

# Byram Hills Literacy Academy

## Session # 2

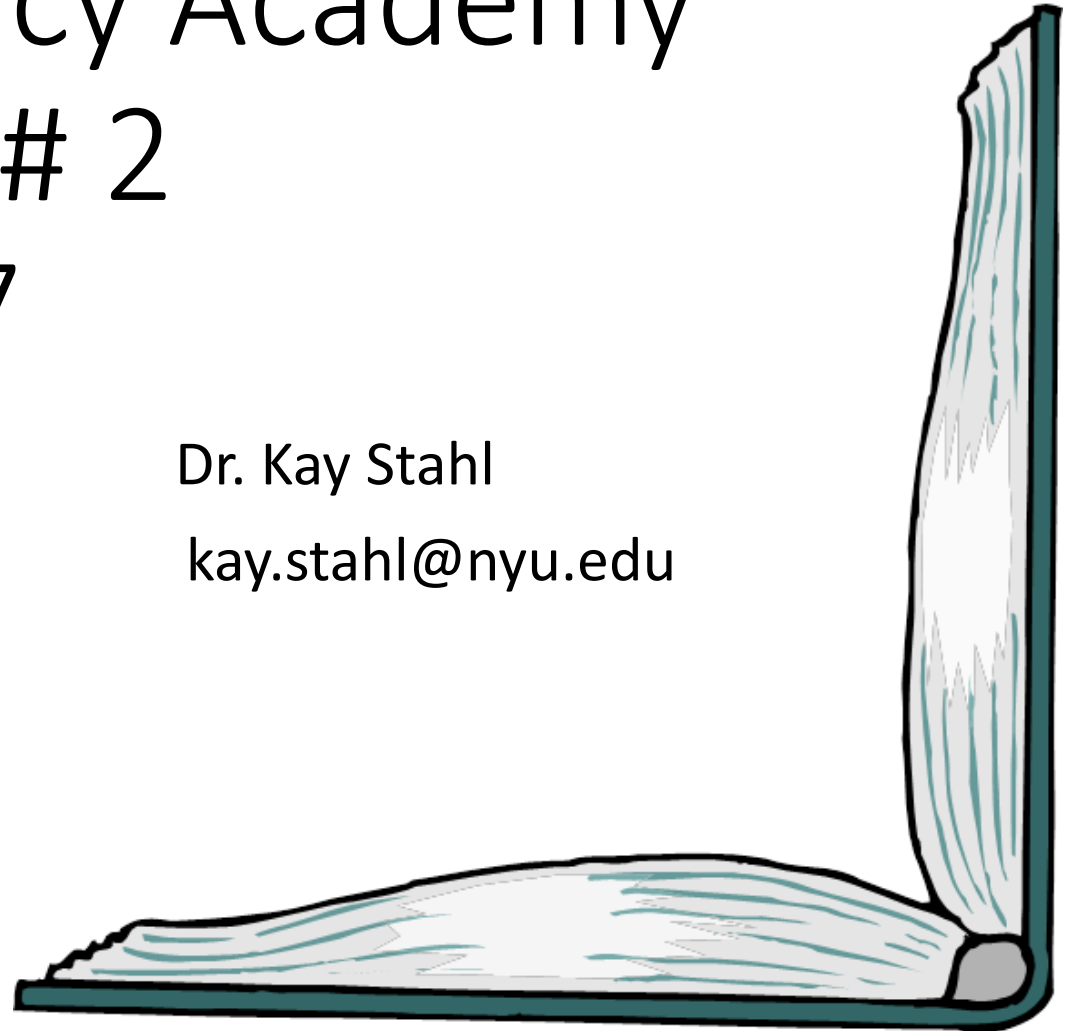
### Nov 7

Dr. Molly Ness

[mollykness@gmail.com](mailto:mollykness@gmail.com)

Dr. Kay Stahl

[kay.stahl@nyu.edu](mailto:kay.stahl@nyu.edu)



Last week, we overviewed emergent readers.

- What are the traits of emergent readers?
- How to support emergent readers at home?
- How to support emergent readers in school?



# The Benefits of Read Alouds ([www.readaloud.org](http://www.readaloud.org))

Early Literacy Skill Development

Brain development

Background knowledge & vocabulary

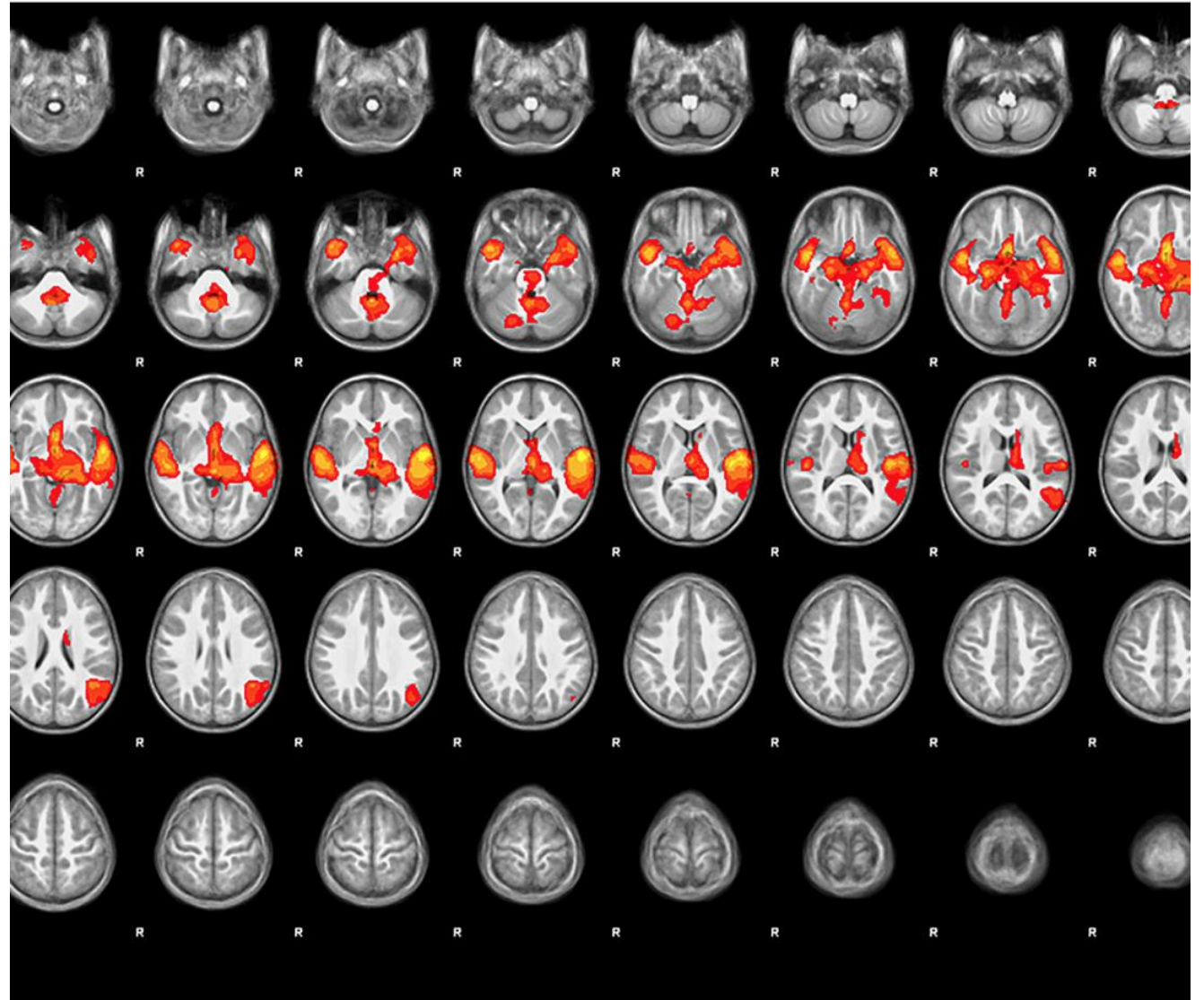
Socioemotional Benefits (Bonding, empathy, love of reading)

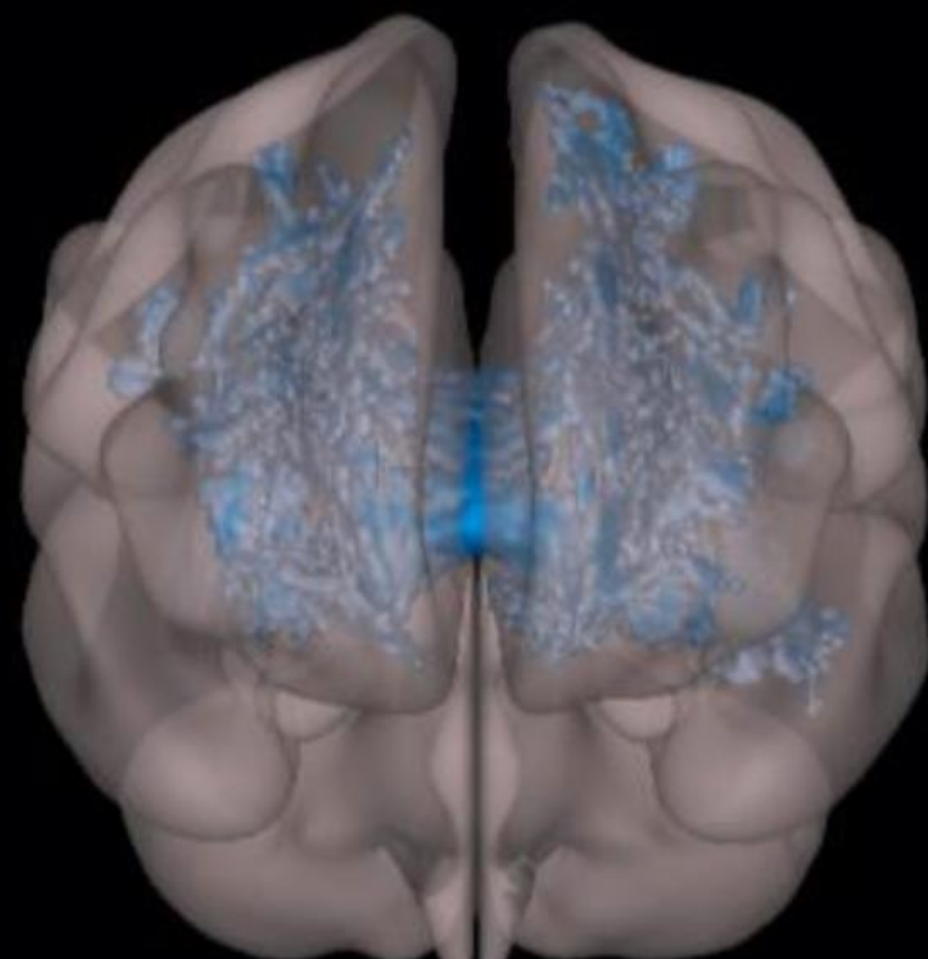
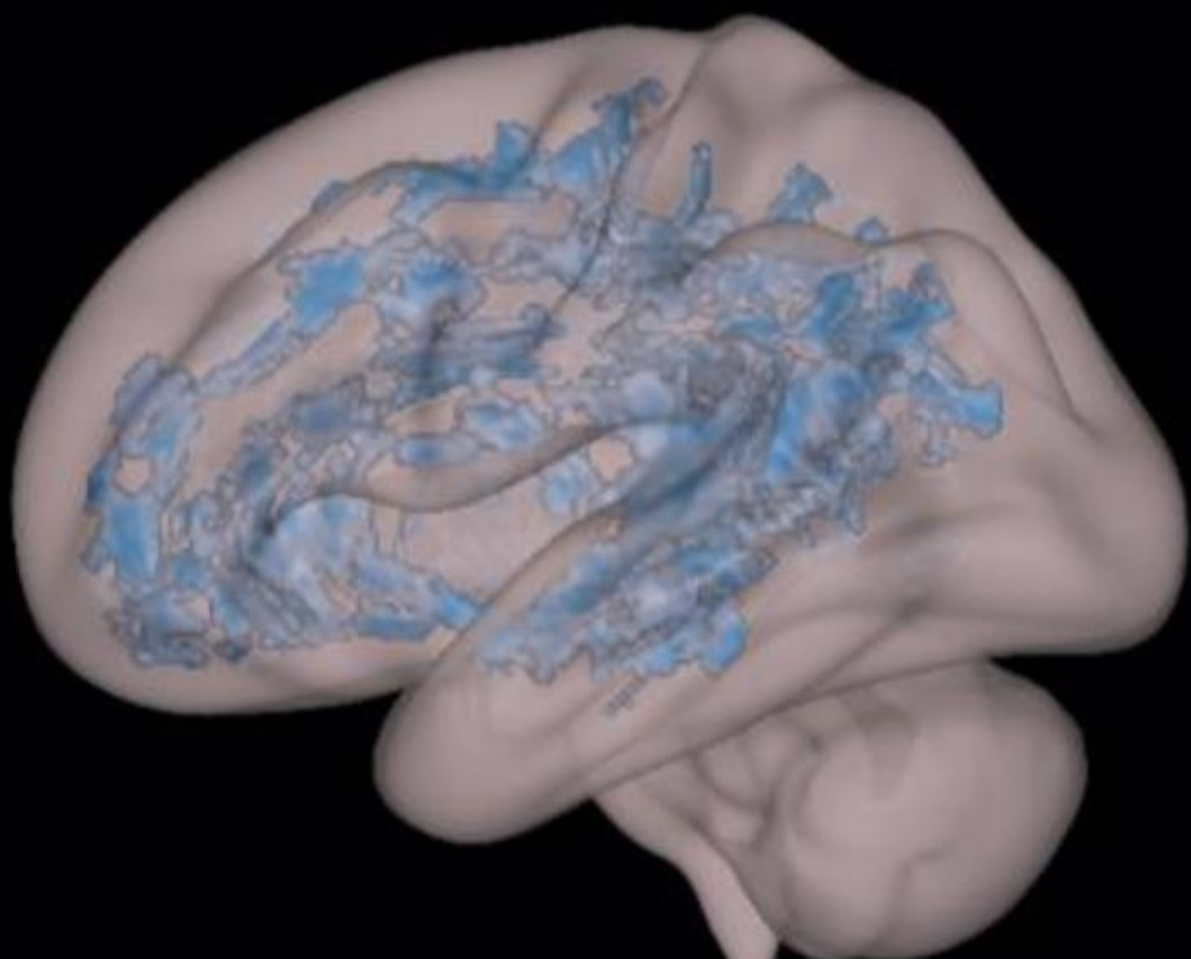
Improved Behavior & Focus

Early signs of physiological benefits

# Brain Activation in Preschoolers (Hutton et al., 2015)

- Higher activation in areas within the left-sided, multimodal association cortex, which facilitates mental imagery and extraction of meaning (semantic processing)
- This region is later integrated into the reading network





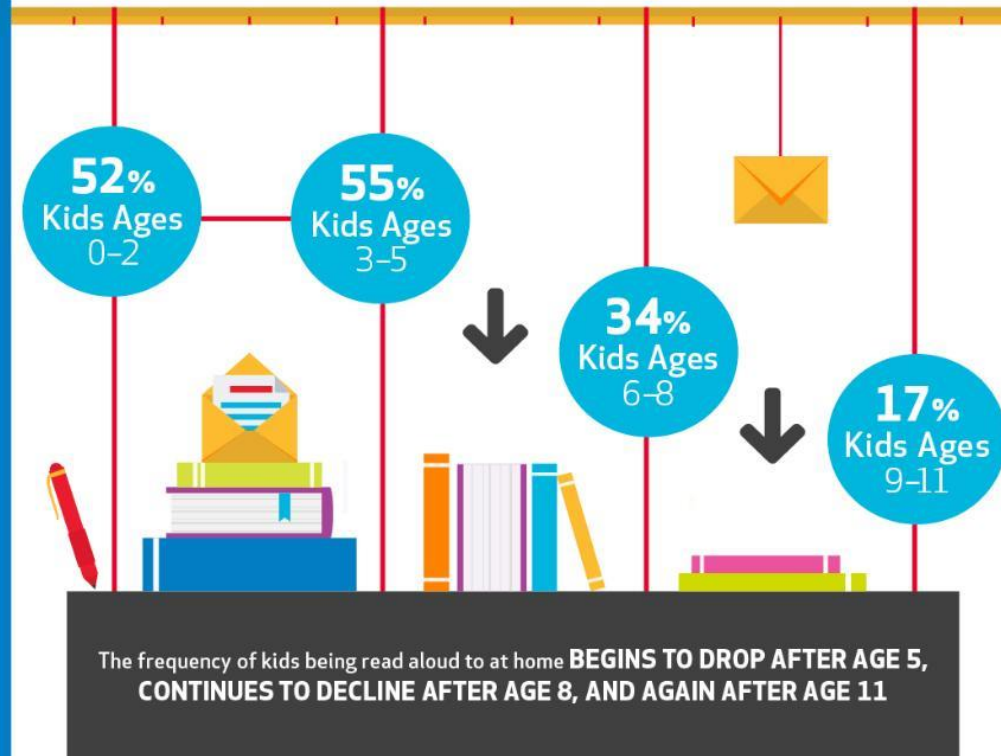
A Preschooler who Spends Two  
Hours x Day on Devices

Massive underdevelopment  
and disorganization of white  
matter



# The Decline at Nine

## Reading Aloud at Home:



### *The Kids & Family Reading Report™: Fifth Edition*

Results from a nationally representative survey of 2,558 parents and children including 506 parents of children ages 0-5; 1,026 parents of children ages 6-17, plus one child age 6-17 from the same household, conducted August 29, 2014 through September 10, 2014, and managed by YouGov See the full methodology at [scholastic.com/readingreport](http://scholastic.com/readingreport).

# Using Read Alouds to Build Oral Language

- Read aloud informational text
- Don't shy away from repeated readings
- Use print-referencing during read alouds
- Think aloud as you read!



# Developmental Traits of Novice Readers (Mid-K to Early Grade 2)

- Acquired the “alphabetic principle”
- Reading is text-bound
- Acquiring the ability to automatically recognize (.5 second) the most common words in the English language (about 300) (Hiebert, 2012).
- Require systematic, explicit instruction in blending and common single syllable word patterns
- Apply comprehension strategies, often with prompting
- Ongoing development of conceptual vocabulary



# Word Study

It's about teaching the English spelling system, not just phonics.

## Decoding

- Reading

## Encoding

- Spelling



# The developmental continuum is evident in reading and spelling.

Cognitive Processing	Reading (Ehri, 1992; 2005)	Reading/Spelling (Templeton & Bear, 1992)
	Pre-alphabetic	Emergent
<b>Letter</b> (Novice)	Partial alphabetic	Letter Name
<b>Letter</b> (Novice)	Full alphabetic	Letter Name
<b>Orthographic Pattern</b> (Transitional)	Consolidated alphabetic	Within Word Syllable Juncture
<b>Meaning</b> (Post-Transitional)		Derivational

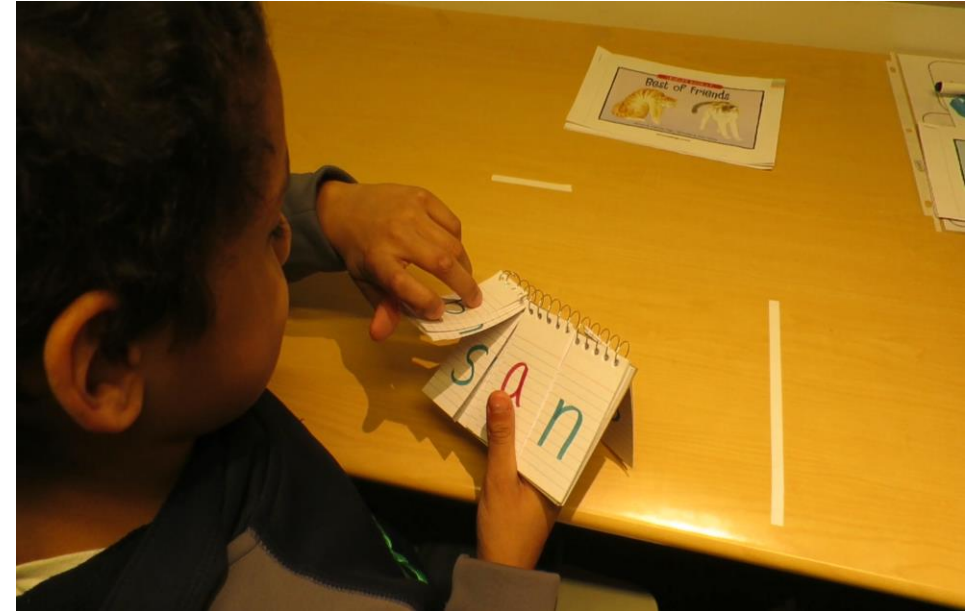
Our brains are better at recognizing patterns than applying rules.

- Novice readers are typically in the letter-name stage.
- Students in the letter name stage need to master:
  - Letter-sound correspondence-identification, blending, and segmenting
  - The most common short vowel patterns
  - Consonant blends
  - Digraphs (sh, ch, th)
- Late letter-name students tend to use long vowel markers and have more consistent control of consonant blends.



# Explicit and systematic does not mean scripted!

- Explicit- direct teaching
- Systematic- following a developmental scope and sequence of skills
- Diagnostically assess each child's developmental decoding and encoding level. Do not rely exclusively on weekly criterion tests.
- In the primary grades a whole class commercial program is most practical.
- However, small group differentiated instruction **MUST** be used to meet the high flyers and approaching-level kids where they are.





# How To Teach Phonics Patterns and Student Practice

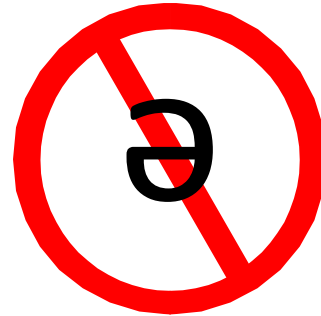
Competency	Activities/Student Practice
<b>Hear</b>	Phonological awareness activities and Picture Sorts
<b>Read</b>	Word Sorts (Closed and Open), Word Hunts, Word Lists (including nonsense words) Decodable Texts
<b>Write</b>	Spelling activities, Blind Sorts, Dictation Tasks
<b>Automaticity</b>	Speed drills (clocks or competitive card games)
<b>Transfer</b>	Distributed Practice Games, R&W Connected Text

# Principles of Word Study

- Children learn by doing and manipulating letters/sounds.
- Teach principles, not rules, not word lists.
- Don't hide exceptions.
- Teach and pace learning based on progress monitoring where the children are.
- Maintain consistent routines, but don't belabor exercises.
- If it is boring, you need to change what you are doing.

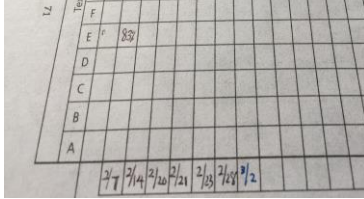


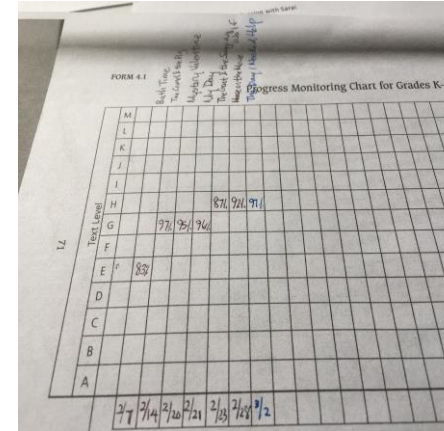
# Be wary of **excessive** phonics instruction!



- An hour a day or more on phonics alone.
- Focus on rules, terminology, and “marking.”
- Focus on isolated words.
- No extension into connected text or exclusive use of highly contrived text.

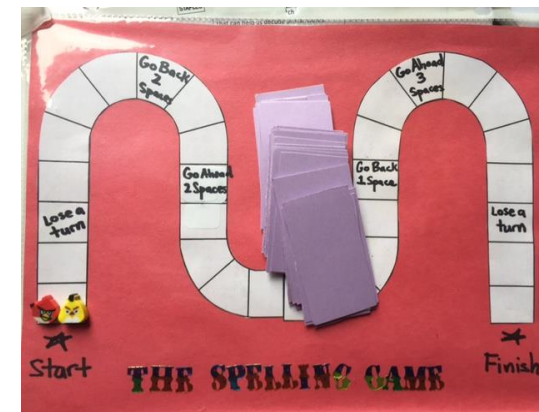
# What Can Families Do?

- At P-T conferences, monitor diagnostic data to trace your child's developmental progress.
- 
- During reading, hold your child accountable for competencies within his developmental range.



Duet read slightly challenging texts.

- Provide fun distributed practice with games.





# Sight Recognition



Knowing a word by sight rather than needing to break the word apart



Mental storage, retrieval, and use of sight words



One third of beginning readers' texts are mostly comprised of familiar, high frequency words; almost half of the words in print are comprised of the 100 most common words (Fry, Kress, & Fountoukidis, 2000).

# RETHINKING ~~SIGHT~~ WORDS

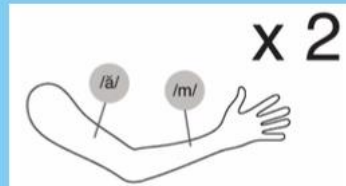
Use this intervention to target  
high-frequency words that just won't stick!



1. Say the word together.



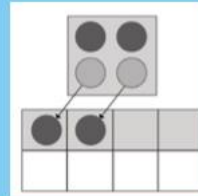
2. Tap out the parts of the word together.



3. Write the word out, emphasizing the sounds.



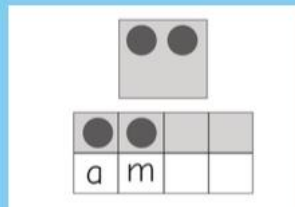
4. Place a counter for each sound.



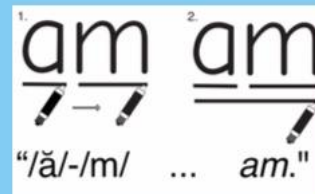
5. Cover the word.



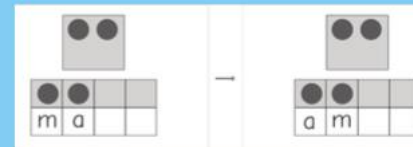
6. Spell from memory, one sound per box.



7. Uncover the word. Mark it up!

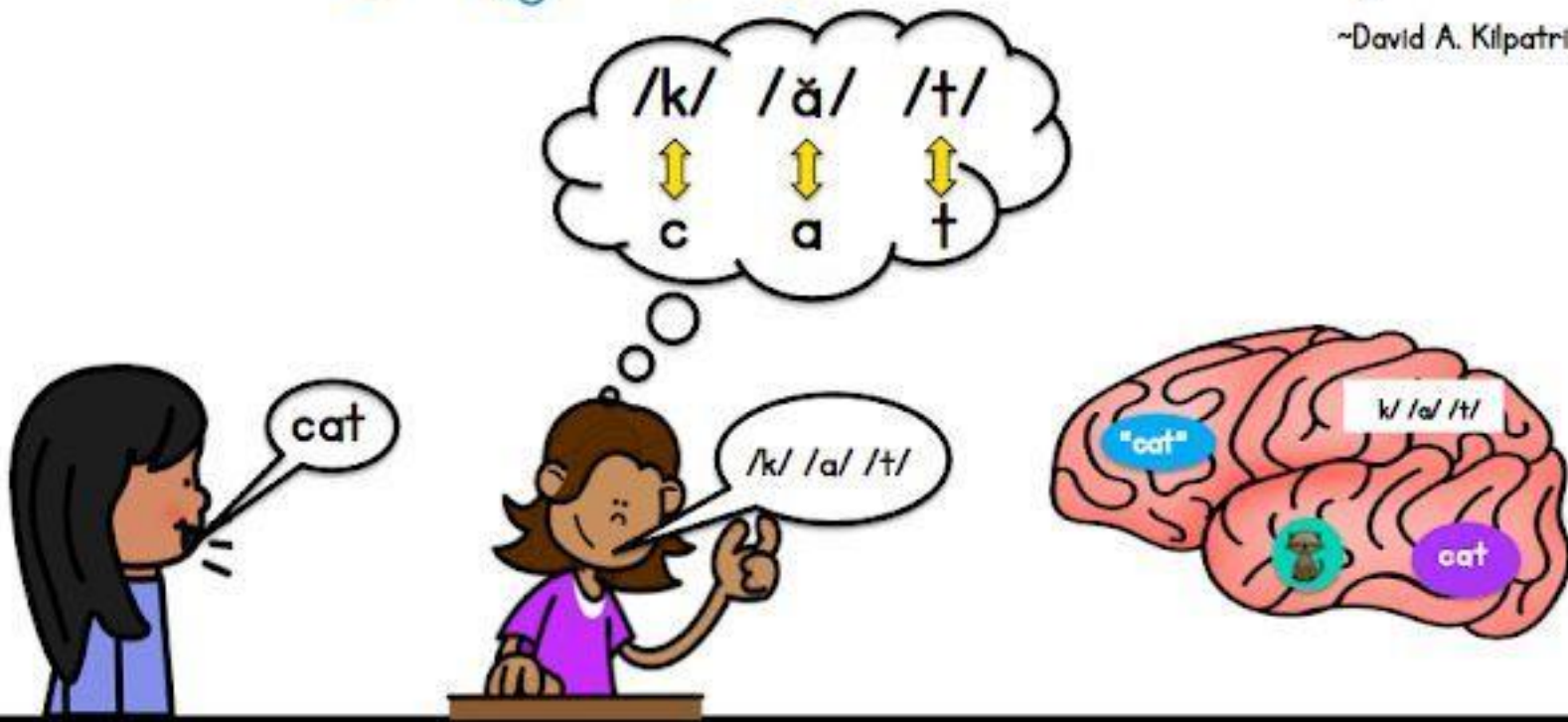


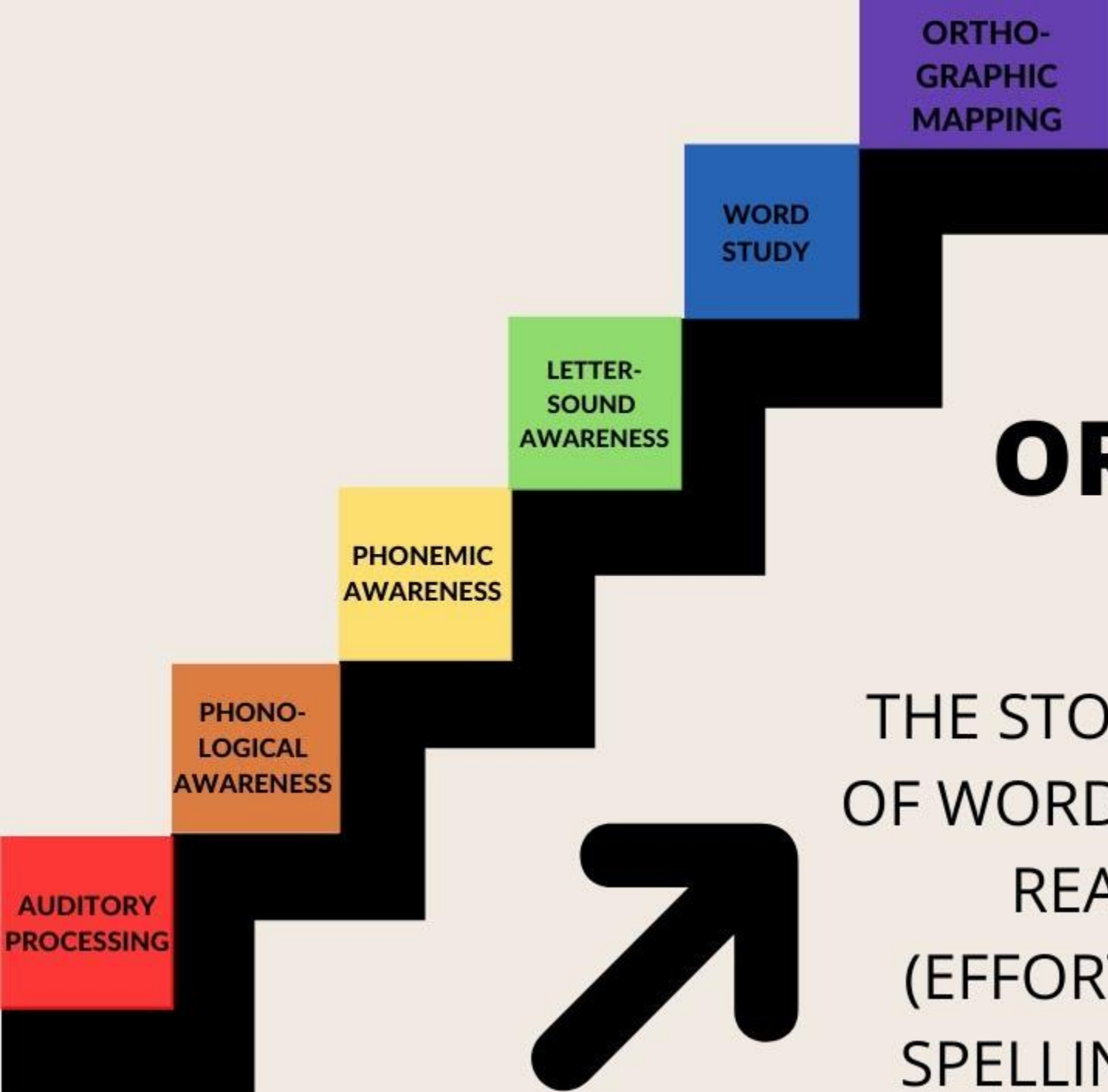
8. Fix any "mixups."



**"Orthographic Mapping  
is the *process* we use  
to permanently *store words*  
into *long-term* memory."**

~David A. Kilpatrick



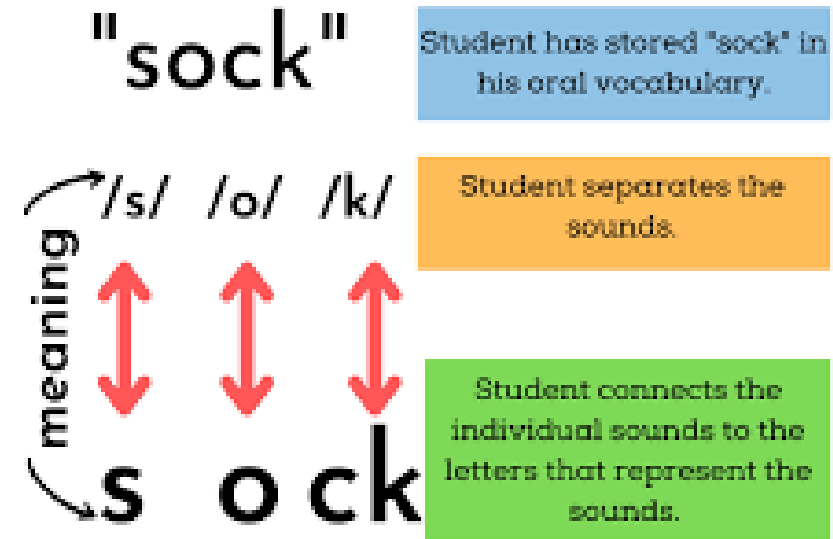
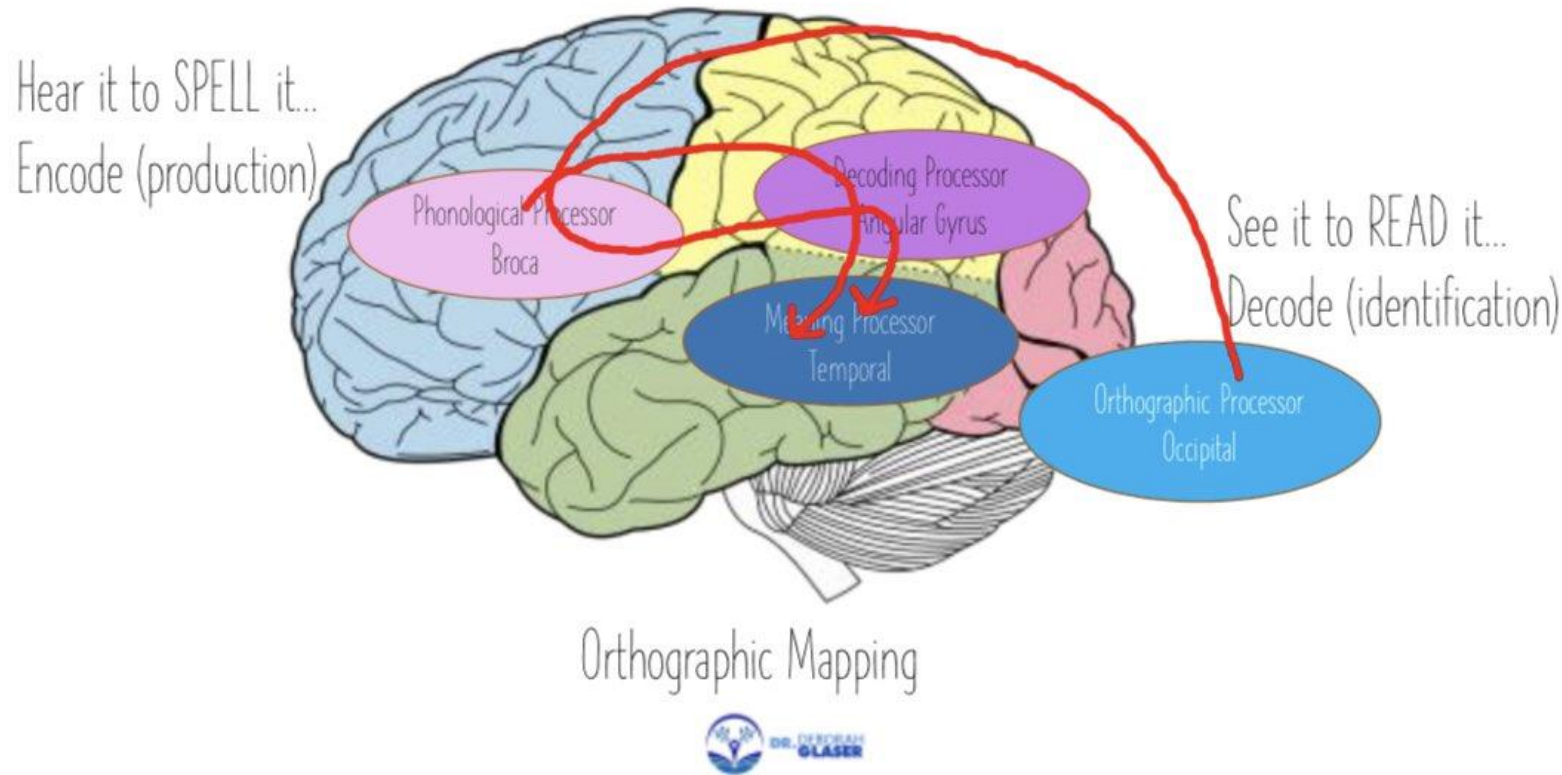


# STEPS TO ORTHOGRAPHIC MAPPING

THE STORING OF WORDS AND PARTS  
OF WORDS IN THE MIND AS UNITS FOR  
READING WORDS BY SIGHT  
(EFFORTLESSLY AND INSTANTLY) &  
SPELLING WORDS FROM MEMORY.

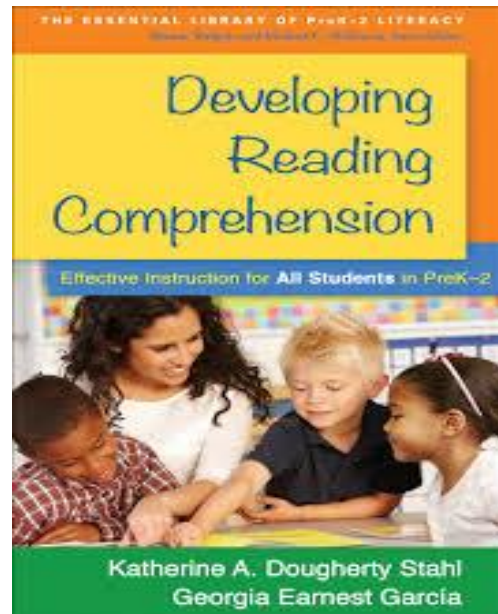
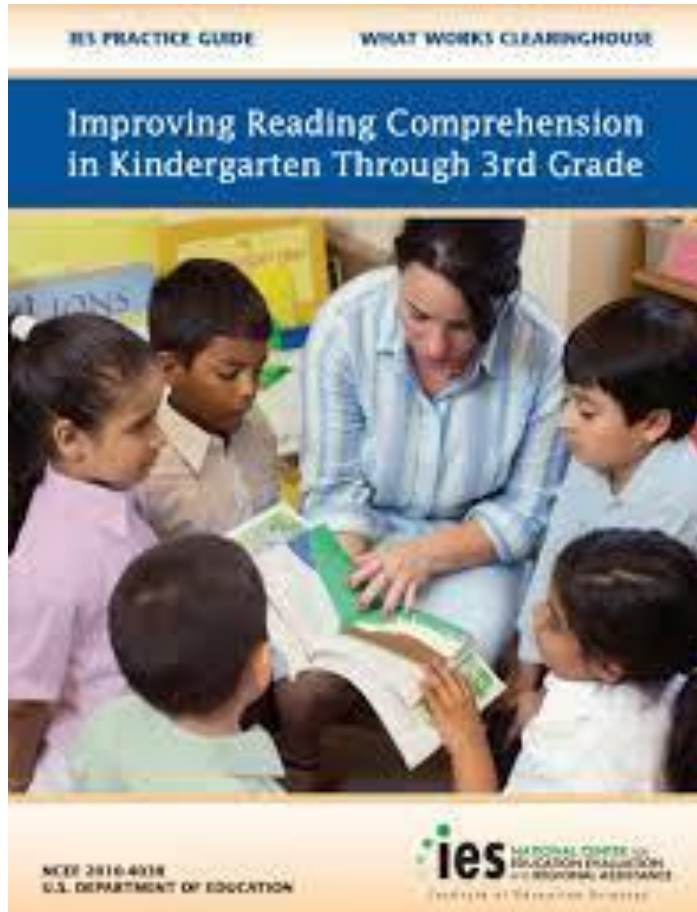


# How Orthographic Mapping Occurs

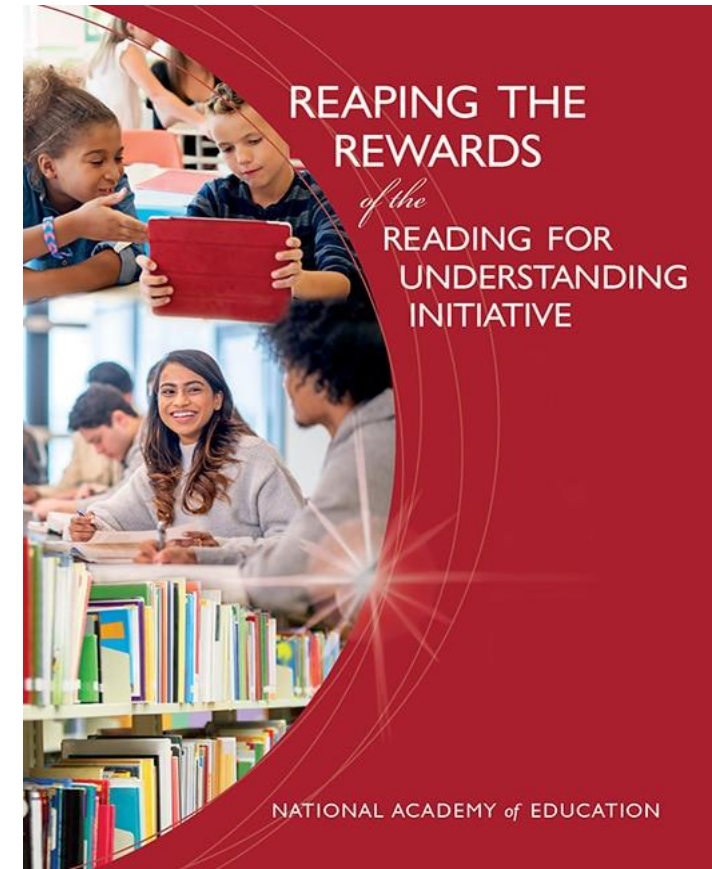


Through orthographic mapping, the specific letter sequence of sock is glued to the pronunciation of sock.

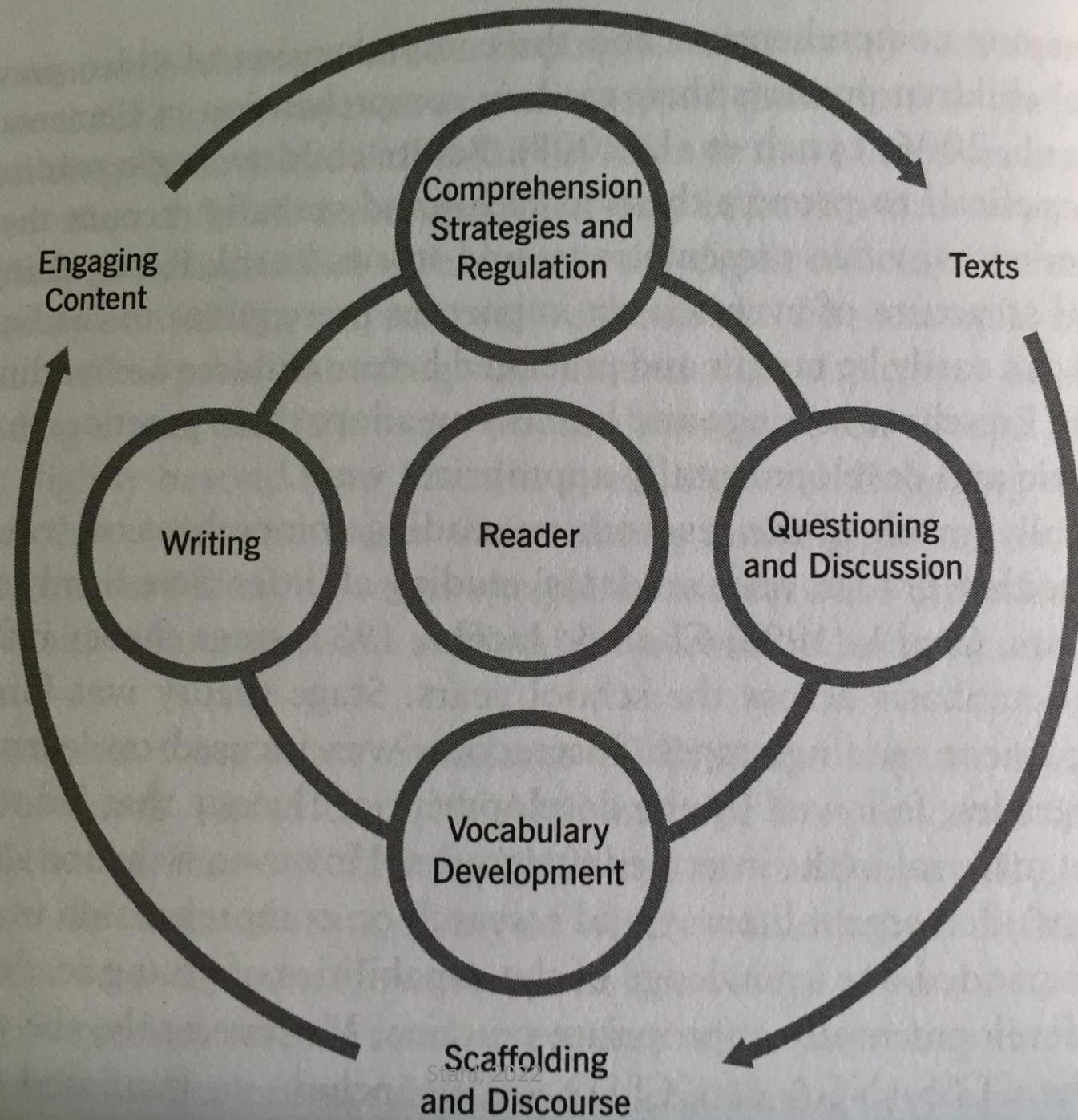
# Improving comprehension in K-3 (Pearson et al., 2020; Shanahan et al., 2010; Stahl & Garcia, 2015)



Stahl, 2022







# Instructional Components for A Healthy Text Complexity Diet

	Text Type	Primary Purpose
Teacher Read-Aloud (WC)	Complex Text	Comprehension Vocabulary
Shared Reading (WC)	Grade level text/complex (supported)	Comprehension Vocabulary Fluency
guided reading (STLG)	Instructional level text	Orchestration of the reading process, decoding, fluency
Independent (I/SSLG)	Easy or pre-taught	Fluency Engagement

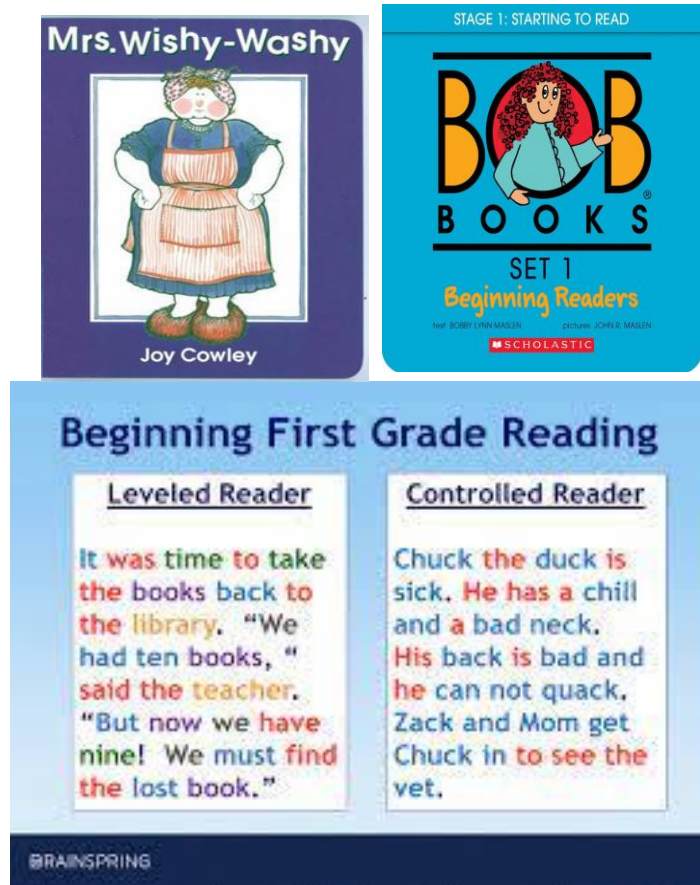
Stahl, 2022

# What might a schedule look like?

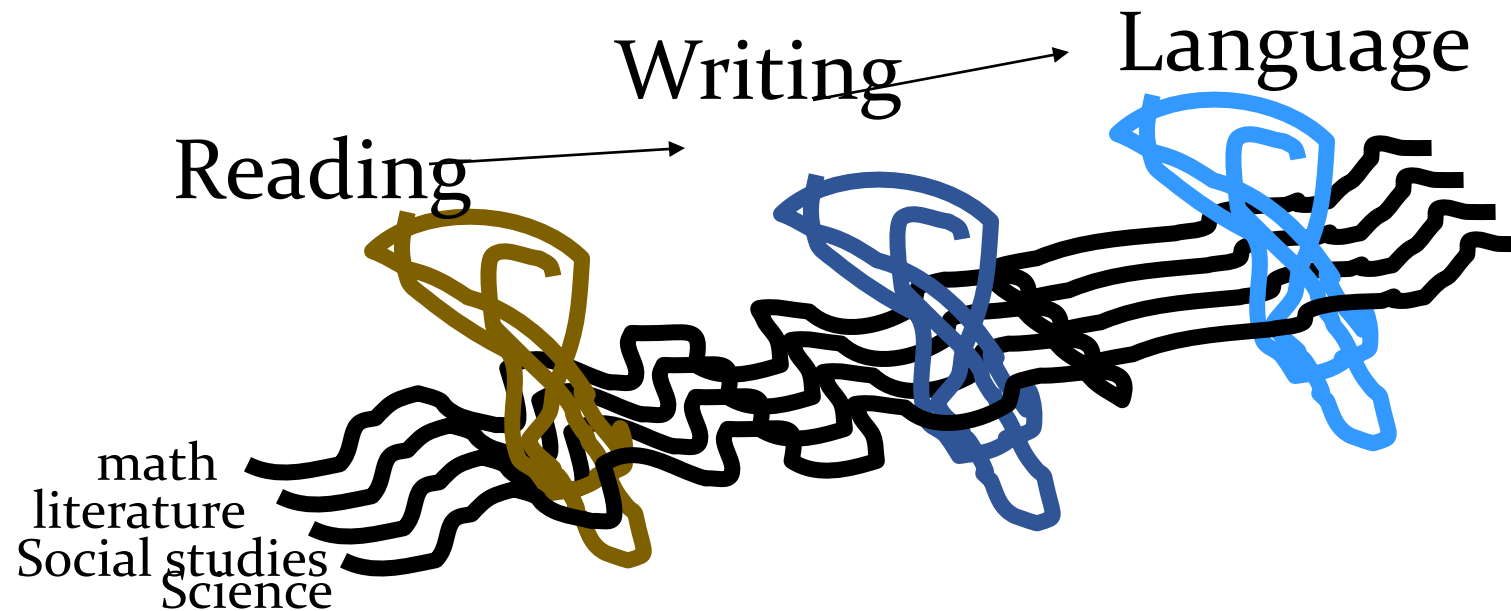
	Time	Grouping	Text
T Read Aloud	15-30 min.	WC Mixed	Complex Text
Shared Reading & Writing	45 Min.	WC Mixed	Complex Text
Small group-independent	60 min	Small group-Differentiated	Inst. Level Text
Word Study-Spell/phonics	15-30 min	Differentiated	Decodable Controlled Voc



Let's not start banning books in kindergarten! Our kids need them all!!!!



Weave literacy instruction into authentic conceptual development (P. D. Pearson).



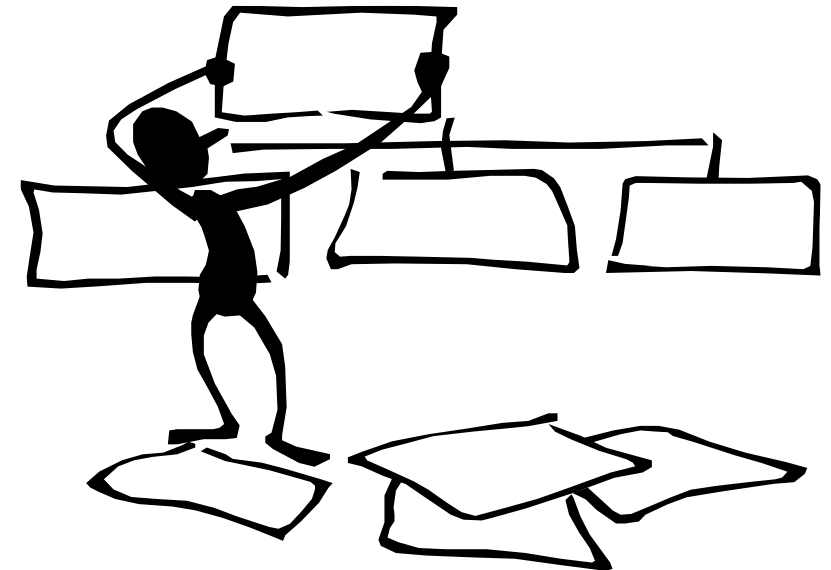
# Table Talk



- How much time is allocated for read-alouds of complex text (top of lexile staircase)? (ra)
- How much time is allocated for **supported** reading of stretch texts? (sr)
- How much time is allocated for children being held accountable for reading connected text at instructional level with small group teacher support? (gr)

# Teach students to use comprehension strategies

- Activate relevant prior knowledge
- Make purposeful predictions
- Visualize
- Identify the organizational text structure to understand, learn, and communicate
- Question the text
- Monitor for understanding
- Generate inferences



# Establish an engaging and motivating context for teaching comprehension.

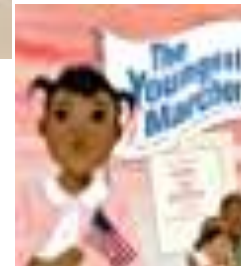
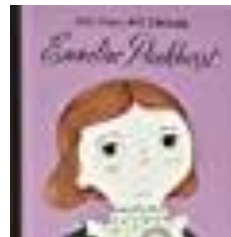
- Use literary, science, and social studies units to build sustained interest, develop vocabulary, and knowledge of themselves and the world (Duke et al., 2021, Pearson, 2020; Stahl & Gracia, 2015, 2022).
- Provide choices: projects, reading material, social
- Provide opportunities for social interaction and collaboration.
- Provide the access needed for students to “read” a wide range of materials.





# Select texts purposefully to support comprehension development.

- Analyze all texts for reading purpose, decodability, and conceptual challenges.
- Use conceptual text sets.
- Select read-alouds and shared reading thoughtfully based on instructional goals, not personal preference and habit.



# Explicitly teach ways to speak and write in response to different types of text.

- High level teacher-led discussions
- Don't overdo the turn and talks
- Small group discussions (even following teacher read-alouds)
- Use protocols suited to the discipline (book clubs, research groups, proof expositions)
- Involve students in authentic learning projects that involve reading, writing, speaking, and listening.

# What can families do?

- Engage in the same practices with tv shows, youtube videos, movies, and books (narratives and informational).
- Have your child retell stories and events from start to finish. Look for the organization and what your child values as important. Without prompting or looking at the pages, do they recount the characters & setting, problem/goal, all episodes, resolution?
- Can they do this when you read to them? ...when they read a new text?
- Explore texts and topics that your children like.

# Vocabulary

- In loving memory of Steve



# Types of Vocabulary

## Expressive

- Writing
- Speaking

## Receptive

- Reading
- Listening



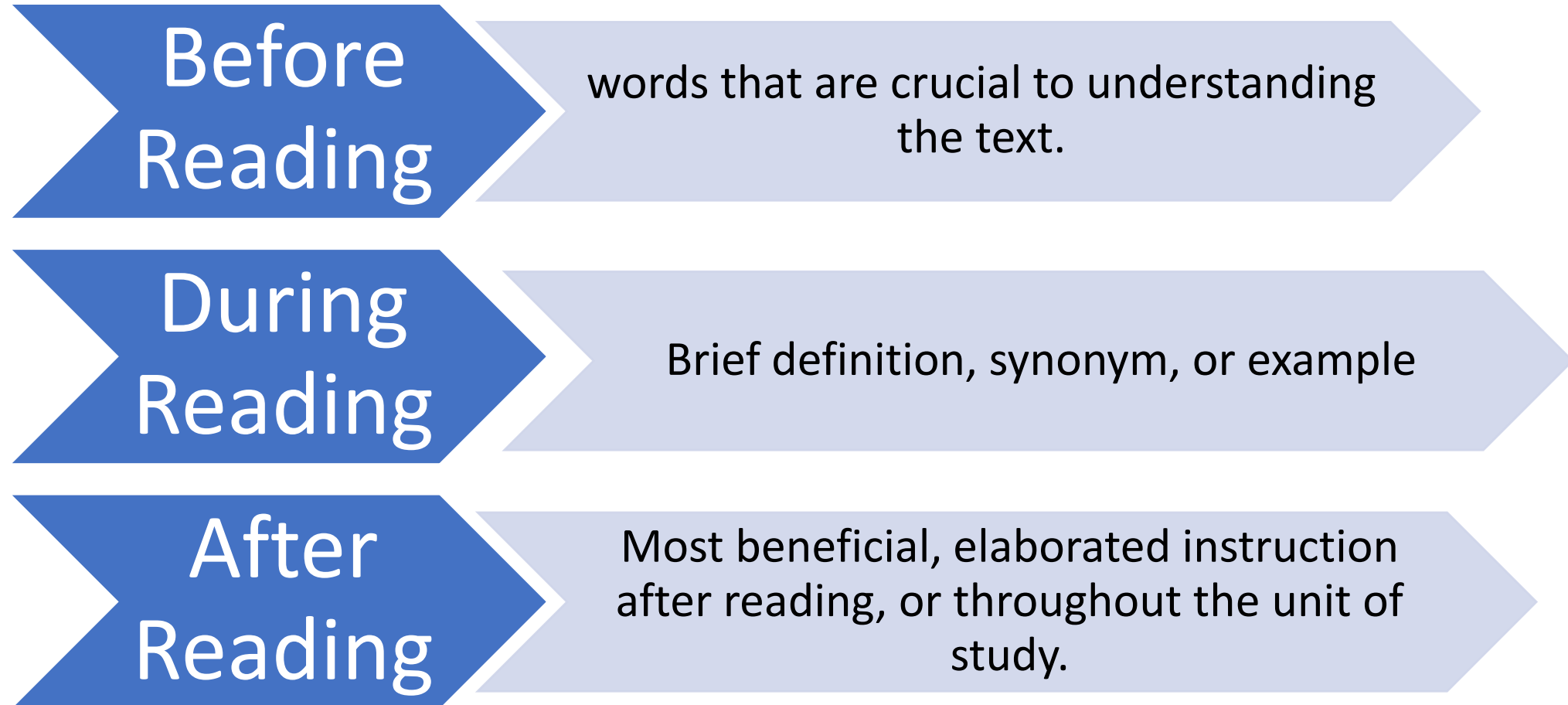
# Meaning Vocabulary: Key Research Findings

(Elleman et al., 2009; S. A. Stahl & Fairbanks, 1986; Wright & Cervetti, 2016)

- Generalized vocabulary instruction, including context clues and morphology, did not yield benefits on standardized tests.
- Explicit vocabulary instruction yielded gains for passages that included taught words.
- Both direct and indirect learning contribute to vocabulary development.
- **Repeated exposure** of the words is essential; we don't know how many exposures are needed.



# Meaning Vocabulary: Key Research Findings (Wright & Cervetti, 2016)



# Matthew Effects (Stanovich, 1986; 2009)

## The Problem

- Children with reading problems read less text and less challenging text than proficient readers.
- The result is that the vocabulary gap between children with reading problems and proficient readers grows wider each year.

## The Solution

- Read to children.
- Increase the amount of reading that children with reading problems do.
- Increase word consciousness.
- Use productive means of teaching new word meanings.



# Which Words to Teach (Beck & McKeown, 2001)

## THE 3 TIERS OF VOCABULARY

### **TIER 3**

low-frequency words that are content specific

### **TIER 2**

robust, high-frequency words that students encounter across the content areas and topics. Tier 2 words often have multiple meanings and are referred to as academic vocabulary words.

### **TIER 1**

basic, familiar words that are commonly used by most students in everyday conversation



# What about learning definitions?

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Definitions, as an instructional device have substantial weaknesses and limitations. Definitions do not teach you how to use a new word and do not effectively convey concepts.

Nagy, 1989

**...thus knowing a word cannot be equated with knowing a definition.**

Nagy & Scott, 2000

# TEXT-TALK VOCAB TEACHING

A 5-step Process

01

- Read the text
- Repeat the sentence with the vocabulary word.

02

- Define the term
- Students chorally say the word on "3".

03

Explain the word with more context. For example, show pictures.

04

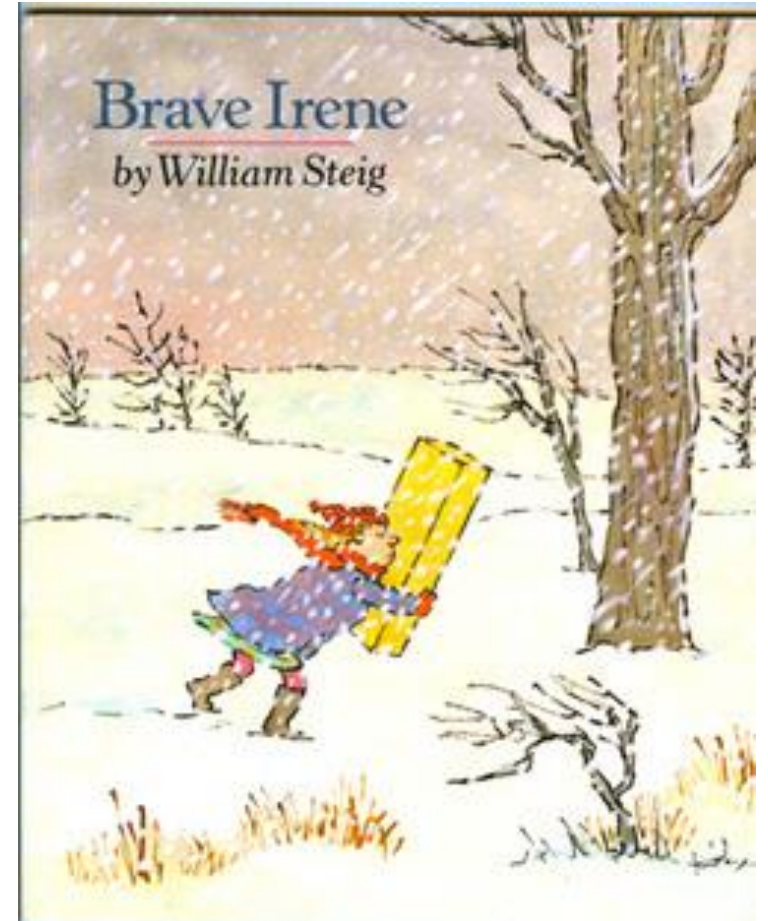
- Discuss and summarize.
  - Ask the class for examples of the vocab term.
  - Display pictures. If the picture depicts the word, students say the word. If it does not, students remain silent.
  - What is your opinion of \_\_\_\_\_

05

Recap: What's the word that means \_\_\_\_\_?

# An Example from a 2<sup>nd</sup> Grade Classroom

- *By the time she got there, the snow was up to her ankles and the wind was worse. It hurried her along and made her stumble. Irene **resented** this; the box was problem enough."*
- In this part of the story, Irene is carrying a heavy box through snow and wind. That doesn't sound like fun, so she says she resents it.
- Resent describes when you don't like something. Here Irene isn't enjoying carrying a heavy box through the snow and wind, so she doesn't like it. She resents it.

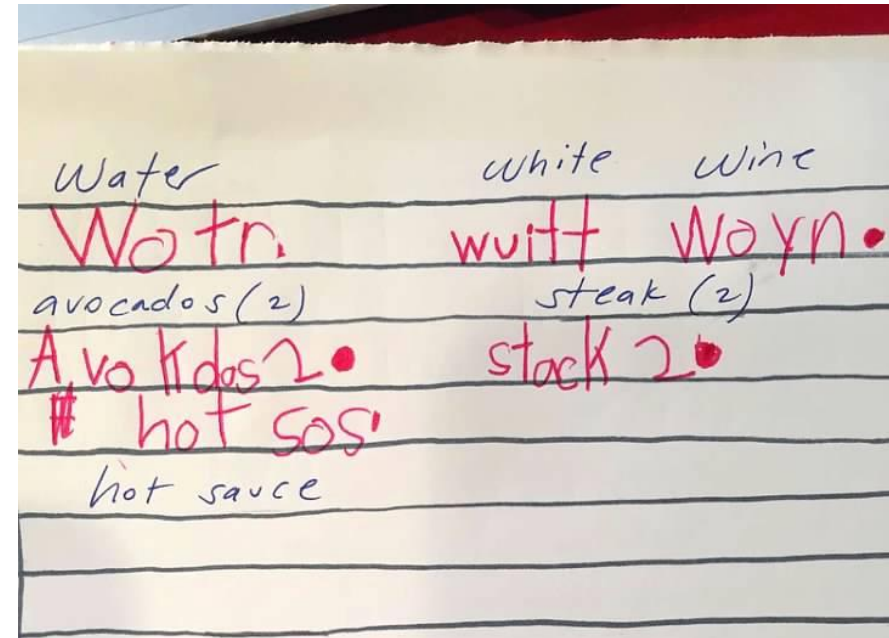


I'm going to give some examples of things that you might *resent*.  
If you resent that, say the word *resent*. If you don't *resent* that,  
don't say anything at all.

- Your brother steals your favorite toy. (Resent)
- You get extra time for recess (Don't say anything)
- You go to the doctor's office and have to get a shot (Resent)
- On the way home from school, you buy an ice cream cone.  
(Don't say anything at all).

# Key Principles for Novice Writing

- Writing instruction must be explicit
- Connect writing to comprehension and texts
- Hold students' accountable only for spelling features they've had instruction in
- Jumpstart through drawing / speaking
- Provide explicit handwriting instruction; connect handwriting to phonemic awareness
- One sentence at a time....





## The Strands That Are Woven Into Skilled Writing (Sedita, 2019)

### Critical Thinking

- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

### Syntax

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

### Text Structure

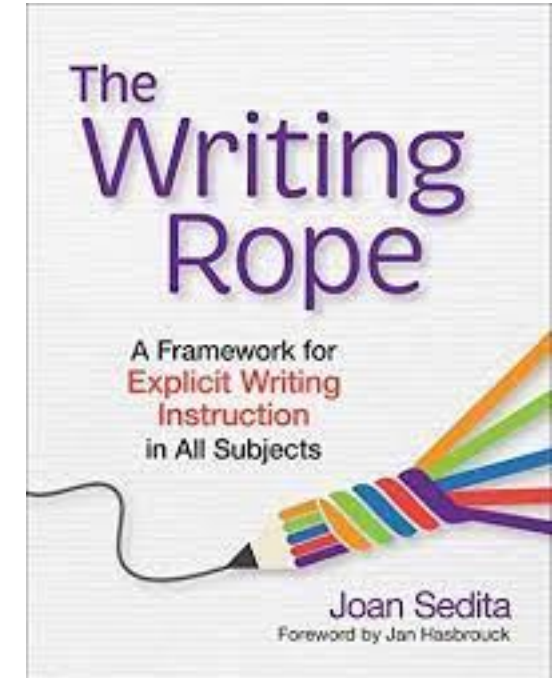
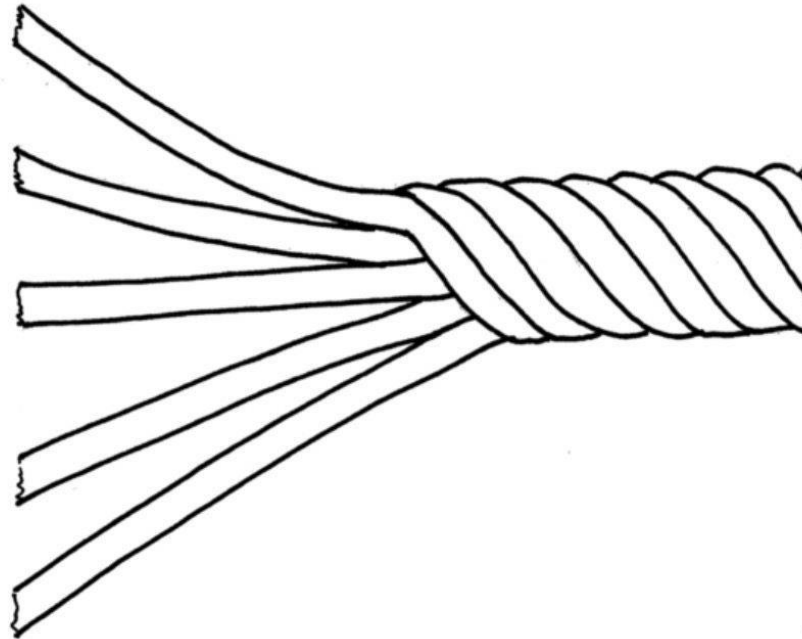
- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words/phrases

### Writing Craft

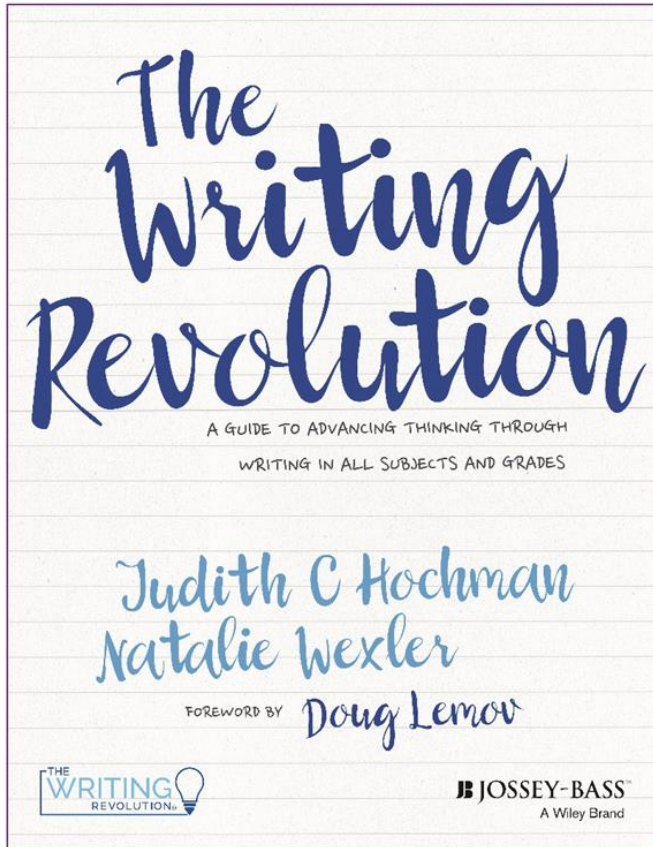
- Word choice
- Awareness of task, audience purpose
- Literary devices

### Transcription

- Spelling
- Handwriting, keyboarding



# Start with Kernel Sentences



Snow fell...

Dogs bark...

Kids laugh....

**Who ?**  
**What ?**  
**When ?**  
**Where ?**  
**Why ?**  
**How ?**

# Sentence Frames & Sentence Expansion



Teaching Basic Writing Skills

Name Amanda Z.

On the Town: A Community Adventure by Judith Coseley.

Community workers are important because they  
help us every day.

After you read On the Town, you will  
know about community  
workers!

Draw your favorite community worker.

A simple line drawing of a person wearing a hat and holding a broom, standing next to a pile of leaves.

Name: Michael



**The rabbit ran.**

where? around the woods.....

when? two hours ago.....

why? because it was looking for a home

Expanded Sentence

Two hours ago the rabbit ran  
around the woods because it was  
looking for a home.

# Sentence Expansion

- Rocket learned to read...
- Rocket learned to read because the yellow bird taught him.
- Rocket learned to read, but at first he was bored.
- Rocket learned to read, so he was proud of himself.

**because** *tells why*

**but** *shows change of direction*

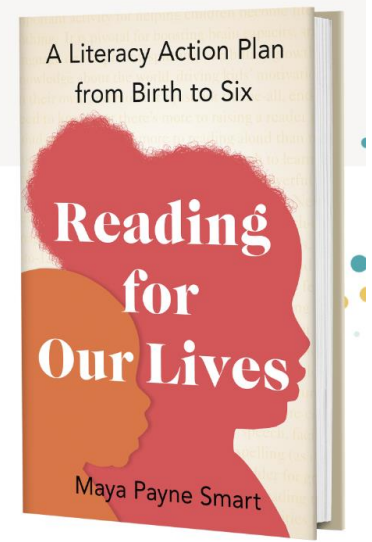
**SO** *indicates cause and effect*

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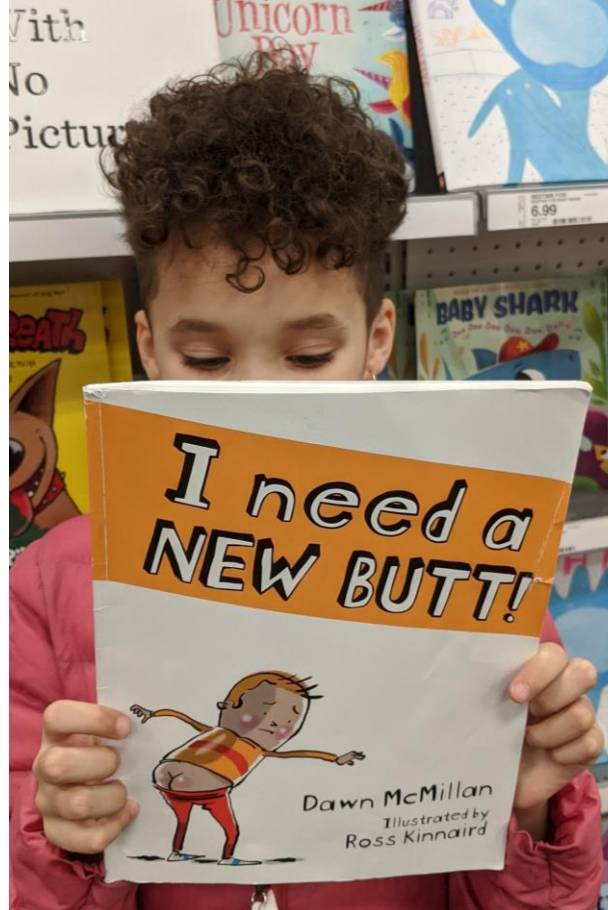
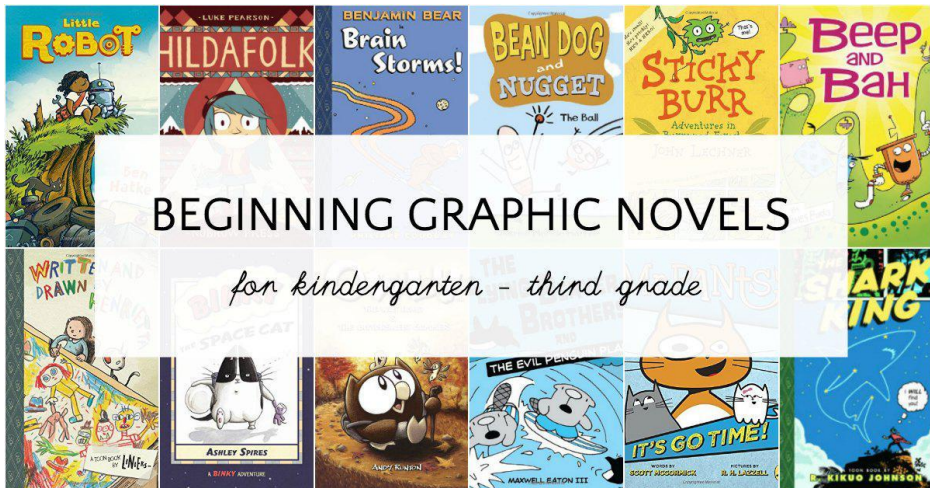
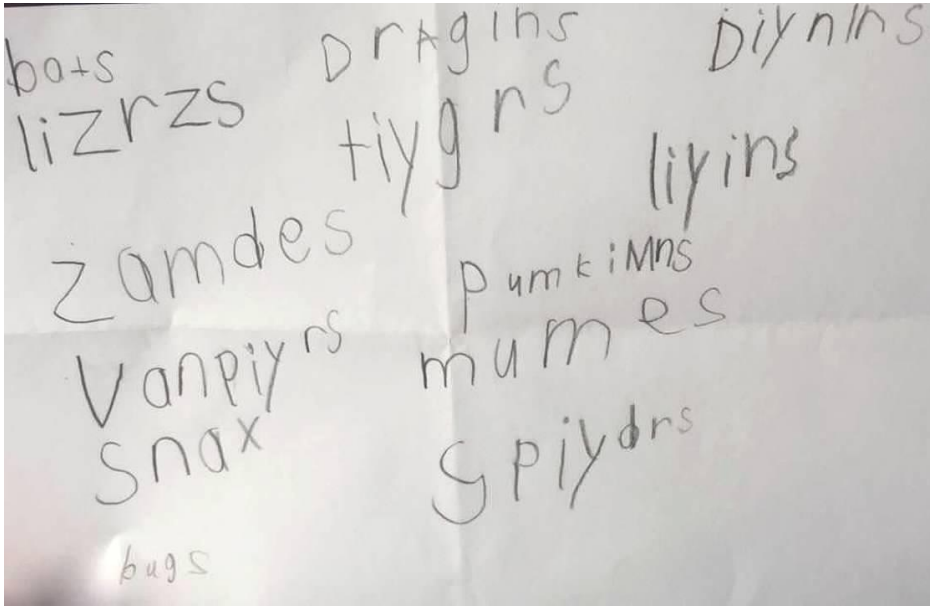
# Home- School Connections

- Literacy-related field trips
- Only incentivize reading with reading-related rewards
- Read aloud to pets / stuffed animals
- Gift books & literacy-related gifts
- Schedule read alouds with family / friends
- Games, puzzles, joke books



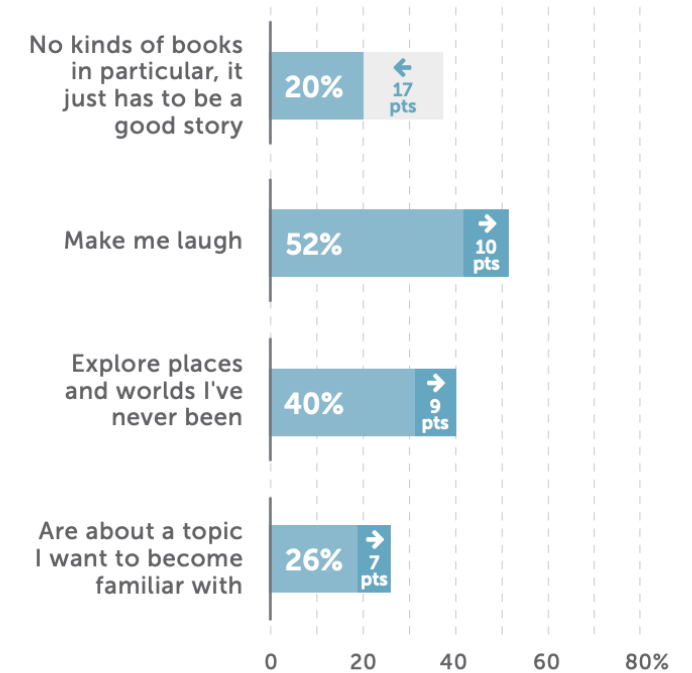


# Allow Children to Choose their Texts

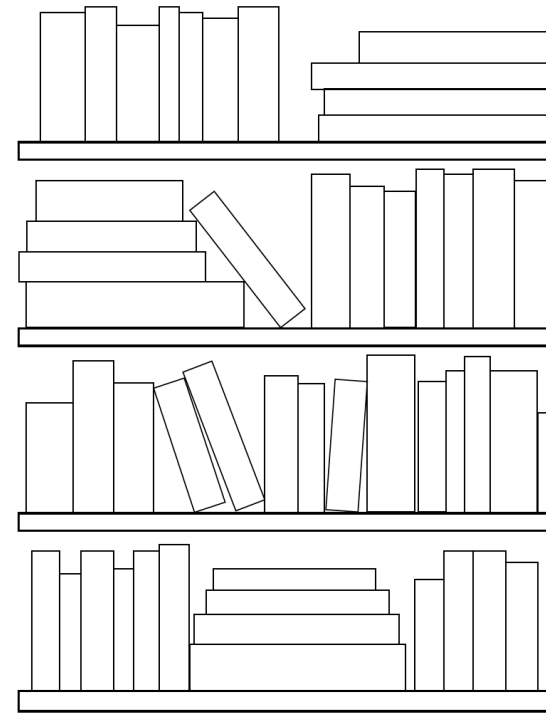
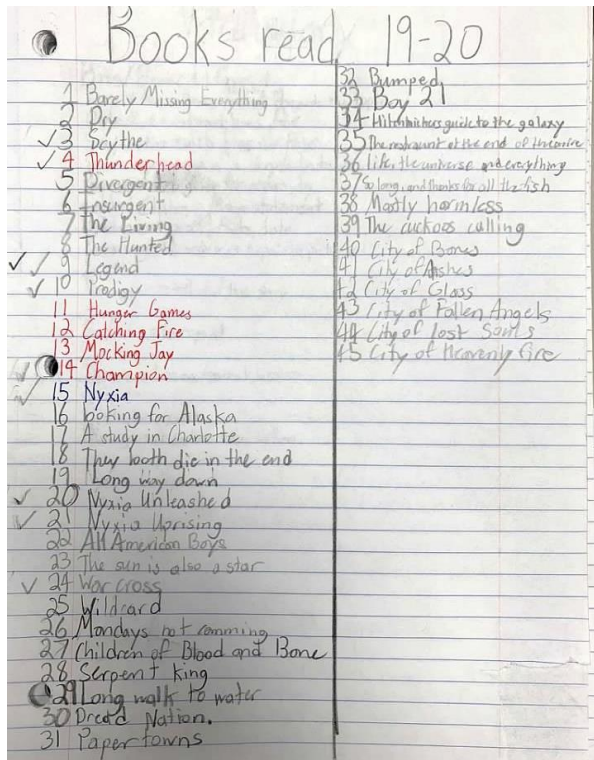


## What kids want in books, compared to 2016

Figure 4. Percentage of children who selected each item, compared to 2016

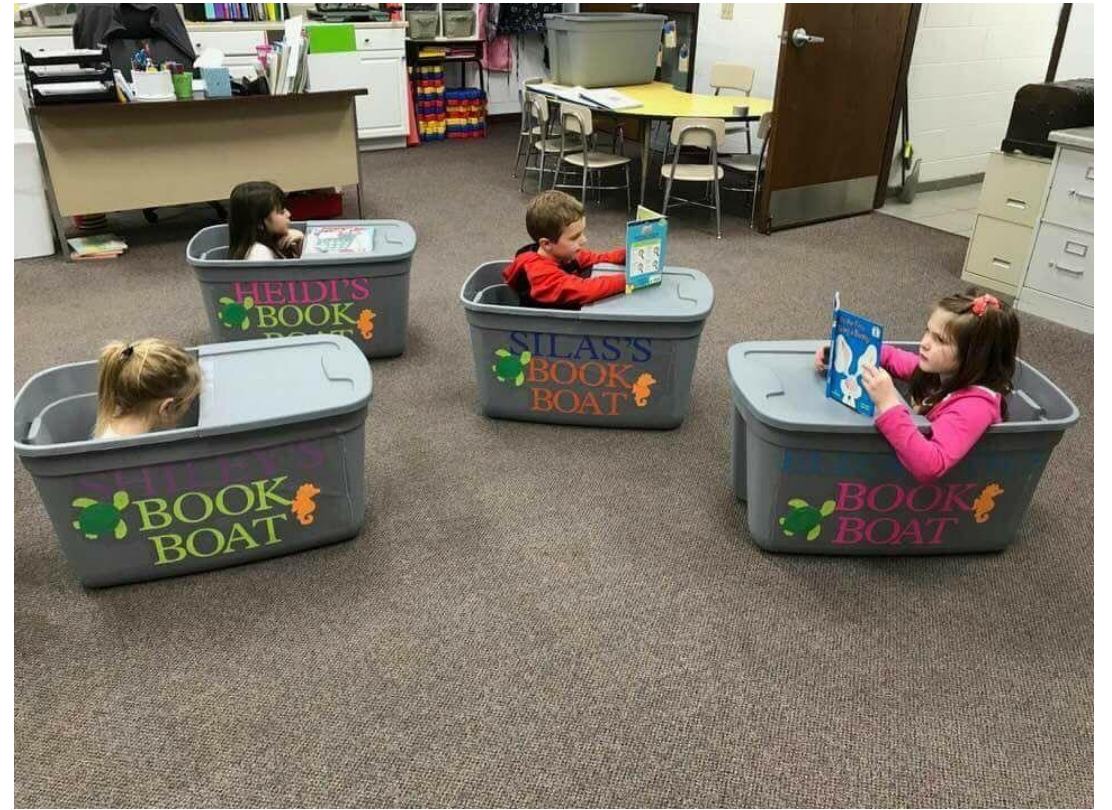
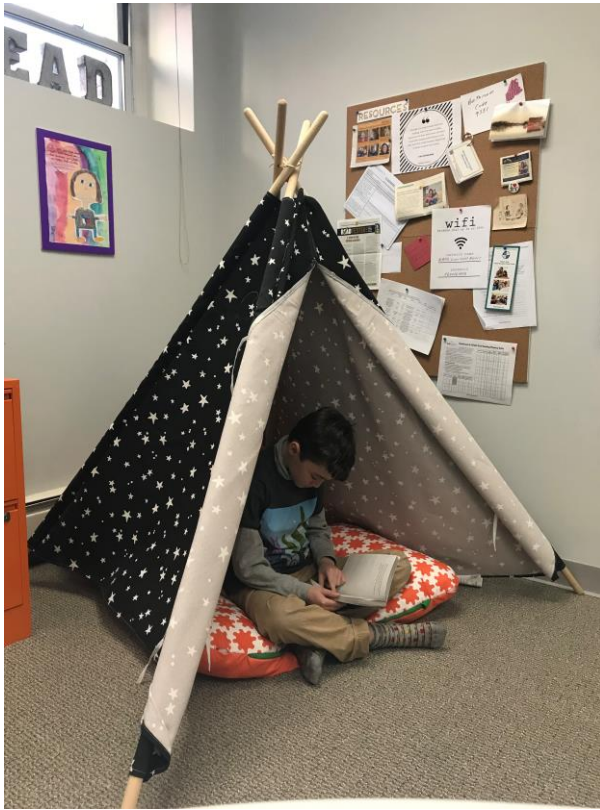


Base: Children ages 6-17



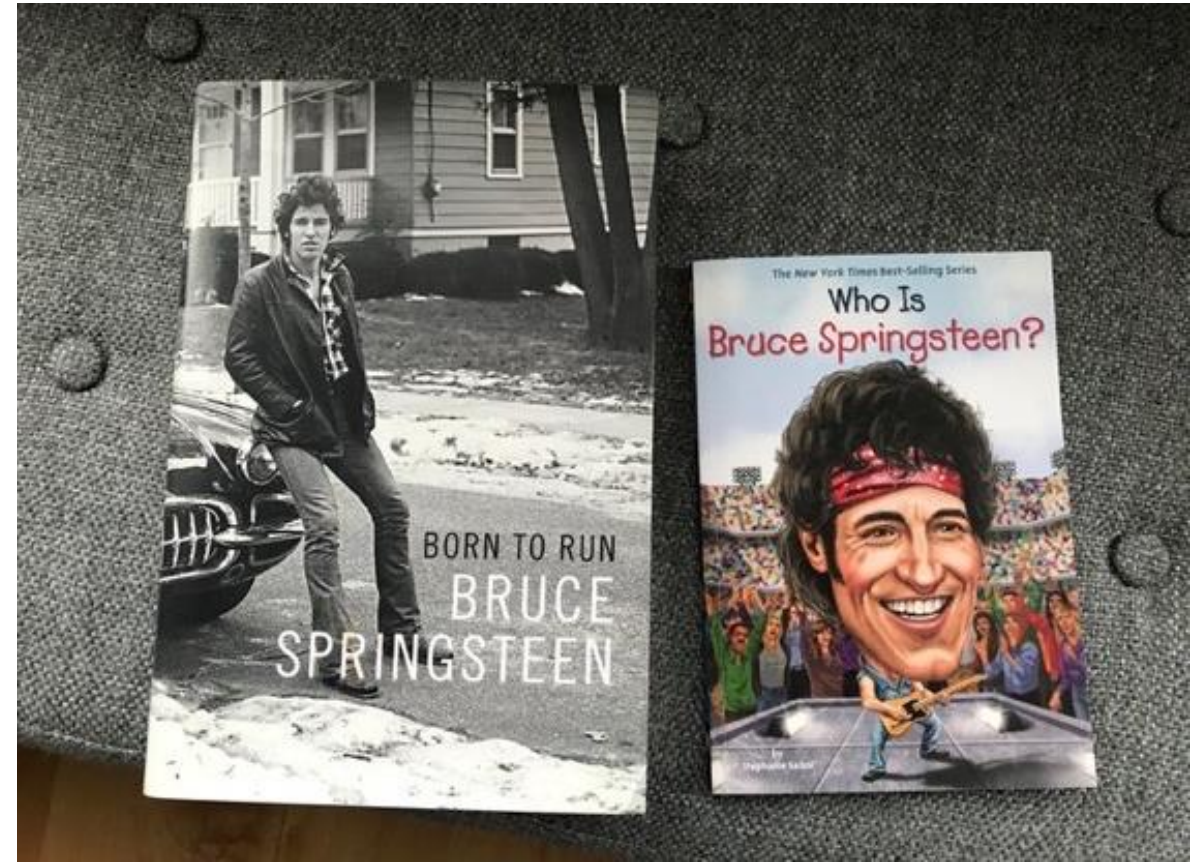
# Track Your Family's Reading





Create Inviting Reading Spots



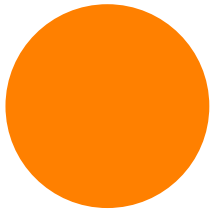


Create A Family Book Club

## Turn and Talk



What ideas are squaring with you?



What ideas are still circling in your head?



What would you like to learn more about?