Cracking the Code:
English Reading De-mystified   May 2014

Kristin Klas: Hmong American Partnership, kristink@hmong.org
Kristin Perry: Hmong American Partnership, kristinp@hmong.org
Patsy Vinogradov: ATLAS, Hamline University, pvinogradov01@hamline.edu

Objectives for this session

The participants will be able to:
1. Converse with a colleague about the history of English and name 2-3 of its complicating characteristics that affect reading.
2. Evaluate their knowledge of the English "code" by completing pre and post self-assessments.
3. Define components of reading instruction and consider ways to create a balanced literacy diet for your students.
4. Identify and apply the 12 steps for developing a systematic, sequential way to help your students crack the English code by learning syllable types, adding suffix rules, and exceptions to rules.
5. Analyze videos of multisensory reading lessons and apply these practical ideas to their own teaching contexts.
6. Access resources for further reading, curricula, and additional teaching strategies.
7. Assist presenters in identifying what further reading PD would be helpful for ESL teachers.

History of English

What are 2-3 complicating factors about English due to its history?
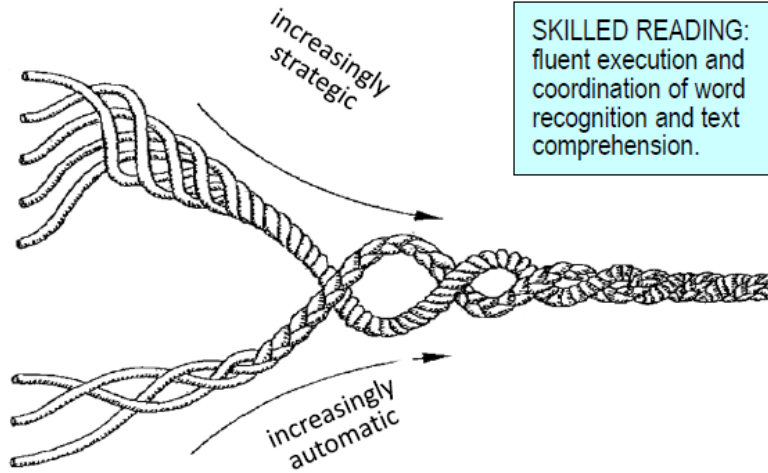
Balanced Literacy

Scarborough's Reading Rope (2001)

LANGUAGE COMPREHENSION
- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

increasingly strategic

SKILLED READING:
fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION
- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

increasingly automatic

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Notes on Balanced Literacy:

Wilson Scope and Sequence – CODEBREAKERS

Look over the following terms and definitions from Wilson's Scope and Sequence. One example of each term has been provided. See if you can come up with at least one additional example. When you're finished, check your examples with a partner.

TERM	Definition	Example 1	Example 2
1. Phoneme	the smallest unit of speech that can be used to make one word different from another word.	day/date	
2. Closed syllable	has one vowel followed by one or more consonants and the vowel is short.	ran	
3. Digraph/trigraphs	Two letters that make one sound. (trigraph = 3 letters)	ship	
4. Suffix	a letter or a group of letters that is added to the end of a word to change its meaning or to form a different word.	kindly	
5. Consonant blends	two or three consonants that are together and keep their own sounds.	strum	

6. Schwa	the unclear vowel sound in an unaccented syllable.	button	
7. Vowel–consonant–e syllable (silent "e")	ends in a "e" and the vowel is long.	bake	
8. Open syllable	ends in one vowel and the vowel is long.	me	
9. Consonant -le syllable	ends in le.	able	
10. Multiple spellings (sound options)	Various ways to spell one sound	motion mansion	
11. R controlled syllable	has one vowel followed by an "r".	part	
12. Vowel digraph syllable (aka – vowel team)	has two vowels together that make a sound.	rain	
13. Dipthong	a vowel in which there is a noticeable sound change within the same syllable. These sounds are often represented by a vowel digraph.	Joy	

Multisensory Instructional Principles

<u>M</u>y <u>D</u>edicated <u>S</u>tudents <u>S</u>tarted <u>C</u>omprehending <u>D</u>iscourse!

**M=Multisensory; D=Direct; S=Synthetic/Analytic
S=Systematic and Cumulative; C=Comprehensive and Inclusive; D=Diagnostic**

- **Simultaneous, Multisensory (VAKT):** uses all learning pathways in the brain (i.e., visual, auditory, kinesthetic-tactile)
  Questions to ask _____

  _____

- **Direct Instruction:** direct teaching of all concepts with continuous student-teacher interaction
  Questions to ask _____

  _____

- **Synthetic and Analytic:** synthetic presents the parts and how the parts work to form a whole; analytic presents the whole and how this can be broken down into parts
  Questions to ask _____

  _____

- **Systematic and Cumulative:** organization of material follows the logical order, concepts taught must be systematically reviewed
  Questions to ask _____

  _____

- **Comprehensive and Inclusive:** all levels of language are addressed. Including phonemes, graphemes, morphemes, semantics, syntax, discourse, and pragmatics
  Questions to ask _____

  _____

- **Diagnostic:** teaching is based on careful and continuous assessment, and is flexible to account for individual needs
  Questions to ask _____

  _____

Instructional Video Clips

Take notes on what you see. What codebreaker is at play?	What instructional principle is at play?	How could you use this in your teaching? How does it fit in your students' balanced literacy diet?
Video 1		
Video 2		
Video 3		

Multisensory Reading Stations

What do you see?				
Note an activity you could try with these materials to address 2-3 principles of multisensory instruction.				
How could you use this in your students balanced literacy diet?				

Pressing in the Cement

Write 2 things you're excited to tell a colleague about.

Write 2 things you can try in your classroom right away.

Write 2 things you'd like to learn more about.

Name 1-2 reading-related PD topics that would you like to see offered for ESL teachers in the coming year **(on a post it or card and hand in!)**

Dyslexia – Specific Resources
Wolf, M. (2007). *Proust and the squid.* New York: Harper Perennial.

Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level.* New York: Radom House, Inc.

The International Dyslexia Institute. (2009). *Multisensory Structured Language Teaching.* Available: http://www.interdys.org/ewebeditpro5/upload/MSLTeaching.pdf

Also- College and Career Readiness Standards:
http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf