

science of reading
made easy
BY MALIA HOLLOWELL

**DURING THE
NEXT 2 HOURS
TOGETHER, WE
WILL...**

**TODAY'S
AGENDA**

- 1 Mindset shifting
- 2 Science of reading foundation
- 3 Phonological & phonemic awareness
- 4 Phonics
- 5 Orthographic mapping
- 6 Language & reading comprehension

**LET'S BUILD A FRESH
FOUNDATION...**

**COMPLETE
THIS
SENTENCE...**

Teaching reading is _____.

*For your eyes only.

**LEAVE
BEHIND**

Things you've been told you
HAVE to do in:

- Teacher trainings
- Curriculum materials
- Staff meetings...

LET GO OF

- "I can't..."
- "I haven't..."
- "I don't have time..."
- "I'm too old/new/___..."
- "I already know this."
- "This isn't for my grade."

RELEASE

- Embarrassment
- Guilt
- Shame
- Blame
- Fear
- Worry

**LET'S RISE TOGETHER
FOR OUR KIDS!**

YOUR ACTION STEPS

1

Take the training.

2

Print the homework.

3

Complete the homework.

LET'S GET STARTED!

OUR CURRENT REALITY

65% of 4th graders in the United States read below grade level.

National Center for Education Statistics

OUR CURRENT REALITY

63% of 12th graders in the United States graduate reading below grade level.

National Center for Education Statistics

OUR CURRENT REALITY

40% of all adults in the US do not feel comfortable enough with their reading skills to read a whole book.

National Search Council

LOW LITERACY LEVELS ARE LINKED WITH

- Poorer employment opportunities
- Increased welfare dependency
- Higher hospital admission rates
- Higher levels of crime
- Inability to help children with schooling that creates a cycle of disadvantage

AND THAT COSTS THE GLOBAL ECONOMY...

MORE THAN \$1 TRILLION (£800 MILLION) ANNUALLY

The World Literacy Foundation

BUT IT DOESN'T HAVE TO BE THIS WAY!

RESEARCH HAS SHOWN

That with the right tools and strategies in place, 95% of students CAN learn to read by the end of first grade.

Essentials of Assessing, Preventing, and Overcoming Reading Difficulties by David Kilpatrick

“

“Literacy changes our brains, and that changes the lives and trajectory of an individual, which changes a society, which changes the future of our species.”

Maryanne Wolf
Director of the Center for Dyslexia,
Diverse Learners and Social Justice, UCLA

HOW CAN WE FIX IT?

LITERACY EXPERTS HAVE BEEN STUDYING HOW CHILDREN LEARN TO READ FOR MORE THAN 70 YEARS...

THE RESEARCH COMES FROM

- Brain researchers
- Speech pathologists
- Educators
- Psychologists
- Social workers
- Sociologists...

IT UNLOCKS THE DOORS TO LEARNING.

YOU CAN FINALLY TEACH SMARTER, INSTEAD OF HARDER!

YOU JUST HAVE TO COPY THE THINGS THAT WORK AND STOP THE THINGS THAT DON'T.

“

I noticed a difference in just one day. I have a 2nd and 3rd grader who are beginning readers. The activities worked great. They truly “clicked” for them.

Kim L.

LET'S LOOK BACK AT HISTORY...

THE READING WARS

1970S

PHONICS
matching letters to sounds

THE READING WARS

'80S & '90S

WHOLE LANGUAGE
humans naturally learn to read - focus on practice

THE READING WARS

'90S

BALANCED LITERACY
phonics + whole language + reading strategies

2018

Emily Hanford published an article in the New York Times calling out educators for ignoring the research about how brains REALLY learn to read.

THE READING WARS

PHONICS **WHOLE LANGUAGE**

THE SCIENCE OF READING IS NOT...

X **X** **X**

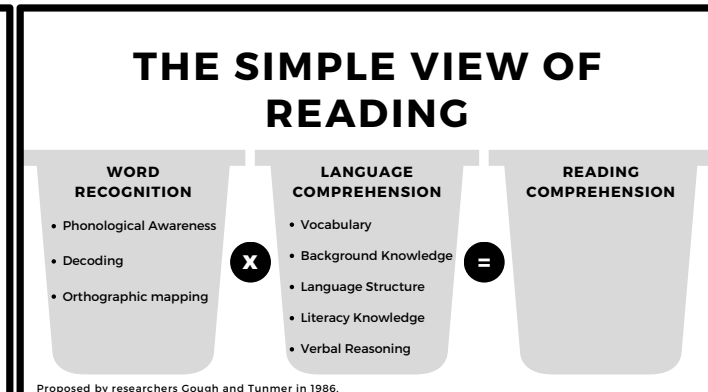
A pendulum swing A book (kinda') A political agenda

X **X**

A curriculum A fad

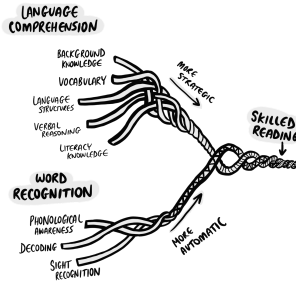
IT IS 7 DECADES OF RESEARCH.

HERE'S WHAT THE RESEARCH SHOWS US...



KIDS NEED TO BUILD BOTH WORD READING SKILLS AND LANGUAGE COMPREHENSION.

THE READING ROPE



Created by Scarborough in 2002.

WE HAVE USED SPOKEN LANGUAGE FOR 1 MILLION YEARS, BUT...

WE HAVE USED WRITTEN LANGUAGE FOR THOUSANDS OF YEARS.

BABIES' BRAINS COME PRE-WIRED TO LEARN SPOKEN LANGUAGE...

BUT NOT READING.

WHAT DOES ALL OF THIS MEAN FOR TEACHING?

WE CAN USE OUR HUMAN SUPERPOWER FOR SPOKEN LANGUAGE TO MAKE READING EASIER...

LET'S BUILD PHONOLOGICAL AWARENESS!

**TEACHING READING
IS LIKE BUILDING A
HOUSE...**

**PHONOLOGICAL
STARTS WITH
"PHONE"**
And you HEAR on a telephone.

**PHONOLOGICAL
AWARENESS
MEANS
HEARING PARTS
OF SPOKEN
LANGUAGE.**

**YOU CAN DO IT WITH
YOUR EYES CLOSED.**

**PHONOLOGICAL
AWARENESS**

- Sentence segmenting
- Syllable segmenting
- Rhyming
- Alliteration
- Phonemic awareness


LET'S PRACTICE!
Count the words you hear in
the sentence I give you.

**SENTENCE
SEGMENTING**

Easier

Stop that! (2)

The car zooms. (3)

My car is blue. (4)

His car is very fast. (5)

Harder

**PHONOLOGICAL
AWARENESS**

- Sentence segmenting
- Syllable segmenting
- Rhyming
- Alliteration
- Phonemic awareness


SYLLABLE TAPPING



LET'S PRACTICE!

Count the syllables you hear in the words I give you.

SYLLABLE SEGMENTING

- Hand tap
- Elbow tap
- Shoulder tap
- Head tap

Pig (1)

Peanut (2)

Elephant (3)

Helicopter (4)



PHONOLOGICAL AWARENESS

- Sentence segmenting
- Syllable segmenting
- Rhyming
- Alliteration
- Phonemic awareness



LET'S PRACTICE!

Give a thumb up if the two words I say rhyme and a thumb down if they don't.

PHONOLOGICAL AWARENESS

- Sentence segmenting
- Syllable segmenting
- Rhyming
- Alliteration
- Phonemic awareness



LET'S PRACTICE!

If the words I say start with the same sound, clap twice. If they start with different sounds, clap just once.

PHONOLOGICAL AWARENESS

- Sentence segmenting
- Syllable segmenting
- Rhyming
- Alliteration
- Phonemic awareness

PHONEME = INDIVIDUAL SOUND

CAT
DOG
SHIP



LET'S PRACTICE!

Count the sounds you hear in the words I give you.

PHONEMIC AWARENESS

Easier

↓

Harder

- Blend phonemes
ex. "Blend together m-a-p."
- Isolate phonemes
ex. "What's the first sound in bun?"
- Segment phonemes
ex. "What sounds are in frog?"
- Add phonemes
ex. "Add /c/ to rest. What's the word?"
- Delete phonemes
ex. "Take /b/ from bread. What's the word?"

DAILY WARM UPS

GEEKY BONUS...

20% OF THE POPULATION IS AFFECTED BY DYSLEXIA

Yale Center for Dyslexia and Creativity

80-90% of people with learning disabilities

Yale Center for Dyslexia and Creativity

I USED TO THINK IT WAS VISUAL WEAKNESS... BUT IT'S ACTUALLY AUDITORY!

DYSLEXIA IS WEAKNESS IN: (1 or more)

- Phonemic awareness
- Rapid automatized naming
- Phonological working memory
- Phonological blending
- And/or phonemic decoding

David Kilpatrick in "Equipped for Reading Success"

MOST COMMON DEFICIENCY

- Phonemic awareness
- Rapid automatized naming
- Phonological working memory
- Phonological blending
- And/or phonemic decoding

David Kilpatrick in "Equipped for Reading Success"

“ Studies have shown time and time again that early training of phonological awareness in kindergarten and first grade prevents many reading difficulties from happening in the first place. ”

David Kilpatrick

PHONOLOGICAL AWARENESS

- Sentence segmenting
- Syllable segmenting
- Rhyming
- Alliteration
- Phonemic awareness

LET'S DIVE INTO PHONICS!

PHONOLOGICAL AWARENESS



Hearing parts in spoken language.

PHONEMIC AWARENESS



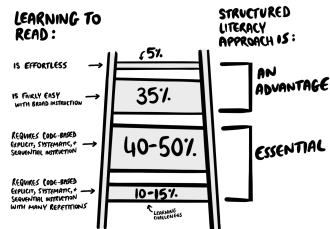
Hearing & manipulating the individual sounds in words.

PHONICS



Connecting letters & letter chunks to sounds.

THE LADDER OF READING



Developed by Nancy Young

PHONICS LESSONS NEED TO BE...

- Systematic
- Explicit

PHONICS ORDER

LETTER SOUNDS

Use the sound wall.
Focus on the look and feel of each sound.

CVC SHORT VOWEL WORD FAMILIES

Use the order A, O, E, U, I.

DIGRAPHS

Explain that these two letters make just one sound.

BLENDS

Share that the two sounds are said so quickly that they almost blend together.

PHONICS ORDER

MAGIC E

AKA "Bossy E" or "Silent E"

VOWEL TEAMS

When two vowels go walking, the first one does the talking. The second one goes out for tea.

DIPHTHONGS

AKA "Vowel digraphs" including OI, OO and AW

R-INFLUENCED VOWELS

The vowel sound changes

PHONICS ORDER

ADVANCED MORPHOLOGY

Homophones
Prefixes (UN-, DIS-)
Suffixes (-FUL, -ABLE)

TRIGRAPHS & TRIPLE BLENDS

hATCh, bRiDGE
STRike, STRong

CONTRACTIONS

Ex. CAN NOT --> CAN'T

PHONICS LESSONS NEED TO BE...

- Systematic
- Explicit

THE PERFECT PHONICS RECIPE...

THE RECIPE:

- 1 Review a previous phonics skill (2 min.)
- 2 Introduce the focus sound (1 min.)

Five Key Questions for Every Sound...

- 1 What are your lips doing?
- 2 What are your teeth doing?
- 3 What is your tongue doing?
- 4 What is your voice doing?
- 5 How is the air flow?

THE RECIPE:

- 1 Review a previous phonics skill (2 min.)
- 2 Introduce the focus sound (1 min.)
- 3 Practice it with phonemic awareness (1 min.)
- 4 Brainstorm words with the sound (2 min.)
- 5A **OPTION 1:** Work on letter formation (5 min.)
- 5B **OPTION 2:** Spell words with the new skill (5 min.)
- 6 Read text that matches the new skill (5 min.)

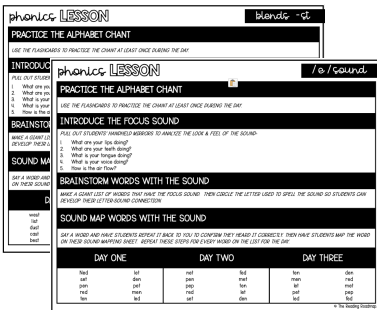
WHAT DOES THIS MEAN FOR SIGHT WORDS?

THE OLD WAY OF TEACHING SIGHT WORDS...

THE NEW WAY TO TEACH SIGHT WORDS...

WHAT ABOUT LEVELED READING BOOKS?

USE DECODABLE TEXT INSTEAD!



STEP-BY-STEP PHONICS LESSON PLANS

LET'S TACKLE
ORTHOGRAPHIC
MAPPING!

We already know that
when a new reader sees the word

and

THEY FIRST
RECOGNIZE
THE
SYMBOLS...

MATCH
THOSE
SYMBOLS TO
THEIR
SOUNDS...

AND
FINALLY,
SOUND OUT
THE WORD.

IN FLUENT READERS, IT
HAPPENS IMMEDIATELY...

SOME PEOPLE MIGHT
EVEN SAY IT HAPPENS
BY SIGHT...

BUT IF THAT WERE
THE CASE, WE WOULD
HAVE TO STORE
THOUSANDS OF
PICTURES OF WORDS
IN OUR BRAIN.

AND IF WE SAW THE SAME WORD IN
UPPERCASE OR CURSIVE...

AND *and*

WE WOULDN'T RECOGNIZE THEM.

WE DO NOT HAVE THE BRAIN CAPACITY

to store 30,000 to 70,000 images of words.

SO WHAT REALLY HAPPENS WHEN A FLUENT READER SEES THE WORD "AND"?

When a fluent reader sees the word

and

our brain instantaneously and unconsciously recognizes the word because...

WE DON'T HAVE A LIBRARY OF VISUAL WORDS, WE HAVE A LIBRARY OF WORD SPELLINGS, PRONUNCIATIONS, & MEANINGS.

AKA "ORTHOGRAPHIC LEXICON"

THE SIMPLE VIEW OF READING

WORD RECOGNITION

- Decoding
- Phonological awareness
- Orthographic mapping

Involves in correctly sounding out words

THE SIMPLE VIEW OF READING

WORD RECOGNITION

- Decoding
- Phonological awareness
- Orthographic mapping

Involves in remembering words & adding them to our mental library so they are recognized automatically

EVERY WORD THAT IS STORED IS CALLED A "SIGHT WORD".

WHAT IS MORE EFFICIENT:

Sounding words out one bit at a time or automatically recognizing sight words?

If readers attempt to decode words or to predict words, their attention is shifted from the text to the word itself to identify it, and this disrupts comprehension, at least momentarily. It is clear that being able to read words automatically from memory is the most efficient, unobtrusive way to read words in text. Hence, building a sight vocabulary is essential for achieving text-reading skill.

Linnea Ehri
Educational Psychologist

**WE USED TO DRILL FLASH CARDS
TO LEARN SIGHT WORDS...**

**BUT SOUND MAPPING TEACHES
THEM 10X FASTER!**

It's how fluent readers can easily differentiate between
similarly spelled words...

sting sling slink

**WITHOUT
CONNECTING
SPECIFIC
SEQUENCES OF
LETTERS**

to something already in the brain,
it would be painfully difficult
to read.

**WHEN A WORD'S SPELLING IS CONNECTED TO
THE WORD'S PRONUNCIATION & MEANING, IT
WILL AUTOMATICALLY BECOME A SIGHT WORD.**

**THAT'S HOW FLUENT READERS ARE ABLE TO
INSTANTLY PRONOUNCE & MAKE MEANING OF
50,000 to 70,000 SIGHT WORDS.**

**HOW ARE WE
GOING TO TEACH IT?**

SOUND MAPS

- Say the word (you may need to repeat it)
- Tap the sounds
- Map the sounds (make a connection)
- Graph the sounds (write in boxes)
- Write the word
- Read the word

**LET'S DIVE INTO
LANGUAGE
COMPREHENSION...**

**BEGINS
DEVELOPING**

WHEN CHILDREN START
UNDERSTANDING AND USING
SPOKEN LANGUAGE

**LET'S SPEAK
BLORK!**

**DRAM PLID RO DOOB
HOAT FEAM.**

**WE COULD DECODE, BUT
NOT COMPREHEND.**

**LISTENING
COMPREHENSION
HAS 5 PARTS...**

VOCABULARY

UNDERSTANDING THE MEANING OF WORDS

BACKGROUND KNOWLEDGE

UNDERSTANDING OF SPECIFIC CONCEPTS,
SITUATIONS AND PROBLEMS ASSOCIATED
WITH THE WORD.

LANGUAGE STRUCTURE

KNOWING HOW THE ARRANGEMENT OF
WORDS WITHIN A SENTENCE IMPACTS THE
MEANING.

LITERACY KNOWLEDGE

KNOWING CONCEPTS OF PRINT INCLUDING
THE DIFFERENCE BETWEEN LETTERS &
WORDS, READING LEFT TO RIGHT...

VERBAL REASONING

ABILITY TO DECIPHER THE DEEPER MEANING OF WORDS INCLUDING SIMILES, METAPHORS, AND FIGURES OF SPEECH.

3 SIMPLE WAYS TO TEACH THEM

- 1 Have conversations
- 2 Hear and share personal stories
- 3 Interact with rich texts (read alouds and audiobooks)

TIPS FOR A GREAT READ ALOUD...

#1

KEEP EACH SESSION SHORT

GOOD RULE OF THUMB:

Double students' age

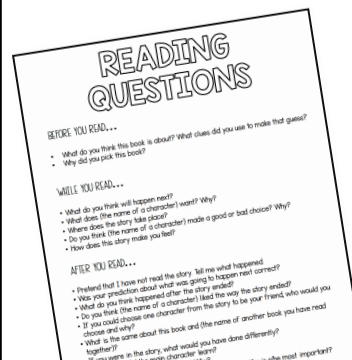
7 years old x 2 = 14 minutes max

#2

PREVIEW THE BOOK AHEAD OF TIME

LOOK FOR

- New vocabulary words
- Spots where you can change your reading voice
- 3 questions you can ask as you read to check for students' understanding



READ ALOUD QUESTIONS

QUITE SIMPLY (AND NOT SO SIMPLY), PRINT IS SPOKEN LANGUAGE WRITTEN DOWN.

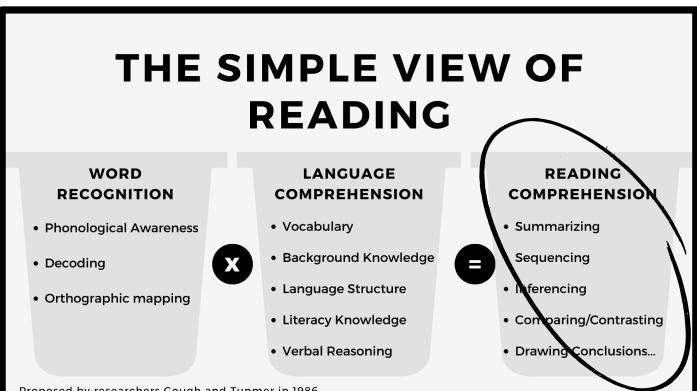
DEHAENE 2009, WOLF 2007

GEEKY BONUS...

BECAUSE STUDENTS READ SIMPLER BOOKS IN PRIMARY GRADES...

HOLES IN STUDENTS' COMPREHENSION CAN "APPEAR" IN 3RD GRADE.

PRIMARY GRADES CAN HELP BY STRETCHING THE LIMITS OF LANGUAGE COMPREHENSION.

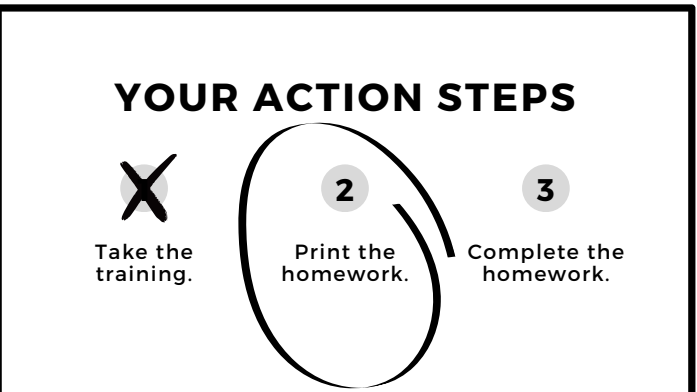


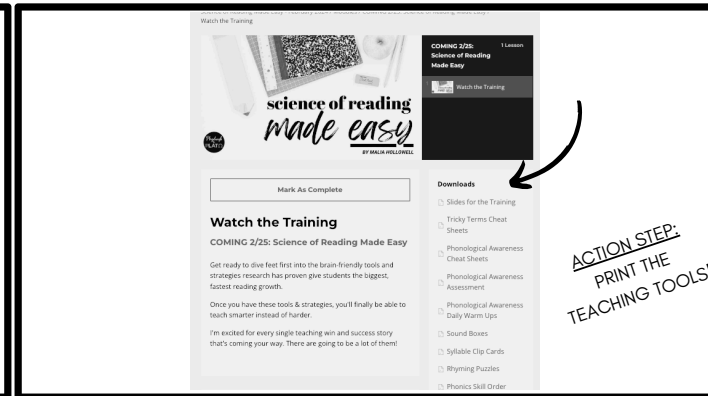
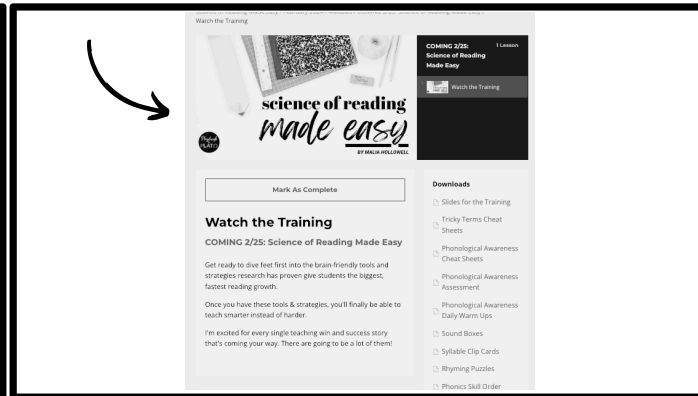
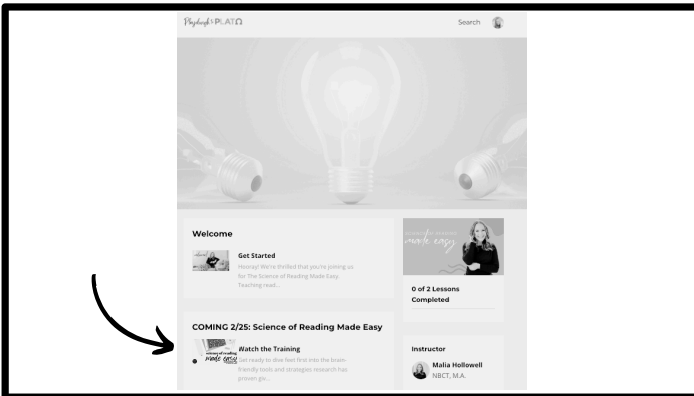
WHAT'S NEXT?

TAKE A MOMENT AND CELEBRATE!

THIS TRAINING IS JUST THE TIP OF THE ICEBERG...

NOW IT'S TIME TO START IMPLEMENTING EVERYTHING!





PICK YOUR HOMEWORK:

1

Assess students so you can pinpoint what they already know & what they need to learn next.

PICK YOUR HOMEWORK:

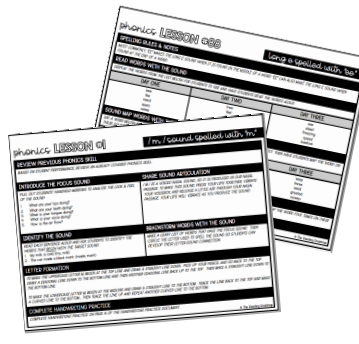
1

2

Assess students so you can pinpoint what they already know & what they need to learn next.

Use the one of the new teaching tools from the dashboard so you can see the difference.

NO PREP 5-MINUTE PHONOLOGICAL AWARENESS WARM UPS



PHONICS LESSONS

- Step-by-step directions
- Corresponding sight words
- Literacy centers
- Decodable texts

SOUND MAPS

- Say the word (you may need to repeat it)
- Tap the sounds
- Map the sounds (make a connection)
- Graph the sounds (write in boxes)
- Write the word
- Read the word

PICK YOUR HOMEWORK:

1

2

3

Assess students so you can pinpoint what they already know & what they need to learn next.

Use the one of the new teaching tools from the dashboard so you can see the difference.

Pop back next Sunday, March 3rd for the Differentiation Made Simple training!

**ASK QUESTIONS
ANY TIME RIGHT
HERE!**


I'm excited for every single teaching win and success story that's coming your way. There are going to be a lot of them!

Comments 0

Say Something...

Post Comment

Instructor

 **Malia H**
NBCT, N

- Phonics Les Passages
- Sight Word Phonics Skil
- Sound Walk
- Sound Map
- Reading
- Comprehen Questions

**COMPLETE
THIS
SENTENCE...**

Teaching reading is _____.