

Byram Hills Literacy Academy

Session #1

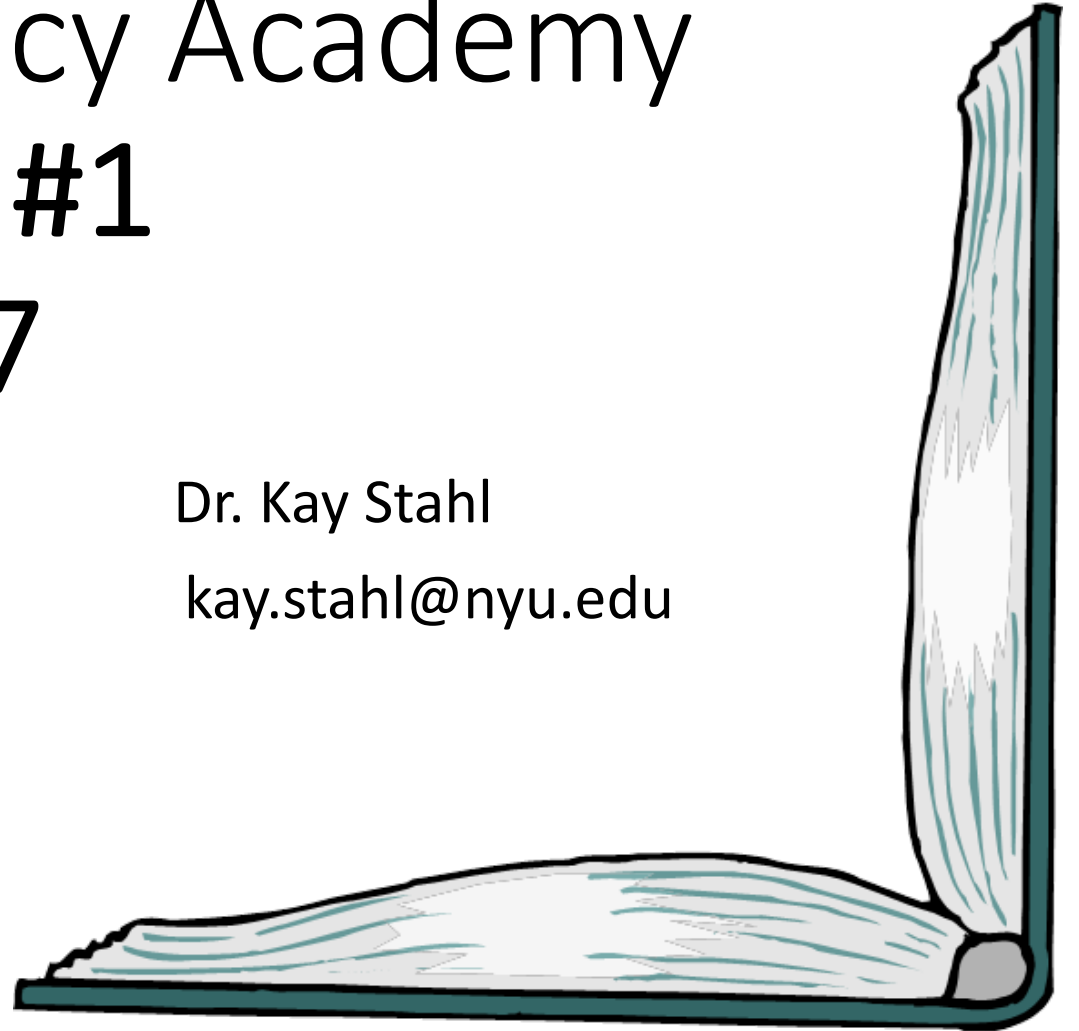
Oct 17

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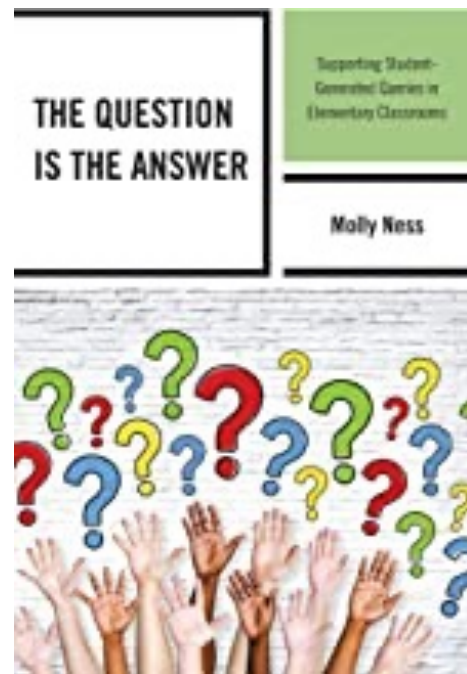
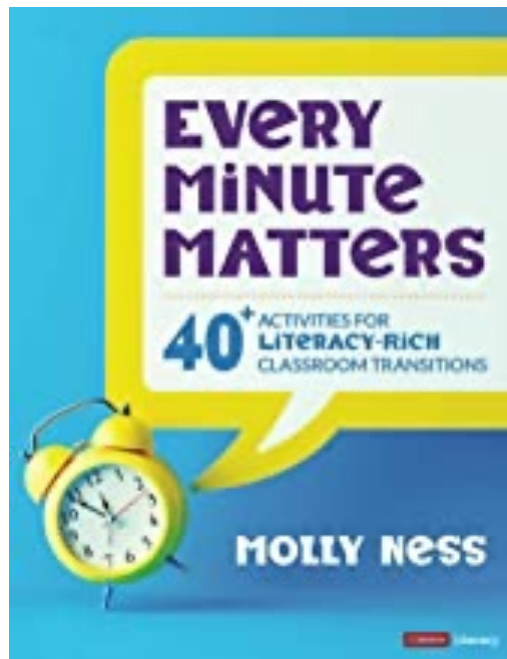
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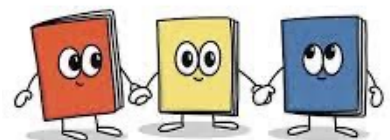


Molly Ness, PhD





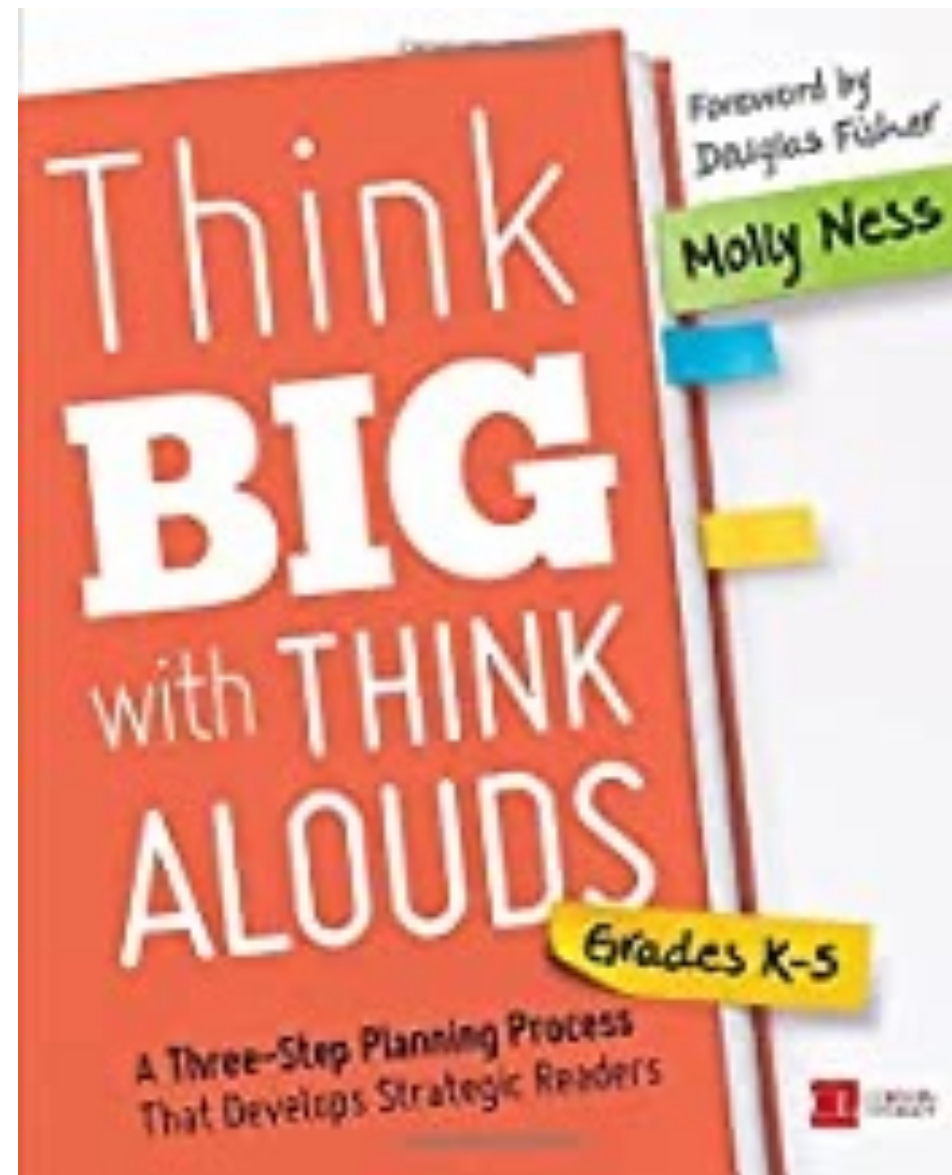
the **COALITION** for
LITERACY EQUITY



32,400,000
CHILDREN
lack book access
in their homes,
schools, and
communities.

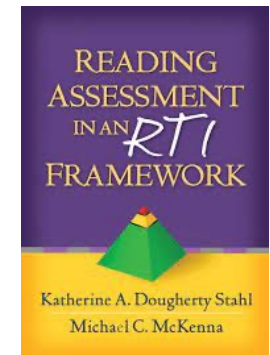
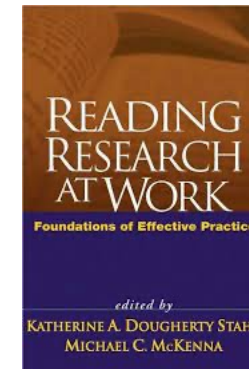
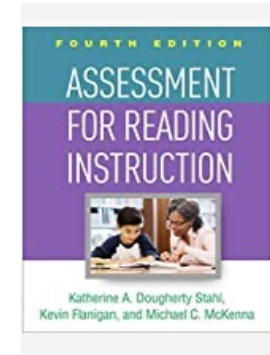
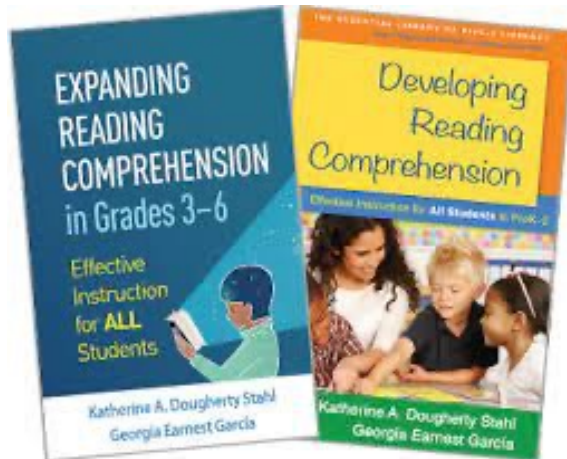


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Let's talk about reading!

Kaystahl.com



If we are not helping students to become confident,
habitual readers, I don't know what business we are in.

Carol Jago, *The Book in Question*



Our Approach

Topics to Cover

Overview of SOR

Developmental stages

Emergent readers / writers

Oral language

Building Phonological Awareness and Letter Learning

Using Read Alouds to Build Listening Comprehension

Guiding Questions

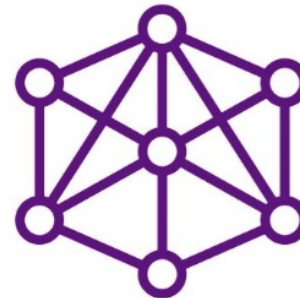
What does the research and theory say about literacy learning?

What does the research and theory look like with children in the classroom?

What does the research and theory look like with children in home environments?

The SOR pulls from many disciplines...

- Speech language pathology / linguistics
- Neuroscience
- Psychology
- Special education
- Pediatrics
- Developmental / school psychology
- Reading research

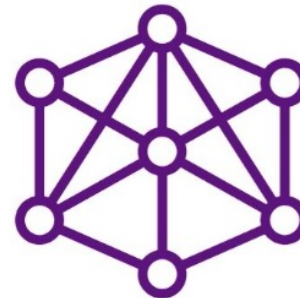


The Science of Reading

A Defining Movement

The SOR is NOT

- an ideology or philosophy
- a fad, trend, new idea, or pendulum swing
- a political agenda
- a one-size-fits-all approach
- a program of instruction
- a single, specific component of instruction such as phonics



The Science of Reading

A Defining Movement



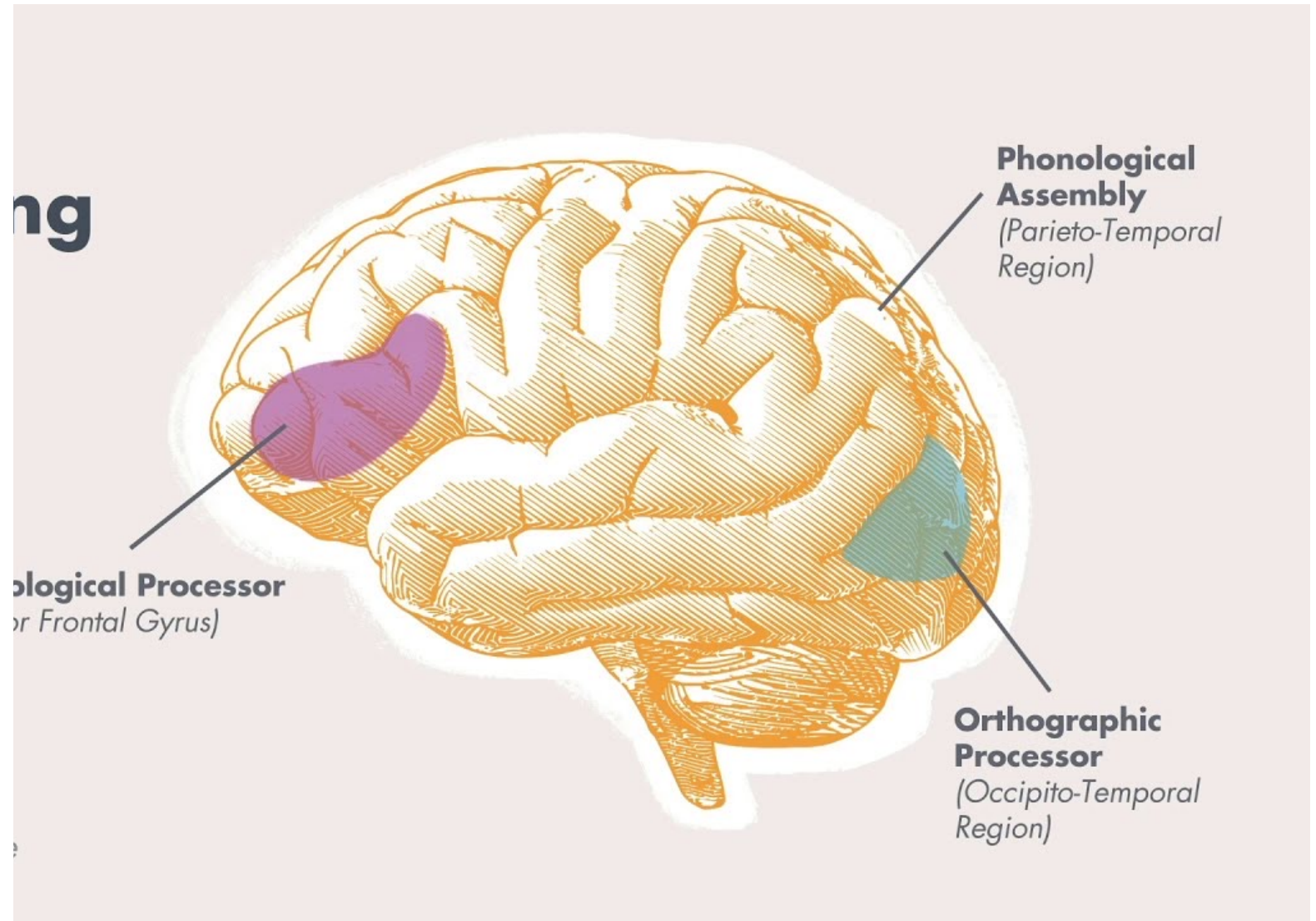
“We teach reading in different ways; [students] learn to read proficiently in only one way.”

•

David Kilpatrick

Cool Brain Facts

- Reading involves many parts of the brain
- The brain *changes* as we learn to read
- Brain scans of struggling readers show more scattered activity than those of strong readers
- Brain has *plasticity* through our lifetime



the science of reading

SOR

noun.

a comprehensive body of research that encompasses years of scientific knowledge, spans across many languages, and shares the contributions of experts from relevant disciplines such as education, special education, literacy, psychology, neurology, and more.

Literacy learning occurs at home years before children enter school.

Certain literacy competencies such as oral language and comprehension of language in oral and written forms occur across our lifetimes. Other skills such as how to write our name or letter sounds are learned to mastery levels within a short window of time.



Constrained Skills Theory informs our curriculum, pedagogy, and assessment.

Constrained abilities

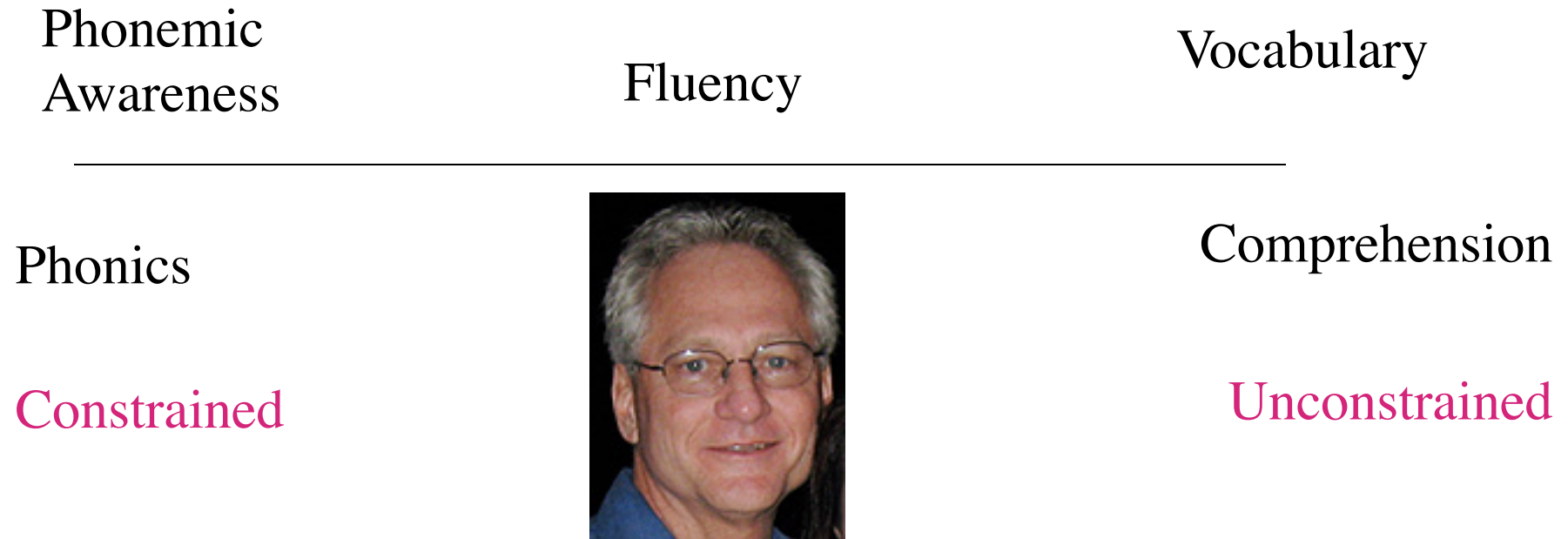
- Fairly linear
- With instruction, children develop mastery within a few years
- Easy to assess
- What skills are highly constrained?

Unconstrained abilities

- multidimensional, incremental, context dependent
- Develop across a lifetime
- What skills are highly unconstrained?

Continuum: Constrained to Unconstrained Abilities

(Paris, 2005)



Why is this important?



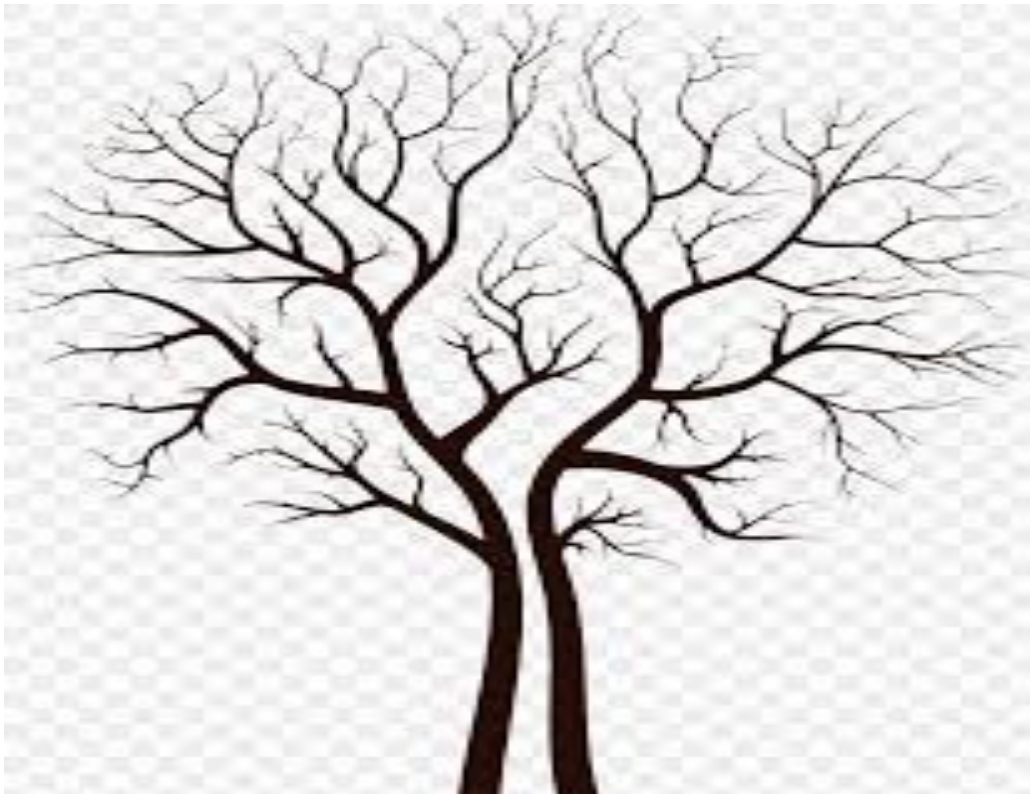
- Comprehension is difficult to assess because it is acquired across a lifetime and is “never all or nothing.”
- Context, purpose, genre and content (*context and text factors*)
PLUS
- Decoding, fluency, vocabulary, prior knowledge, metacognition, working memory, and self-regulation (*reader pulse points*) interact to yield comprehension **thresholds**.
- We need to be sure that these complexities surrounding comprehension do not result in us overemphasizing constrained skills because it is easier to manage.

Developmental Stages

- As children grow as readers their needs change.
- Classroom research has identified particular learning traits and language/literacy behaviors that occur along a predictable developmental sequence (Nelson, 1996; Chall, 1995).
- Not all readers develop at the same rate.
- It is important for teachers and caregivers to have a general understanding of these stages in order to guide children along the developmental trajectory and in order to provide differentiated instruction as needed.

Differences in rate and complexity occurs within individuals and between individuals.

This



Not This



What Are The Developmental Stages of Reading?

What are the typical language/literacy behaviors that tend to define each stage of the developmental trajectory in K-Grade 5?

Emergent Stage: Birth –Mid-Kindergarten

- Utilizing contextualized language (here and now)
- Increasing vocabulary as their knowledge about themselves and the world expands (See Ted Talk: The Birth of a Word)
- Developing a sense of experiential narratives
- Experiential, non-contextualized language (not the current time/place)

Emergent Readers: Birth –Mid-Kindergarten

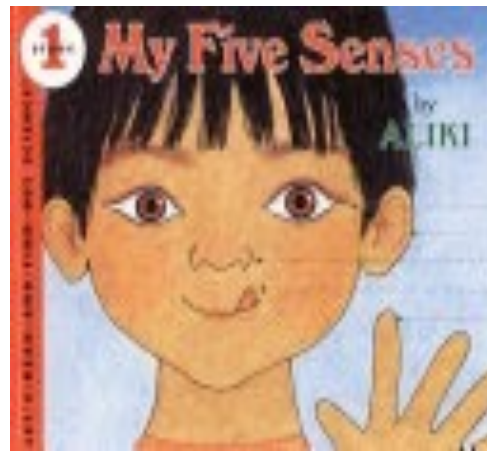
- Developing knowledge of print concepts
- Text interactions during lap-reading
- Increase phonological awareness incidentally and intentionally
- Learning the alphabet and letter-sound (L-S) correspondences
- Pretend reading
- Pretend writing



Novice Readers (Mid-K to Early Grade 2)

- Novice readers have acquired the “alphabetic principle”- the awareness that abstract letters have associated sounds that are blended together to form meaningful words.
- Their reading is text-bound.
- Systematic, explicit instruction in matching letters and sounds, blending those sounds, and learning the most common English word patterns (e.g., it, ay, ore, unk, ain) is an instructional priority.
- During this stage, readers acquire the ability to automatically recognize (.5 second) the most common words in the English language (about 300) (Hiebert, 2012).

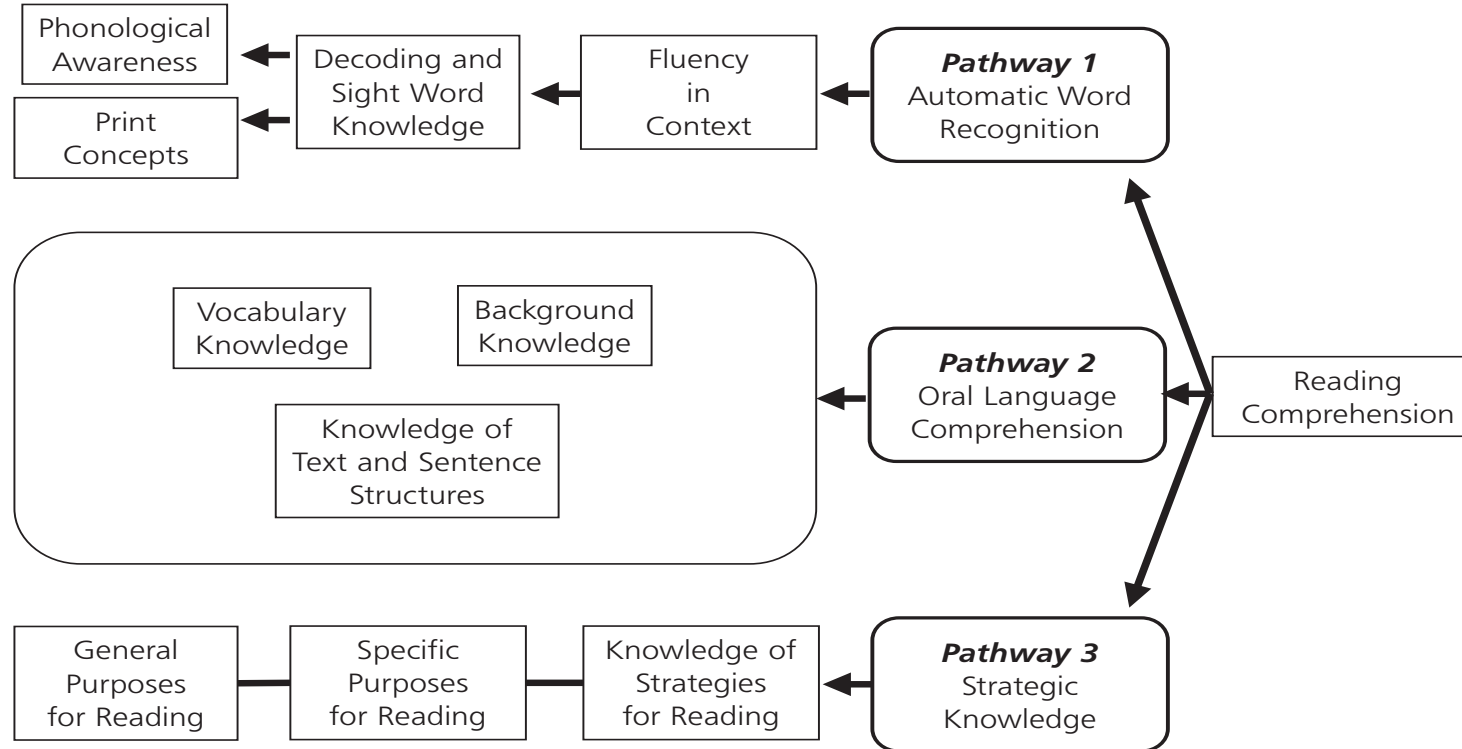
Novice readers need experience reading many different types of text in order to learn how to decode on the run while simultaneously self-monitoring that what they are reading makes sense. This orchestration is a heavy cognitive load for young children.



Transitional Readers (Grades 2-3)

- Transitional readers are utilizing word recognition skills to achieve **fluent** reading and writing of longer texts (R-chapter books/W-multiple paragraphs).
- Word study emphasizes word patterns with long vowels/complex vowels and simple affixes. Both reading and spelling these patterns are emphasized.
- Comprehension of texts with new ideas, perspectives, and unfamiliar content is required.
- In addition to oral expression, written expression in response to reading becomes imperative.

The Cognitive Model of Reading



Transitional Readers (Mid-K to Early Grade 2)

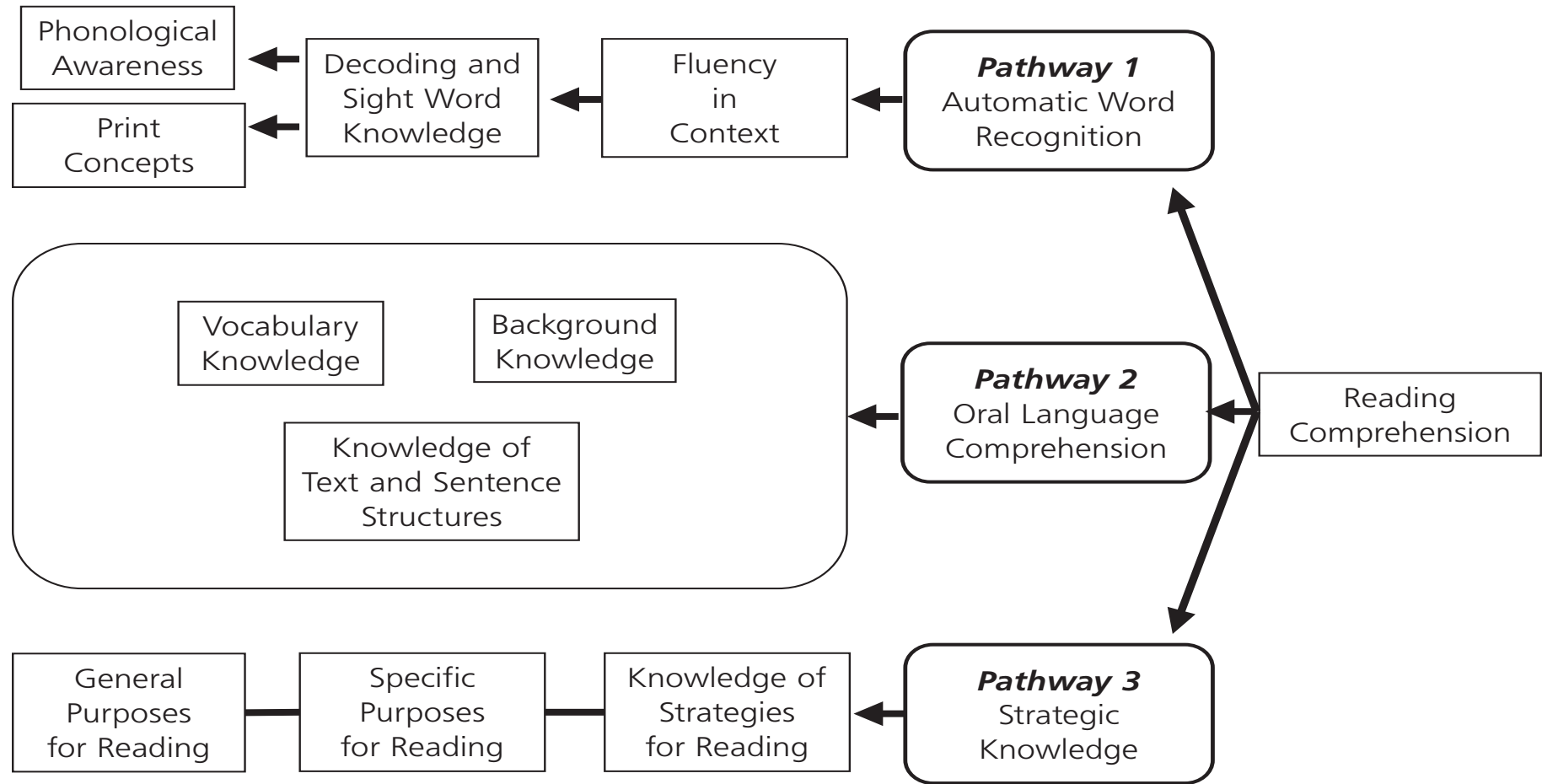
- **Disciplinary-driven units** (literary, science, social studies) provide authentic and motivational ways for novice readers to extend these complex competencies (Connor et al., 2017; Pearson et al., 2020).
- **Language development**, **building conceptual knowledge networks**, application of **comprehension strategies**, and **sophisticated writing** require high quality literature and informational texts.



Post-transitional Readers (Grades 4-8)

- Reading and writing to learn and communicate in the disciplinary content areas (literary, science, SS) dominates instruction.
- Transitional readers employ comprehension strategies flexibly to overcome meaning-making hurdles without teacher prompting.
- Learning activities develop students' preliminary awareness of differences in what counts as evidence in each discipline.
- Students read and write fluently enough to read and respond to a greater volume of complex learning material.
- Readers develop competency with the nuances of multisyllabic words.
- Students manipulate, generate, and analyze words that contain complex affixes and Greek/Latin derivatives.

The Cognitive Model

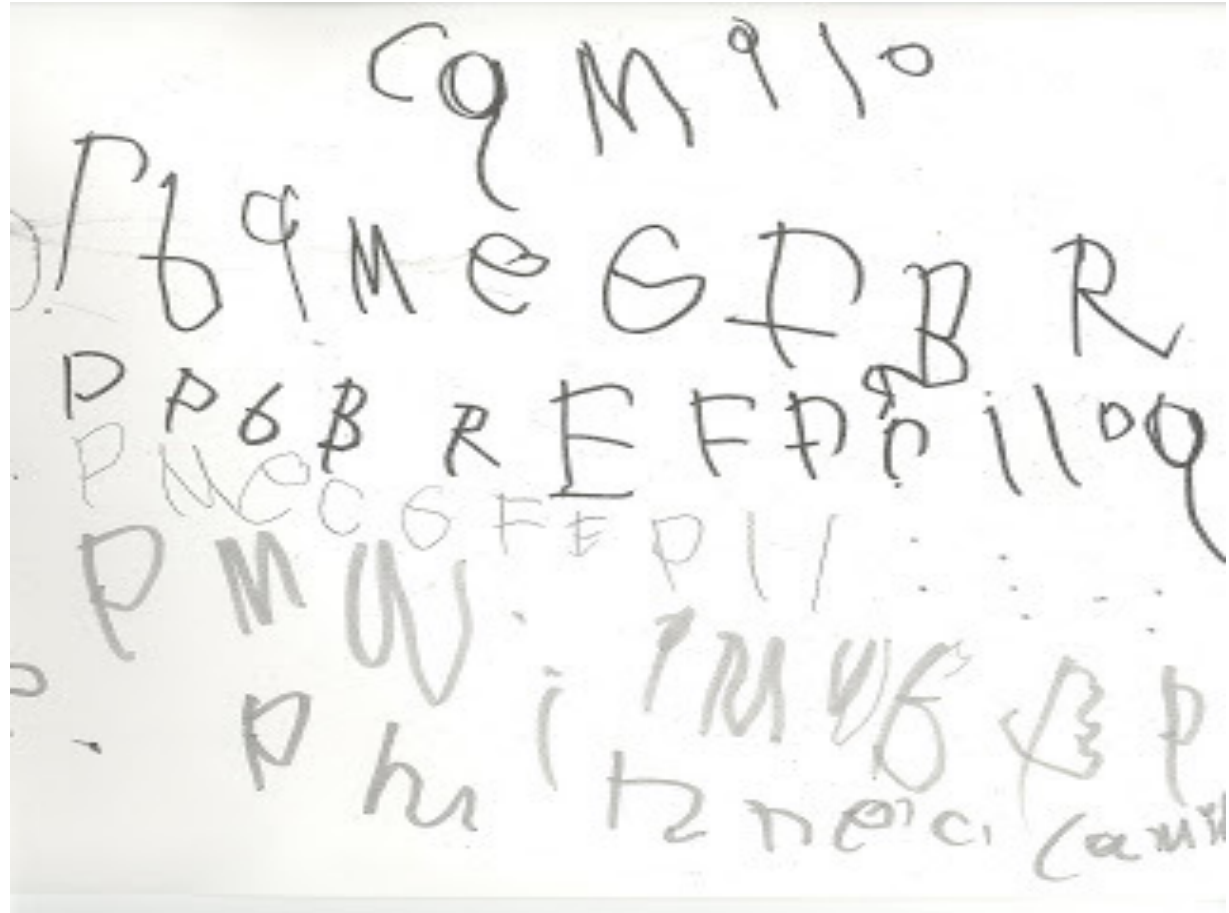


Today's focus: Emergent Readers

- Pretend writing
- Book awareness
- Logographic reading
- Completes familiar rhymes
- Enjoys repeated reading
- 900 words in expressive vocabulary



Emergent Writers



Three-Year Old Reading



To encourage expressive language...

- Pretend play – expand upon your child's utterances
- Turn taking game – commenting, requesting and questioning
- Daily activities – grocery shopping, cooking dinner, taking a bath, reading a book, etc.

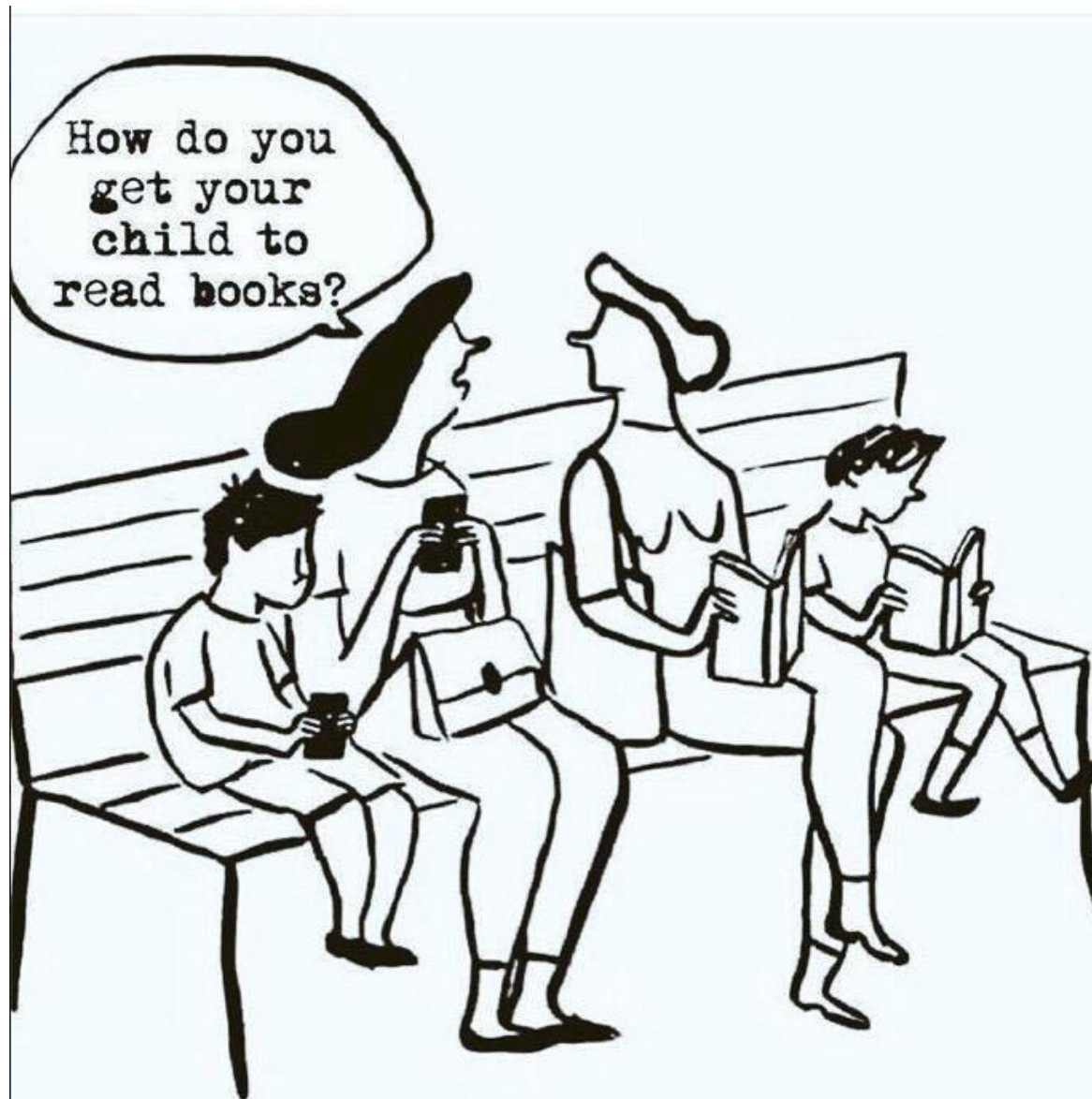
It's Not a Box!



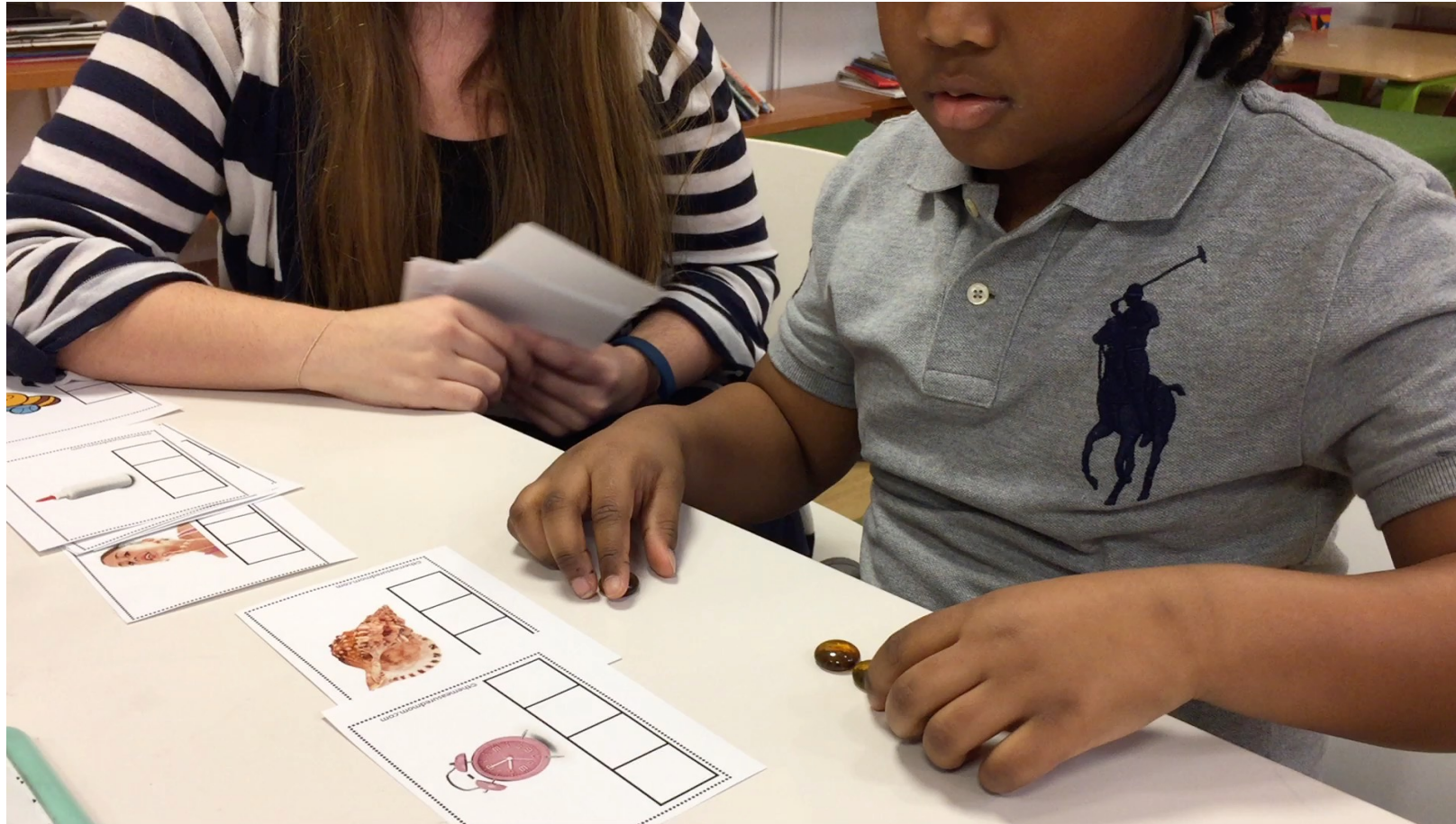


Language / Literacy Board Games



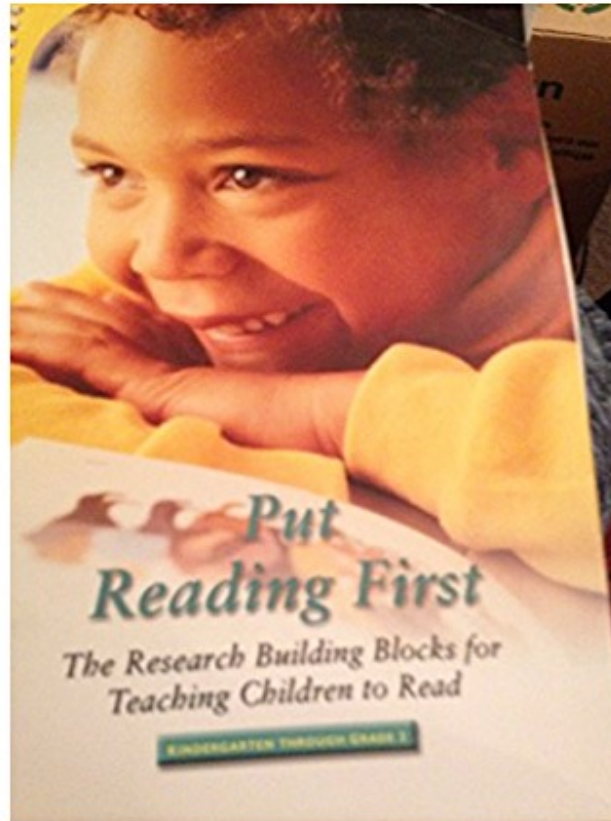


Phonological Awareness



What is Phonological Awareness(PA)?

- the ability to hear, distinguish, and manipulate the sounds in words and sentences.
 - It includes individual sound units, rhymes, word duration, syllables, word units within a sentence.
- Phonemic awareness is the ability to focus on and manipulate individual sounds in spoken words.
- When letters are added to the mix, it becomes phonics.
- PA can be done in the dark.
- PA instruction is quick-paced and often looks like word play.
- Combining PA and letter work in Prek-Grade 1, can enhance both.



<https://www.nichd.nih.gov/publications/product/239>

Phonological Awareness Competencies

Rhymes	Identify and generate
Phoneme isolation	Isolates a single sound from the rest of the word
Phoneme identity	Identifies a common sound in a set of items or words
Phoneme categorization	Categorizes words or items with common sounds
Blending	Blends individual sounds to form a word
Phoneme segmentation	Segments words into individual sounds
Phoneme addition	Adds a sound at the beginning or end of a word or blended collection of sounds
Phoneme deletion	Adds a sound at the beginning or end of a word or blended collection of sounds
Phoneme substitution	Removes one sound in a word and replaces that sound with a different sound

PA in the Classroom

- Whole class and small group- **differentiated**; 10-15 minutes/day
- Teaching PA in tandem with letter learning works well (NRP, 2000)
- Invented Spelling
- Game-like activities that are quick-paced, manipulate sounds, count syllables, identify and generate rhymes
 - Table activity: Take away the first sound of your name. Say the part that is left.
 - Now let's add /b/ to the beginning.
- Songs and poetry

Picture-Sound Sorts



Alphabet Books

- B is for Bird.



Elkonin Boxes



Remember:

- “Over a school year, your entire phonological awareness program should take no more than 20 hours.”
- Diagnostic assessment will let you know what type of skill instruction each child needs and the amount of time that is needed.

National Reading Panel, 2000

At Home

- More of the same
- Nursery rhymes
- Alliteration –tongue twisters
- Invented spelling: Honoring your child's efforts to stretch the word like a rubber band and make an approximation
- Honor the development from scribbling, random symbols, partial representations, full sound-letter representations (usually novice stage), accurate pattern representation (transitional stage)
- Interactive alphabet book reading

PA Games



Letter Learning



Using Research About Letter Learning to Inform Instruction

- There are differences in difficulty of letter learning; adjust instruction accordingly.
- Teach new letters each day to provide exposure to all letters earlier in the year and allow for more cycles of distributed practice and more practice for the more difficult to learn letters.

(Huang et al., 2014; Jones, Clark, & Reutzel, 2013)

Developing Letter-Sound Associations (and other Text-bound Skills)

- Letter-learning
- Application to text reading

Enhanced Alphabet Knowledge Routine

(Jones et al., 2013)

Activity		Time (Min)
Letter Name Id.	Upper and Lower Case	1-2
Letter Sound Id.	Mouth Formation/ Practice hearing and making sound	1-2
Recognize the letter in text	Letter hunts and sorts	3
Writing the letter	Writing the letter together, independently, using consistent language to describe formation	4-5

Cycles Of Learning

(Jones et al., 2012, 2013)

Cycle	Research	Description
1	Own-Name Familiarity	Present letters based on commonality of 1 st letter in kids' names
2	Alphabetical Order	
3	Letter Name Sound Advantage	CV: b, d, j, k, p, t, v, z VC: f, l, m, n, r, s NO Assoc: c, g, h, w, y, vowels

Cycles Of Learning

(Jones et al., 2012, 2013)

Cycle	Research	Description
4	Frequency Advantage (begin with Least frequent)	y q j z x w k h g v f b m p d c l s n t r VOWELS u o e a i
5	Follow speech development	n m p h t k y n g b d g w s/ l r v z sh ch j zh th
6	Visual Feature Discrimination	C/G E/F M/N/W P/R b/d/q/p m/n/u

Other Instructional Implications for the Youngest Children (Head Start/Pre-K)

- Less flash, flaps, and gizmos in picture books = more letter learning (Chiong & DeLoache, 2013)
- Children's names are powerful literacy tools.
- Morning Message yields results in letter learning, **when used** (Hindman & Wasik, 2012).

At Home

- Make personal alphabet books.
- Make personal dictionaries for different topic categories of learning.
- Practice letter formation using the classroom letter standard formations.
- Yes- consistency in pencil holding, size, formation steps, and neatness do matter!! We want multiple brain pathways working to form letter knowledge associations.
- Use tactile materials for young children and those having difficulty in kindergarten.



“Fantail, Fantail,
have this fly.”



“Yes. Yes. Yes.
I like that fly.”

Reading Connected Texts

- Reading Level A-B predictable text is not a no-no in the early-middle stages of letter learning!
- Predictable texts help children develop print concepts, including the one-to-one matching.
- Predictable texts also serve as a springboard for student writing and deliberate repeated exposure to high frequency words. Again, we want children to be using multiple brain pathways to consolidate new learning.

One-one matching: How does it happen?

Table talk

First letter- visual identification

Sound-letter association

Cross-check for meaning

At Home and School

- Require bunny-hop finger-pointing every time the child is reading books through Level D/E.
- Emergent readers need to do accountable reading from a book diet containing:
 - Predictable books
 - Decodable books
 - Controlled, high frequency vocabulary books
 - Wordless picture books for narrative story development

Let's not start banning books in Pre-k and kindergarten!



Brain Development

Babies are born learning. From birth to age 3 are critical years for the development of language skills that are foundational for future learning success.

Parents are a child's first and most important teacher.

Language

The number of words that a child knows when he or she enters kindergarten is the most important predictor of a child's success or failure.

Reading aloud grows your child's vocabulary and introduces many words and concepts that you might not use in everyday conversation.

Knowledge

Books are a pleasure, yes, and they are also informative. You and your child can learn something new when you read aloud.



Why Read Aloud?

Love of Reading

Parents that read aloud demonstrate that reading is important, that reading is pleasurable, that reading is valued.

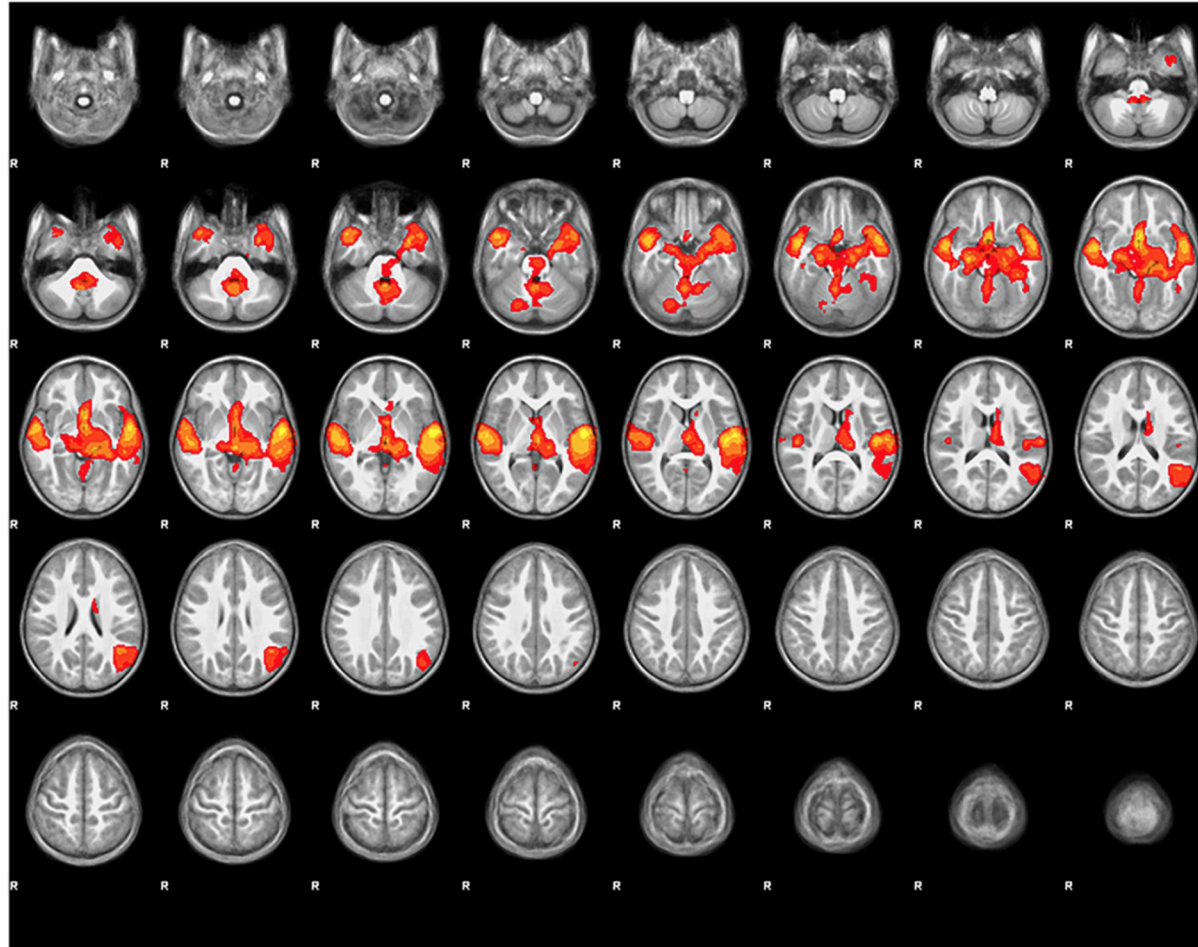
Bonding

Is there anything better than sharing a good book with a child in your lap?

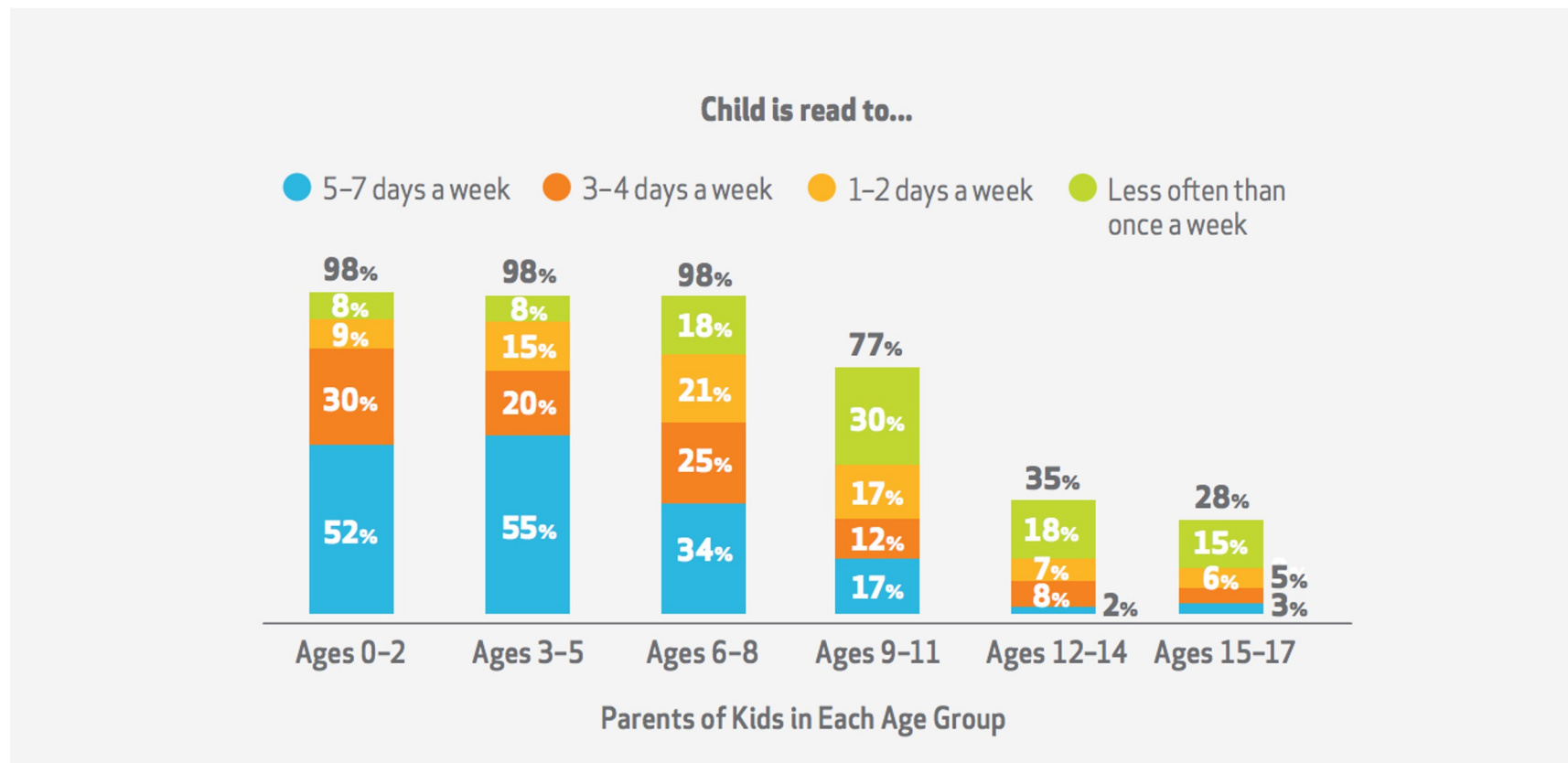
Literacy Skills

Vocabulary. Phonics. Familiarity with the printed word. Storytelling. Comprehension. Reading aloud is invaluable for building literacy skills.

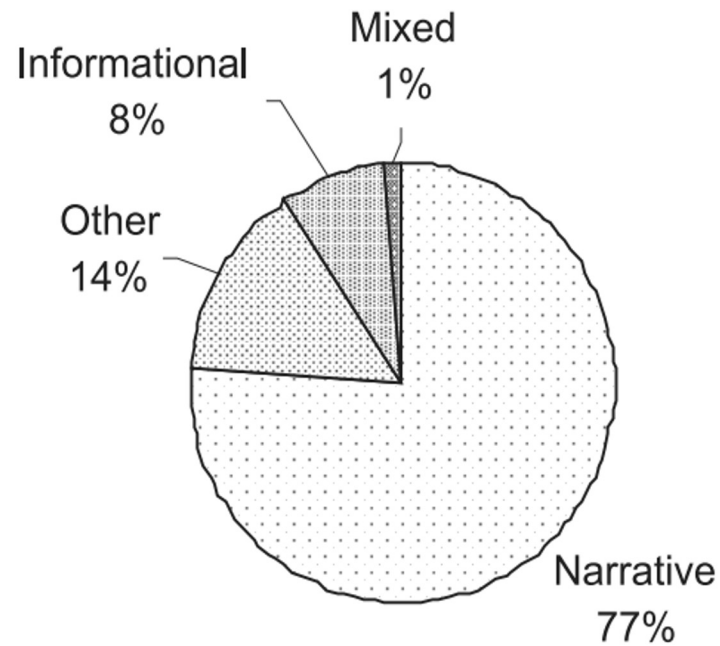
Home Reading Environment and Brain Activation in Preschool Children Listening to Stories (Hutton et al., 2015)



Frequency with Which Parents Say Their Child is Read Books Aloud at Home Base: Parents of Children Ages 0–17



Informational Texts as Read-Alouds at School and Home (Yopp & Yopp, 2006)



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!

