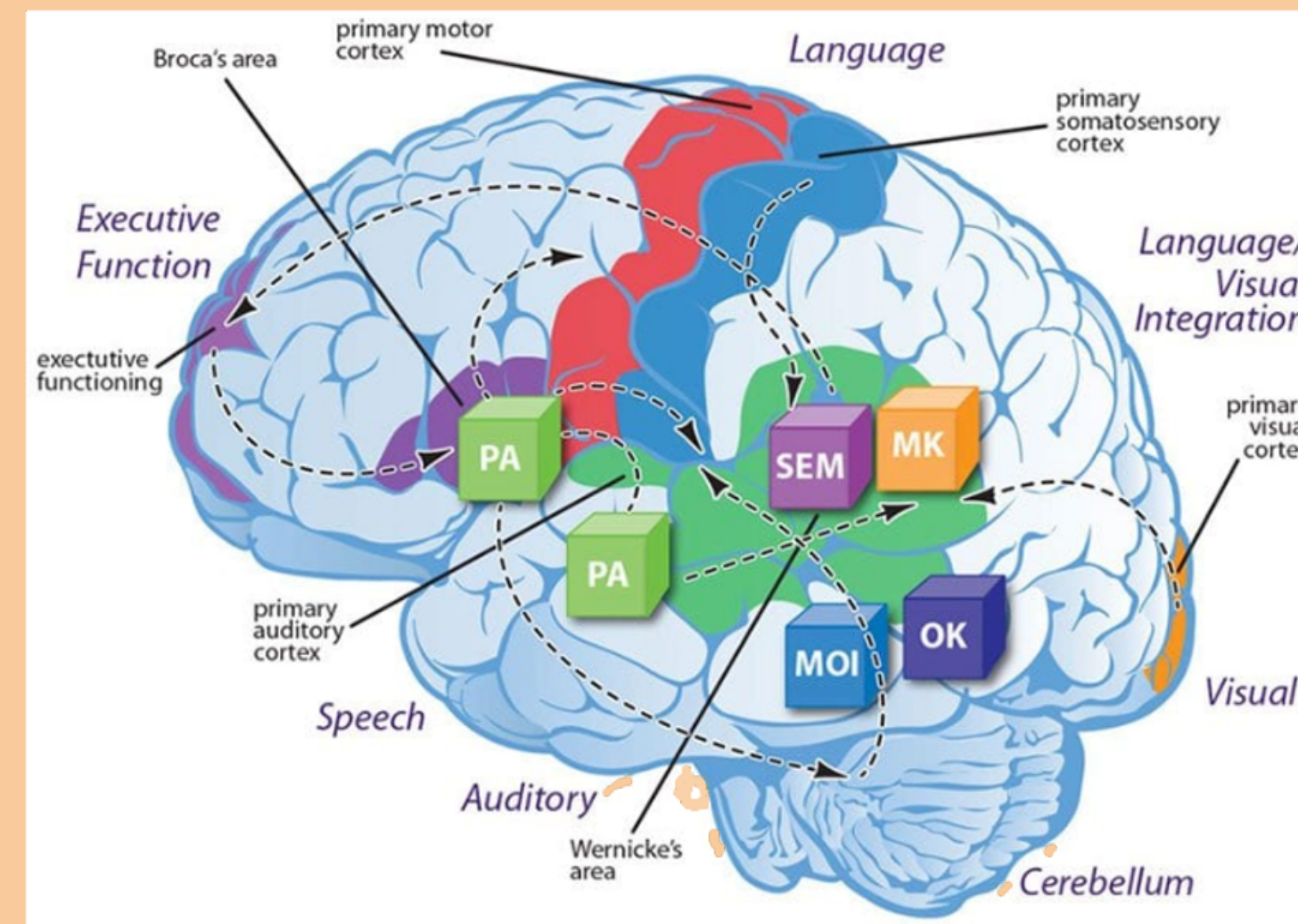
- Introduction
- Current Research and Best Practices
- Tabletop Discussions
- Possible Action Items

The Science of Reading

The Literacy Brain



Biologically wired for oral language

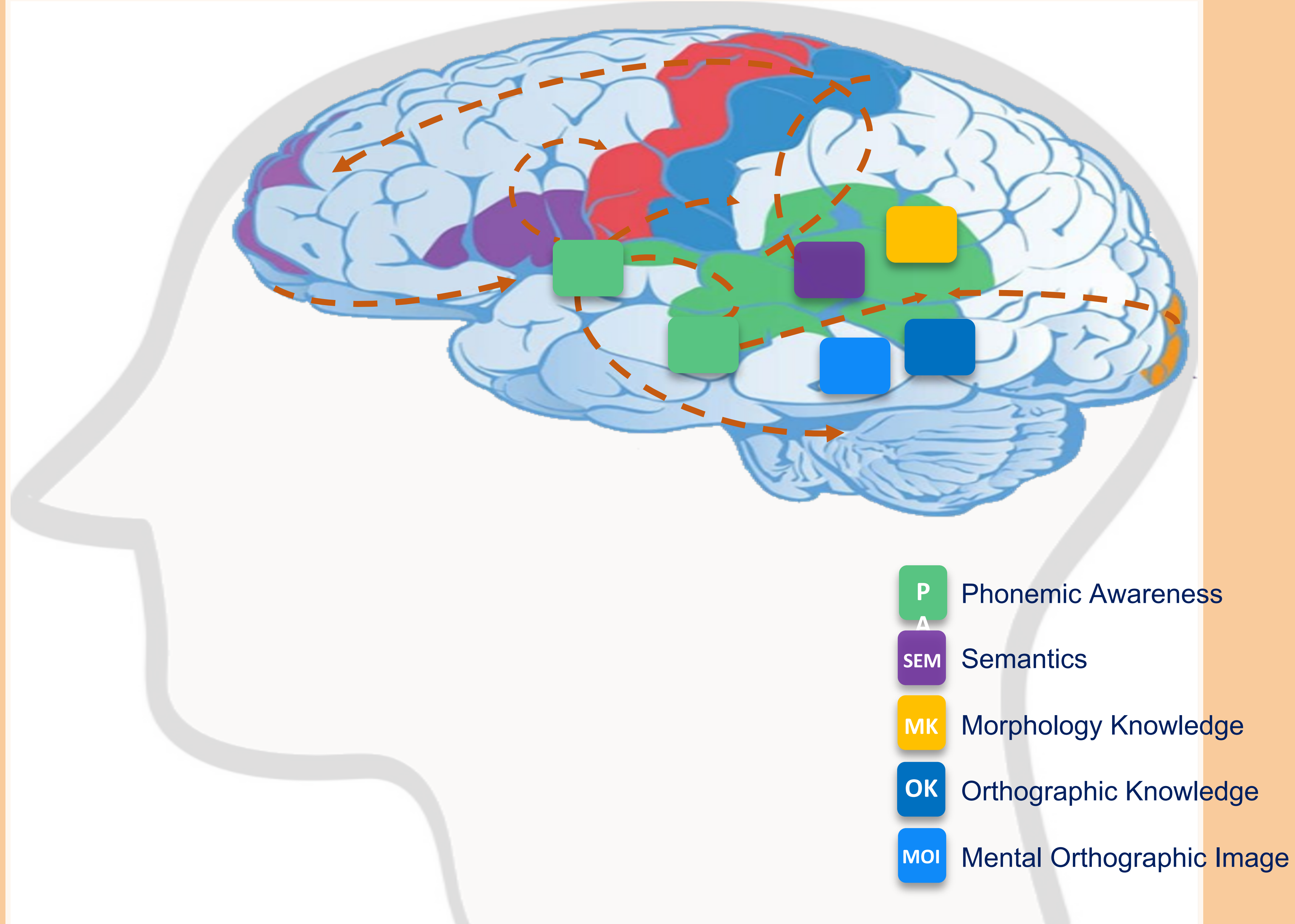


Re-wired for written language

- 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



Many Strands Are Woven into Skilled Reading

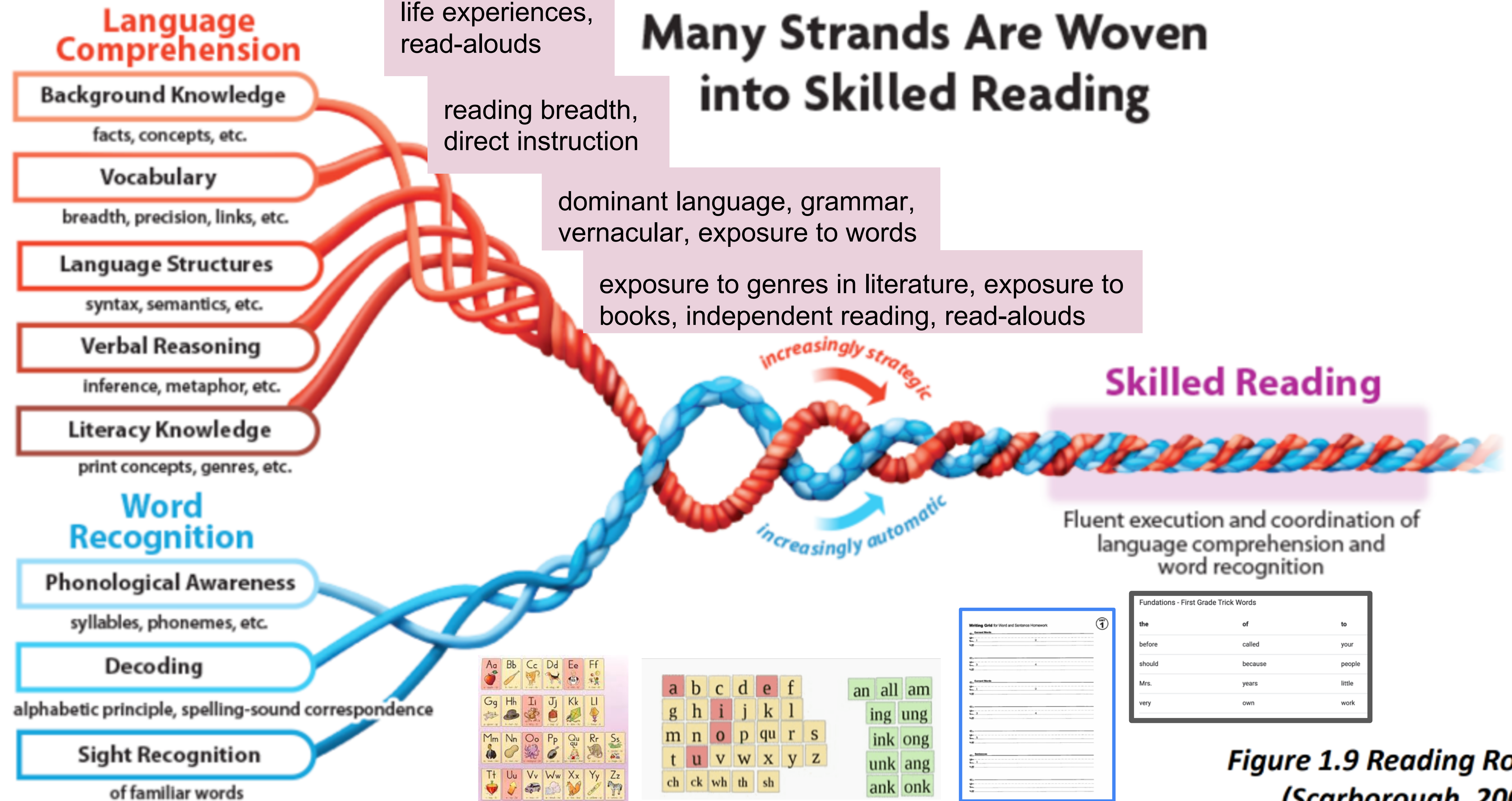
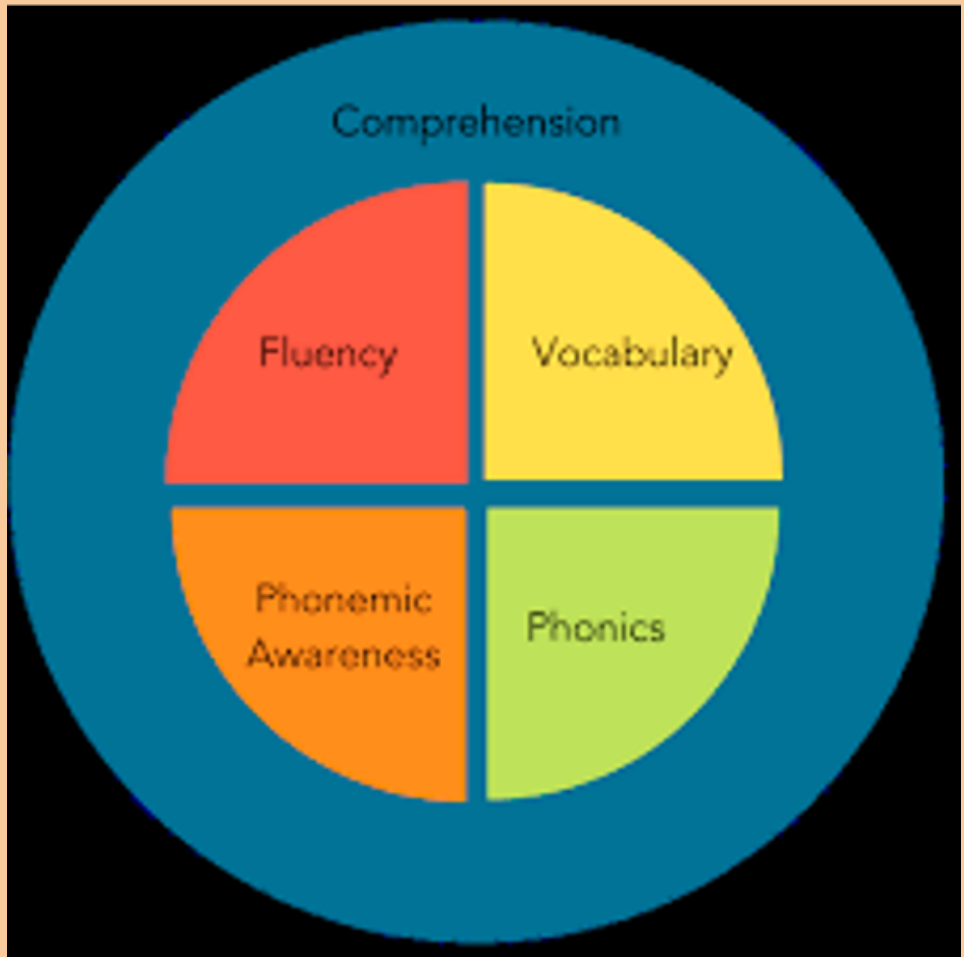
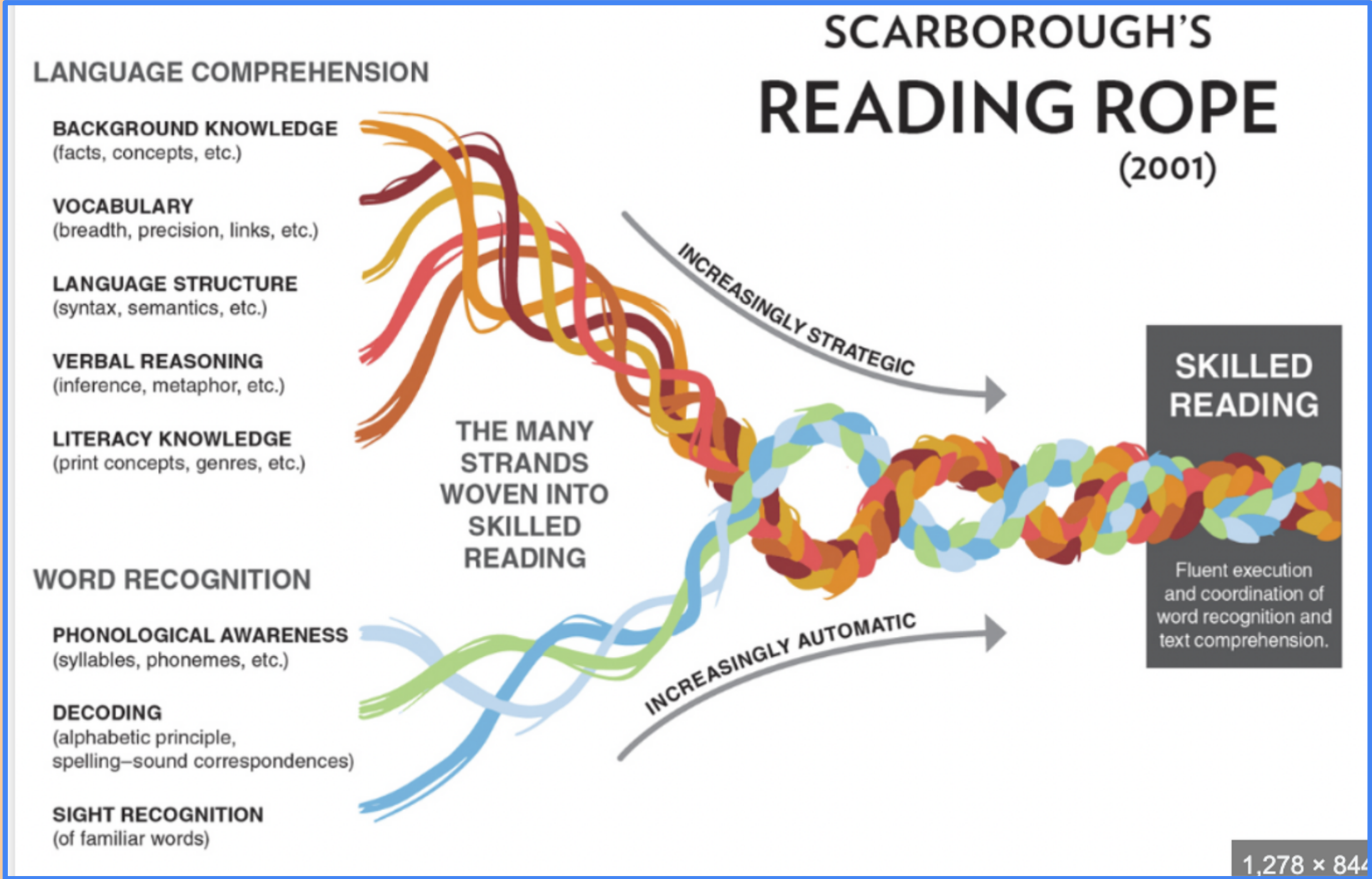
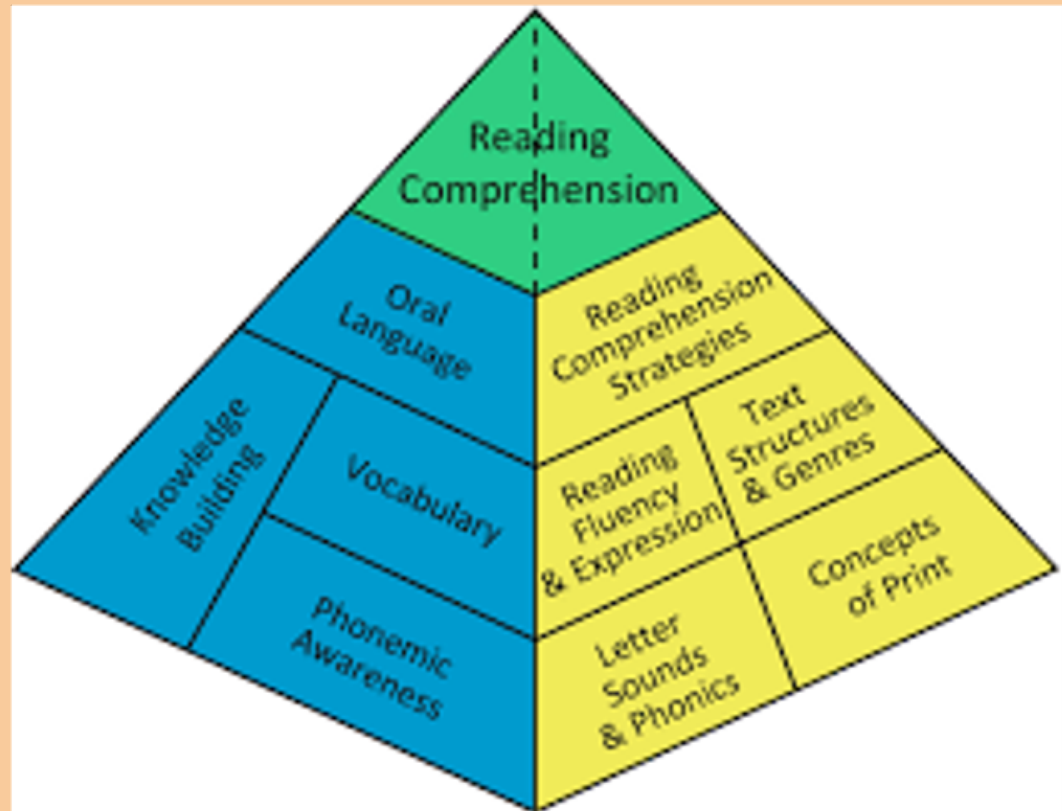
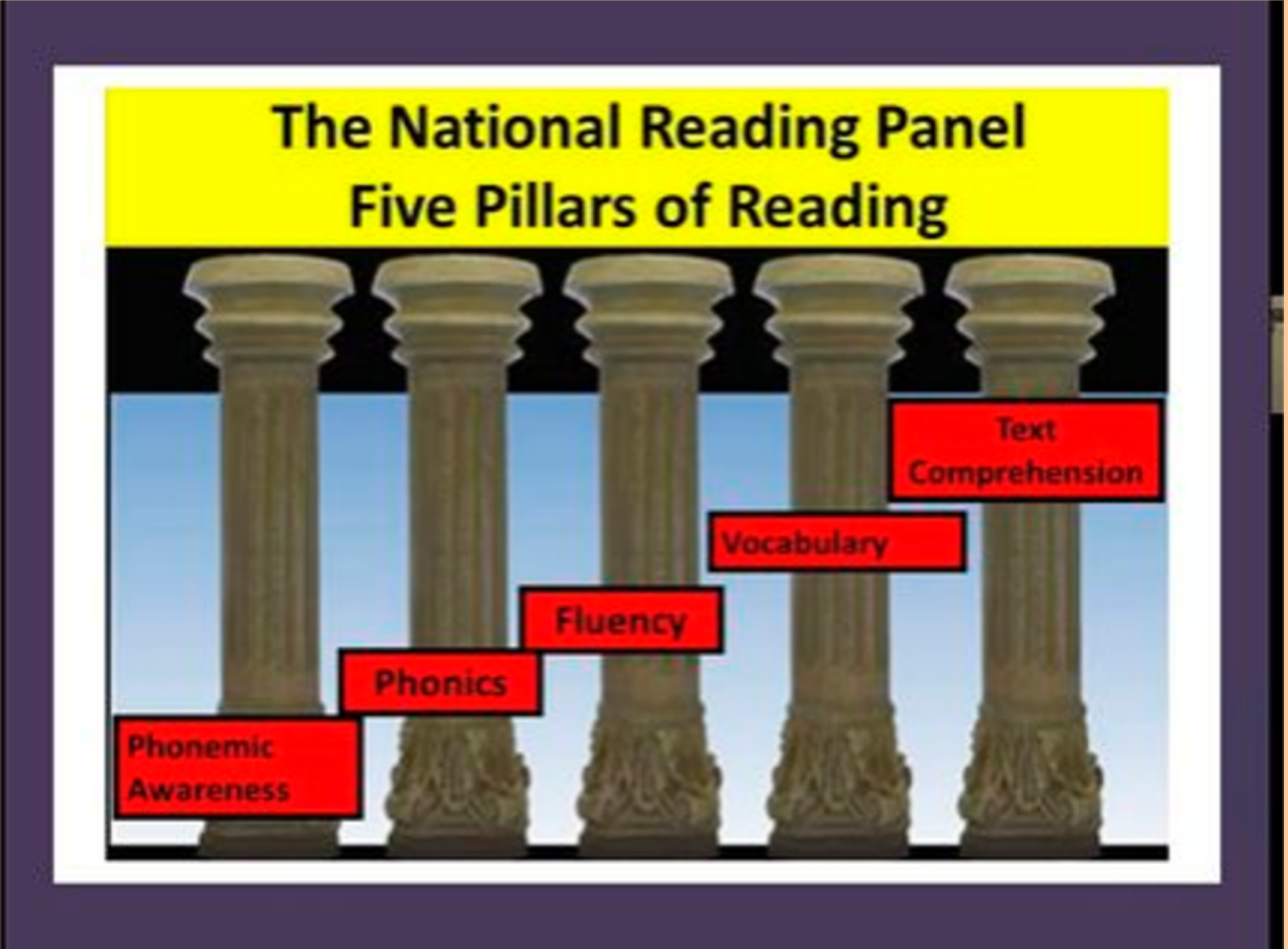


Figure 1.9 Reading Rope
(Scarborough, 2001)

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.



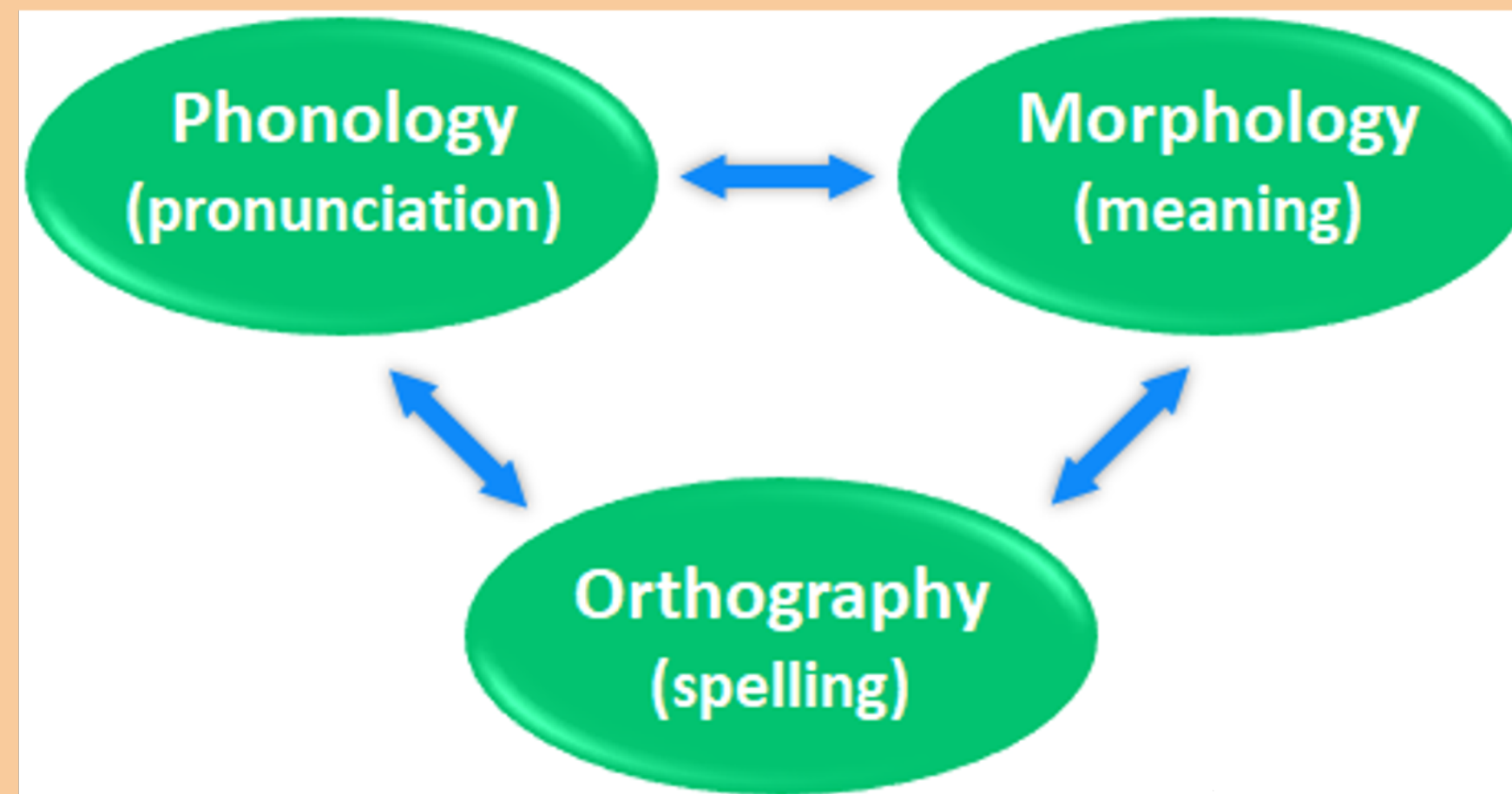
PHONEMIC AWARENESS SKILLS

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

“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.”

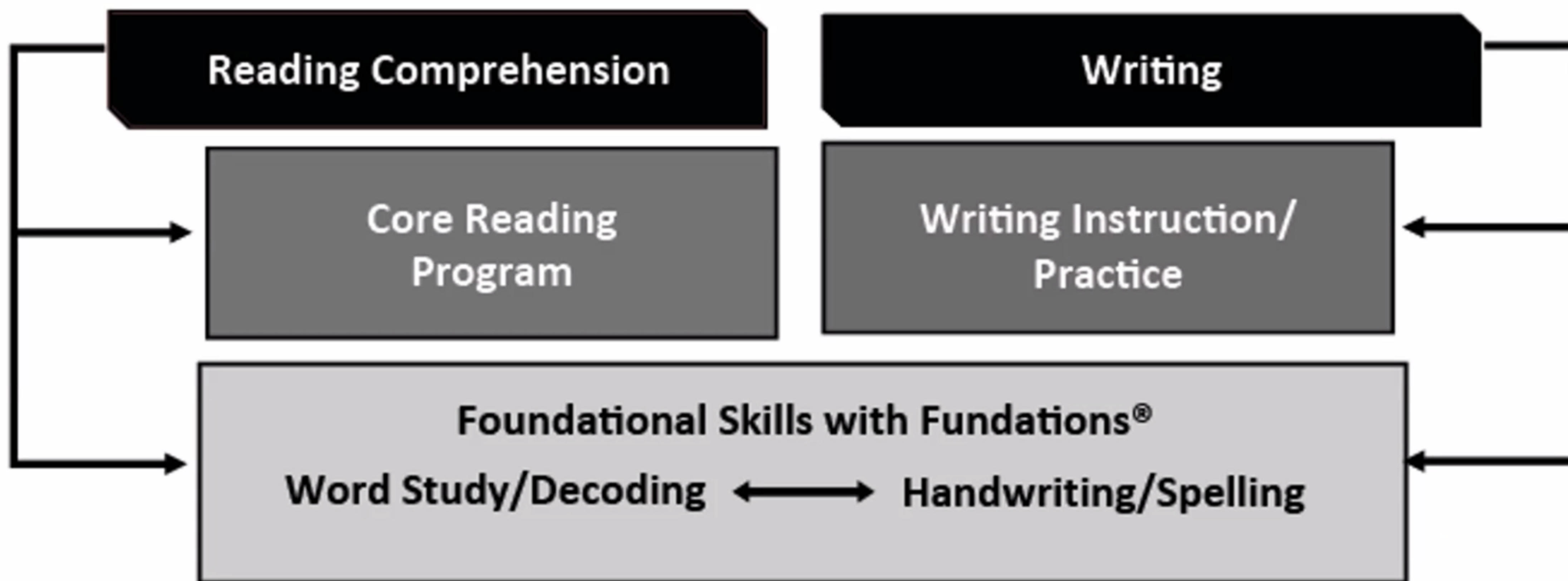
Kilpatrick, 2016

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Fundations and your Core Reading Program



Reconsidering Texts for Beginning Readers: 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.**
- 1. 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 visual-graphophonic cues first!

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



TABLETOP DISCUSSIONS

- 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?

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 district 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 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?