Foundational Literacy: Why English is Hard (Phonics)

Workshop Focus Question: *How can we unpack and understand the patterns of our language to be able to make meaning out of words?*

KNOW & UNDERSTAND:

- How does the brain map sounds to print, to make meaning?

- What are the 6 syllable types, and how do we divide syllables to read words?

- What are the patterns in words and how do you look for them?

- What are some direct, explicit and multisensory strategies for teaching the reading and spelling of regular and irregular of words?

- How do we build a brain that reads?

BE ABLE TO DO & APPLY:

- Strategies for mapping sounds to print.

- Direct, explicit, multisensory strategies for teaching the spelling of regular and irregular words.

- Use formative and summative assessments, and be able to apply them in the classroom.

Key Idea 1: Reading never just happens, we build a brain that reads.

Key Idea 2: We are data hunters and gathers.

Key Idea 3: Explicit instruction with practice accelerates this process.

Key Idea 4: Poor readers have impairments in one or more of reading systems.

6 Syllable Types (its all about vowel placement)
Closed: one vowel closed in my one or more consonants (bath)
L consonant-le: consonant, followed by le (ta **ble**)
Open: vowel is open at the end of the syllable (go)
Vowel team: two vowels together (meet)
E vowel consonant "e": vowel followed by a consonant, followed by an e. (tape)
R-controlled: vowel is followed by an r. (car)

Irregular/Sight/High Frequency Words

- **High Frequency Words**: words that are used frequently in grade level text.
- **Sight Words**: words that are securely part of a student's long term memory.
- It is important to use a combination of strategies in order to teach irregular words.
    - **Instructional** - what the teacher will use to instruct.
    - **Student strategies** - what the student can implement.
- Use additional activities for review and reinforcement
- Remember, there is no "visual memory" alternative for storing exception words. Using a combination of strategies will help secure the word in the long term memory more efficiently and reliably.

Orthographic Mapping:

Ortho (correct) **graphic** (writing) **Mapping** (map, or record, sounds in spoken words to written words)
- a process competent readers use to store written words so that in the future when they encounter a word or similar letter string - they can automatically recall the word or letter strings without decoding (it becomes a "sight word" in its truest definition).
- Elkonin Boxes (strategy)

Assessing Reading
- The **educator** must be **knowledgeable about current research** in reading acquisition and reading difficulties in order to use data from assessments to **pinpoint** why the student's reading is breaking down.
- Instruction should be based on data and teacher knowledge.

Syllable Division
- Our brains are pattern seeking.
- Comparison, sorting, and classification are much more effective

than rule recitation alone for learning about patterns.
- There are **4 common syllable division patterns**:
  - VCV   relish   rel ish
  - VCCV   happen   hap pen
  - VCCCV   ethnic   eth nic
  - VCCCCV   construct   con struct

<u>Targeted Instruction: Focus on Learning</u> (*FCRR Glossary of Terms, 2005*)

- **Direct:** the teacher defines and teaches a concept, guides students through its application, and arranges for extended guided practice until mastery is achieved.

- **Explicit**: Nothing is left to chance; all skills are taught directly

- **Systematic**: Sequential steps are followed to take the student from limited or no mastery to complete mastery of a skill.

- **Strategic**: teaching students efficient ways to acquire, store, and express information and skills.

<u>Strategies</u>

Elkonin Boxes Phoneme/grapheme mapping
- Use a marker to identify each sound in a word.

Spot and Dot

- Spot and dot your vowels
- You want to keep vowel teams together
- There are two ways we could try this…closed or open with the first syllable
- There are more multisyllabic words with an open syllable in the first syllable than closed in this pattern

<u>**Check Your Knowledge**</u>

1. _____ _____, are words that are securely part of a student's long term memory.

    a. Sight Words
    b. High Frequency Words
    c. Multisyllabic Words
    d. Decodable Words

2. There are _____ syllable types.

    a. 7
    b. 12
    c. 6
    d. 16

3. There are _____ common syllable division patterns.

    a. 5

    b. 4

    c. 2

    d. 6

4. Targeted instruction **must** be direct, explicit, systematic, and strategic. (True, False)

5. Elkonin Boxes can be used to teach phonemic awareness or phonics. When teaching phonics, you add _____.

    a. Syllables
    b. Manipulatives
    c. Dots
    d. Letters