THE FOUNDATIONS OF LITERACY: CONSIDERATIONS FOR READING INSTRUCTION

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AGENDA

Learning Outcomes

The 6 components of reading instruction

1. Concepts of Print
2. Sounds and Symbols
3. Word Solving
4. Vocabulary
5. Fluency
6. Comprehension
Participants will:

• Understand the layers of reading
• Describe each component of reading
• Leave with strategies to incorporate the components into their teaching practice
THE COMPONENTS OF READING INSTRUCTION

- Concepts of Print
- Sounds and Symbols
- Word Solving
- Vocabulary
- Fluency
- Comprehension
1. CONCEPTS OF PRINT
Concepts of Print

- Book Knowledge
  - Reading left to right
  - Top to bottom
  - Return sweep
- Text Knowledge
  - Identify a letter
  - Identify a word
  - Identify a sentence

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STRATEGIES FOR CONCEPTS OF PRINT

• Modelling
• Read alouds
• Big books
• Shared reading
• Guided reading
• Get Ready to Read! Screening Tool
  http://www.getreadytoread.org/screening-tools/grtr-screening-tool
2. SOUNDS AND SYMBOLS

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PHONOLOGIC & ALPHABETIC AWARENESS

Understanding Sound & Symbols Structures in Words

- Phonological Awareness
  (hear, identify & manipulate sound units)
  Only oral – not attached to symbols

- Phonics
  (sound – symbol relationships)
  attached to visual symbols

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## PHONOLOGICAL AWARENESS

### What it is...
- ✓ Oral language construct
- ✓ Learned informally
- ✓ Progresses through stages
- ✓ Starts developing before reading
- ✓ Reliable predictor of later reading ability

### What it isn’t …
- × Letter recognition
- × Print based construct
- × Attaching sounds to symbols
- × Phonics

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Phonemic awareness is the ability to detect, manipulate and use the sound structure of spoken language, independent of meaning.

Phonemic awareness involves the smallest units of sound called phonemes.

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Isolating
I give you the word and ask for a sound by position
party..../p/ (first/last/middle sound)

Blending
• I give you the sounds, you give me the word
• s -i-t...sit

Segmenting
• I give you the word, you break it apart
• luck...l-u-k

Deleting
• I give you a word, you give me back part of it.
• ball without the b...all

Substitution
I give you cat, you give me rat.
Child must segment, delete, change sound, blend to say new word

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WHY IS PHONEMIC AWARENESS IMPORTANT?

- Develops an underlying awareness of how the sounds in words work
- Develops the skills needed to understand and use phonics to support reading
- Biggest indicator of reading success in the early grades
- Accounts for 50% of variance of reading levels in primary classrooms

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HOW DO YOU TEACH PHONOLOGICAL AWARENESS?
(ORALLY THROUGH SONG, RHYME, MOVEMENT, STORIES, GAMES)

- Songs for Syllabication,
  - Walking,
  - Dribble a ball,
  - Tap in lap,
- Syllable Zoo

- Songs for Rhyme
  - Picture matching concentration
  - Rhyme Bingo

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Old MacDonald had a farm, E-I-E-I-O.
And on that farm he had a ‘c’, E-I-E-I-O.
With a /c/, /c/ here and a /c/,/c/ there,
Here a /c/, there a /c/ everywhere a /c/, /c/,
Old MacDonald had a farm, kee, ki, kee, ki, ko!
Old MacDonald had a farm, E-I-E-I-O.

And on that farm he had an “s”, E-I-E-I-O.
With a /s/, /s/ here and a /s/,/s/ there,
Here a /s/, there a /s/ everywhere a /s/,/s/,
Old MacDonald had a farm, see, si, see, si, so!

How do you teach phonemic awareness?
(Orally through song, rhyme, movement, stories, games)
Think About the Cognitive Demands of the Phonological Tasks

Complexity of Language
- Phonemes
- Syllables
- Words
- Compound Words
- Sentences

Difficulty of Task
- Substitution
- Deleting
- Segmenting
- Blending
- Identifying

Working Memory
- Auditory
- Pictures
- Pictures with print cues

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ELEMENTS OF PHONEMIC AWARENESS & PROGRESSION

Isolating
I give you the word and ask for a sound by position
party.../p/ (first/last/middle sound)

Blending
• I give you the sounds, you give me the word
• s-i-t...sit

Segmenting
• I give you the word, you break it apart
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Substitution
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Child must segment, delete, change sound, blend to say new word
HOW DO YOU TEACH PHONEMIC AWARENESS? (USING VISUALS & MANIPULATIVES)

Short mini lessons embedded into a read aloud, attendance, guided reading, centre time

Online Phonemic Assessment

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ELKONIN BOX ACTIVITY

Boy, Egg, Chew, High, Ate, Say

And, Dog, Snow, Gum, Chip

Cold, Snack, Feet, Wind, Jump
PHONICS

• Phonics is the relationship between a specific letter and its sound, as it relates to written words
  • In reading: sounding out an unknown word in a text (chant = ch/a/n/t)
  • In writing: spelling a word (s/m/ar/t = smart)

Developmental Sequence:

- Stretchy consonant sounds (ssss, ffff, hhhh)
- Stop consonant sounds (t, g, p)
- Short vowels (o – pop; a – hat)
- Digraphs (sh, ch, th) & Blends (pl, st, sl)
- Long Vowels (i - kite; u - tube)
Good readers use all of these strategies for word solving!
DECODING

- The ability to sound out a word (phonics)
  - cat = c/a/t
  - ship = sh/i/p
  - cake = c/a/k

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HIGH FREQUENCY WORDS

25 words comprise approximately 1/3 of all printed material in English
the, be, to, of, and, a, in, that, have, I, it, for, on, with, he, as, you, at,
this, his, from is, was, are, they

100 words – approximately 50% of all
printed material in English

Dolch and Fry lists of high frequency words
- Dolch List – words most common in children’s books
- Fry List – words most common in English language books

Word wall games - [http://www.teachingfirst.net/wordwallact.htm](http://www.teachingfirst.net/wordwallact.htm)

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http://www.oise.utoronto.ca/balancedliteracydiet/Recipe/00174/
ANALOGY

Using the patterns I know

Can you find a word you know inside?

Is there a part of the word that you know?

Do you know a word that starts (ends) like that?

Is that like any other words you know?

Look at the first part (...the middle part... the last part)
Using Picture Clues & Meaning

Can the picture help you think about this part of the story?

Think about what would make sense in the story?

Are you thinking about what will happen next?

You said _____________. Does that make sense in the story?

Does your guess match the first letters? Last letter?

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Read on and Reread

Are there other words that can help you?

Let’s skip this word and read on to find out what makes sense.

Let’s go back and reread the sentence from the beginning

What should the next word be?
STRATEGIES TO TEACH WORD SOLVING

• Modelling
• Guided reading
• Word patterns/Letter-sound correspondences
• Elkonin boxes
• Sight word games (sight word slap, word wall riddles)

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WHAT WORD SOLVING PROMPT IS THIS?

• If a child reads, “I live in a horse”, and you respond, does that make sense?

• If a child is stuck on a word, and you say, is there a word inside it that you recognize?

• If a child is stuck on a word, you say, do you think the picture can help you?
4. VOCABULARY
HOW WE USE WORDS...

Semantic
Word knowledge
(receptive/expressive)

Syntactic
Word Order
(grammatical structure)

Description

Academic
Language

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VOCABULARY

• Once word reading is in place, vocabulary accounts for 80% of variance of reading comprehension scores at grade level.

• 10,000 words comprise 96% of spoken English

• Approximately 1,000,000 words are used in contemporary print.

• We can’t teach every word to fill the gap. So, what does that mean for vocabulary instruction?
TIERS OF VOCABULARY

Tier 3
- low frequency
- subject specific

Tier 2
- maturing language, written
- language, broadly used academic
- language

Tier 1
- high frequency, everyday usage, oral language,
- reflected in early reading

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Beck, McKeown, & Kucan (2002)
SORT VOCAB WORDS INTO TIERS

Also
Categorize
Persist
So
Predict
Subitize
Happy
Another
Sun
Identify
Tier 3: Mathematics, subitize, integer, Acadian

Tier 2: Also, categorize, persist, so, predict, another, identify, define, around,

Tier 1: happy, sun, red, baby, cold, play, pretty
IMPLICATIONS FOR READING

Tier 1
Fluency

Tier 2
Word Meaning

Tier 3
Content Knowledge
CHOOSING VOCABULARY FOR INSTRUCTION

• Frequency of use?

• What relationship does it have to other words and ideas that the student knows?

• What role does the word play in communicating meaning in the text?

❖ If a word can be explained in known words, and students have a use for it, it is an appropriate word. Tier 2 words bear the most fruit!
ROBUST VOCABULARY INSTRUCTION

- Rich or varied information about each word
- Produce in-depth word knowledge
- Establish ties between instructed words and students’ own experience and prior knowledge
- Requires an active role by students in the learning process
- Directly involve students in constructing meaning
- Multiple exposures
- Use semantic association and semantic mapping to increase word knowledge and show relationship among words

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Monday, January 18, 2018

Good Morning Grade Twos,

Did you remember to bring your boats in today? Did you think about different ways to design your boat? Remember your challenge is to place as much weight into your boat as possible. Think carefully about how to balance the weight in the hull of your watercraft.

Love,
Mrs. Bence
Everyone starts with a fist.

1 finger = I have never heard the word.
2 fingers = I have heard it, but I don’t know what it means.
3 fingers = I have heard it and I think it means...
4 fingers = I know the word in one context and it means...
5 fingers = I know the word in more than one context

❖ Modify to ‘Fist to Three’ for Kindergarten and Grade 1

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5. FLUENCY
FLUENCY INVOLVES...

Accuracy

Speed

Prosody

Fluency
ACCURACY

MUSIC ANALOGY: PLAYING ALL OF THE CORRECT NOTES

- Students use available information to decode words
- Solidify word-recognition, word analysis and word attack
- Frees up capacity in working memory to focus on meaning making

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SPEED
MUSIC ANALOGY: PLAYING THE NOTES AT THE RIGHT TEMPO

• Students choose the most effective strategy to decode a word
• Automatic processing of words and their meanings
• Targets a natural, conversational pace

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PROSODY

MUSIC ANALOGY: FOCUSING ON THE FEEL OF THE MUSIC

• Appropriate phrasing
• Attention to punctuation
• Intonation
• Expression
• Reads like a conversation
WORKING ON FLUENCY

Repeated Readings
- Readers’ Theater
- Poetry Cafe
- Read aloud to a partner
- Frustration level text

Choral Reading

Cloze Reading

Light Reading
- Easy level text
- Reading books in a series

Listening to Fluent Models
- Listening centers
- Read alouds
You read to me, I’ll read to you books (Mary Ann Hoberman)

The Three Bears

I’m Goldilocks.        I’m Baby Bear.
What pretty fur!       What pretty hair!
Why are you here?      You’re in my bed.
I’m in your bed?       That’s what I said.
I lost my way.         Why are you here?
I found your house     And thought I’d stay.
And then you ate       And drank my milk
My porridge up         Right from my cup.
Why, yes, I did.       That’s what I said.
You weren’t there      Why are you here?
And I was hungry       Where do you live?
Baby Bear.             Not very far.
Well, now I’m very     A mile or two
Hungry, too.           From where we are.
Oh, goodness me!       What shall we do?
What shall we do?      Not very far.
Where do you live?    A mile or two
From where we are.
“...IS A CONSUMING, CONTINUOUS, AND COMPLEX ACTIVITY, BUT ONE THAT, FOR GOOD READERS, IS BOTH SATISFYING AND PRODUCTIVE.”

NELL DUKE AND DAVID PEARSON, 2002, P.206
COMPREHENSION

• A conversation between the author and the reader

• Occurs:
  
  - Before
  - During
  - After

• Creates engaged and motivated readers

• Fluid
ENCOURAGING COMPREHENSION BEFORE READING

- Activate background knowledge
  - Determine readiness for the conversation
  - Making personal connections

- Picture Walk
  - Explore text structure, events
  - Activate vocabulary

- Anticipation Guide
  - Set a purpose for reading
  - Activate vocabulary

- Prediction
  - Prepare to engage in the conversation
SUPPORTING COMPREHENSION DURING READING

• Check for Understanding
  • Does what I am saying match what I am seeing
  • Pause, Reflect, Retell
  • Say Something

• Monitor and Clarify
  • Adjust reading rate
  • Reread and read on
  • Click, Click, Clunk

• Prediction
  • Ongoing based on new information

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ENHANCING COMPREHENSION AFTER READING

• Discussion
  • What is your interpretation of the text?
  • What do you remember most

• Retelling
  • Sequence of events
  • 5Ws
  • Detail
  • Identify causes of actions and their effect

• Making connections
  • Between and among important ideas in the text
  • Text to self, text to text, text to world

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THE DEVELOPMENT OF PROFICIENT READERS
THOUGHTS & QUESTIONS?