Reinventing Professional Development: Teaching the Science of Reading through Social Media

Scarborough's Reading Rope:

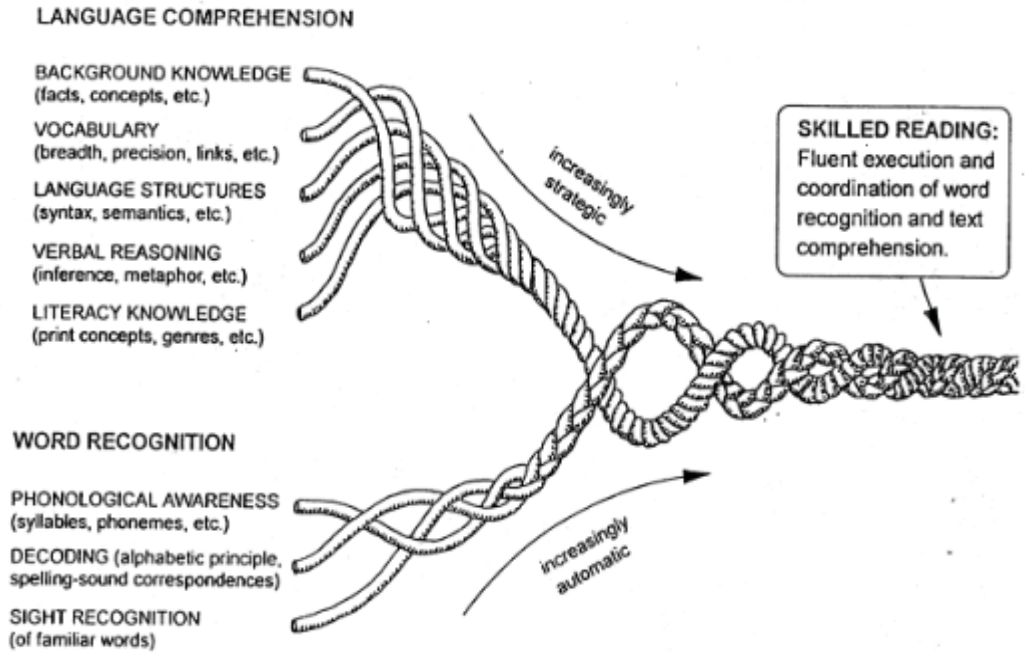
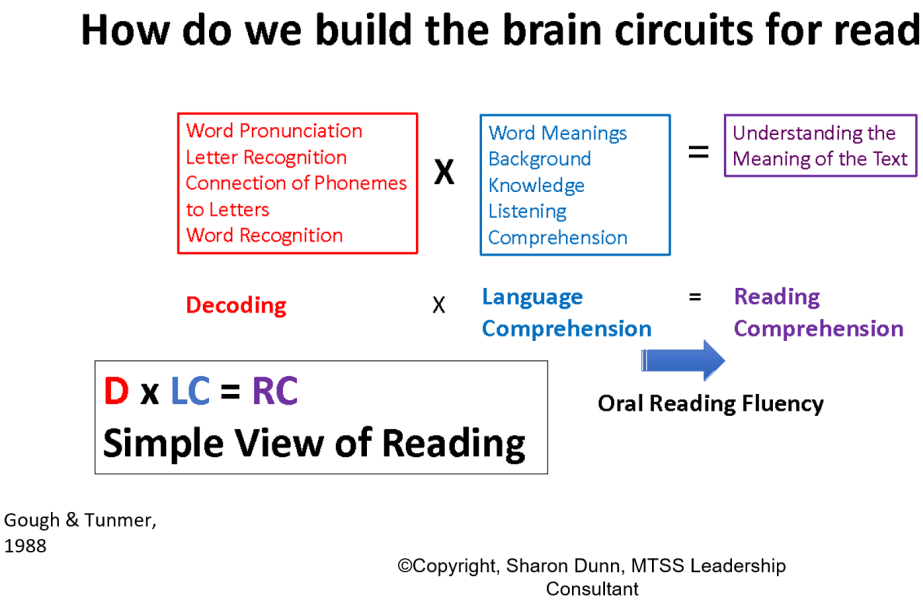


Figure 1.3 Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy (pp. 97-110). New York: Guilford Press.

Simple View of Reading (Gough & Tunmer, 1988)



Stanislas Dehaene: How the Brain Learns to Read

https://www.youtube.com/watch?v=25GI3-kiLdo

Emily Hanford's Podcasts:

Hard Words: https://www.apmreports.org/episode/2018/09/10/hard-words-why-american-kids-arent-being-taught-to-read

What the Words Say: https://www.apmreports.org/episode/2020/08/06/what-the-words-say

At a Loss for Words: https://www.apmreports.org/episode/2019/08/22/whats-wrong-how-schools-teach-reading

Structured Literacy vs. Typical Practices

Skill Area	Structured Literacy	Typical Literacy Practices
Phonological Awareness	Emphasis on the **sounds in spoken language** distinct from and prior to phonics instruction; Phoneme awareness used as the starting point for print	Letters used as the starting point for print; **Reading treated as a visual skill**; Confusion of phonemic awareness and phonics; Avoidance of segmenting spoken words
Phonics & Spelling	Intentional instruction in **letter-sound combinations;** Sequenced from easier to harder for reading and spelling; Application of word reading in print	**Phonics taught whole to part (analytic)** incidentally as students make mistakes in text or by analogy (word families); Mini lessons responding to student errors
Vocabulary & Oral Language	**Oral language as the reference point for print**; Books used for reading aloud are more challenging than those students read independently; Scripted teacher dialogue	**Modeling reading aloud from the leveled books** students will read; Nondirective questioning and discussion
Text Reading Fluency	**Young students read text that is controlled to include only those phonics patterns that have been explicitly taught;** Fluency building only after accuracy; High degree of teacher-student interaction with immediate corrective feedback	**Use of leveled or predictable texts that are not controlled for decoding difficulty**; Error response focuses on **picture cues** or the use of context to determine words; High degree of independent silent reading; Miscue analysis
Reading Comprehension	**Background knowledge, text structure,** and strategies overtly modeled and practiced in a planned progression	**Emphasis on teacher modeling (think aloud);** Activities such as choral reading, shared reading and guided reading; Student book choice

Examples of Some Different Instructional Emphases in SL as Compared to TLP

Structured literacy (SL)	Typical literacy practices (TLP)
Phonics skills are taught explicitly and systematically, with prerequisite skills taught first. For beginning readers, these skills receive considerable initial emphasis.	Phonics skills are usually taught but not emphasized, even for beginners. Teaching is often not highly explicit or systematic. Prerequisite skills may not be taught first.
Phonics approach is synthetic (parts to whole). Students learn sounds for common letters and letter patterns (e.g., *sh*, *-ck*) and how to blend them (phoneme blending).	Phonics approach may be synthetic, but is often analytic (whole to parts) or decoding by analogy (e.g., "word families").
Beginning readers usually read decodable texts (texts largely controlled to specific phonics patterns that have been explicitly taught) that facilitate learning to apply phonics skills in reading texts.	Beginning readers usually read leveled and predictable texts (texts in which words are predictable based on sentence structure, repetition, or pictures) that do not easily lend themselves to application of phonics skills.
Oral text reading with a teacher is included in lessons.	Partner reading and independent reading may be emphasized more than oral text reading with a teacher.
When students read text orally, they are encouraged to look carefully at printed words and apply decoding skills to unfamiliar words.	When students read text orally, some errors may be overlooked, especially if they do not greatly alter meaning. Teacher feedback to errors may emphasize sentence context or pictures rather than consistent application of decoding skills.
Spelling skills are taught explicitly and systematically with prerequisite skills taught first and with instruction in common spelling rules (e.g., rules for adding endings). Spelling instruction reinforces and extends what students learn in decoding.	Spelling is often not taught in an explicit or systematic manner. Students may learn word lists in which words exemplify no particular phonics pattern or spelling rule. Spelling program may be completely distinct from decoding program with different words in the two programs.
Higher levels of literacy are explicitly and systematically taught (e.g., sentence structure, paragraphs, discourse), including prerequisite skills.	Some higher levels of literacy may be explicitly taught but usually not systematically and not with strong attention to prerequisite skills.

Phonics: Explicit, Systematic

Phonics: NOT Explicit, Systematic

Systematic Phonics – part to whole, phoneme blending

Often Analytic Phonics – whole to part. Decoding by word families

Beginning readers read decodable texts

Beginning readers read leveled/predictable texts. Phonics skills not easily applied

Reading with teacher included in lesson

Partner & independent reading emphasized

Taught to apply decoding skills to unfamiliar words

Teacher feedback to errors emphasize context or pictures, not decoding skills

Spelling taught explicitly and systematically

Spelling taught with word lists with no particular phonics pattern or spelling rule

Sentence structure, paragraph and discourse taught explicitly and systematically

Sentence structure, paragraph and discourse not systematically taught

The Difference Between Phonemic Awareness and Phonics

Phonemic Awareness	Phonics
Phonemic awareness refers to sounds in spoken words.	Phonics is the relationship between letters (graphemes) and sounds (phonemes).
Children are taught to understand that words are made up of individual sounds (phonemes). Ex: The word **cat** has three phonemes, or sounds: /k/ /a/ /t/	The goal is for the student to know the letters of the alphabet that correspond with certain sounds.
Phonemic awareness precedes phonics, with children first being able to identify sounds they hear and then gradually being able to connect sounds with their corresponding letters.	There are only twenty-six letters in the alphabet and forty-four phonemes. Sounds can be represented by multiple letters. Ex: the long 'o' example: hello, dough, row, and doe all have a long 'o' sound, and the sound is made by different letter combinations in each word.
The number of phonemes in a word isn't necessarily equal to the number of letters – let's use **boat** as an example. Even though **boat** has four letters, it only has three phonemes: /b/ /oa/ /t/.	

Direct, systematic, structured instruction of both phonemic awareness and phonics has an important place in the early childhood classroom.

The Difference Between Analytic and Synthetic Phonics

Know the difference between analytic and synthetic phonics instruction…

Analytic	Synthetic
Emphasis on the initial sound. Problematic for longer words - encourages guessing.	Each phoneme in every position is important.
Emphasis on initial sounds, onset, rhyme and word families.	Emphasis on hearing and identifying the phonemes in ALL positions.
Slow…like one sound a week. Delays reading progress.	Fast…Ex; Eight sounds over two weeks.
Spelling is addressed separately.	Children are taught the alphabetic code is reversable; if you can read a word you can spell it.
Encourages guessing.	English language is logical, it doesn't need guessing for successful reading and spelling if taught systematically.
The alphabet is central concentrating on 26 letters and corresponding sounds	Children learn 44 phonemes and how each can be represented. Ex: 'face', 'miss' and 'sun'. The phoneme /s/ can have many spelling choices.
Too many "exceptions" to rules.	There are minimal exceptions.
Sounds often taught incorrectly /s/ as 'suh'. Can interfere with blending.	Synthetic Phonics places emphasis on correct pronunciation of phonemes.

Why Use Decodable Text:

Leveled Text

- ✔ Leveled texts DO NOT have specified phonics patterns based on a scope and sequence.
- ✔ Pictures support the words…encourages **guessing.**
- ✔ Have some characteristics of predictable text.
- ✔ A significant portion of the words are high frequency words (memorization).
- ✔ Students learn to read through **exposure to repeated words.**
- ✔ When students don't know a word, they are prompted to **look at the picture** to "read" the word.

There isn't any evidence that it works…

Why use Decodable Texts?

- ✔ Students will learn to read words by using **phonics patterns already taught**, they can **sound out every word**.
- ✔ Beginning readers should read words they have been taught to decode so that they **do not develop the habit** of **guessing** the word based on the picture or the content.
- ✔ Beginning readers need to develop the habit of reading **accurately.** They start with CVC words and move on to more complex spelling patterns.
- ✔ They focus on teaching **decoding not comprehension.**

No guessing

No picture clues

No memorization!

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