



Welcome!

Unlock the Alphabetic Code: An Approach to Early Reading Instruction K-2




Presented by: Jane Vallin

Dale's First Day of Kindergarten

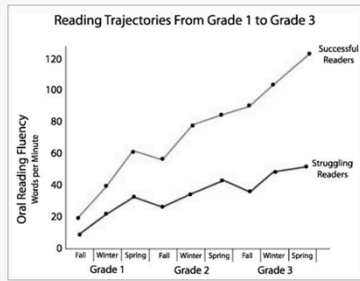


Dale in Grade 3



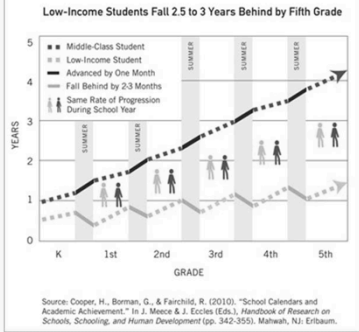
What happened to Dale?

Future reading progress is set early on...and children who fall behind rarely "catch up" on their own.



Big Ideas in Beginning Reading All CTL Websites  
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Low-Income Students Fall 2.5 to 3 Years Behind by Fifth Grade




Source: Cooper, H., Borman, G., & Fairchild, R. (2010). "School Calendars and Academic Achievement." In J. Meece & J. Eccles (Eds.), *Handbook of Research on Schools, Schooling, and Human Development* (pp. 342-355). Mahwah, NJ: Erlbaum.

Cooper, Borman, & Fairchild (2010)

We cannot ignore the facts!




35% reading proficiently at 4<sup>th</sup> grade (2013 NAEP)  
70-80% at-risk children reading "below basic" (NAEP, 2013)  
44% meet ACT benchmark level in Reading (ACT, Profile Report, 2014)  
\$536 billion annually on illiteracy and remedial (Literacy Facts, [www.literacytexas.org](http://www.literacytexas.org))



After research-based instruction, the percentage of first graders below 30<sup>th</sup> percentile can be reduced to 4-6%.

(Foorman; Mathes et al.; Allor et al.; Felton; Vellutino; Torgesen)

Is someone at fault?



“...it is unacceptable to have children and adults struggling to read when they could benefit from what modern neuroscience has taught us about reading...” (Shaywitz, 2003, p. 6).

How can we prevent reading disability?




There is an epidemic of reading failure that we have the scientific evidence to treat effectively and we are not acknowledging or implementing it.  
~ Dr. Sally Shaywitz

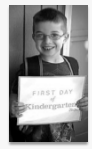

2014 U.S. House Committee Hearing



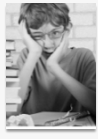

**Turn & Talk**  
What's one thing you know every child needs to become a good reader?



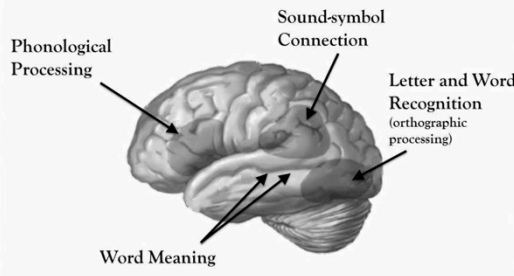
- ✓ Alphabet recognition
- ✓ Sound symbol relationship
- ✓ Sight words

Automatic processing and blending of letters and sounds to form words



What the Brain Must Do to Read Words



### Building the Reading Brain

“building the neural circuitry that links the sounds of spoken words – the phonemes – to the print code – the letters that represent these sounds.”

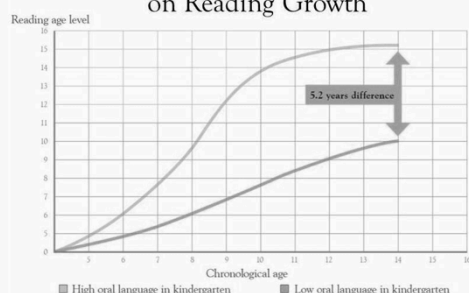
(p. 177, Shaywitz 2003)

### Five Keys to Beginning Reading Instruction

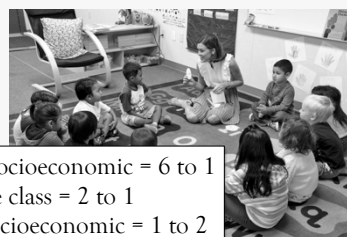
1. Strong language foundation
2. Explicit code instruction and application
3. Multi-modal integration of all of the language arts
4. Many opportunities to read from a variety of texts – both fiction and nonfiction
5. Motivation



### The Effects of Oral Language on Reading Growth



### #1 Provide a safe and encouraging language environment



High socioeconomic = 6 to 1  
 Middle class = 2 to 1  
 Low socioeconomic = 1 to 2



#### Turn & Talk

Tell one thing you might see happening in this classroom that would answer the question:

*What does a safe and encouraging language environment look like?*






### #2 Model rich language




- Model rich language
- Connect new words to past experiences

**#2 Model rich language (cont.)  
Teaching New Words**

- ☆ Call attention to the target word.
- ☆ “Think aloud” for children.
  - Share a child-friendly explanation
  - Provide examples and associations
- ☆ Have children develop personal associations for the word.


**Child-friendly Explanations  
& Instructional Talk**



Call attention to the target word

In the story, the farmer grew an **enormous** potato. The author told us the potato grew and grew until it was **enormous**.

**Child-friendly Explanations  
& Instructional Talk**




Provide a child-friendly explanation & several examples

**Enormous** means very big. Say the word with me.


Someone might say that a full-grown dog is **enormous** next to a little puppy. Some people think my chair is **enormous** next to your chairs. When my son moved from his baby crib to his big-boy bed, he thought his new bed was **enormous**. I've been to forests where the trees are **enormous**.


**Child-friendly Explanations  
& Instructional Talk**



Ask children to make an association

Can you think of something that you've seen or heard about that is **enormous**? Use a whole sentence to tell your neighbor something you think is **enormous**.






*Your Turn.*

In *Cook-A-Diddle-Do!*, the great-grandson of the Little Red Hen finds her cookbook and decides to make strawberry shortcake. “Just like Great-Granny, I’ll be a cook!” crowed Rooster as he pranced toward the big farmhouse.

**Turn & Talk**


- ☆ Develop a child-friendly explanation for the word **pranced**.
- ☆ Include several examples and associations.

**#3 Extend children’s thinking and vocabulary through questioning and discussion.**



How is Rooster like Great Granny? How is he different?

With a partner, decide which animal was most helpful to Rooster and what parts of the book made you think that.



scholastic.com.org/10/5/15



### #3 Extend children's thinking and vocabulary through questioning and discussion (cont.)



### Five Keys to Beginning Reading Instruction

1. Strong language foundation
2. **Explicit code instruction and application**
3. Multi-modal integration of all of the language arts
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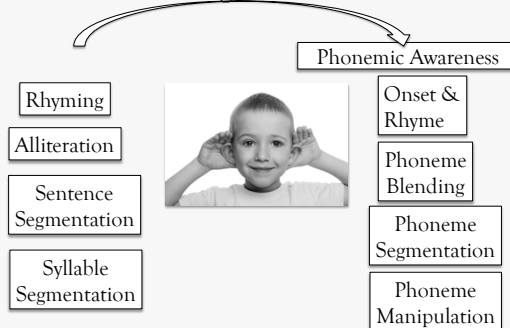
### Phonemic Awareness What do we know from research?

*In order for a beginning reader to use knowledge of letters and sounds, s/he must be able to recognize that speech is made up of a sequence of small sounds.*

*Phonemic awareness is one of the most important foundations of reading success and should be developed during the preschool and kindergarten years.*

Snow, Burns & Griffin, *Preventing Reading Difficulties in Young Children*

### Phonological Awareness



### Phonemic Awareness

#### Indirect Instruction

- ★ Songs
- ★ Fingerplays
- ★ Games
- ★ Poetry
- ★ Language play

#### Direct Instruction

- ★ Daily auditory discrimination and phonological awareness routines in pre-K
- ★ Daily phonemic awareness routines in kindergarten



**DAILY ROUTINES:**  
Informal Assessment

#### Quick routines to start the day:

- ★ Pre-K: 2-5 minutes
- ★ K: 5-10 minutes
- ★ 1<sup>st</sup> and 2<sup>nd</sup>: 10-15 minutes

#### Focus on key early literacy skills:

- ★ Phonological and phonemic awareness
- ★ Blending/Decoding
- ★ Dictation/Encoding
- ★ Handwriting/Editing

## Pre-K Daily Routines



- **Print and Book Awareness**
- **Auditory Discrimination and Phonological Awareness**
  - ★ Environmental sounds
  - ★ Words
  - ★ Syllables
  - ★ Rhyme
  - ★ Alliteration

## Pre-K Daily Routines: Print Awareness

Today is Monday.

We will hear a story.



### DAILY ROUTINES: Informal Assessment

**Phonemic Awareness**  
Tell children to pretend they're going on a trip, but can pack the car only with things that begin with /k/. Have children take turns naming things to pack. Allow silly things (such as couches) and things that begin with /k/, but are spelled with k (such as kangaroo).

**Dictation**  
Ask children to write a lowercase letter for the sound at the beginning of the first three words and a capital letter for the last three words.

curly	Contest
cloud	Crocodile
garpet	Coconut

**Handwriting**  
Review how to form c and C. Guide children as they copy c's and C's from the board.

c	c	c	c
C	C	C	C

## Kindergarten Daily Routines

## Kindergarten Daily Routines Beginning of the year



- ★ **Phonemic Awareness:**
  - Single phoneme: yes or no
- ★ **Dictation:**
  - Using letter cards, not writing
- ★ **Handwriting:**
  - Single letter, capital and lower-case



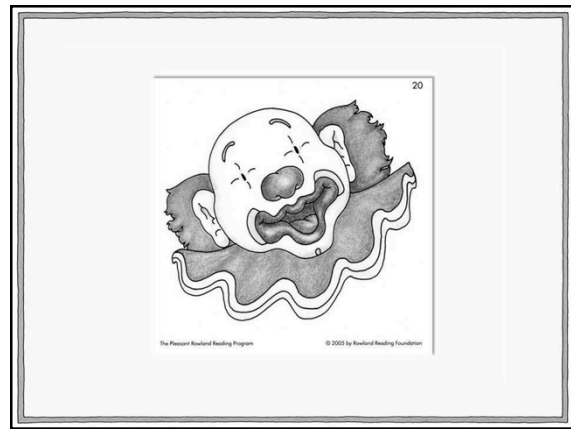
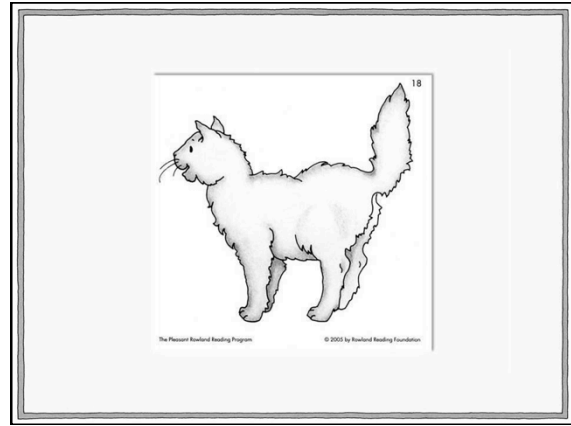
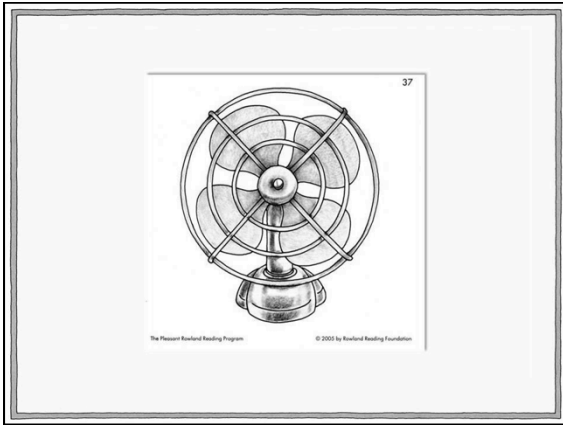
The Pleasant Reading Program

© 2005 by Rowland Reading Foundation



The Pleasant Reading Program

© 2005 by Rowland Reading Foundation



Let's Practice Segmenting Phonemes

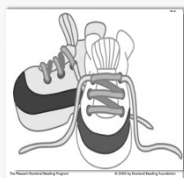
How many sounds do you hear in the word \_\_\_\_\_?

Let's Practice Segmenting Phonemes

How many sounds do you hear in the word \_\_\_\_?

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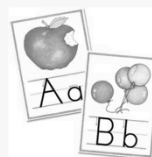
## From Phonemic Awareness

to Phonics

Auditory Discrimination  
Phonological Awareness  
Phonemic Awareness

Letter-sound relationships  
Blending  
Decoding  
Encoding

## What is Phonics?



- ★ Connecting individual sounds in speech to the letter(s) that stand for those sounds.
- ★ Applying common “rules” (generalizations) for reading or pronouncing regularly-spelled words.

## Effective Phonics Instruction is **Systematic and Explicit**

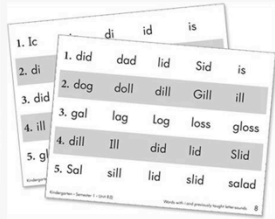
- ★ 3 decades of research funded by National Institutes of Health
- ★ 10 large scale longitudinal studies & 1,500+ smaller-scale studies
- ★ 10,000,000+ children studied
- ★ 2,500+ articles & 50+ books

## Systematic and Explicit Instruction (cont.)

- ★ Teach letter sounds directly
- ★ Provide practice in blending
- ★ Teach decoding (i.e. vowel patterns, consonant digraphs)
- ★ Provide practice in cumulatively decodable text



### Effective Phonics Instruction Includes Blending



### Effective Phonics Instruction includes Encoding and Decoding

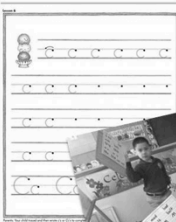
★ **Encoding** = Translating speech sounds into the letters that represent those sounds



★ **Decoding** = Linking sounds to the printed letters, blending them together, and saying the whole word.



### Handwriting Automaticity & Accurate Spelling

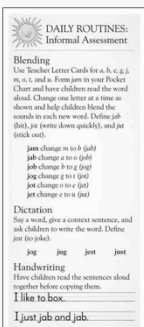


### Phonics & Handwriting

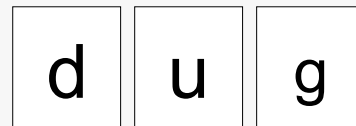
- ★ Physically writing a letter provides kinesthetic reinforcement to help children remember letters and sounds.
- ★ Letter formation must be taught and practiced.
- ★ Learning to form the letters of the alphabet enables children to write expressively.



### Mid-Kindergarten Daily Routine



- Phonemic Awareness/Blending
  - Cumulative: more sounds/letters
  - Blending practice overtaking phonemic awareness practice
  - Increased student response
- Dictation
- Writing words
- Handwriting
  - Copying sentences





h u g

t u g

buzz

fuzz

full

fell

### First & Second Grade Daily Routines

**DAILY ROUTINES: Informal Assessment**

**Decoding**  
Use page 7 of the Big Book of Decoding to write the words below on the board. Have children identify the patterns in each group of words and then read aloud down the columns several times. Under each letter, dash from left, each letter on the dash, dash from left to the right, and dash from right to left.

cat	back	back	back
dash	dash	dash	dash
dash	dash	dash	dash
dash	dash	dash	dash

**Dictation and Spelling**  
Dictate the words and sentence. Identify the Memory Words (in red).  
The cat sat on the dash.  
He sat on the dash.

**Handwriting**  
Have children read the sentence aloud and then copy them.  
The cat sat on the dash.  
He sat on the dash.

UNIT 1, LESSON 150 29

**DAILY ROUTINES: Informal Assessment**

**Decoding**  
Write the words below on the board. Have children read across the rows several times. Then point to the words in any order and have children read them aloud again.

note	quite	write	write
note	quite	write	write
note	quite	write	write
note	quite	write	write


**Dictation and Spelling**  
dictate back to back by the bay practice  
After school, I go into my own room.  
I close the door and do my homework.  
My mom tells me when dinner is ready.

**Writing and Editing**  
Good advice helped Sol write his writing and his bating.  
I got good advice when \_\_\_\_\_  
It helped me \_\_\_\_\_.


UNIT 1, LESSON 151 79


### Five Keys to Beginning Reading Instruction


1. Strong language foundation
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### Multimodal Instruction


Hear it  


See it  



Say it  


Write it  



### Multimodal Instruction



### Integration of the Language Arts



### Why Integrated Literacy?



“... a deficiency in any of the component skills has the potential to affect the development of other skills and, ultimately, the development of the child as a proficient reader.”

Hudson, Torgesen, Lane, Turner, 2012



[Excellent teachers] “understand how reading and writing development are related and they effectively integrate instruction to take advantage of the child’s development in both areas.”

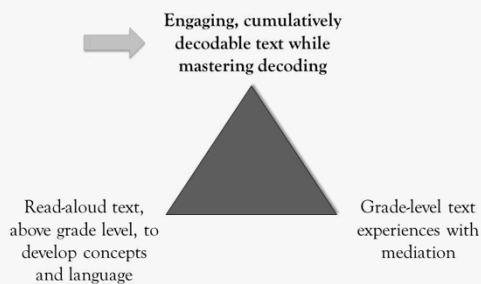
*Excellent Reading Teachers: A Position Statement of the IRA, 2000, p. 2.*

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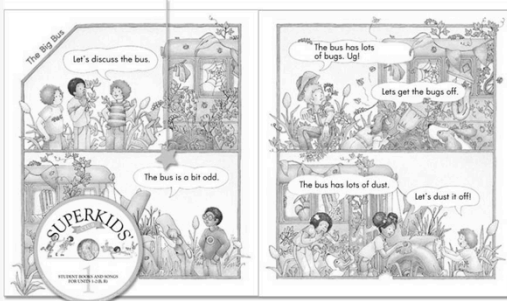
## A Multiple Text Approach



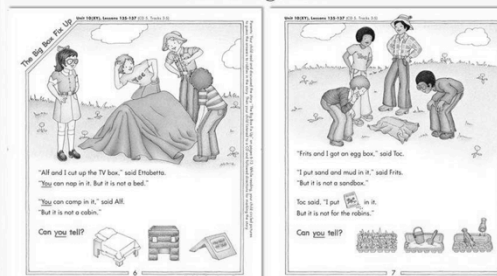
## Beginning of the Year - Kindergarten



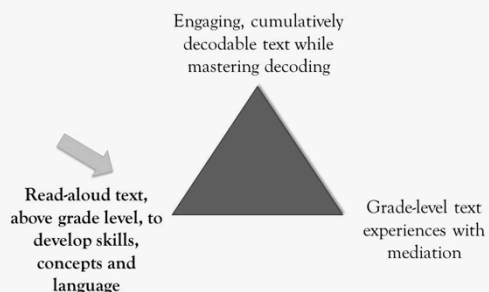
## Mid-Kindergarten Year



## End of the Year Kindergarten



### A Multiple Text Approach

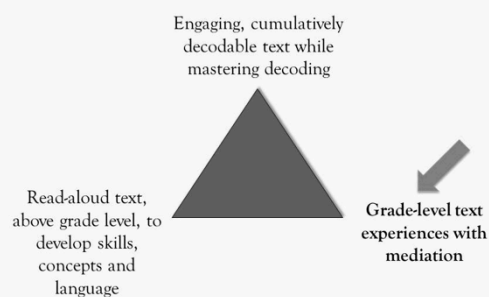


### Reading Aloud in the Primary Grades

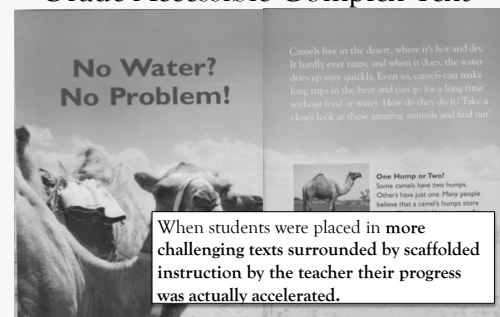


"Having students **listen to informational read-alouds in the early grades** helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades." (CCSS ELA Standards, p.33)

### A Multiple Text Approach



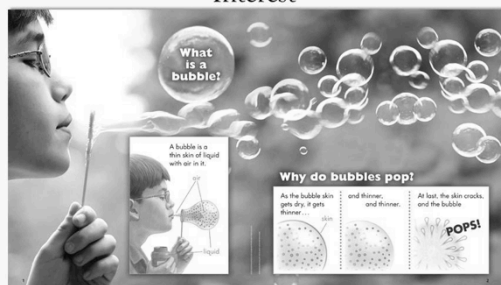
### Grade Accessible Complex Text



When students were placed in **more challenging texts surrounded by scaffolded instruction by the teacher** their progress was **actually accelerated**.

Kuhn, et al., (2006)

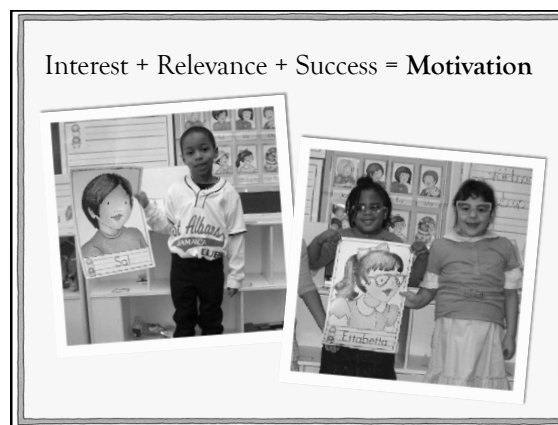
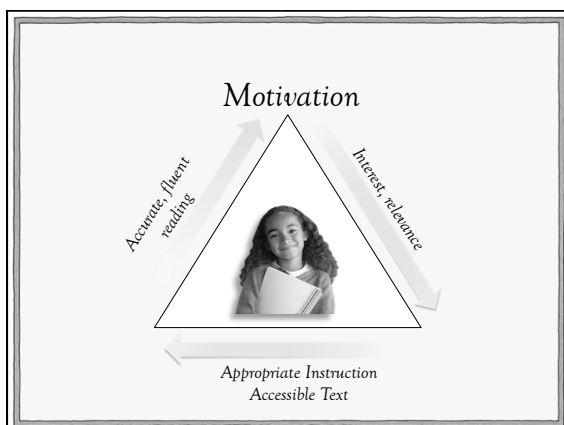
### Nonfiction Develops Interest



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### Building Motivated Learners

- ★ Create meaningful goals and purposes for reading
- ★ Connect learning to students' lives
- ★ Elicit or build background knowledge
- ★ Use materials that reflect students' realities and interests
- ★ Utilize high-quality informational text

### Motivation:

What do we know from research?

*"When children feel they belong and find their realities reflected in the curriculum, research has demonstrated that they are more engaged in learning and that they experience greater school success."*

(Hunsberger, 2007)

### Five Keys to Beginning Reading Instruction

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### The Self-Perpetuating Cycle of Reading Difficulties

- ★ Difficulty in decoding
- ★ Lack of fluency
- ★ Avoidance of reading
- ★ Less reading practice
- ★ Declining vocabulary growth
- ★ Limited academic language and content knowledge
- ★ Declining comprehension
- ★ Lack of motivation



### Instruction Counts!

"No time is as precious or as fleeting as the first years of formal schooling. Research consistently shows that children who get off to a good start in reading rarely stumble. Those who fall behind tend to stay behind for the rest of their academic lives."

(Burns, Griffin, & Snow, 1999, p. 61)

### Thank you for coming!

Keys to Unlocking the Alphabetic Code: A Multimodal,  
Integrated Approach to Early Reading Instruction



For more information, please contact:  
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