

Cracking the Code:

Developing Skills for Literacy Success

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Disclosure

- Presenter receives no financial compensation from any of the creators of the content, materials, or resources shared in this presentation.
- is self-employed as a Speech-Language Pathologist and owner at The Speech Path.
- Presenter is receiving a speaking fee for this presentation.

Objectives

Participants will learn about:

- early foundations of reading development
- classroom strategies to support literacy development
- intervention strategies to help struggling readers

Strong Readers vs Struggling Readers

Strong Readers typically have:	Struggling Readers may have:
<ul style="list-style-type: none">• early experiences with books• well-developed spoken language skills (conversation skills, vocabulary, grammar, sentence structure, story-telling)• literacy knowledge (purpose of reading; print awareness)• strong phonological and phonemic awareness skills• understanding that letters represent sounds• good reading fluency• strong reading comprehension	<ul style="list-style-type: none">• limited experience being read to• spoken language or communication difficulties• limited literacy knowledge• delays or difficulties with phonological awareness, phonemic awareness, and/or phonics• poor reading fluency• poor reading comprehension• other challenges (attention, memory, engagement, visual or hearing impairment)

Set the Stage for all Students

Explicitly TEACH, MODEL, and CREATE OPPORTUNITIES for:

- frequent back-and-forth conversation
- learning new vocabulary
- listening to, understanding, and telling stories
- identifying and manipulating the units of spoken and written language (words, syllables, sounds, grammatical word endings, syntactic structures)

Set the Stage for all Students

- Build interest & curiosity
- Build confidence - we are all readers; focus on strengths / successes
- Create literacy-based connections between school, home, culture, and community
- Involve families

What is Phonological Awareness?

What is the difference between
Phonological Awareness and Phonics??

Critical Foundations: The 3 P's

- Phonological awareness
- Phonemic awareness
- Phonics

Phonological Awareness

- oral language skill
- identification and manipulation of spoken words, syllables, rhyme, and sounds:
 - isolation
 - segmentation
 - blending
 - substitution
- learned by hearing and ‘playing’ with words, syllables, and sounds
- underlying framework for reading (decoding) and spelling (encoding)
- begins developing at 3 years of age. At school entry, most children can identify and generate rhyme. Continues to develop until 7 to 9 years old.

Phonemic Awareness

- sound (phoneme) part of phonological awareness
- often not developed in struggling readers
- ability to identify and manipulate individual sounds in words
 - sound isolation (e.g., alliteration; *last sound in 'dog' is /g/*)
 - sound segmentation (e.g., *'play' → /p/ + /l/ + /ay/*)
 - sound blending (e.g., */sh/ + /ee/ + /p/ → 'sheep'*)
 - sound deletion (e.g., *say 'sheep' without the /p/ → 'she'*)
 - sound substitution (e.g., *'cat' - change /a/ to /uh/ → 'cut'*)

Phonics

- connection between letters (written language) and sounds (spoken language)
- sounds the letters represent, rather than letter names
- consonants are learned before vowels
- single consonants are learned before consonant clusters or blends
- single vowels and consonants are learned before vowel and consonant digraphs (e.g., sh, ch, th) (e.g., ea, ie)

Markers of struggling readers...

By end of kindergarten, are not able to:

- segment spoken words into sounds
- substitute one sound for another to form a new word

Late kindergarten, grade 1 & 2:

- Poor phonics skills
- Avoidance of reading / writing tasks (e.g., withdrawal from tasks; off-task behaviour or conversation; shows reluctance, resistance or other signs of stress)
- Compensatory strategies (e.g., avert eyes from text; guess; seek picture cues only; rush through task)
- Get 'stuck' at low level readers - succeeding only by memorizing and using picture cues

Getting to the root of the problem

- comprehensive language and literacy assessment, including assessment of phonological awareness
- identify other possible obstacles (e.g., vision; hearing; engagement; self-regulation; attention; memory)
- child's individual profile - strengths and needs
- goals and intervention based on child's specific needs

Successful Reading Remediation...

is not	is
<p>the tools:</p> <ul style="list-style-type: none">• a specific program• a grade levelled reading series <p>doing more of what is not working:</p> <ul style="list-style-type: none">• reading practice• reading groups with set curriculum	<p>based on:</p> <ul style="list-style-type: none">• teacher understanding of all stages of development• thorough assessment of individual student's strengths and needs (including PA)• specific goals based on individual student needs• strategies to support progress with goals

Struggling Readers need....

- purposeful, meaningful application between the skills they are learning and real world
- explicit teaching of 3 P's
- explicit teaching and practice of sight word recognition for high frequency words
- time - slower pace
- opportunities for 'errorless learning'
- confidence
- understanding that mistakes are okay

Strategies for Teaching

- *Teach why, then how* (Dr. Steven Gutstein). **Create opportunities / problems to be solved that require reading.** (e.g., *I wonder what comes next* (on list or schedule); *We need to find our seats* (that are labelled with students' names); *We're making volcanos! I wonder what we need* (and look to instructions); *Let's see who ordered chocolate milk* (referring to list of student milk orders)).
- **Guide** rather than just instruct / test. Be 'side-by-side' learners with your students. Communicate using comments, and fewer questions and commands.
- **Focus on the process** (attention / observation, engagement, thinking, making inferences, application of strategies, taking risks, seeking guidance, resilience - trying again). **Focus less on product / output.** More is not always better.
- **Model the process** (and yes, sometimes the answer too!).
- **Go slow.**
- **Create one-step-ahead challenges** - know where student is at, add next step
- **Pause** - give students time to think and respond.

Strategies for Teaching and Remediation: Phonological Awareness

Word awareness

The banana is green.

- clap or tap once for each word in spoken sentence
- add or substitute word to change meaning
- circle each word in printed sentence
- leave space between words when writing

Strategies for Teaching and Remediation: Phonological Awareness

Syllable awareness

ba-na-na green

- talk about long and short words
- clap or tap the 'beats' in the word
- add or delete a syllable
- substitute a different syllable

Strategies for Teaching and Remediation: Phonological Awareness

Rhyme awareness

Willaby Wallaby Woo, the elephant sat on you

The fat rat sat on my hat.

- nursery rhymes; rhymes with daily routines; songs
- identify or think of words that rhyme (e.g., fill-ins; generate silly sentence with words that rhyme)
- emphasize rhyme. Talk about how ending is the same in rhyming words.
- segment and blend onset and rime (e.g., sh_ee_p). Substitute different onsets (initial consonant sounds - e.g., p_ee_p; k_ee_p; st_ee_p; l_eap).
- word families

Strategies for Teaching and Remediation: Phonemic Awareness

Sound awareness

- alliteration (man, monkey, mitts)
- isolate individual sounds in words (e.g., identify first, last, middle sound)
- segment and blend: you guess word (blend) / I guess word (segment). Begin with words containing 2 sounds (e.g., go, bye, up, she), then 3 sounds (e.g., dog, sun, sheep). Words containing blends are more difficult (e.g., fly, east, stop).
- substitute: change first, last, or middle sound to make a new word (cat —> change /t/ to /n/ —> can)
- sound out words together as you read (blend) and write (segment)

Resources

- hierarchy of phonological awareness development: <http://www.smartspeechtherapy.com/wp-content/uploads/2015/07/Phonological-Awareness-Hierarchy-.pdf>
- go-to literacy resource for teachers: *Comprehensive Literacy Resource* products by M. Trehearne (preschool; kindergarten; grades 1-2; grades 3-6)
- literacy program with oral language / phonological basis (e.g., *Wilson Reading Program*; *Orton-Gillingham*; *Explode the Code* workbooks)
- authentic, decodable readers (e.g., <https://flyleafpublishing.com>)
- information, resources, activities for teachers and parents (e.g., *Reading Rockets* website; *Super Duper Publications* <https://www.superduperinc.com/Handouts/Handout.aspx>)

'The more that you read, the more things you will know. The more you learn, the more places you'll go.' Dr. Seuss

'Today a reader, tomorrow a leader.' Margaret Fuller

Thank you for your time,
dedication and collaboration.

Please feel free to reach out with any
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