

Embedding the Science of Reading and the TDSB Early Reading Framework Into Our Reading Instruction

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AGENDA

- Science of Reading
- TDSB Framework for Early Reading
- How do Davisville JPS educators embed explicit instruction of evidence-based strategies in their classrooms centered on the Science of Reading and the TDSB Early Reading Framework



What is the Science of Reading?

- This research, from a number of varied disciplines (e.g., psychology, linguistics, neurology, pedagogy), outlines the areas of development that are required in ALL learners for them to become motivated, fluent and joyful readers.
- It identified that ALL readers need to have BOTH strong oral language skills and strong word level decoding skills in order to become proficient readers.
- Oral language skills include: background knowledge, vocabulary, sentence structure (syntax), word structure (morphology), literacy concepts, verbal reasoning and pragmatics
- Word level decoding skills include: phonological/phonemic awareness, alphabetic principle, vocabulary and morphology knowledge, decoding strategies and sight word recognition
- Oral language skills and decoding skills do not develop in isolation. As a result, it is important to teach these skills in context that is responsive and accessible to the students and reflects student identity, strengths and needs.
- Some readers learn to read very quickly, while others require, explicit and intentional teaching of specific areas in order to become strategic and fluent readers and writers.

TDSB Framework for Early Reading



Foundational Skills for Reading

The following five key areas have been identified as being critical to reading development and have been referred to as "*The Five Pillars of Literacy Instruction*". These five areas are rooted in oral language, interconnected, and do not develop in isolation. These include **vocabulary**, **phonemic awareness**, **alphabetic principle**, **comprehension** and **fluency**.

Phonological Awareness



Definitions

(Phonological vs. Phonemic)

- **Phonological awareness** is a broad skill that includes identifying and manipulating units of oral language – parts such as words and syllables. (NO PRINT)
- **Phonemic awareness** refers to the specific ability to focus on and manipulate individual sounds (phonemes) (NO PRINT)

PHONOLOGICAL= parts of language

PHONEMIC= sounds

Phonological and Phonemic Awareness

EASY: Words are made of syllables. Say the word and clap each syllable as you say it.



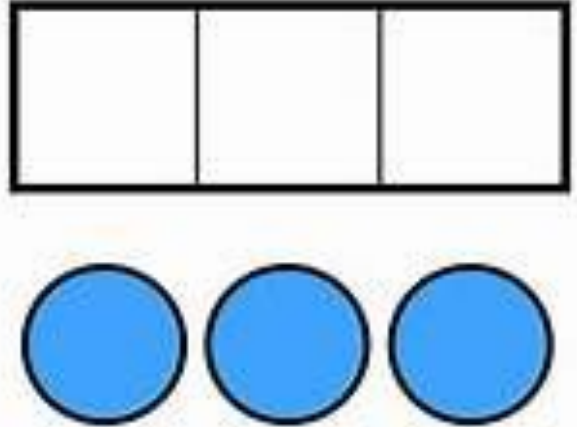
HARDER: Words are made of sounds. Say each word and break it up into individual sounds.



Phonemic Awareness Tasks In Class (Oral)

To teach phonemic awareness skills, students need to learn how to identify and manipulate sounds in words

This can be done through using manipulatives and Elkonin boxes to demonstrate sounds in words and their positions (i.e., beginning or ending sound). Have students say the word sound by sound as they push a token into each sound box. (e.g., go)

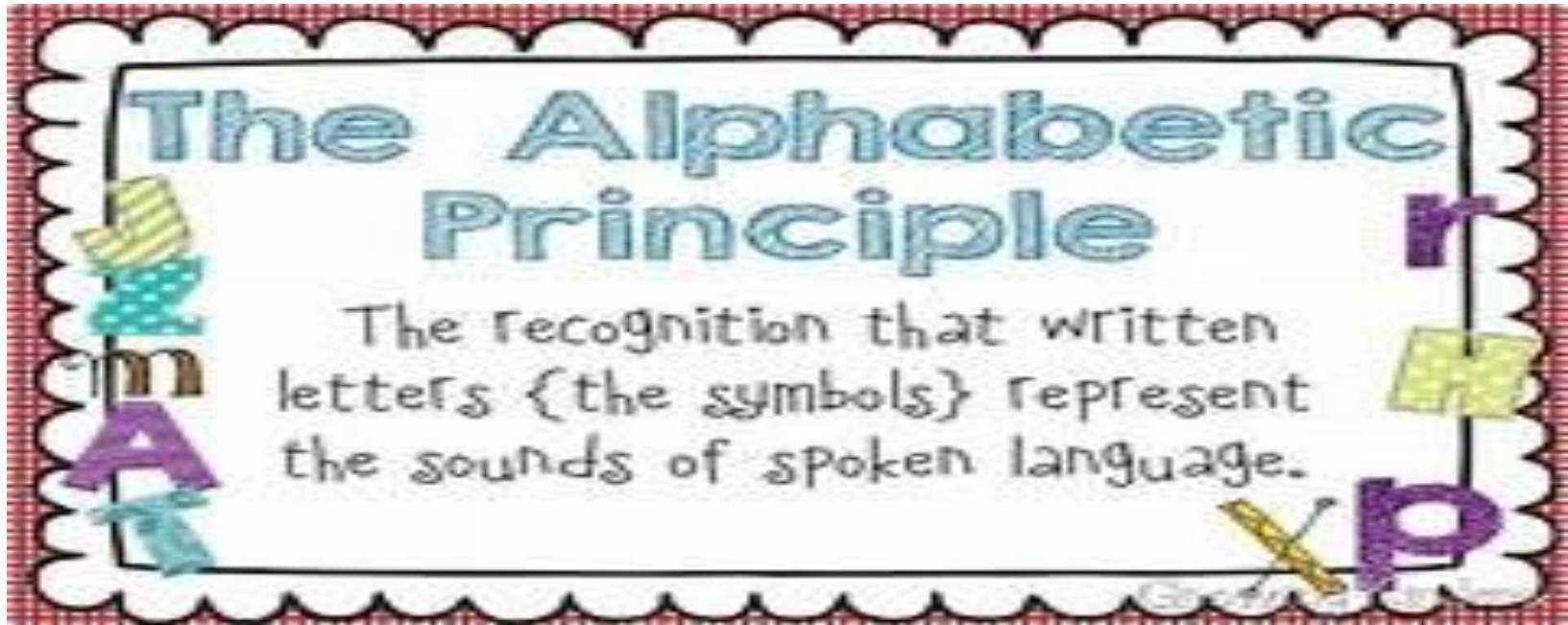


Sound Walls

What is a Sound Wall?

Sound walls are word walls that focus on moving from speech to print. This means that the wall is organized by how speech sounds are produced and mapped onto the spelling patterns that represent those sounds. Sound walls should be co-constructed with students and should be living documents that are added to or re-organized based on what students know and are learning about sounds and what letters represent those sounds in print.

Alphabetic Principle



Alphabet Principle

The alphabetic principle refers to the understanding that the speech sounds we say in words are represented by letters. When students understand the alphabetic principle they understand that when they see a word on a page, that that word is made up of letters and letter patterns that map onto the sounds we say which in turn combine into meaningful words. It is easier for students to learn to map letters onto sounds if they have phonemic awareness.

Sounds map onto graphemes (spelling patterns)

/sh/

-sheep
-shoe
-fish

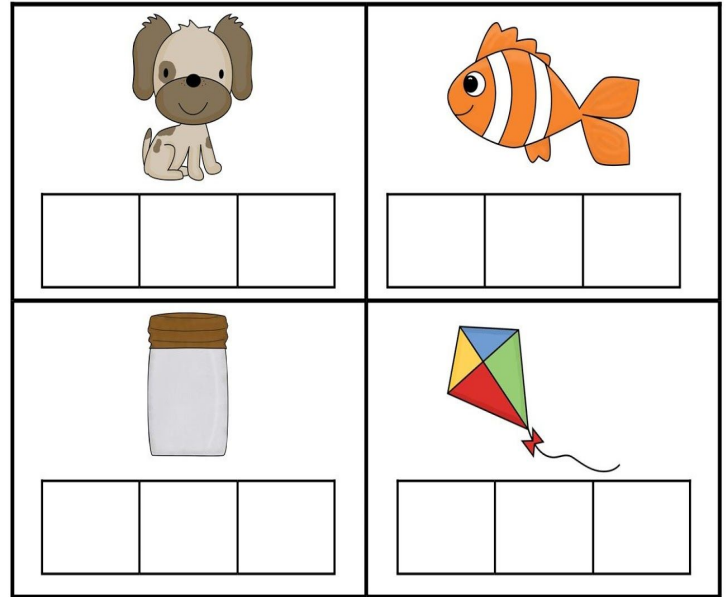
/th/

-the
-father

Alphabetic Principle Tasks In Class (Print Based)

Students can use Elkonin boxes (sound boxes) and letter tiles to demonstrate the relationship between sounds and print (e.g., go)

- To write a word: 1) say the word, 2) segment it into sounds, 3) segment it again as you write the letters and 4) read the word to check it.
- Use manipulatives. Slide letters together as you say the sounds, to demonstrate blending.



Phonemic Awareness & Alphabetic Principle

Phonemic Awareness

Speech based



- Listening for sounds
- Saying sounds
- Blending sounds into words
- Segmenting words into sounds
- Manipulating sounds orally

Alphabetic Principle

Print based



- Letter recognition
- Associating letters with sounds
- Translating letters to sounds during reading words
- Translating sounds into letters when spelling words

Instructional Approaches in Literacy

Oral Language
is a part of
ALL components



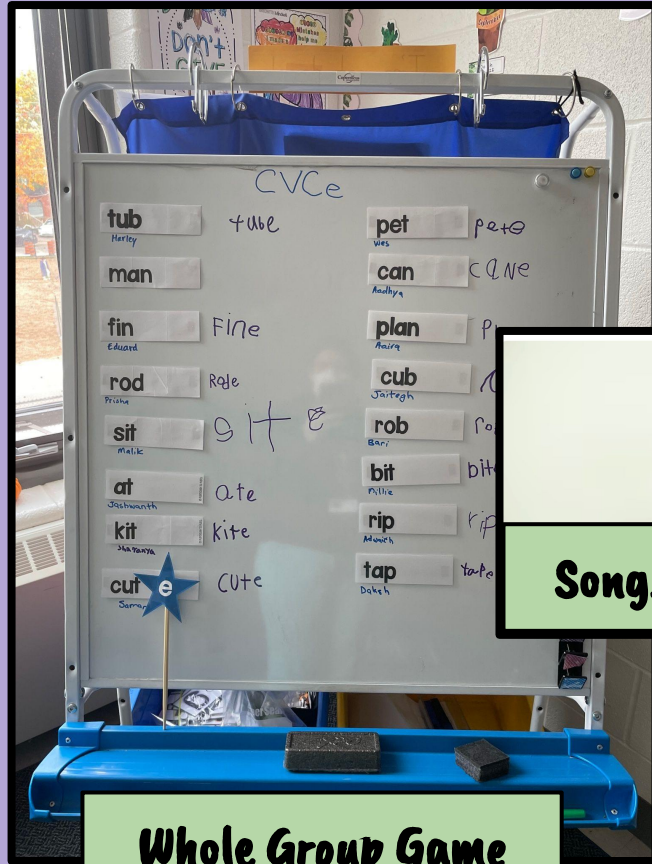
Centering Children's Identities in Reading Instruction: Books are Mirrors, Windows and Sliding Glass Doors

At Davisville JPS, we strive to use texts that serves as mirrors, windows or sliding glass doors for our students.

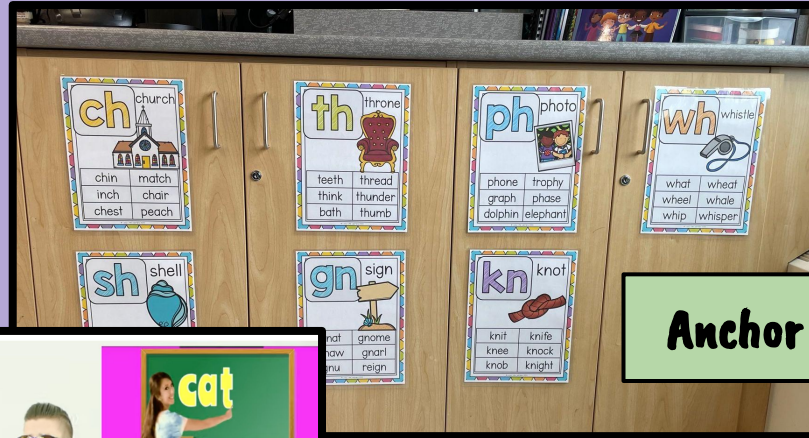
We select resources that our students can connect with and that accurately represent multiple aspects of their identities and lived experiences.



The Science of Reading in a 1/2 Combined Class



Whole Group Game

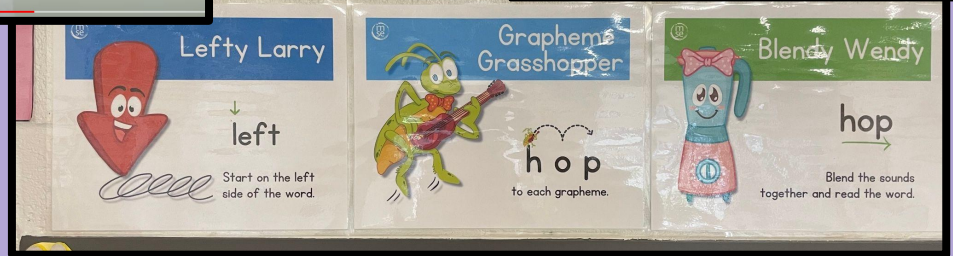


Anchor Charts



Songs!

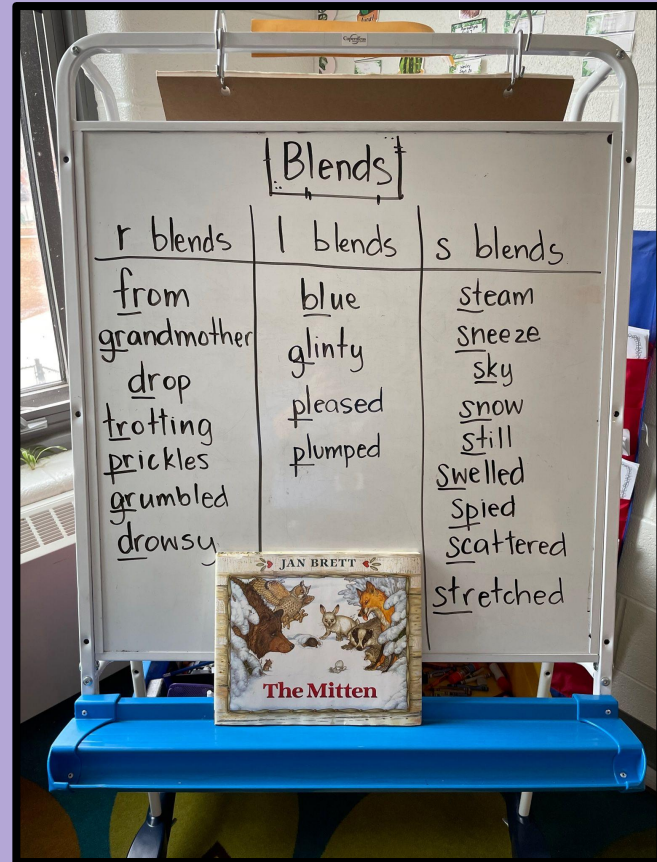
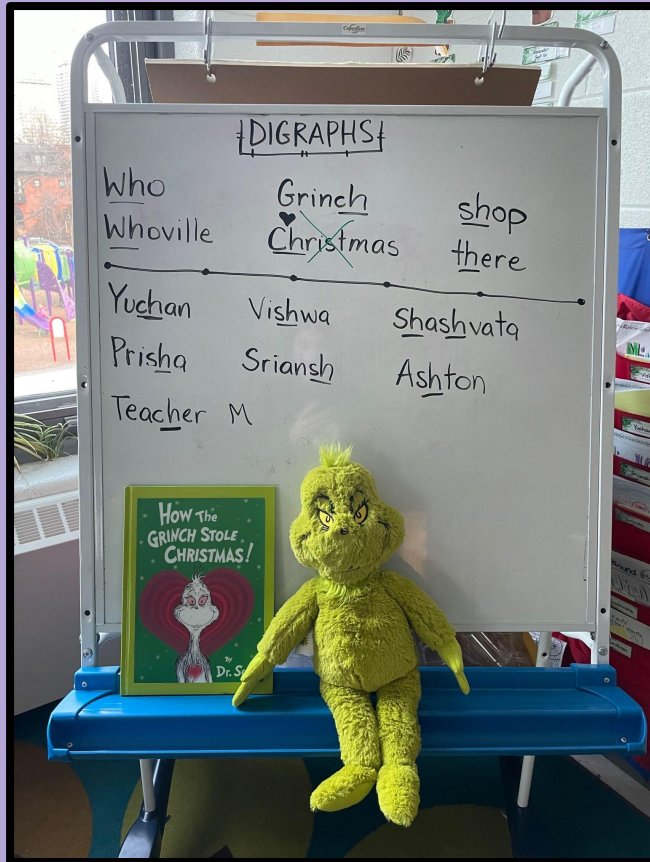
Reading Strategies



Phonological & Phonemic Awareness




SoR Within a Comprehensive Literacy Program








Daily Sound Mapping

CODE WORD:

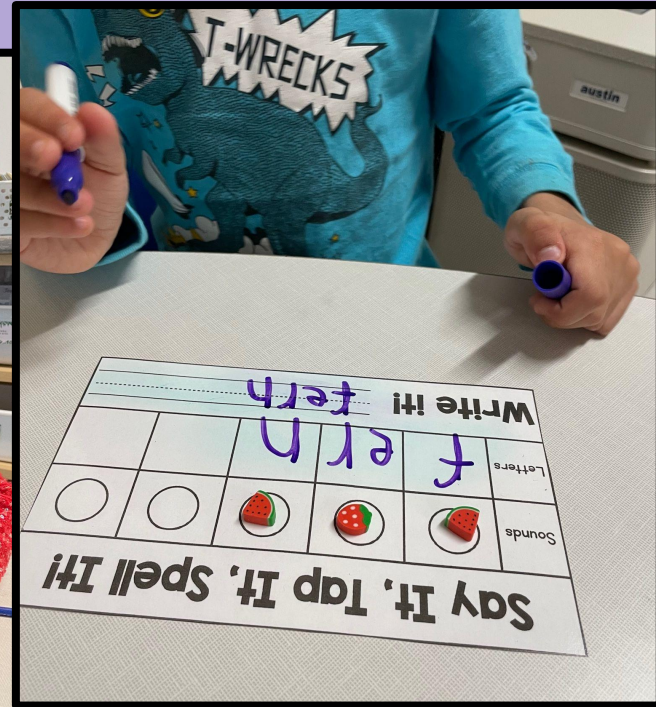
brag







Say It, Tap It, Spell It!

Sounds					
Letters	b	r	a	g	

Write it! brag

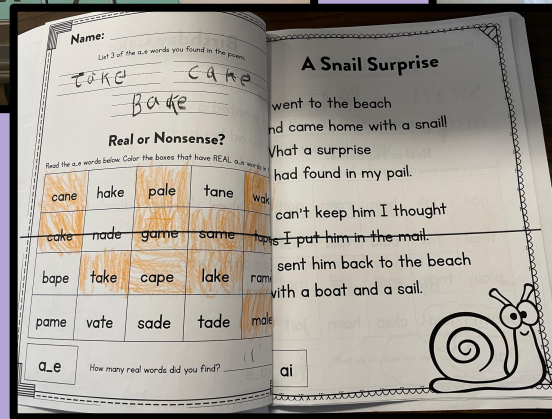
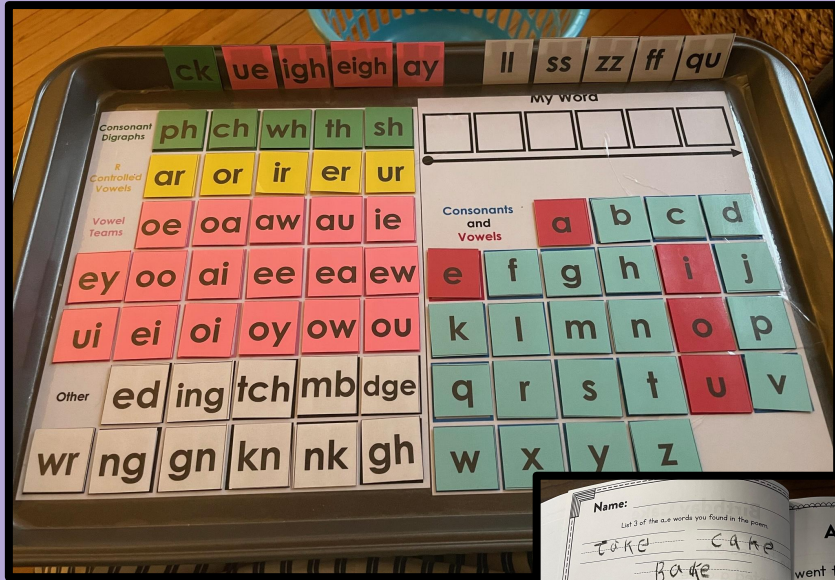


Write it! fern

Letters	f	e	r	n	
Sounds					

Say It, Tap It, Spell It!

Science of Reading in Small Groups



The Science of Reading in a 1/2 French Immersion Classroom

La progression de décodage

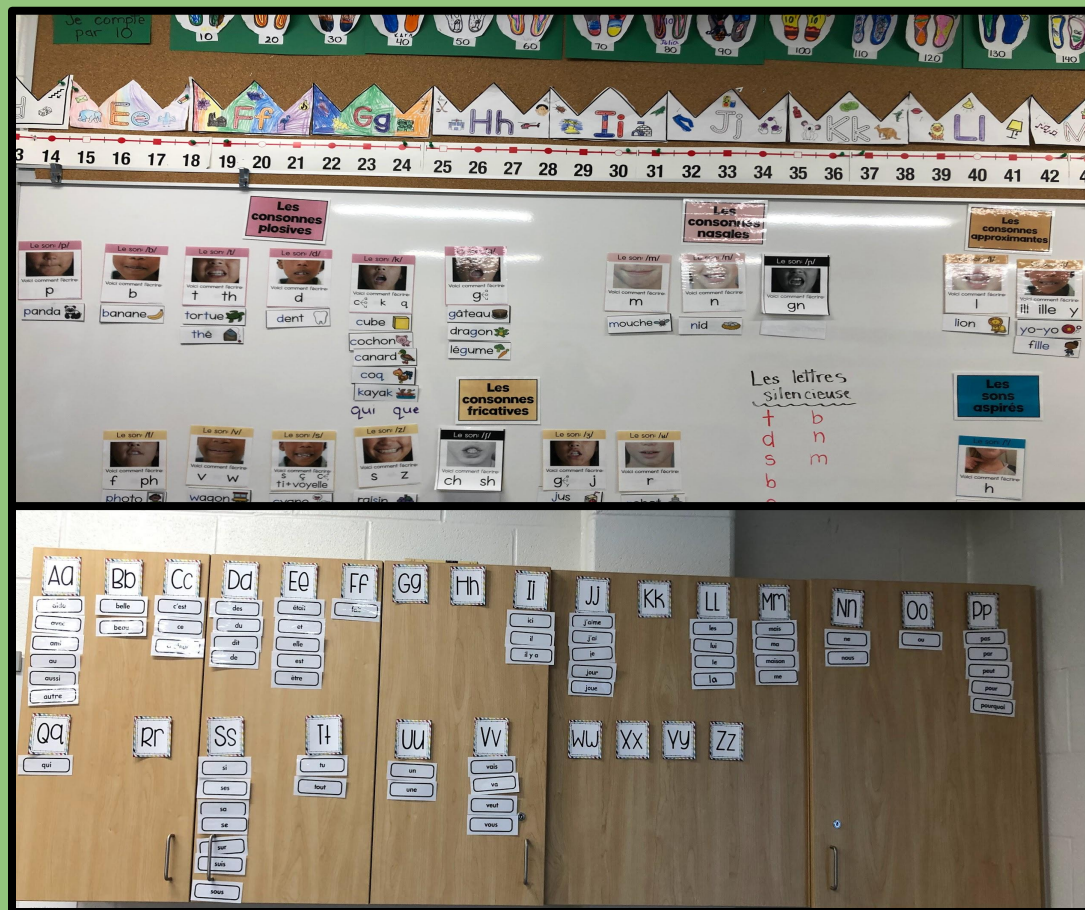


Aussitôt que l'élève est capable de lire les mots de chaque type de syllabe on peut commencer à lire les mots multisyllabiques qui sont des combinaisons de ces types monosyllabiques. Par exemple: a/mi = V+CV; bé/bé = CV+CV; a/vec=V+CVC; sty/lo=CCV+CV;

À noter: Ceci est un exemple de progression possible pour l'instruction de la lecture syllabique basé sur les correspondances graphème-phonèmes les plus fréquentes et les plus consistantes. Il peut varier selon les ressources utilisées dans la classe.

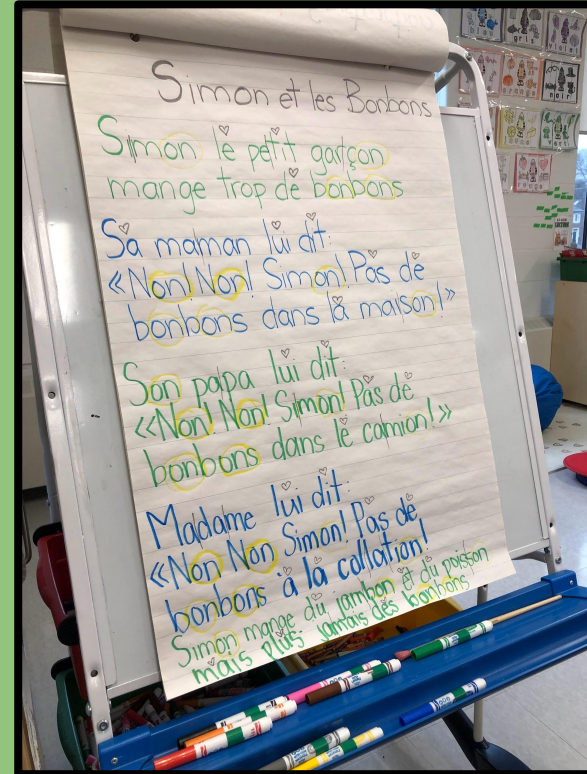
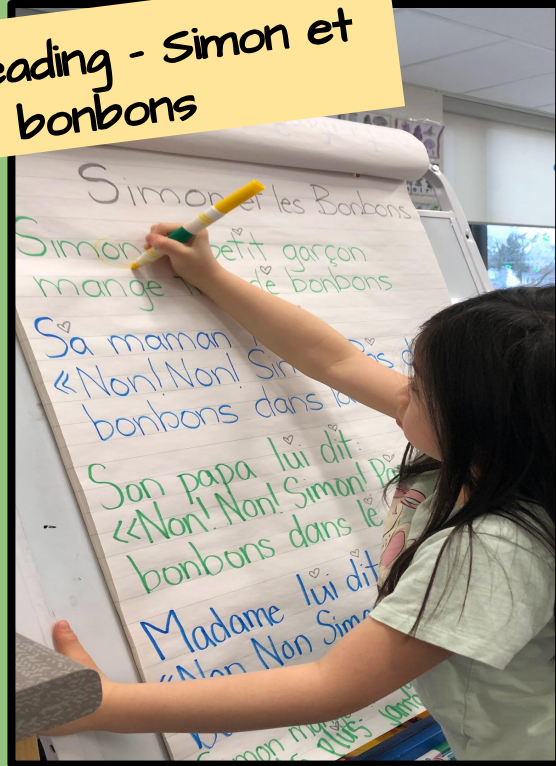
Mur de sons et les mots coeurs

Sight word list



A week at a glance: The sound "on"

Shared Reading - Simon et les bonbons



What we already knew

Journal writing - use the vocabulary in sentences.

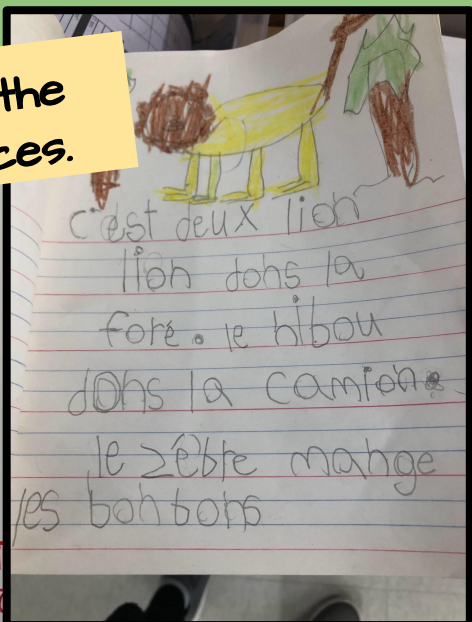
C
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C-e
-i
tia
so
bonjour

collation

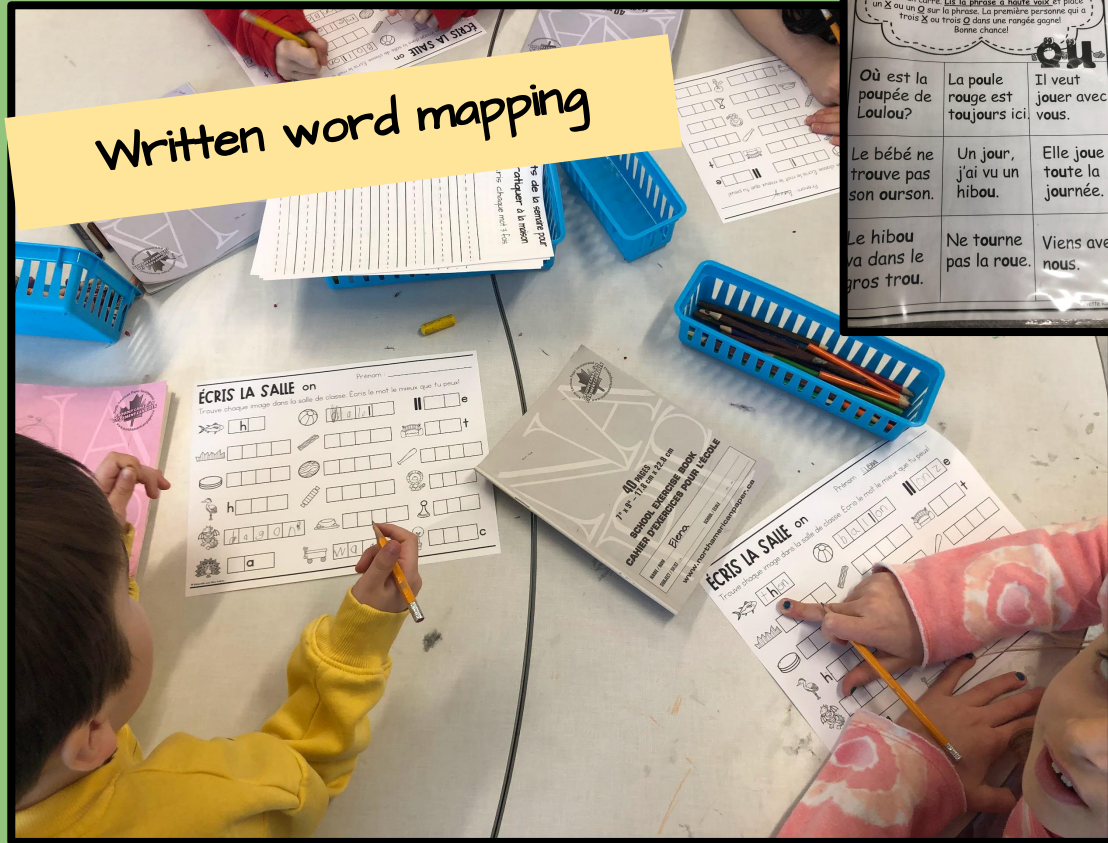
donne

bonjour
bon
onze
collation
camion
non
cochon
éducation
bonbon
citron
poisson

maison
récréation
lion
on
son
mon
ton



A week at a glance



OU Tic-Tac-Phrases!

Choisis un carré. Lis la phrase à haute voix et place un X ou un O sur la phrase. La première personne qui a trois X ou trois O dans une rangée gagne! Bonne chance!

Où est la poupée de Loulou?	La poule rouge est toujours ici.	Il veut jouer avec vous.
Le bébé ne trouve pas son ourson.	Un jour, j'ai vu un hibou.	Elle joue toute la journée.
Le hibou va dans le gros trou.	Ne tourne pas la roue.	Viens avec nous.

On
Non
Mon
Son
ton

Mots de la semaine pour pratiquer à la maison

Écris chaque mot 3 fois.

Heart words - spelling practice for homework



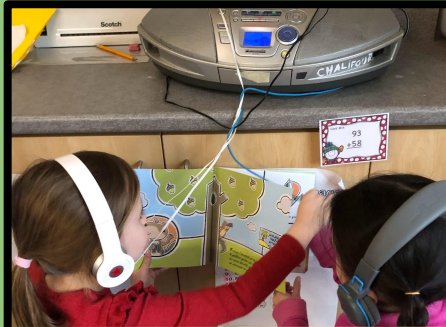
Oral phonemic awareness with pop-its

Literacy centers - a comprehensive literary approach



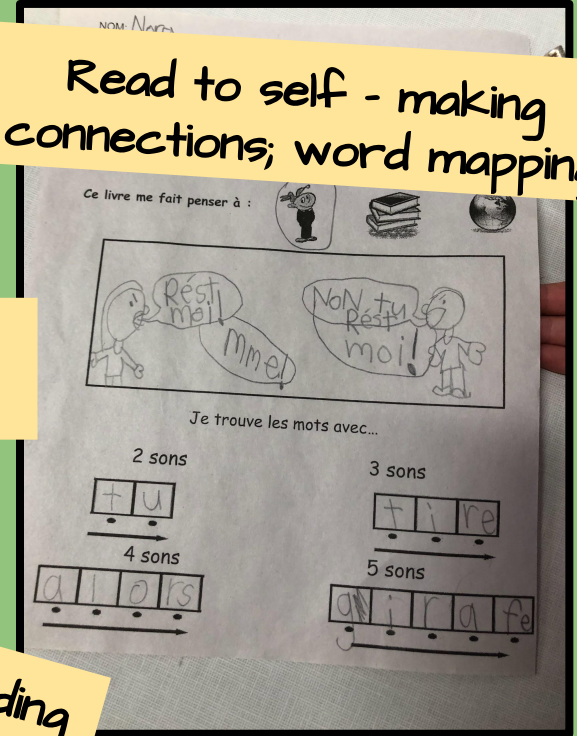
Literacy centers - a comprehensive literary approach

Sound bingo -
Consonant/vowels

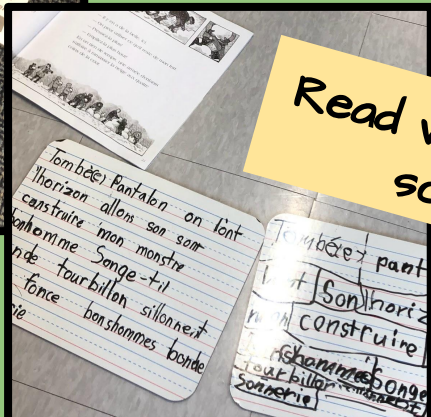


Listening center -
comprehension

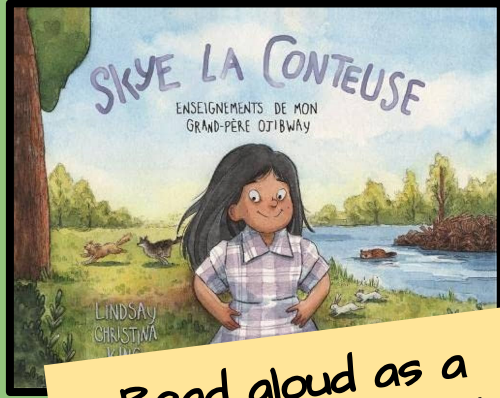
Read to self - making
connections; word mapping



Read with a friend - finding
sounds in a book



Literacy centers - a comprehensive literary approach



Read aloud as a class - CRRP book; mini lesson about the word "conte"



Finding words in the book, using pop-its to determine number of sounds, building the words with megablocks

