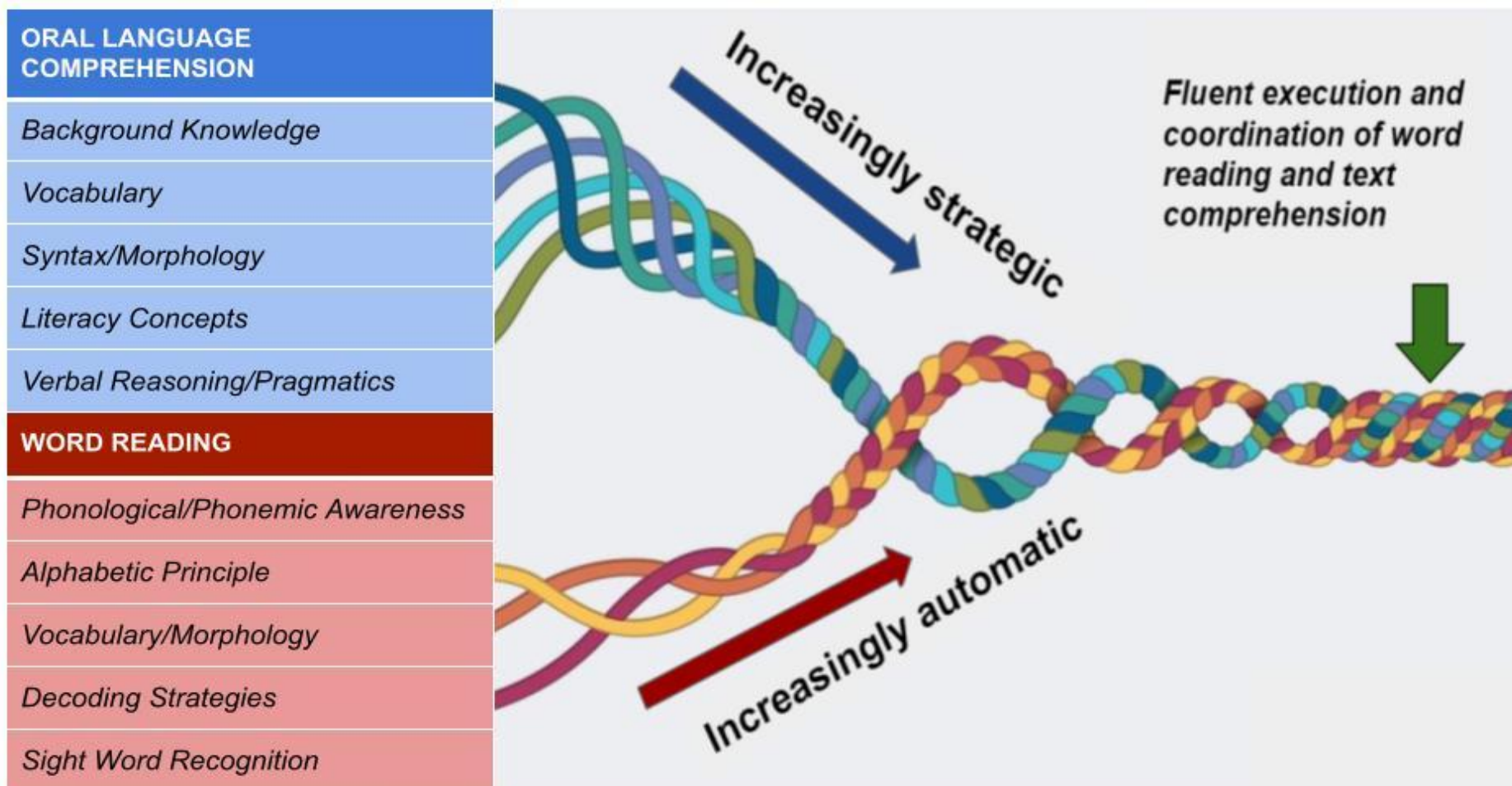




“The ability to read is not innate. Reading is a process involving specific skills that need to be taught and learned. As these skills develop, the brain forms new connections known as neural pathways. These neural pathways for reading are built through systematic and explicit instruction and strengthened through repeated practice.”

Effective Early Reading Instruction: A teacher's guide

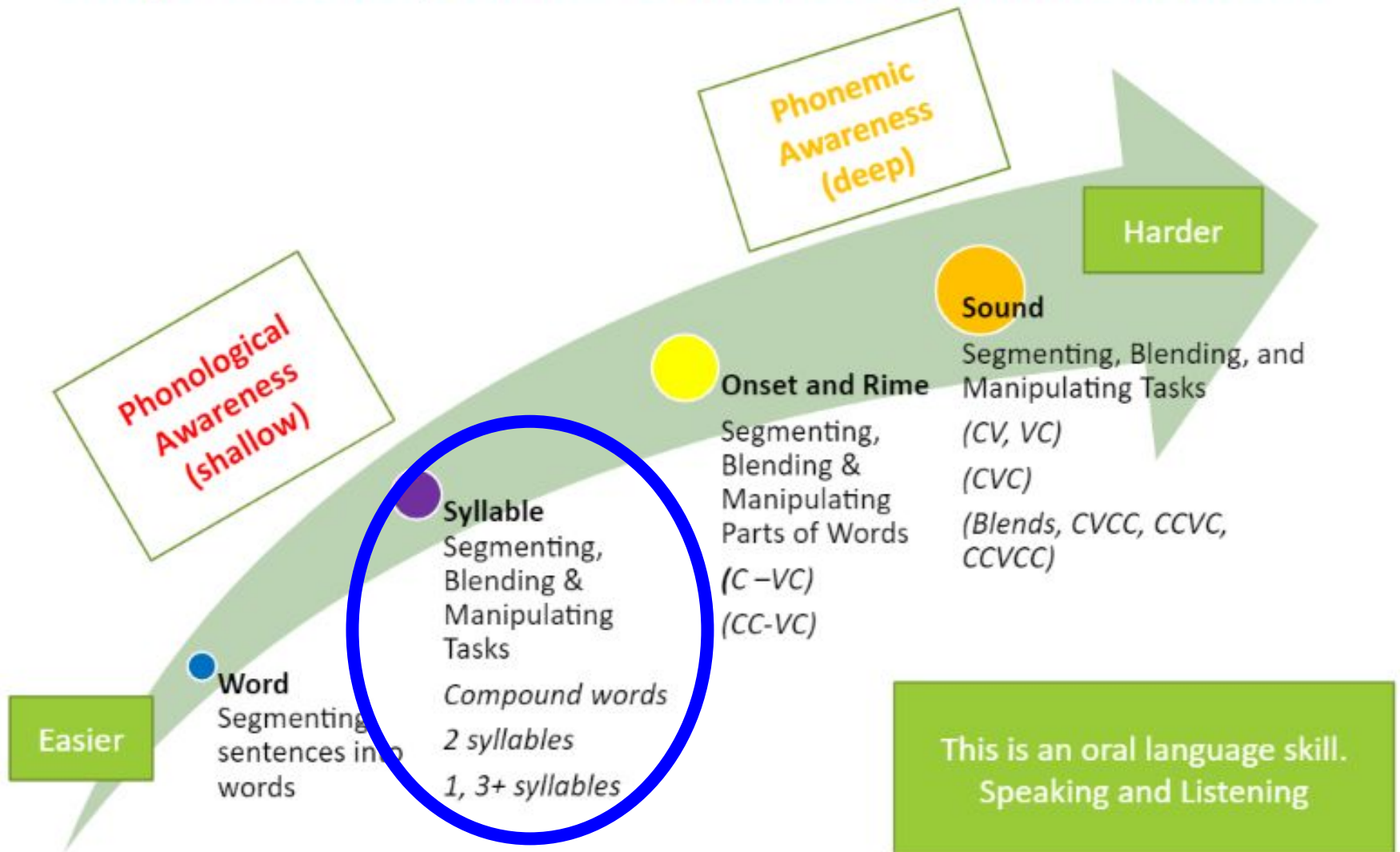


Adapted from: The image, originally appeared in the following publication: Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

Levels of phonological awareness

- Awareness of words in a sentence
- Awareness of syllables.
- Awareness of onset and rime
- Awareness of sounds (Phonemic awareness)

Scope and Sequence of Phonological Awareness



Word and Syllable Level (All oral no print)

- Students repeat sentences e.g. I like jam.
- Clapping sentences
- Counting words in sentences
- Blending compound words
- Listening for rhyming pairs
- Selecting rhyming pairs
- Generating rhymes
- Counting syllables
- Blending and manipulating syllables

Read Alouds

Repeat the title of the book for me.



How many words are in the title?

Can you stomp for each word in the title?

It was music to her ears.

What is your favourite word in this sentence? Why?

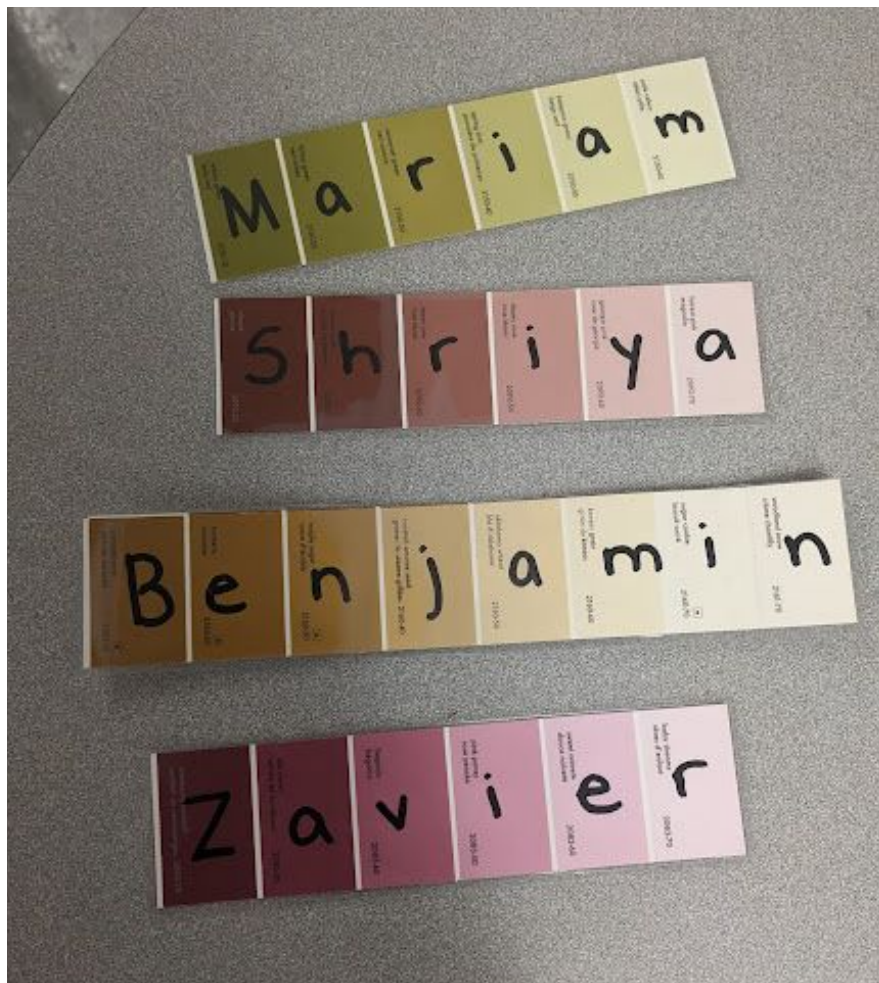
Is this a sentence word game. Show one finger for a word and 5 for a sentence.

Tap your leg for each word as I read this sentence again.

Music - How many syllables are in this word?



Names to teach syllables



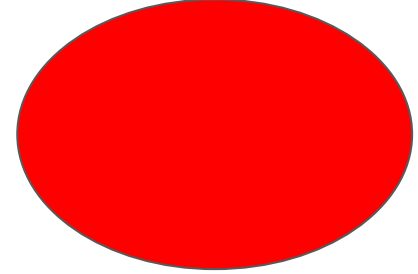
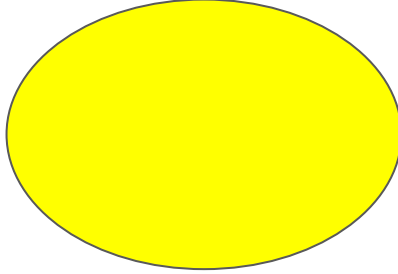
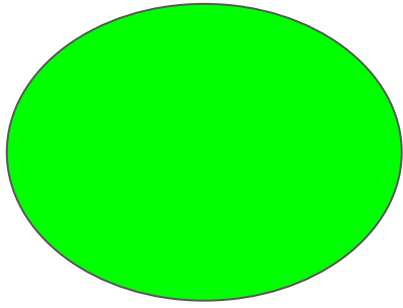
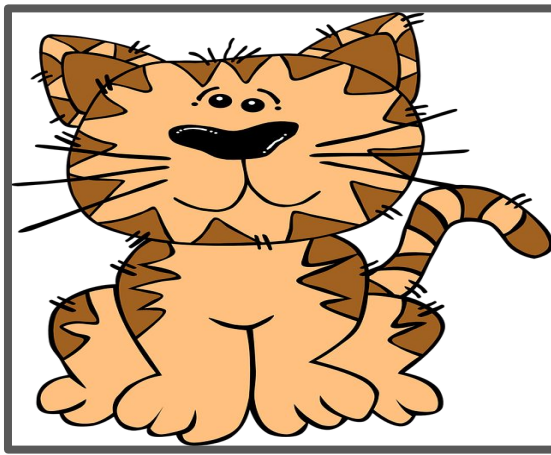
Phonemic Awareness



What does your mouth do when you say the sound?

- Visual component to help students see how their mouth forms the sound. Thinking about where the tongue and teeth are and how the air passes through when the sound comes out.

Segmenting and Blending

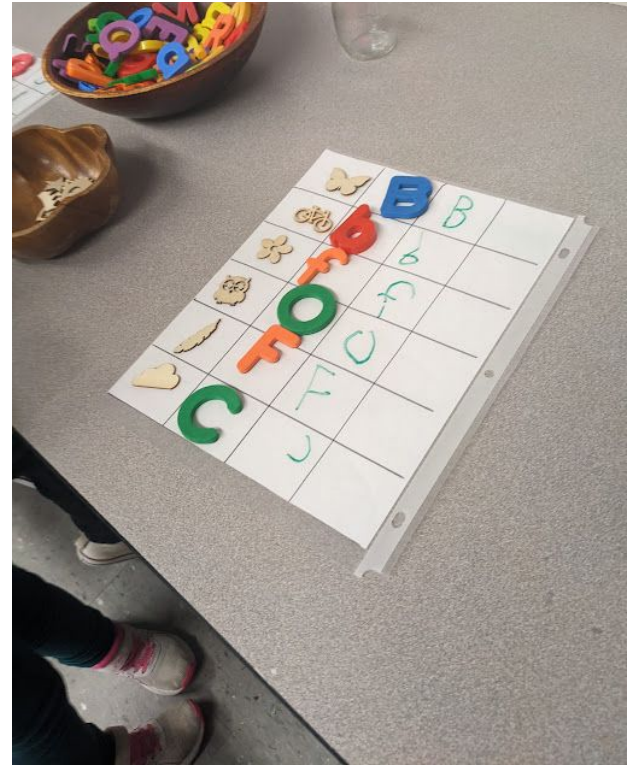


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First and last letter sounds



Year 2 in Kindergarten



Year 1 in Kindergarten

The Grade 1 Classroom

Shifts in my instruction

- Speech to print (following the science)
- Following a scope and sequence that allows us to teach skills in a logical order that builds in complexity
- Use assessments to drive our instruction
- Teaching skills explicitly and systematically
- Constant review of previously learned skills

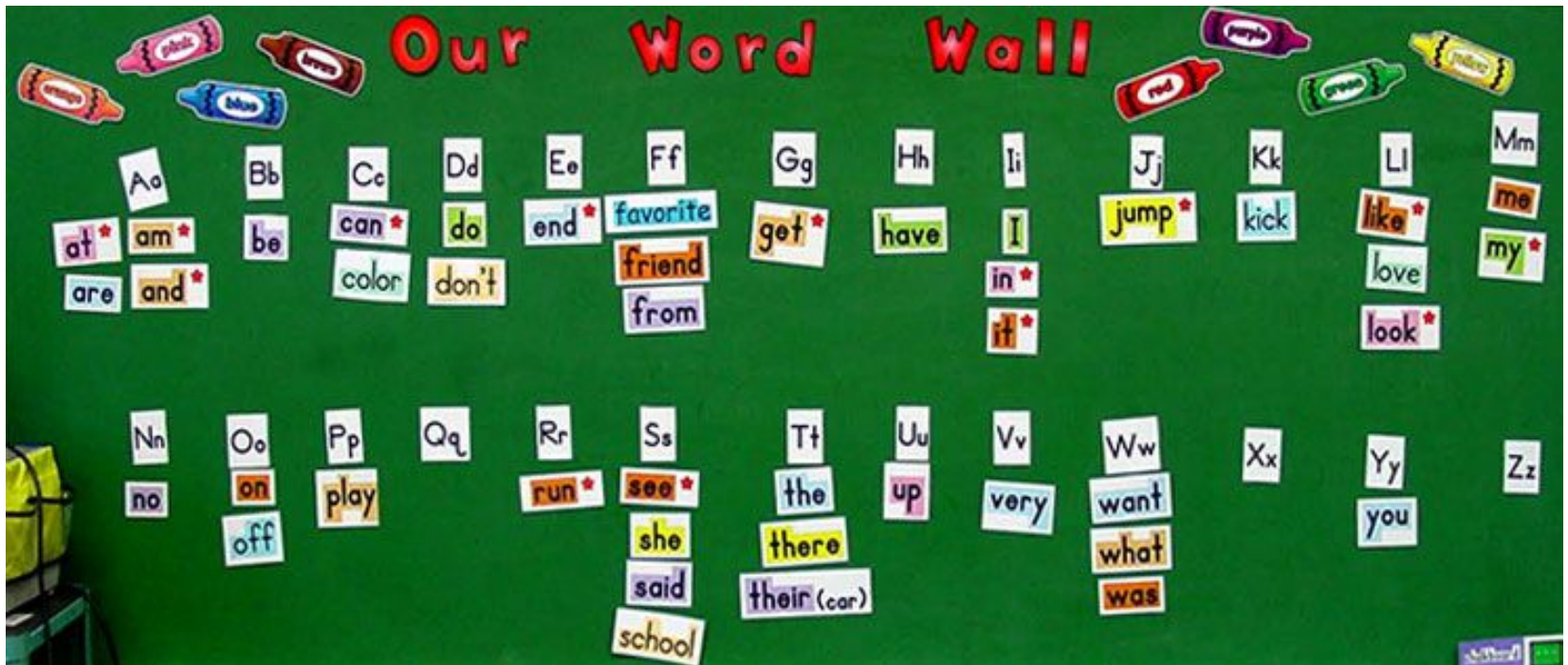
What are my reading goals for my students?

- Ability to hear, articulate, isolate and manipulate sounds
- Knowledge of major sound-spelling patterns (phoneme-grapheme correspondences)
- Ability to read unfamiliar words independently

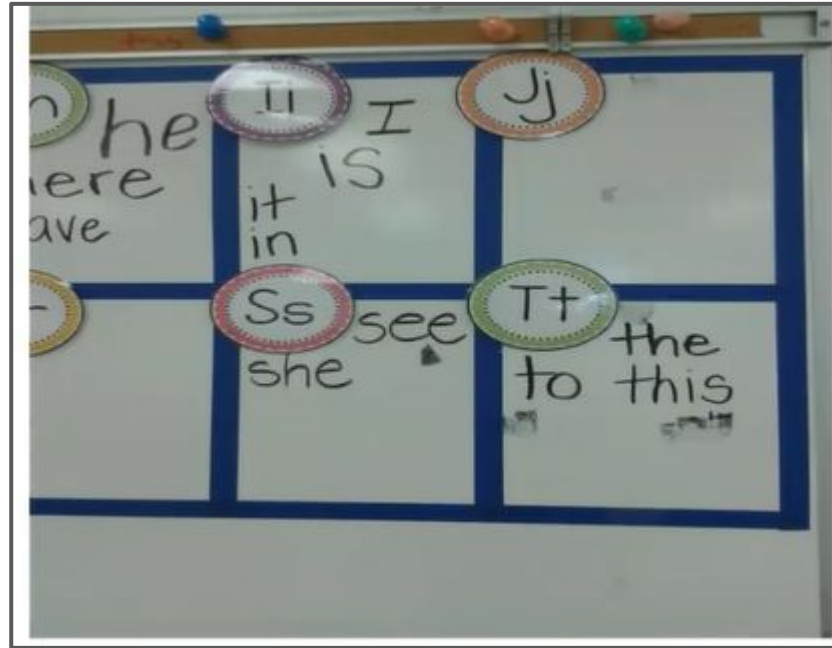
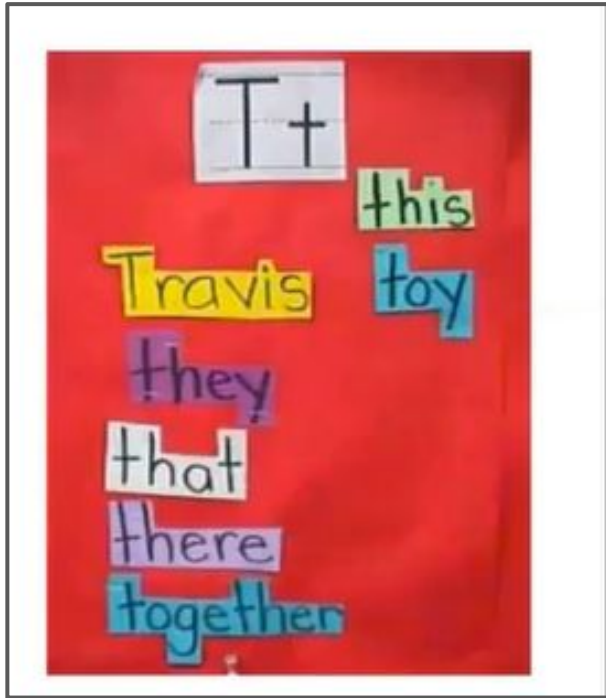
Shift from WORD WALL to SOUND WALL

Word Wall

- Organized alphabetically using all 26 letters of the alphabet
- We place “sight words” or “high-frequency words” under each letter based on the first letter of each word.
- We sometimes frame the word, talk about the shapes of the letters



Where might emergent/early readers and writers get confused here?

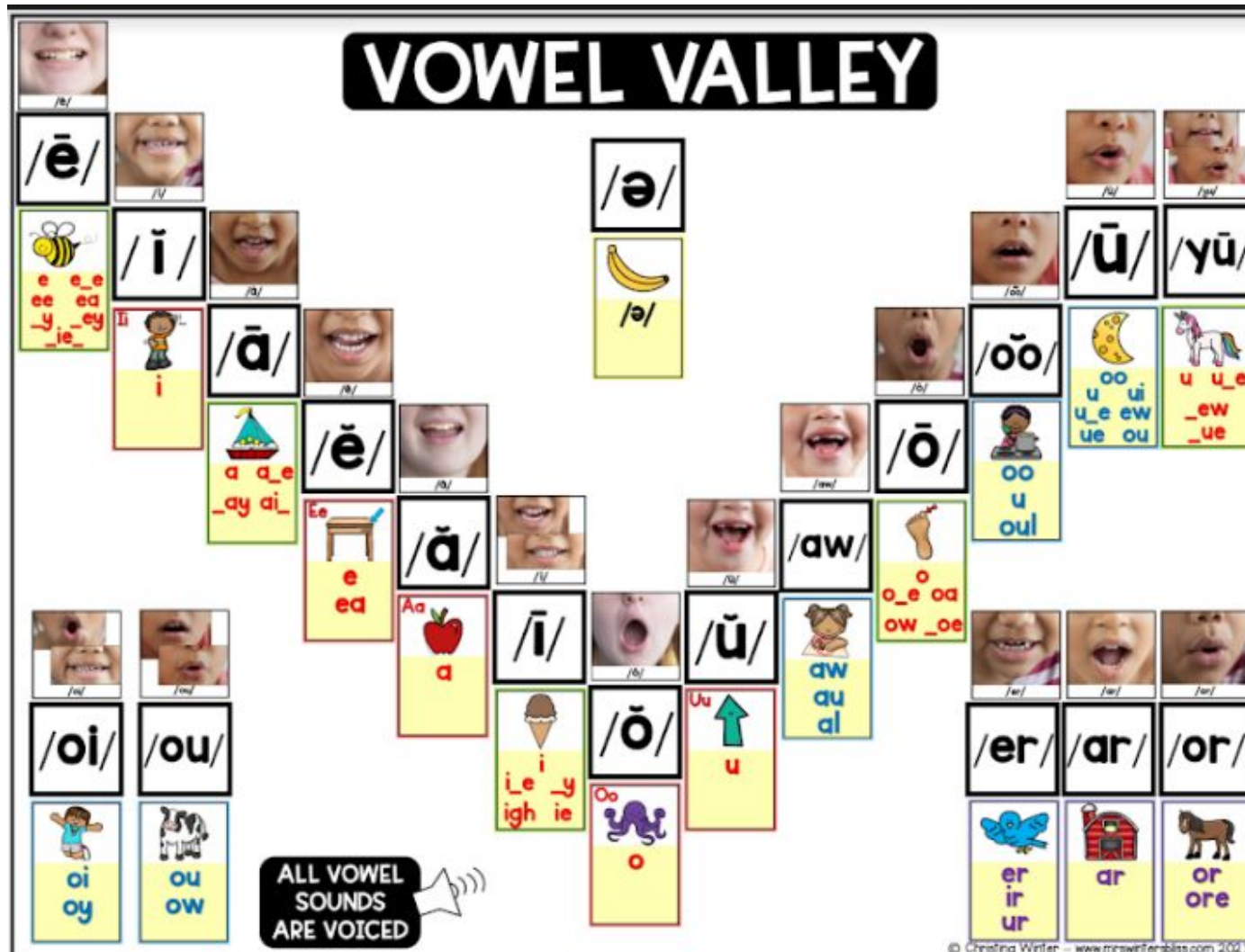


- Why might “to,” “the,” and “think” all go together?
- Where will I look to spell the word “knee”?
- What do I need to remember to find the word “she”?

SOUND WALLS

- **Allows students to think about sounds/speech first**
- **Focuses on the articulation of sounds and the various letter/letter patterns that represent the sounds in words**
- **A sound wall is organized by 44 phonemes in the English language**

One wall shows vowels, visually represented in the shape of a valley to mimic the change in position of our mouths and shift in our jaw when producing the vowel sounds.



One wall shows consonants, which supports students in thinking about the individual sounds they hear in words.

STOP				Open with				AFFRICATES				NASALS																			
STOPS <p>/p/ /b/</p> <p>Pp Bb</p> <p>p b</p>				 <p>/t/ /d/</p> <p>Tt Dd</p> <p>t _ed d _ed</p>				 <p>/k/ /g/</p> <p>Kk Gg</p> <p>ck ch g gh</p>				 <p>/ch/ /j/</p> <p>Ch Jj</p> <p>ch tch j ge gi gn ge</p>				 <p>/m/ /n/</p> <p>Mm Nn</p> <p>m n kn gn</p>															
FRICATIVES <p>/f/ /v/</p> <p>Ff Vv</p> <p>f ph ff v _ve</p>																 <p>/th/ /th/</p> <p>Th</p> <p>th th</p>				 <p>/s/ /z/</p> <p>Ss Zz</p> <p>s ss ce ci _cy _s _z _zz</p>				 <p>/sh/ /zh/</p> <p>Sh Zh</p> <p>sh si s g</p>				 <p>/h/</p> <p>Hh</p> <p>h _</p>			
GLIDES <p>/hw/ /w/</p> <p>Hw Ww</p> <p>wh w _</p>				 <p>/y/</p> <p>Yy</p> <p>y _</p>				LIQUIDS <p>/r/ /l/</p> <p>Rr Ll</p> <p>r wr _ l ll</p>				2 SOUNDS <p>/k/ /s/</p> <p>Kk Ss</p> <p>ks</p> <p>/k/ /w/</p> <p>Kk Ww</p> <p>kw</p>																			

Word Wall	Sound Wall
Organized A-Z, alphabetical	Organized by speech sounds
Teacher POV	Student POV
Print – Speech	Speech – Print
Dependent upon teacher support	Independent
Focused on letters	Focused on phonemes and articulation
Focused on one word	Focused on transfer of skills to multiple words

1. What sound do you hear?

2. What is your mouth doing?

3. Where do you hear the sound in the word?



Unvoiced

/f/ = f

/f/ = ph

Unvoiced

fish



phone



Voiced

/v/ = v

Voiced



valentine



How has my small group instruction changed?





In previous years, small group instruction was referred to as Guided Reading.




- Often took the form of round-robin reading
- Using levelled books
- Prompting student to solve words through the Cueing system
 - Drawing attention to picture clues, context clues, skipping a word, or looking at the first word and guessing.

What does my small group instruction look like now?

- Focused on the phonological awareness, phonics or decoding skills that each group is working towards
- Follows a systematic sequence of exercises
- Review of previously learned skills

What does my small group instruction look like now?

Step 1 	Phonemic Awareness
Step 2 	Visual Drill
Step 3 	Auditory Drill
Step 4 s-a-t	Blending Drill
Step 5 	New Concept

Step 6 	Word Work
Step 7 	Irregular Words
Step 8 	Connected Text

Source: UFLI Foundations

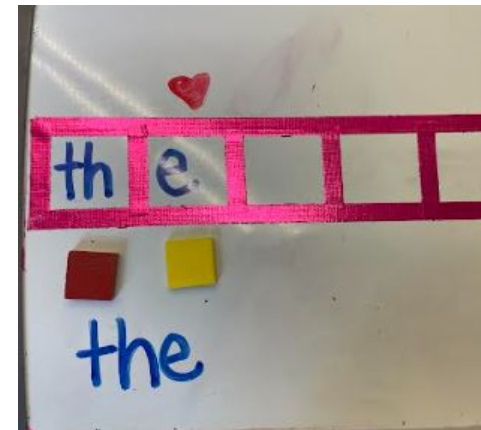
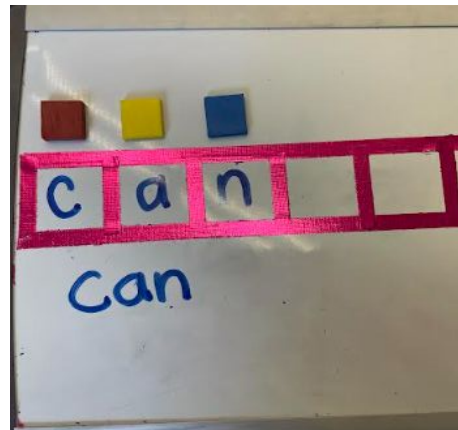
Strategy: Word Mapping (no more memorizing words!)

How does it help?

- Connects Phonological Awareness to Phonics (speech to print)
- Increases sound to spelling knowledge

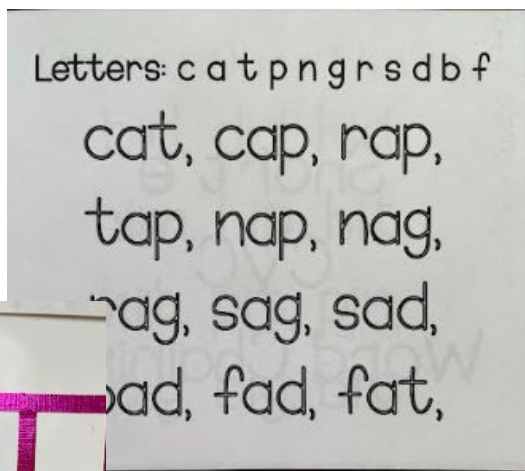
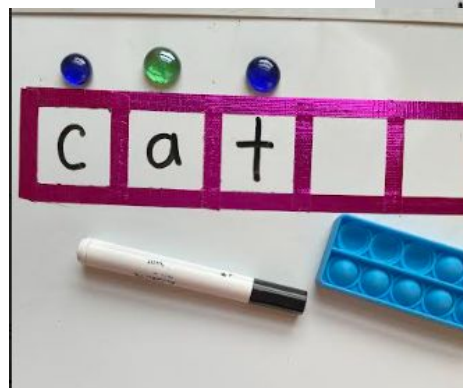
What does it look like?

- Breaking a word down into its individual phonemes (sounds)
- Marking each sound with a manipulative
- Writing the grapheme (letter/letter combinations) to match each sound
- Rewriting the whole word



Strategy: Word Chaining

- Connects Phonological Awareness to Phonics (speech to print)
- Incorporates all phonemic awareness skills and allows application of knowledge
 - Segmenting sounds
 - Blending sounds
 - Adding/Deleting sounds
 - Manipulating sounds



cat→cap→rap→tap→nap→nag→rag→sag

