

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



Presented by: Jane Vallin

Dale's First Day of Kindergarten

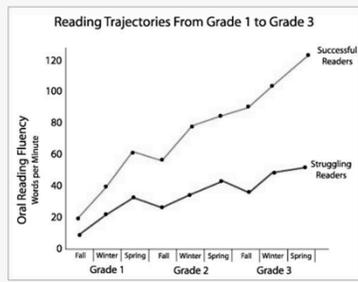


Dale in Grade 3



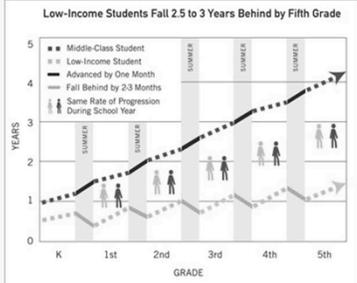
What happened to Dale?

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 Webinars  
 © University of Oregon Center on Teaching and Learning

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?

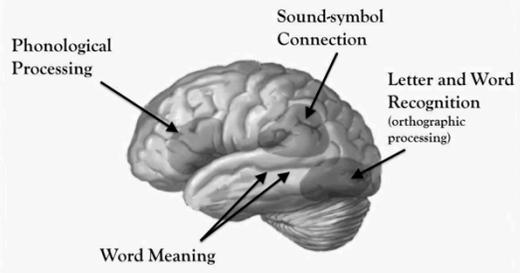
- ✓ Alphabet recognition
- ✓ Sound symbol relationship
- ✓ Sight words



- 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.”

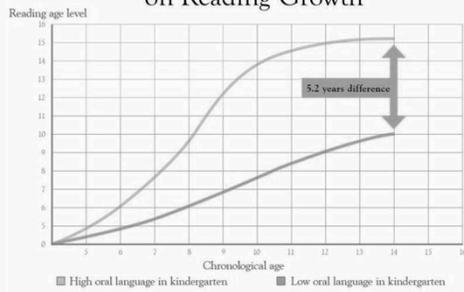
(p. 177, Shaywitz 2003)

### Five Keys to Beginning Reading Instruction

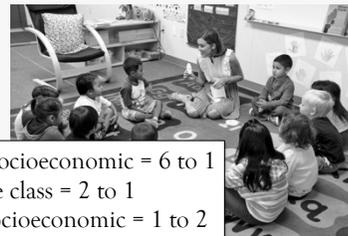
1. Strong language foundation
2. Explicit code instruction and application
3. Multi-modal integration of all of the language arts
4. Many opportunities to read from a variety of texts – both fiction and nonfiction
5. Motivation



### 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-Doodle-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**

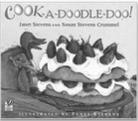
- ★ Develop a child-friendly explanation for the word **pranced**.
- ★ Include several examples and associations.

#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/10/5/15

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



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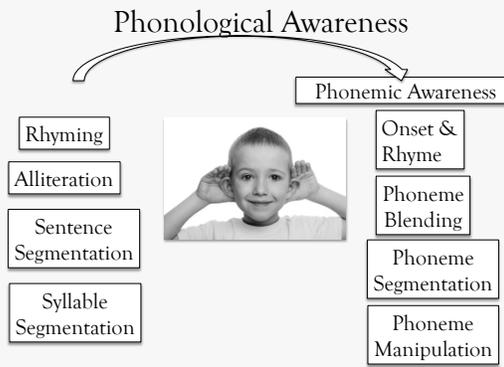
Phonemic Awareness  
What do we know from research?

*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

<p><b><u>Indirect Instruction</u></b></p> <ul style="list-style-type: none"> <li>★ Songs</li> <li>★ Fingerplays</li> <li>★ Games</li> <li>★ Poetry</li> <li>★ Language play</li> </ul>	<p><b><u>Direct Instruction</u></b></p> <ul style="list-style-type: none"> <li>★ Daily auditory discrimination and phonological awareness routines in pre-K</li> <li>★ Daily phonemic awareness routines in kindergarten</li> </ul>
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 **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 crockets) and things that begin with /k/, but are spelled with l (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
carpet	Coconut

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

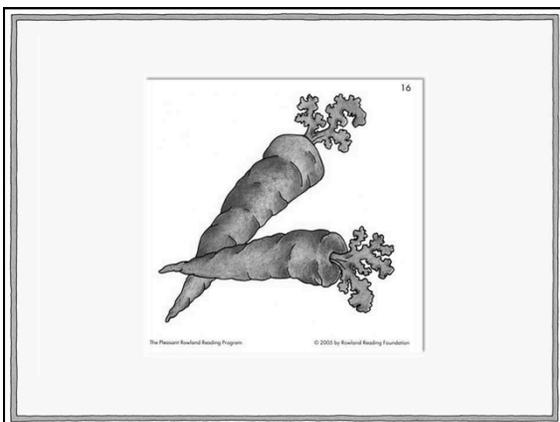
c    c    c    c

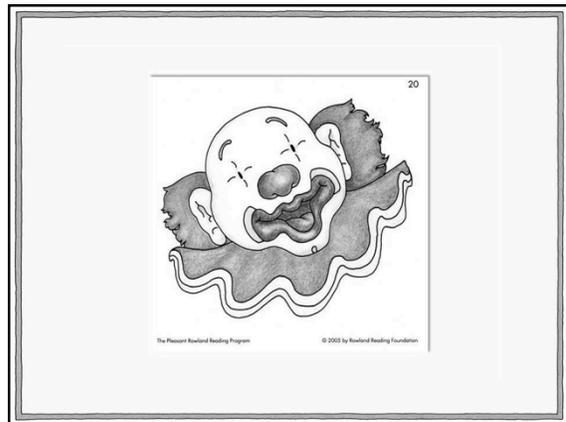
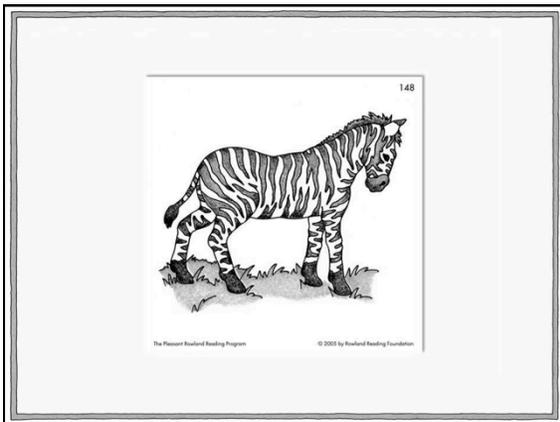
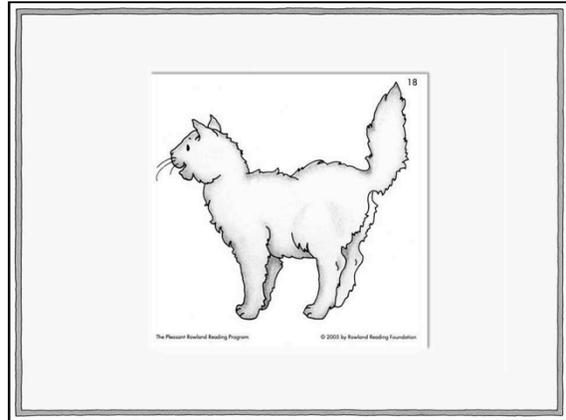
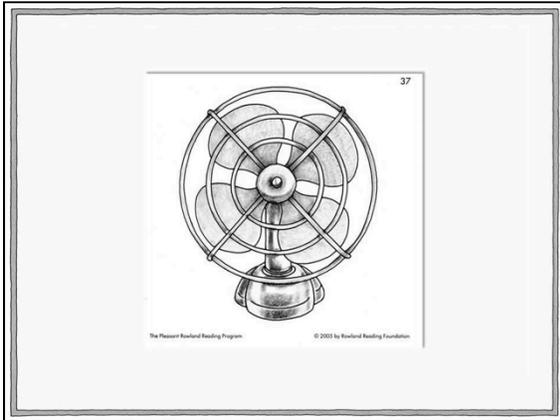
Cc   Cc   Cc   Cc

## 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





Let's Practice Segmenting Phonemes

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



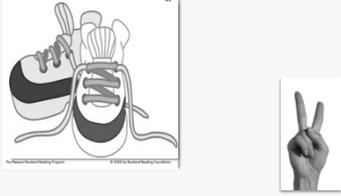
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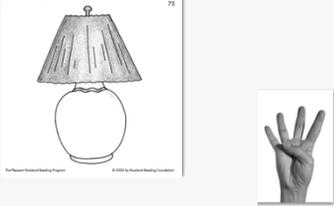
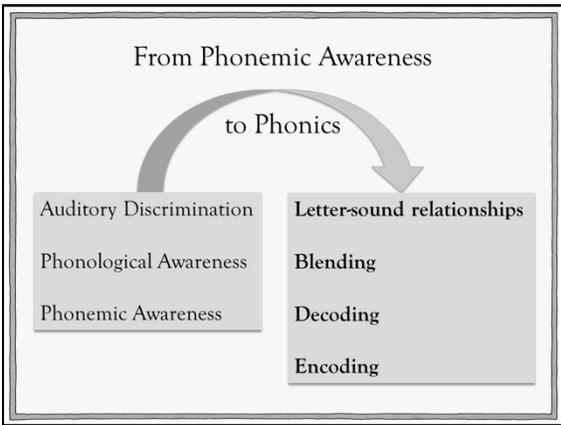
Let's Practice Segmenting Phonemes

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



Let's Practice Segmenting Phonemes

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

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**

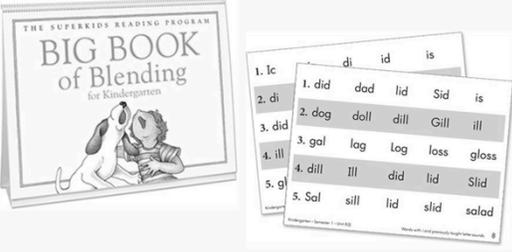
- ★ 3 decades of research funded by National Institutes of Health
- ★ 10 large scale longitudinal studies & 1,500+ smaller-scale studies
- ★ 10,000,000+ children studied
- ★ 2,500+ articles & 50+ books

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



The image shows the cover of a book titled "THE SUPERKIDS READING PROGRAM BIG BOOK of Blending for Kindergarten" which features a cartoon dog and a child. Next to it are several cards for blending practice. The cards are numbered 1 through 5, each with a list of words and their corresponding phonics breakdowns:

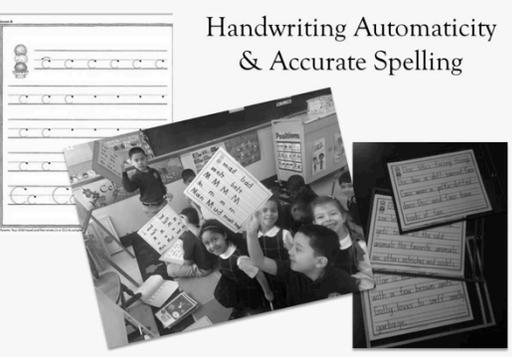
1. ic	di	id	is
1. did	dad	lid	Sid is
2. di			
2. dog	doll	dill	Gill ill
3. did			
3. gal	lag	Log	loss gloss
4. ill			
4. dill	ill	did	lid Slid
5. g			
5. Sal	sill	lid	slid salad

### 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.



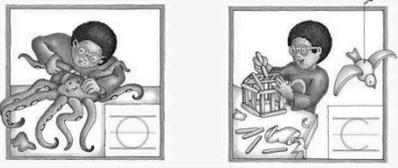
### Handwriting Automaticity & Accurate Spelling



The image shows a handwriting practice sheet with lines and arrows indicating stroke direction. Below it is a photograph of a classroom where children are holding up their own handwriting work.

### 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

**DAILY ROUTINES:**  
Informal Assessment

**Blending**  
Use Teacher Letter Cards for a, b, c, g, m, n, s, and t. Form jars in your Pocket Chart and have children read the word aloud. Change one letter at a time as shown and help children blend the words in each new word. Define job (job), jet (jet), down (down), and jet (jet) (stick out).

Team change a to b (gab)  
job change a to o (job)  
job change b to g (gob)  
jet change g to t (jet)  
jet change o to e (jet)  
jet change e to a (jet)

**Dictation**  
Say a word, give a context sentence, and ask children to write the word. Define jet to job.

jet jet jet just

**Handwriting**  
Have children read the sentences aloud together before copying them.  
I like to box.  
I just job and job.

**Phonemic Awareness/Blending**  
Cumulative: more sounds/letters  
Blending practice overtaking phonemic awareness practice  
Increased student response

**Dictation**  
Writing words

**Handwriting**  
Copying sentences

d

u

g

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 above the classroom several times. Below each sentence, dash from first, dash before on the dash, dash from end in the first, and dash from end with word.

path	catch	back	blush
dash	crash	dash	dash
dash	dash	dash	dash
dash	dash	dash	dash

**Dictation and Spelling**  
Dictate the words and sentence. Identify the Memory Words (in red).

crash crash crash crash  
He spent his cash.

**Handwriting**  
Have children read the sentences aloud and then copy them.

Rip! Sol checks his pants.  
He must stitch on a patch.

UNIT 1, LESSON 152 29

**DAILY ROUTINES**  
Informal Assessment

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

note	quite	wave	vase
rose	hour	flour	chase
poke	woke	stroke	choke

**Dictation and Spelling**  
dictates hole so both  
by like here promise

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 with his writing and his bathing.

I got good advice when \_\_\_\_\_  
It helped me \_\_\_\_\_.

UNIT 7, LESSON 19 79

### Five Keys to Beginning Reading Instruction

1. Strong language foundation
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4. Many opportunities to read from a variety of texts - both fiction and nonfiction
5. Motivation



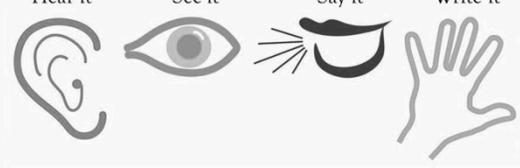
### Multimodal Instruction

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

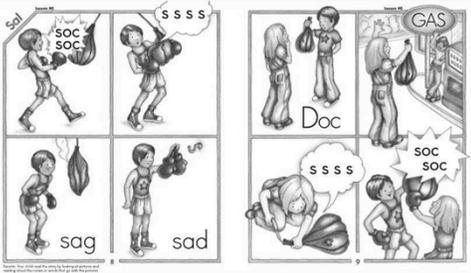
→ Engaging, cumulatively decodable text while mastering decoding

Read-aloud text, above grade level, to develop concepts and language

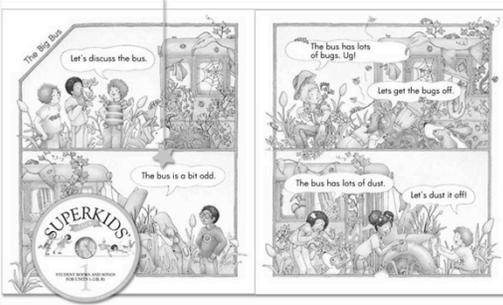


Grade-level text experiences with mediation

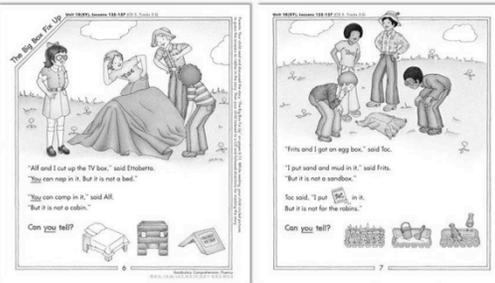
### Beginning of the Year - Kindergarten

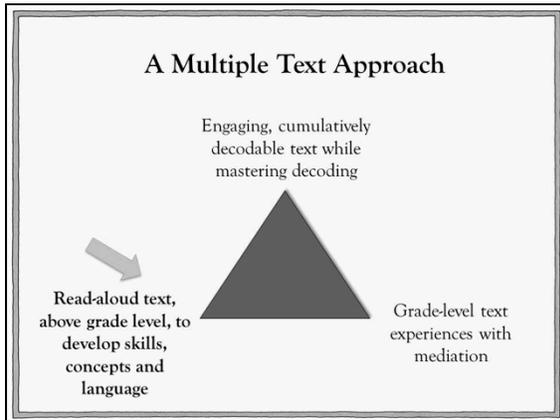


### Mid-Kindergarten Year



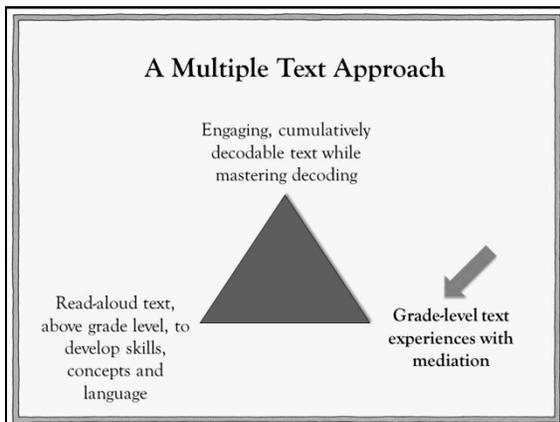
### End of the Year Kindergarten





### 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)



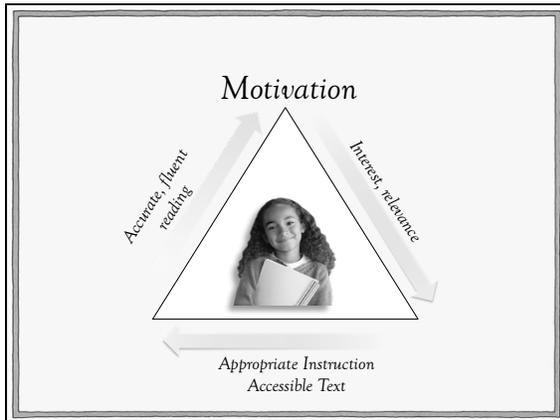
### Grade Accessible Complex Text

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

### Nonfiction Develops Interest

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Interest + Relevance + Success = Motivation

- ### 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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  5. Motivation
- 

### 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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