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

<table>
<thead>
<tr>
<th>Strong Readers typically have:</th>
<th>Struggling Readers may have:</th>
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<tbody>
<tr>
<td>• early experiences with books</td>
<td>• limited experience being read to</td>
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<tr>
<td>• well-developed spoken language skills (conversation skills, vocabulary, grammar, sentence structure, story-telling)</td>
<td>• spoken language or communication difficulties</td>
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<td>• literacy knowledge (purpose of reading; print awareness)</td>
<td>• limited literacy knowledge</td>
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<tr>
<td>• strong phonological and phonemic awareness skills</td>
<td>• delays or difficulties with phonological awareness, phonemic awareness, and/or phonics</td>
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<tr>
<td>• understanding that letters represent sounds</td>
<td>• poor reading fluency</td>
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<tr>
<td>• good reading fluency</td>
<td>• poor reading comprehension</td>
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<tr>
<td>• strong reading comprehension</td>
<td>• other challenges (attention, memory, engagement, visual or hearing impairment)</td>
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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...

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<td>the tools:</td>
<td>based on:</td>
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<td>• a specific program</td>
<td>• teacher understanding of all stages of development</td>
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<td>• a grade levelled reading series</td>
<td>• thorough assessment of individual student’s strengths and needs (including PA)</td>
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<td>doing more of what is not working:</td>
<td>• specific goals based on individual student needs</td>
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<td>• reading practice</td>
<td>• strategies to support progress with goals</td>
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<td>• reading groups with set curriculum</td>
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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)).*


- **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_eep). Substitute different onsets (initial consonant sounds - e.g., p_eep; k_eep; st_eep; 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


• 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 questions: robin@the-speech-path.com

The Speech Path on Facebook
References


• York Region District School Board Video Resource Channel (2014): Phonological Awareness. YouTube: https://www.youtube.com/watch?v=BVqywZ85zxA&fbclid=IwAR0eVS0QAAym9ffL1EtEi6CsKMyixDPCHMVOR2GXCeUbHWpA76tdL6fc2M
Cracking the Code Pickslanting Primer is the essential introduction to guitar picking technique. We teach you the technical concepts that underlie fast and accurate picking and we break down the actual techniques of legendary players like Yngwie Malmsteen, Eric Johnson, Michael Angelo Batio, and more. Your purchase includes video lessons, detailed "how-to" tutorial chapters, dozens of example clips in ultra-revealing 120fps slow-motion video, and complete tablature in Cracking The Code is the third studio album (and fifth album) by Stephen Dale Petit, released on 15 September 2013 and recorded primarily at Blackbird Studios in Nashville. It was recorded by Grammy award-winning producer Vance Powell and consists of eleven original songs. The album features appearances from several notable guests including Howlin' Wolf guitarist Hubert Sumlin, Dr. John, former Rolling Stones guitarist Mick Taylor and Patrick Carney of The Black Keys. Hubert Sumlin's contribution CRACKING THE CODE 3RD EDITION.pdf - Free ebook download as PDF File (.pdf), Text File (.txt) or read book online for free.Â Cracking the Code Third EditionÂ© is intended for the personal use and enjoyment of all people of good will worldwide. The intent of the authors in sharing this information is for furthering the causes of freedom, understanding, and happiness in accordance with such timeless principles as: "Know the truth and the truth shall make you free," and "He who helps others helps himself". Cracking the Code has transformed the way guitarists learn technique. Through discoveries like pickslanting, and our groundbreaking slow-motion interviews with elite players, we've revealed playing techniques that had been hiding in plain sight for decades. And our in-depth seminars and lessons make those techniques accessible to everyone. With Cracking the Code membership, you'll gain access to one of the most CRACKING -tlie - CODING INTERVIEW 189 PROGRAMMING QUESTIONS & SOLUTIONS CRACKING tlie CODING INTERVIEW 6TH EDITION ALSO BY GAYLE LAAKMANN McDoWELL CRACKING THE PM INTERVIEW How TO LAND A PRODUCT MANAGER JOB IN TECHNOLOGY CRACKING THE TECH CAREER INSIDER ADVICE ON LANDING A JOB AT GOOGLE, MICROSOFT, APLE, OR ANY Top TECH COMPANY CRACKING the CODING INTERVIEW 6th Edition 189 Programming Questions and.