

Sharing Literacy Knowledge for Better Literacy Outcomes



L.D.A Brisbane 2009

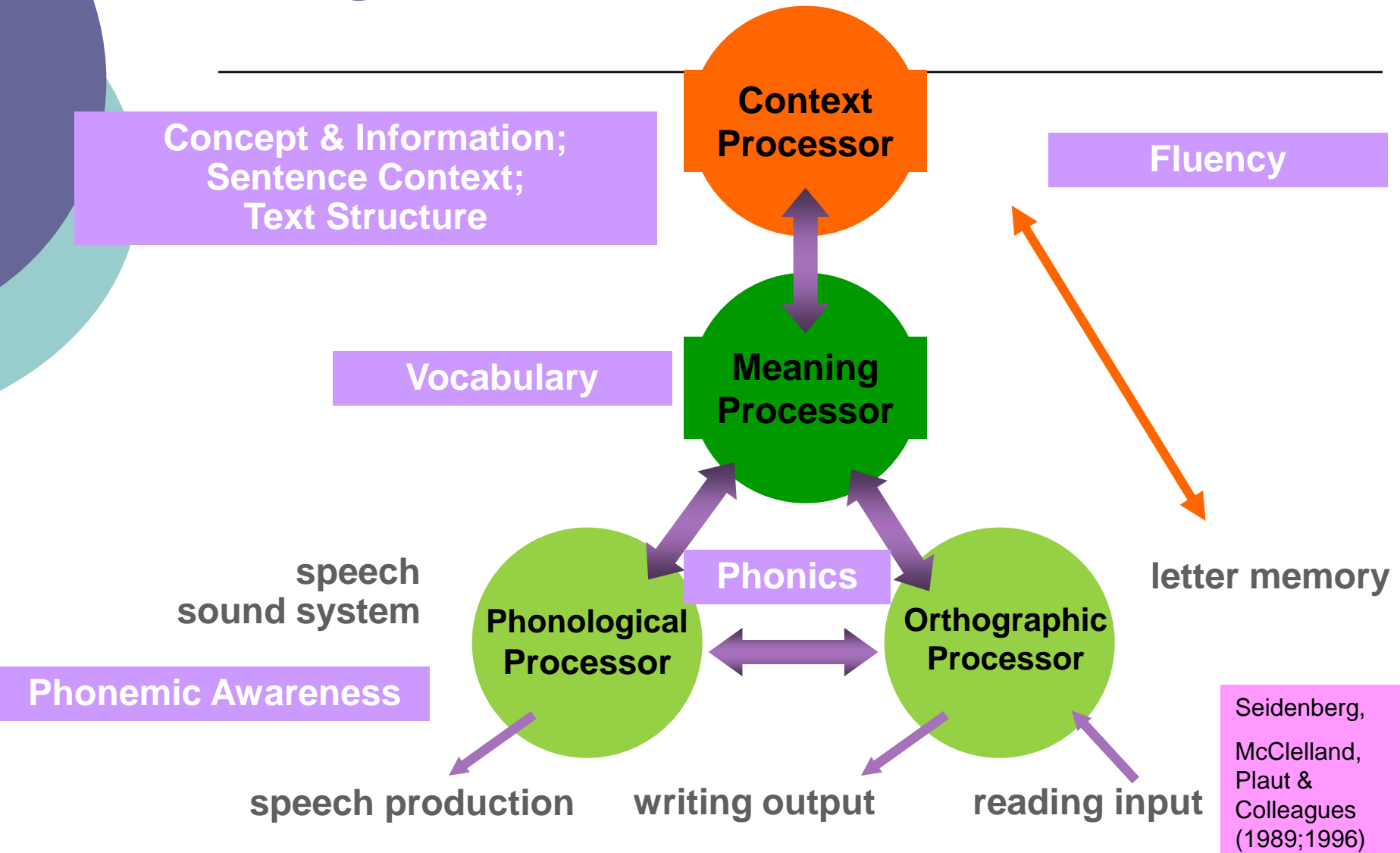
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Scientific Based Research Supports Better Literacy Outcomes

- Scientific based research has identified the following areas that we need to address in the reading process to achieve successful outcomes
 - Phonemic Awareness
 - Phonics, (word study, and spelling)
 - Vocabulary and Language enrichment
 - Fluency
 - Reading Comprehension
 - All Components require direct, explicit and systematic delivery.
- National Reading Inquiry 2005

Four Part Processing Model for Word Recognition



Phonemic Awareness

How many Sounds?

house							
quick	●	●	●	●			4
come							
shred	●	●	●	●			4
weight	●	●	●				3
start							
chip							

Letters and Sounds

Phonemes to Graphemes

Letters and Sounds –Primary National Strategy U.K

Phoneme	Grapheme(s)	Sample Words	H.F.Words
/e/	e,ea	egg,head	<u>s</u> aid, <u>s</u> ays, fri <u>n</u> d, le <u>p</u> ard, <u>a</u> ny.
/ee/	ee,ea,e,ie	feet, sea, he, chief	these, people
/ar/	ar, a	farm, father	<u>c</u> alm, <u>a</u> re, <u>a</u> unt, <u>h</u> ear <u>t</u>
/oi/	oi, oy	coin, boy	
/ear/	ear, eer, ere	dear,deer, here	<u>p</u> ier

Phonics

Word Study and Spelling

Phoneme Grapheme Mapping

Grass

Beach

Jumped

Match

g	r	a	ss						
b	ea	ch							
j	u	m	p	ed ^t					
m	a	tch							
b	o	<u> </u> x							

K.Grace 2007



Fluency

- **The capacity to read a text fluently and productively depends:**
- **At the bottom level**, on the ease or automaticity with which the reader recognizes the words of the text.
- **In the middle level**, it depends on whether the reader possesses the language – the vocabulary, syntax and the turns of phrase- to stay with the flow of the text.
- **At the top level**, it depends on whether the reader has the background knowledge and perspective to construct the meaning and message of the author's intent.
- (Adams 2005)



Components of Fluency

- Automaticity – accuracy of word recognition
 - Rate – speed
 - Prosody – phrasing
 - Expression – intonation
 - All four components must be present if the result is to be fluent reading.
- Automaticity + rate + prosody + expression =
fluency

Determining Fluency or Decoding

- **Oral Reading Fluency**

- Step 1: Is Fluency Building Appropriate?**

- Examine student's performance on the oral reading fluency measure to determine whether accuracy is an appropriate target.

- Identify target goal (e.g., 60 wcpm by end of grade 1; 90 wcpm by end of grade 2).

- Review the following performance patterns.

- Example A: 30 words attempted, 28 wcpm.

- Example B: 27 words attempted, 20 wcpm.

- Example C: 86 words attempted, 85 wcpm.

- Step 2: How to Develop Oral Word Reading Fluency: Mediated Scaffolding and Review**

- Identify passages students can read with 90-95% accuracy.

- Ensure that students can read 30-40 wcpm.

- Schedule repeated opportunities for the reader to hear and/or practice the passages.

- Aim to reduce the time and number of errors.

- Incorporate reading with expression once students can read 60 wcpm.

- Gradually shift from oral to silent reading.

Guided Oral Reading Supports and Leads to Fluency Development

○ Types of oral guided reading

Echo Reading

1-1 Oral Reading

Taped Reading

Readers Theatre

Computer Assisted Voice Recognition - Rapid, Reading

Booster - Lucid

Reading Recovery

Fluency at the Word Level

Heather Harvey – Intensive Reading Program

- **UNIT 6.**

- **a - e**

○ Hate	lame	tame	rate
○ Gate	gaze	cave	wake
○ Stake	cake	slave	waste
○ hesitate	game	whale	tolerate
○ Plane	investigate	shake	awake
○ flame	blaze	amaze	craze
○ make	fake	estimate	graze
○ chase	skate	escape	shape
○ punctuate	grade	landscape	blazer
○ trade	stale	snake	shame
○ grape	brave	illustrate	estate
○ state	indicate	came	safe
○ became	shave	date	scrape
○ lemonade	shade	decorate	parade
○ fame	taste	haste	inflate

- 19

- (Children read for 1 minute and subtract errors for correct WPM rating)

A Model for Tracking and Assessing Fluency

Rashinski Model

WCPM – Refer to Norms Harsbrouck and Tindale 2006

Multidimensional Fluency Scale

Expression & Volume	*4* <i>Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.</i>	*3* <i>Make text sound like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice and volume is generally appropriate throughout the text.</i>	*2* <i>Begins to use voice to make text sound like natural language in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.</i>	*1* <i>Reads Words as if simple to get out. Little sense of trying to make text sound like natural language tends to read in a quiet voice.</i>	*0* Not Yet
Phrasing	*4* <i>Generally reads in good phrasing, mostly in clause and sentence units, with adequate attention to expression.</i>	*3* <i>Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness, reasonable stress and intonation.</i>	*2* <i>Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark the ends of sentences and clauses.</i>	*1* <i>Reads in a monotone with little sense of boundaries; frequently reads word-by-word.</i>	*0* Not Yet
Smoothness	*4* <i>Generally reads smoothly with some breaks, but resolves word and structure quickly, usually through self correction.</i>	*3* <i>Occasionally breaks smooth rhythm because of difficulties with specific words and/or structure.</i>	*2* <i>Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive.</i>	*1* <i>Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.</i>	*0* Not Yet
Pace	*4* <i>Consistently reads at a conversational pace; appropriate rate throughout reading.</i>	*3* <i>Reads with an mixture of fast and slow pace.</i>	*2* <i>Reads moderately slowly.</i>	*1* <i>Reads slowly and laboriously.</i>	*0* Not Yet

Oral Reading Rubric

Rate	*4* Greater than 110 wpm	*3* 90-110 wpm.	*2* 70-90 wpm.	*1* Less than 70 wpm.	*0* Less than 50 wpm.
Accuracy	*4* 96-100% accuracy	*3* 90-95% accuracy	*2* 86-89% accuracy	*1* Under 85% accuracy	*0* Under 60%

A passage needs to establish 95% accuracy for reading purpose. An accuracy rate must be established before assessing prosody. The Rashinski Model – Score Range from 4-16. Generally, scores below 8 indicate that fluency may be a concern. Scores of 8 or above indicate that the student is making good progress in fluency.

WCPM – Refer to norms on Harsbrouck and Tindal 2006 table.



Developing Robust Vocabulary

- **Explicit Instruction**
- **Three Tiers of Vocabulary**
 - Introduction through Context – At Tier Two
 - (The rare words spell the content the rest hold the text together).
- **Opportunities to Use Words beyond the text lesson and in different settings.**
- Bringing Words to Life by Isabel Beck, Margaret McKeown & Linda Kucan.

Identifying the three tiers of Vocabulary in text

Level One: *High Frequency Words*

Level Two: *The Most important words to teach in Depth*

Developing Tier Two Words in Text

Johnny Harrington was a kind master who treated his servants fairly.

He was also a successful wool merchant, and his business required that he travelled often. In his absence, his servants would tend the fields and cattle and maintain the upkeep of his mansion. They performed their duties happily, for they felt fortunate to have such a benevolent and trusting master.

Level Three: *Speciality and Topic Words*

Bringing words to Life: Isabel Beck, Margaret McKeown and Linda Kucan.

Student Vocabulary Log

Word	Student Definition	Sentence	Picture
1. tyranny			
2. violence			
3. despicable			
4. applause			

Four Square Vocabulary

Word Activity

<u>Word</u> rambunctious	<u>Examples</u> kitten, toddler, puppy
<u>Definition</u> playful	<u>None Examples</u> old dog, sick person

Matrices for roots, prefixes and suffixes

Real Spelling – M. Ramsden

ex con	cave <i>"hollow"</i>	ate	ed ing s ion or
		ity	es
		ern	s ous
		man men	

bore	ed	
	s dom	
	ing	ly

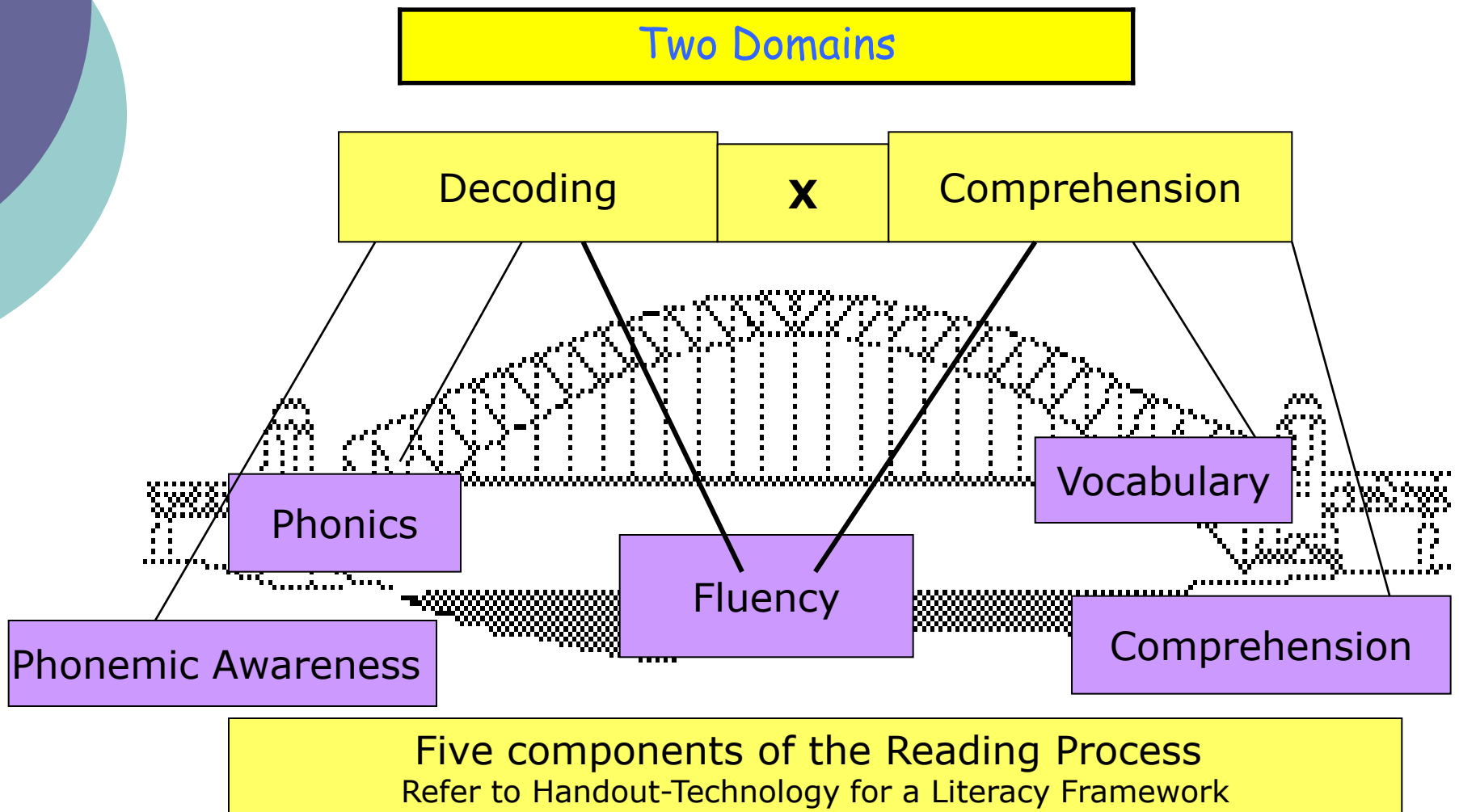


Technology to Support Literacy

Good quality technology can support, improve and consolidate the learning opportunities for all students

It can provide the access of all students.

Five identified areas Vital to the Reading Process Linking Technology



What is a Computer Reading Assistant 'Rapid'



Is a software program for developing oral reading skills using guided reading passages. It is driven by speech recognition technology in order for students and adults to achieve better fluency of text passages.

Establishing a Benchmark for Rapid

Finding a starting point for Rapid Reading Assistant is determined by a Running Record using the Benchmark books in the program either on or off the Computer. Harcourt the Publishers have produced an on/off package of software and books. Rapid has been developed for Struggling Readers between 7 and 11 and presently equates with a Reading Recovery Level up to 22 using both fiction and non fiction passages.



Program Books

The benchmark books



Teachers Manual

Reading Assistant using Rapid Voice Recognition Software For Struggling Readers between 8 and 12 Fiction and Non Fiction Passages Accuracy based

Desk Top Frames





Adams Data from Reading Assistant Developing Fluency whilst Providing Language Experiences

- I asked children from end of Grade 2 through Grade 6 to read texts from the beginning of Grade 2 through Grade 8.
- At every grade, the children ranged from strong readers to very troubled readers. Yet, few at any grade on any text level made many errors. In other words, nearly all of the troubled readers could read the words if they worked at it. But they were not making language or meaning of them. Contrary to everything I've ever been taught, given a child who struggles with a Grade 6 or 8 text, there is no text that would cause her or him to read easily and comfortably. The implication to me is that high-low text is not the solution. High-low text removes the information and the language that these children need so desperately. The easy words are not the problem.
- Personal Correspondence from M. Adams 2006

Word shark

WORDSHARK 4.01 - Full list of topics + current word list + list of games

File Help (F1) Other users Settings for peter Choose games (F12) Search (F9) Admin

Word lists - click to expand or compress a heading
or to select a word list

- Alpha to Omega
- Group 1
- Group 2
- Group 3
- Group 4
- Group 5
- Group 6 (STAGE II)
- Group 7 (Suffix I)
- Group 8 (STAGE III)
- Group 9
- Letters and Sounds (
- PHASE 2
- Phase 2 Assessment
- PHASE 3
- Phase 3 Assessment
- PHASE 4
- Phase 4 Assessment
- PHASE 5
- WEEKS 1 - 4
- WEEKS 1 - 8 - NEW GRAPHEMES
- WEEKS 5 - 7 - Alternative SOUNDS in reading
- WEEKS 8 - 30 (inc. Alternative SPELLINGS
- Sentences - end of Phase 5
- Revise all High Frequency Words Phases 2 - 5
- Revise all Tricky Words Phases 2 - 5
 - Revise TW: Read and spell - set a
 - Revise TW: Read and spell - set b
 - Revise TW: Read and spell - set c
 - Revise TW: Read and spell - set d
 - Revise TW: Read - set e
 - Revise TW: Read - set f
- Phase 5 Assessment
- PHASE 6
- Literacy hour (English Gov. earlier Framework)
- Short course to support different phonic schemes
- Secondary subject lists (KS3)
- General course for older users/adults

Click on any word to hear it spoken.

h a ve have

s o me some

c o me come

th ere there

wh e n when

wh a t what

c o ul d could

Games available for this list - click to play

specially recommended games

- blend sounds
- find word
- sharks - spell

also recommended

- moving
- maze
- word search

blending sounds

- blend sounds
- find word (phonics)
- say sound

splitting sounds

- split sound
- phonics tiles
- phonics jigsaw
- letter maze
- build up - hear then build
- hunt symbols
- Noah's ark
- trains
- flums

recognise

- find word
- moving
- word search
- reading test

spell

- sharks - spell
- maze
- memory
- spelling test

alphabet and dictionary skills

- rolling
- catching
- bombs
- holes

Keep words in order

Highlight vowels

Divide into phonemes

<<< Back Next list >>>

Click here to show GAMES screen

Word Shark

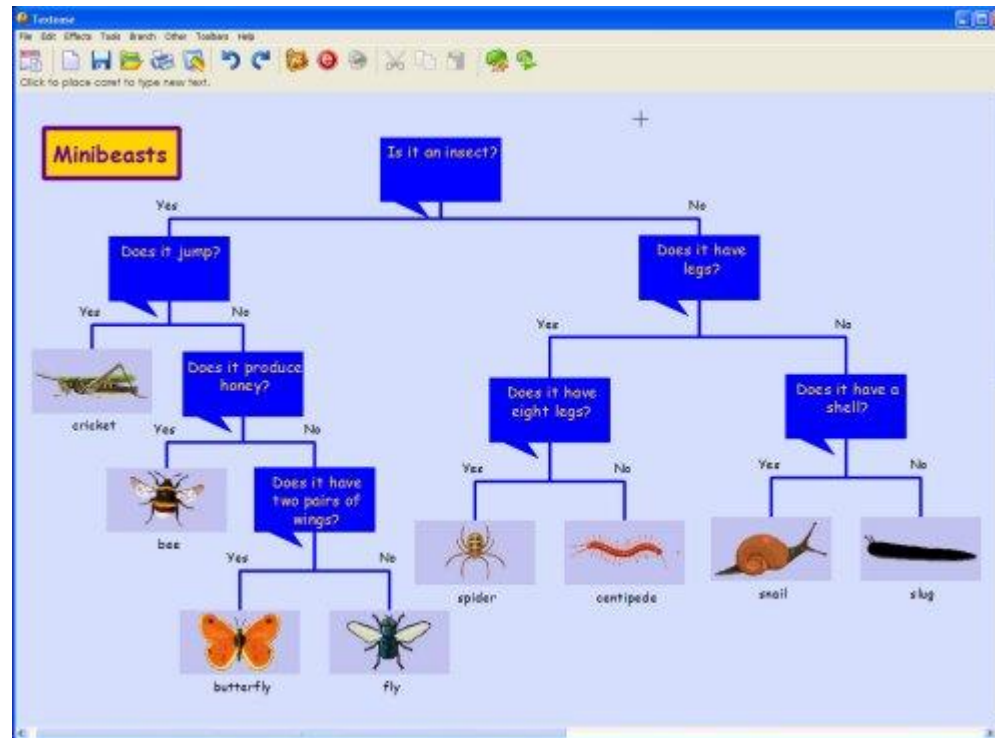
- An extremely effective structured program for teaching and practicing the many sub-skills of spelling- listening, phoneme to ~~grapheme mapping, syllables, roots, prefixes and suffixes and most~~ other spelling too
- Excellent on an IWB, especially introducing a family of words, syllables etc. to a class and for small group work
- Over 9000 words and sounds are presented and pre-recorded but it is very easy to put in and record the students' words (or students can do this themselves)
- The words are presented in different courses, **1.** *Letters and Sounds-* **2.** *another phonic course to support other phonic schemes* **3.** *words based on Alpha to Omega,* **4.** *The UK literacy Hour* **5.** *a general course for older students/adults* **6.** *3000 words from 13 curriculum subjects for secondary students*
- 55 carefully designed and very popular games to provide motivation and interest for spelling **and** reading
- Some worksheets can be printed out
- Individual programs of work can be set up
- Records of student activities can be kept

Textease

- A powerful writing and desk-top publishing program
- ~~○ Extremely motivating and enhances learning~~
- Encourages creativity and imagination
- Text to speech when writing
- Text to speech when text is pasted from the web or from elsewhere into the screen
- Provides scaffolding for writing –word banks
- Very easy to include, by dragging and dropping, pictures , photos, sounds from the huge resources provided, but also from the web, other CDs
- Can begin writing anywhere on the screen just as many books are published these days
- Can be set up so letter names or letter sounds are spoken - so important for the younger students, and when a list of similar words is typed by the older students too
- Can be used for recording a simple sentence prior to writing, or by saying letter names to learn the tricky high frequency words – very supportive and fun too
- All students who use TE well make excellent, often surprising, progress
- There is more too

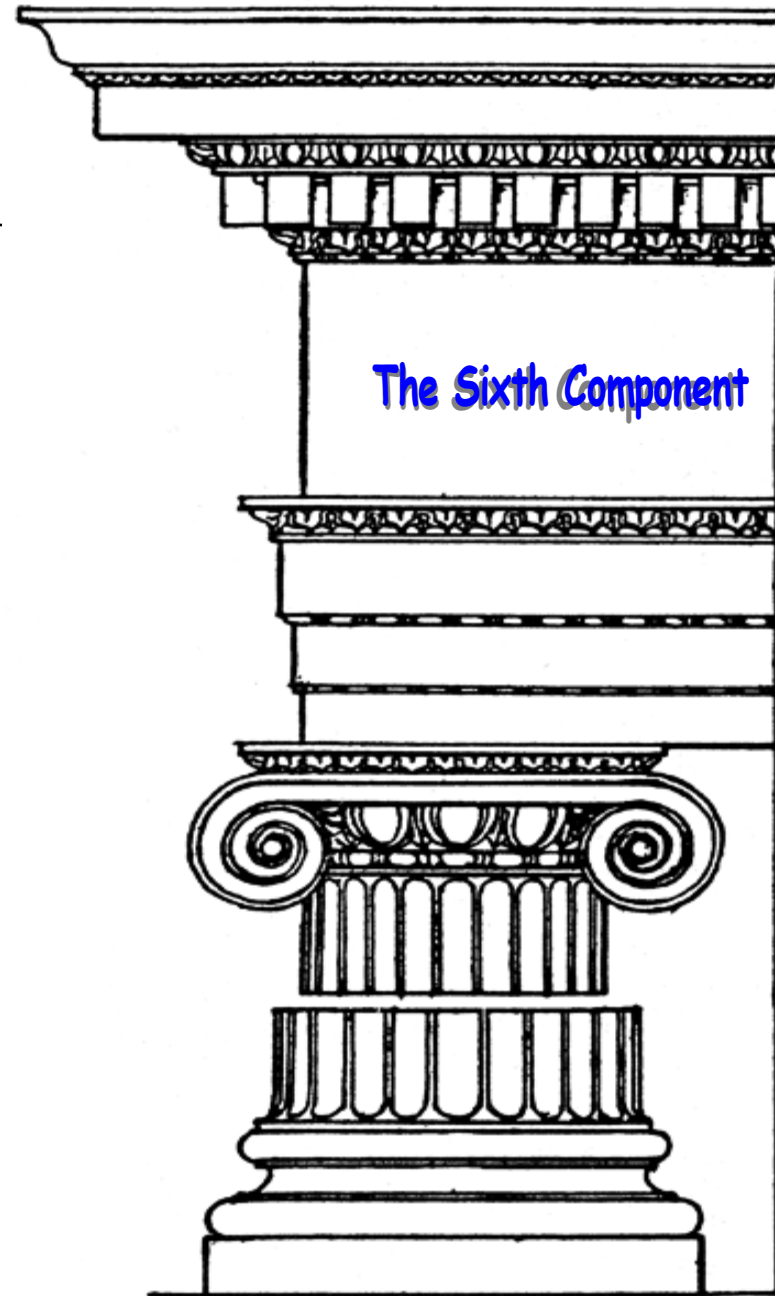
Textease

Suite of products



The Writing Process

- Multi-sensory thinking leading to multi-sensory writing.
- Need to hear what they have written leads to better spelling better punctuation and better grammar
- editing process.
- Better planning and modelling of ideas leads to more cohesive writing.
- Better templates leads to better visual images.





Conclusion

- We need to consult the scientific based research evidence on the acquisition of language and the reading process
and
- We need to collaborate on ways to share the best processes that lead to the best outcomes for all children.