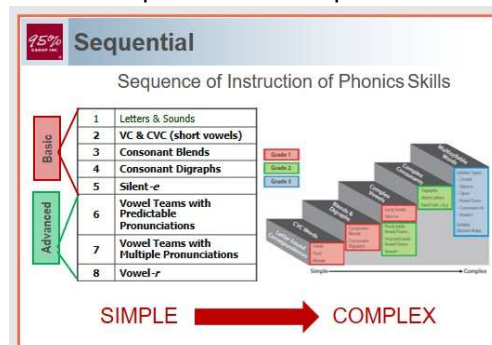


Key Presentation Resources

- Dehaene, S. (2010). *Reading in the Brain: The New Science of How We Read*. Penguin
- Hall, S. (2018). *10 Success Factors for Literacy Interventions: Getting Results with MTSS in Elementary School*. ASCD
- Kilpatrick, D. (2016). *Equipped for Reading Success: A Step-by-Step Program for Developing Phonemic Awareness and Fluent Word Recognition*. Casey & Krisch
- Kilpatrick, D. (2015). *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*. John Wiley & Sons
- Seidenberg, M. (2017). *Language at the Speed of Sight. How We Read, Why So Many Can't and What Can Be Done About It*. Basic Books
- The Ladder of Reading and Writing by Nancy Young [Secret Code Actions - Ladder of Reading And Writing \(nancyyoung.ca\)](http://www.nancyyoung.ca)
- The Science of Reading Defining Guide www.thereadingleague.org/what-is-the-science-of-reading

Important Information About Skilled Reading

- Behaviors of Skilled Readers on Word Reading (from Kilpatrick, *Equipped for Success*, pp. 4)
 - Instantly and effortlessly recognize known words in 1/20th of a second
 - Read 150-200 words per minute
 - Immediately recognize 30-70K words
 - Learn new words very quickly
 - Remember words they've learned
- International Dyslexia Association's position on the Principles of Structured Literacy
 - Link to download a 2-page overview: <https://dyslexiaida.org/effective-reading-instruction-for-students-with-dyslexia/>
 - Link to view infographic: <https://dyslexiaida.org/what-is-structured-literacy/>
 - Components of instruction: phonology, sound-symbol, syllables, morphology, syntax, and semantics
 - Principles of instruction: explicit, systematic & cumulative, diagnostic
- Additional information
 - "The most important key to fluent reading of any text is the ability to automatically recognize almost all of the words in the text.", Torgesen et al., 2003, pp. 293
 - Definition of sight word for this presentation: A word that an individual can instantly and effortlessly recognize without sounding it out.
 - Size of a reader's "sight word bank" impacts ability to read with fluency and comprehension.
 - Phonics skills can be viewed along a continuum from simple to most complex.





What Does Structured Literacy Look Like in Practice?

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The Science of Reading

- Resource: YouTube Video of **Stanislaus Dehaene** explaining **how the brain reads**: <https://www.youtube.com/watch?v=25GI3-kiLdo>
- “As adults we have forgotten how we were as children. The adults have the **illusion of whole word reading** but the brain processes every single letter and does not look at the whole shape.” (Dehaene, S. (2017). *Reading in the Brain*. <https://www.youtube.com/watch?v=MSy685vNqYk>. 12:44,13:13)
- “Learning with the **whole word method** is much slower and trains the wrong brain area in the right hemisphere. Systematic grapheme to phoneme correspondences has the upper hand in making the fastest change.” Dehaene, S. (2017). *How the Brain Learns to Read*. <https://www.youtube.com/watch?v=25GI3-kiLdo>. 13:13, 36:47
- “The gulf between science and education has been harmful. A look at the science reveals that the methods commonly used to teach children are inconsistent with basic facts about human cognition and development and so make learning to read more difficult than it should be.” (Seidenberg, M. (2017). *Language at the Speed of Sight. How We Read, Why So Many Can’t and What Can Be Done About It*. Basic Books, pp. 9

Orthographic Mapping

- “Orthographic mapping is the mental process used to store words for immediate, effortless retrieval. It is the mechanism for sight-word learning. It requires good phonemic awareness, letter-sound knowledge, and the alphabetic principle.” Kilpatrick (2015) pp. 362
- “The alphabetic principle is neither a skill nor a strategy; it is an insight. The alphabetic principle is the insight that there is a direct connection between the sounds of spoken language and the letters in the written word.” Kilpatrick (2015) pp. 93
- “Some research suggests that with weak readers, contextual guessing actually hinders word learning (Landi et al., 2006). If weak readers can correctly guess a word from context, they do not have to carefully notice the letter sequence of that word to assist them in making it a familiar sequence for later recognition.” Kilpatrick (2015) pp. 38-39

Phonics Lesson Components (Note: Not all components are done each day)

- Warm-Up
- Teach Phonics Pattern
- Writing, including letter formation
- Fluency
- High-frequency Words
- Passage reading
- Comprehension

Warm-Up







Brief – can vary but typically phonological awareness or phoneme awareness/manipulation

- “...the phonemes that make up the sounds of words in the phonological lexicon will act as **anchoring points** for remembering the spelling sequence of written words.” Kilpatrick (2015), 87
- “Efficient orthographic mapping will only occur if the student has adequate phonemic awareness/analysis. If he cannot pull apart the sounds in words, he cannot align those sounds to the order of the letters.” Kilpatrick (2015) pp. 100

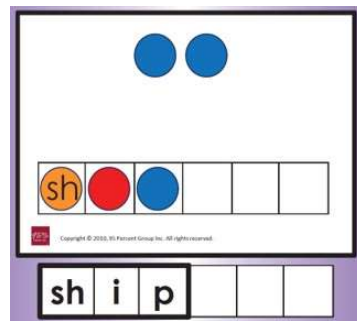
Teach Phonics Patterns

Instructional Strategy: Sound-Spelling Mapping with phonics chips

- Colors can be helpful in focusing students on phonics patterns

	Consonants
	Consonant Digraphs
	Short Vowels
	Long Vowels
 	Vowel Teams
  	R-Controlled Vowels

- Steps for teaching sound-spelling mapping with colored phonics chips
 - Say the word
 - Fingerstretch the sounds
 - Count the sounds
 - Draw around the boxes
 - Pull down one sound at a time
 - Write the letters below each box

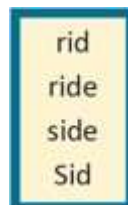


Instructional strategy: Word sorting with pattern and contrast words (and syllable gestures as appropriate)



Instructional Strategy: Word Chains

- Start with a word
- Change the word by adding, deleting, or substituting one sound
- Repeat the process to continue the chain



Instructional strategy: Sentence Dictation

- Self-correction is important to eliminate future errors



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Fluency

Words, short phrases, longer phrases, sentences, and passages

Passage Reading

- 95 Percent Group’s Transfer to Text Process:
 - Highlight skill words in passage and count them
 - Read only skill words that have been highlighted
 - Read passage with skill words highlighted
 - Read unmarked copy of passage (no highlight words)
- Why decodable text
 - Transitions students from seeing the pattern in isolation to seeing it in text
 - Enables lots of practice opportunities with words that follow the pattern
 - Seidenberg on redundancy
 - “The nonrandom ways that letters combine mean that letters carry information about others that are likely to occur. This property is known as redundancy.” Seidenberg (2017) pp. 90.
- Orthographic Statistics – Skilled readers have learned to: (from Seidenberg (2017) – pp. 89)
 - Identify the legal patterns of letters that are used frequently (THR, STR, etc.)
 - Recognize strings of letters that cannot occur in English (TSIP, SITP, XPLK)
 - Build neural structures that represent the permissible patterns
 - Tune the structures every time a text is read
- Practice is Important – “miles on the page”
 - “Readers become orthographic experts by absorbing a lot of data, which is one reason why the sheer amount and variety of texts that children read is important...The path to orthographic expertise begins with practice, practice, practice but leads to more, more, more.” Seidenberg (2017) pp. 92.

Comprehension

Brief questions after the passage reading:

- Reinforce that we read for meaning
- Allow opportunities for teaching vocabulary
- Can be oral or written

Thank you for all you do every day on behalf of children.

You are deeply appreciated.

Laura

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