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The Balancing Act...

Creating the Conditions for Balanced Literacy
Friday, September 21, 2018

TODAY?

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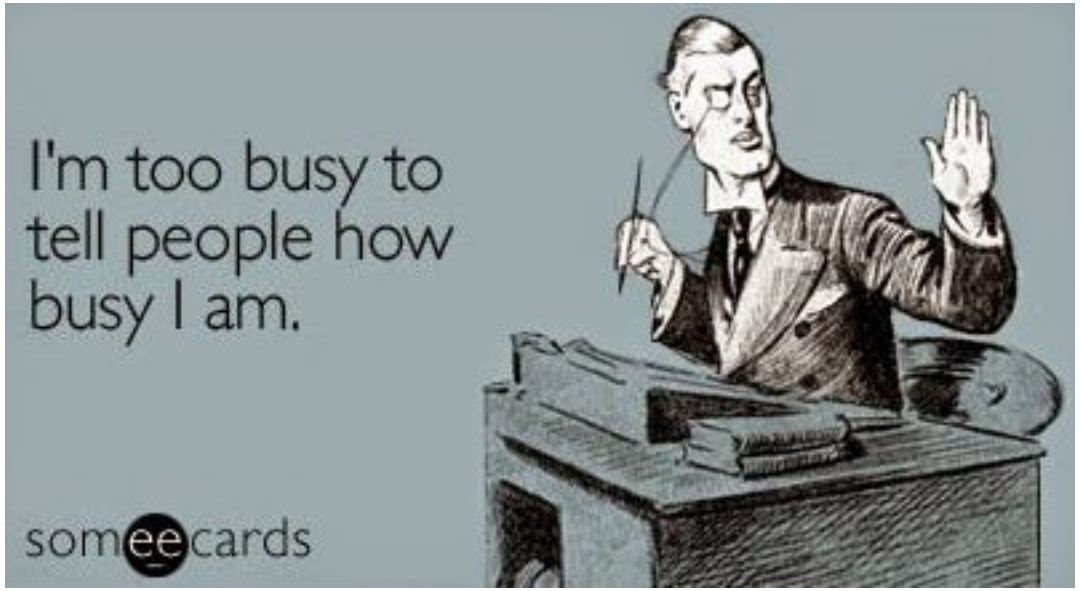

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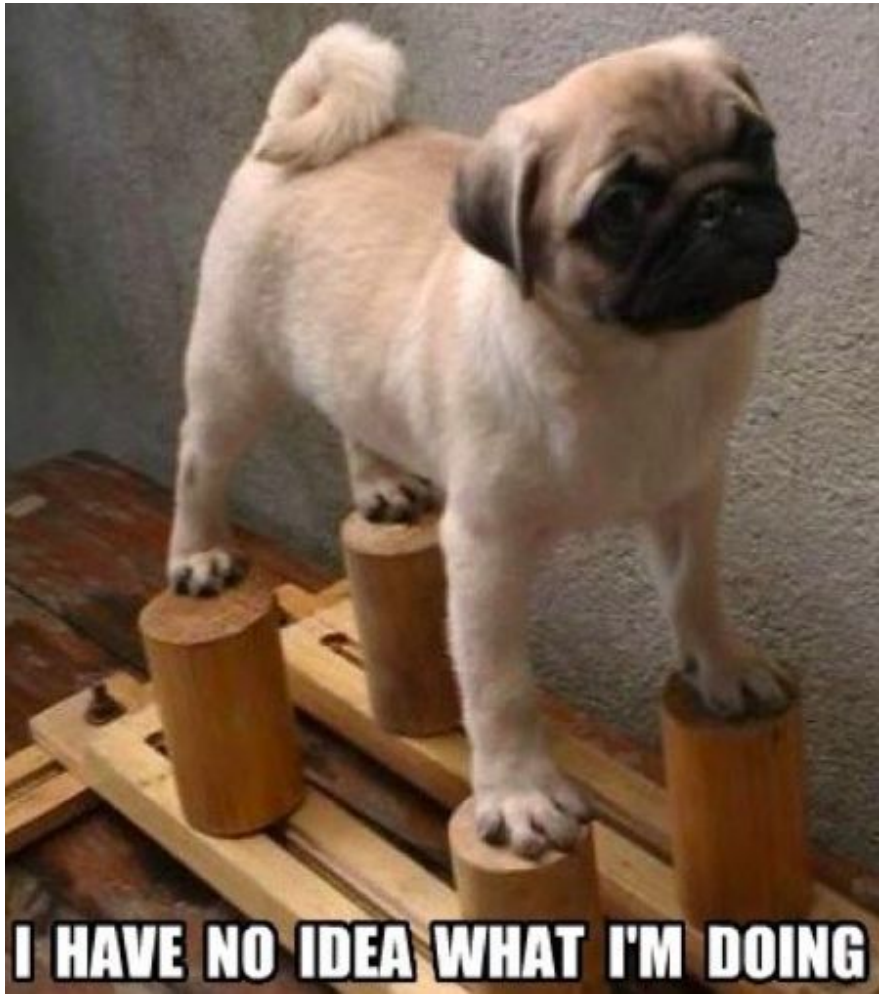

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Disclaimer...

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Learning Intentions

- ✓ Consider the impact of human development in the acquisition of language and literacy.
- ✓ Expand our knowledge on how the brain learns to read.
- ✓ Understand the tenants of the Balanced Literacy approach and the related instructional implications in the dual language K-7 classroom.
- ✓ Create systematic, targeted and structured instructional approaches to support literacy development.

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Anchor Yourself to Your Beliefs

1. Childhood is a distinct and valuable period of life. Children is not training to be adults; they are whole and complete human beings worthy of deep respect and capable of making choices, thinking critically, and contributing to society as a whole.

2. Teaching should be tailored to the unique aspects of every child, and all children should feel powerful in their learning journey.

3. Treat children as you wish to be treated. Observe, wonder, support and challenge. Facilitate and encourage.

4. Building community is a slow and powerful process that can be short changed when compliance and control techniques are used.

5. See your classroom as a microcosm of the world; ask constantly, ‘Is this a world I would want to live in?’.

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The secret of helping lies in respecting the current place of the child.

S. Goldstein, 2018

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What is **working**?

What is **challenging**?

What is **essential**?

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The 'SMARTER' Six

1. Emphasize **Prevention**
2. Prioritize **Needs**
3. Be **Strategic**
4. Work **Together**
5. Build **Capacity**
6. Find **Joy**

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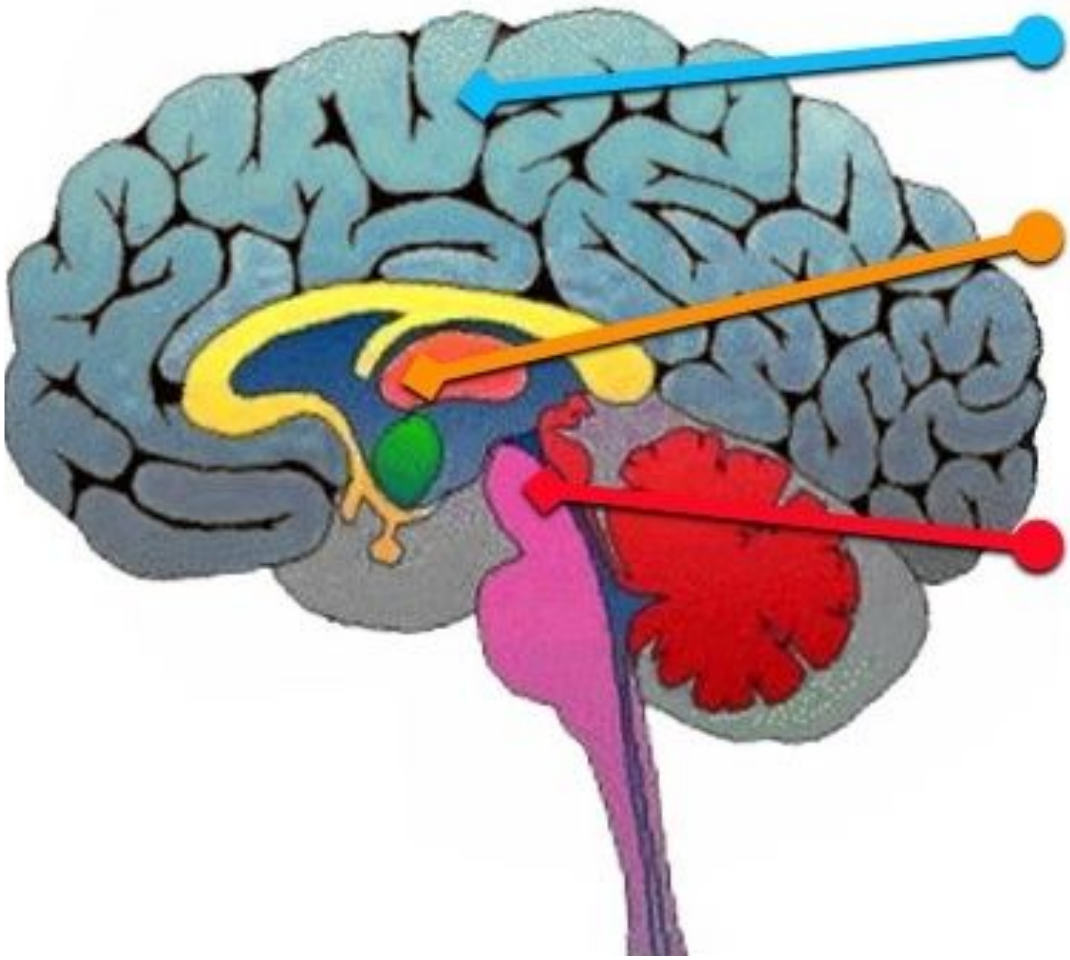

Neocortex:
Rational or Thinking Brain

Limbic Brain:
Emotional or Feeling Brain

Reptilian Brain:
Instinctual or Dinosaur Brain

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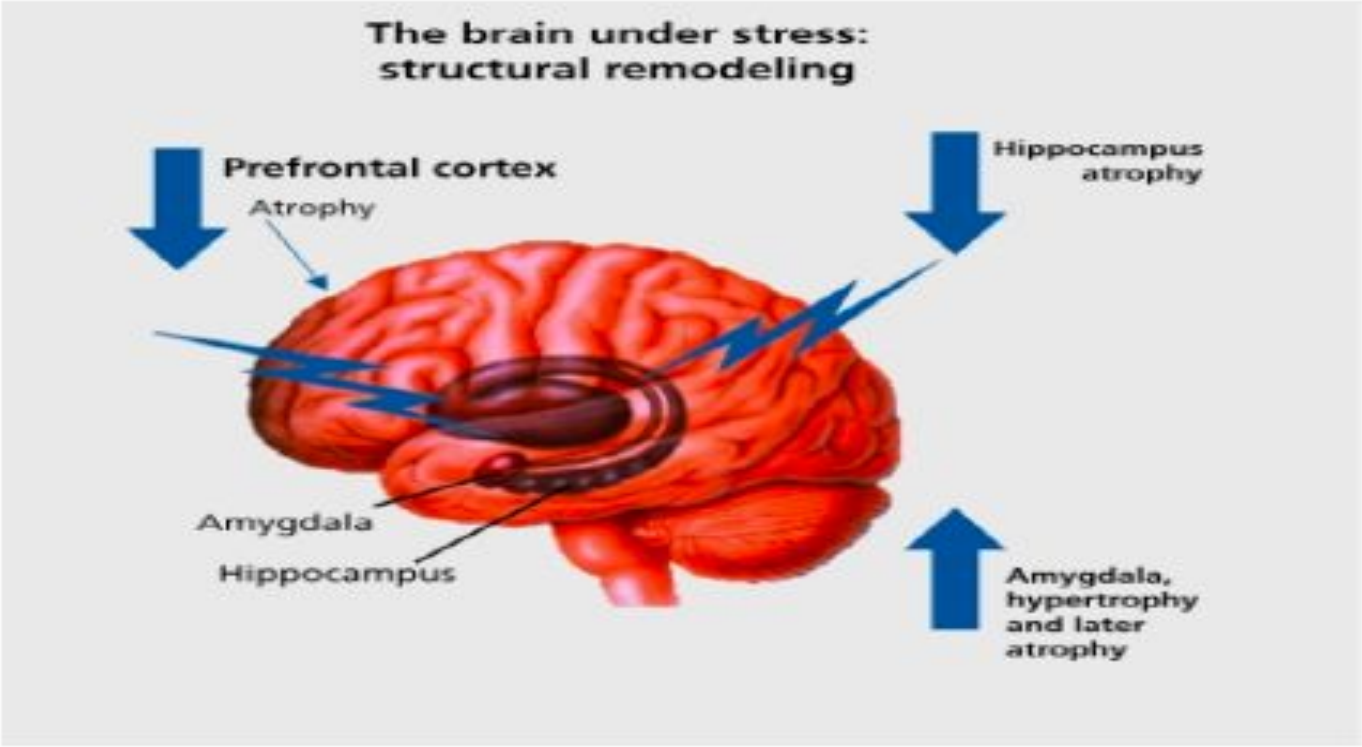
The Stressed Brain



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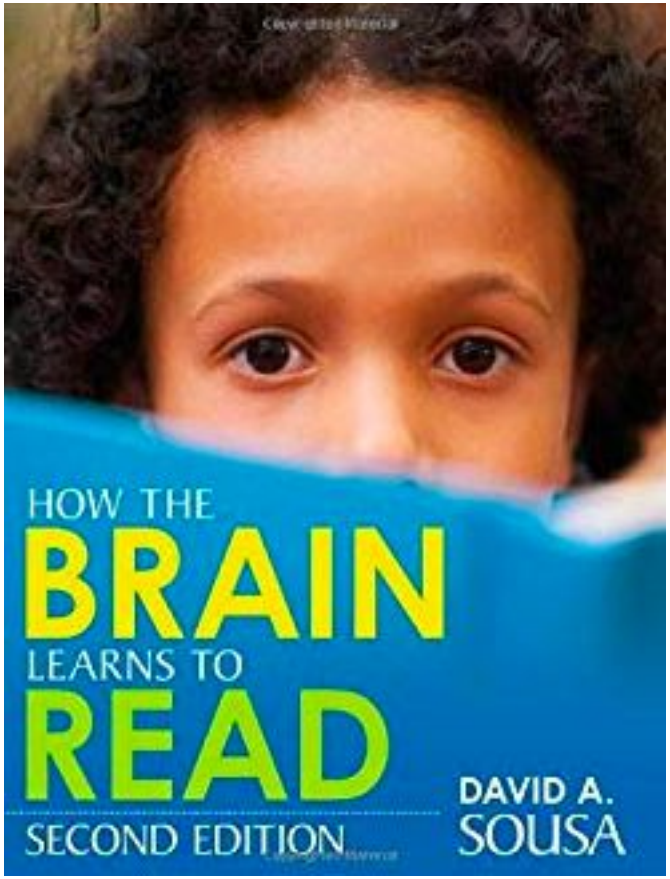

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Reading = Integration of 7 Levels of Brain Processing

1. **Phonological** - knowing the sound system of language, phonemic awareness & letter-sound correspondences

2. **Graphic** - visually perceiving letters and sounds

3. **Lexical** – recognizing words & their component parts, such as prefixes and suffixes

4. **Syntactic** – understanding rules of grammar & discourse

5. **Semantic** – comprehending meaning and detecting thematic structures

6. **Communicative** – expressing purposes & intentions

7. **Cultural** – communicating shared beliefs & knowledge

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Orthography

Language	# of Sounds Phonemes	# of ways to spell sounds	Orthography Depth
Italian	33	25	shallow
Spanish	35+	38	shallow
French	32	250+	deep
English	44+	1100+	deep

The brain needs to connect the 26 letters of the alphabet to the 44+ sounds of spoken English (phonemes).

D. Sousa, 2016

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Wash in the Street

By: Anne Turner

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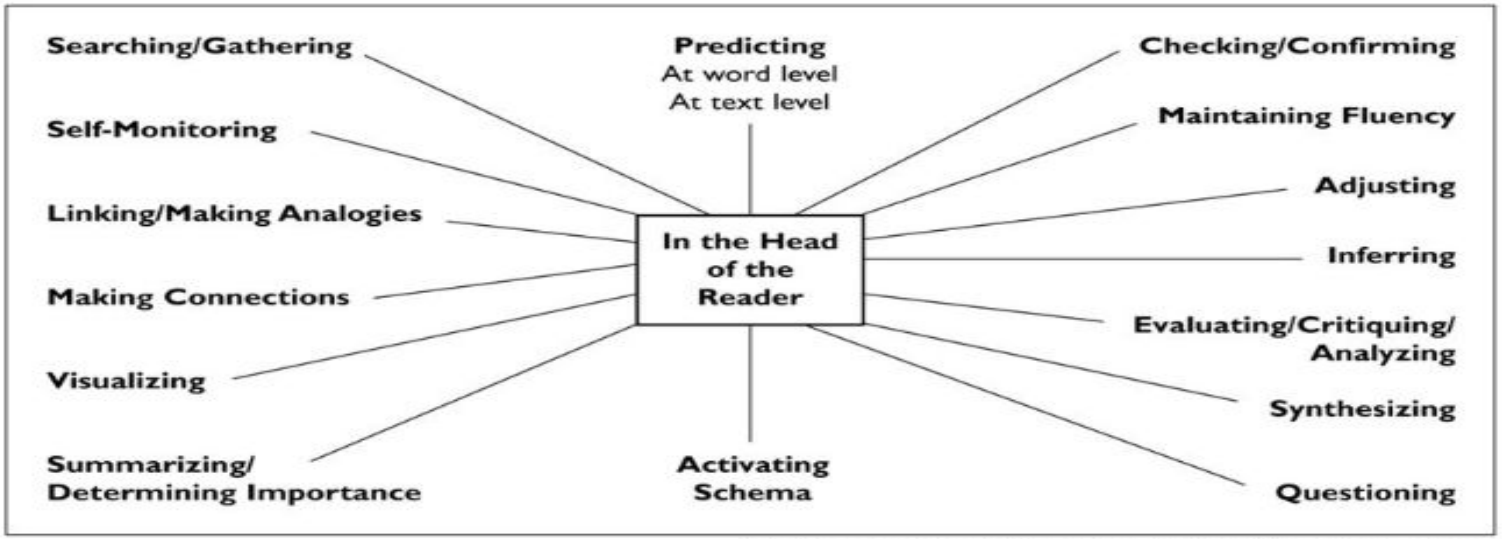
Why aren't all kids successful readers?



Adapted from Schulman 2006, Fountas and Pinnell 2001, and Johnson 2006.

Adapted from Schulman, *Guided Reading in Grades 3-6*
Pinnell & Fountas, *Guiding Readers & Writers, 3-6*
Johnson, *One Child at a Time*

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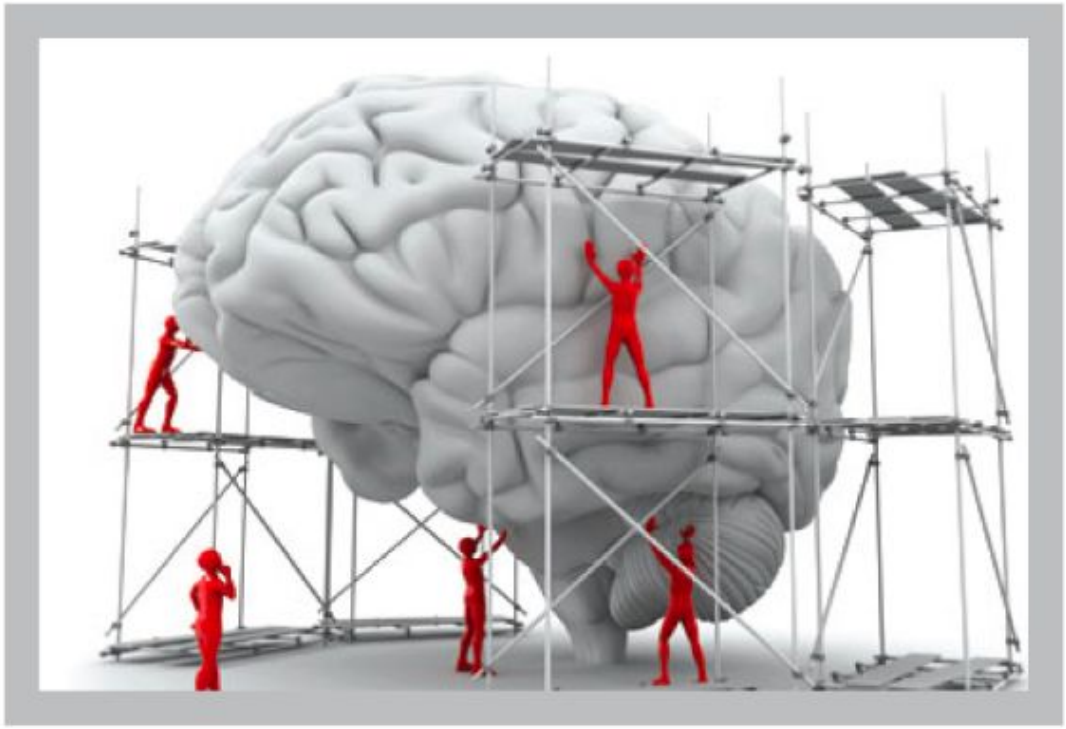

BRAIN UNDER CONSTRUCTION

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Educators are not neuroscientists, but they are members of the only profession in which their job is to change the human brain every day.

D. Sousa, 2016

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He searches and gathers information from a variety of sources.

He thinks, “Why can’t I remember it? Why can’t I remember anything?! I really am dumb.”

He predicts the word by using letter/sound information.

He thinks, ”How can I get out of this? I hate school”.

He needs phonetic information to check and to confirm.

He self-monitors to make sure the word he has chosen looks right, sounds right, makes sense.

He is constantly making analogies and linking parts of words.

He thinks, “I saw that word before but I can’t remember it.”

He self-monitors whether the words he is reading look right.

He may read a familiar text with fluency, but then adjust the pace and slow down in order to solve a problem.

He thinks, “Everyone is looking at me. I need to do something to get them to stop thinking I’m dumb.”

Learning to read is a complex cerebral process.

Learning to read involves connecting two cerebral capacities that are present in young brains:

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Being aware of sound differences in spoken language is crucial to learning to read written language.

D. Sousa, 2014

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So what is "Balanced Literacy"?

1. **Phonemic Awareness**: the ability to hear and identify sounds in spoken words.

2. **Phonics**: the relationship between the letters of written language and the sounds of spoken language.

3. **Fluency**: The capacity to read text accurately and quickly.

4. **Vocabulary**: All the words students must know to communicate effectively.

5. **Comprehension**: The ability to understand what has been read.

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Reflecting on our instructional practice.

Check the column that most closely describes the extent to which a component is present in your reading instruction.

Component	Little or None	Some	Significant
Researched based			
Emphasis on phonemic awareness			
Systematic instruction and practice in phonics			
Systematic instruction in the alphabetic principle			
Activities and practice to enhance word decoding			
Activities and practice on word recognition			
Activities and practice on semantics			
Activities and practice on syntax			
Writing activities are coordinated with reading instruction			
Activities for building vocabulary growth			
Strategies that use morphology to build spelling skills and enhance vocabulary growth			
Instructional practices that develop the student's ability To monitor their reading comprehension			
Activities for improving reading fluency			
Activities for improving reading comprehension			
Strategies for improving content area reading			
Instructional practices in middle grades to build on reading and literacy growth			

Adapted from- How The Brain Learns To Read - David. A Sousa

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Phonological Awareness & Phonics

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Systems & Strategies

- Instruction in phonemic awareness and phonics should occur daily, with a balance on explicit systematic instruction and opportunities to apply skills in interesting and relevant contexts.

- Instruction must be purposeful/strategic and must be based on the student's prior knowledge so they can gradually and successfully apply their new learning confidently.

- Incremental instruction begins with teacher modelling, followed by shared and guided practice and culminates in independent application.

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Phonemic Awareness	Phonics
• Auditory awareness • Listening and speaking • Phonemes (sounds) to graphemes (letters)	• Visual and auditory discrimination • Print based • Graphemes (letters) to phonemes (sounds)

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Fluency

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Fluency

- Fluency, reading in a fast and fluid manner, is what often distinguishes to observers the reading performance of a good read from a poor reader.

- Fluent readers are able to read orally with speed, accuracy, and proper expression.

- Fluency is one of several critical factors necessary for reading comprehension.

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True or False?

- The challenges of continuing growth in fluency becomes even greater after 3rd grade.
- 4th, 5th and 6th graders encounter about 10,000 words they have never seen before in print during a year's worth of reading.
- Furthermore, each of these 'new' words occurs about 10 times in a year's worth of reading.
- Unfortunately, it's very difficult to correctly guess the identity of these 'new words' just from the context of the passage.
- If they are to continue growing in their ability to fluently read passages at higher levels of difficulty, children must add large numbers of words to their 'sight vocabulary' every year.

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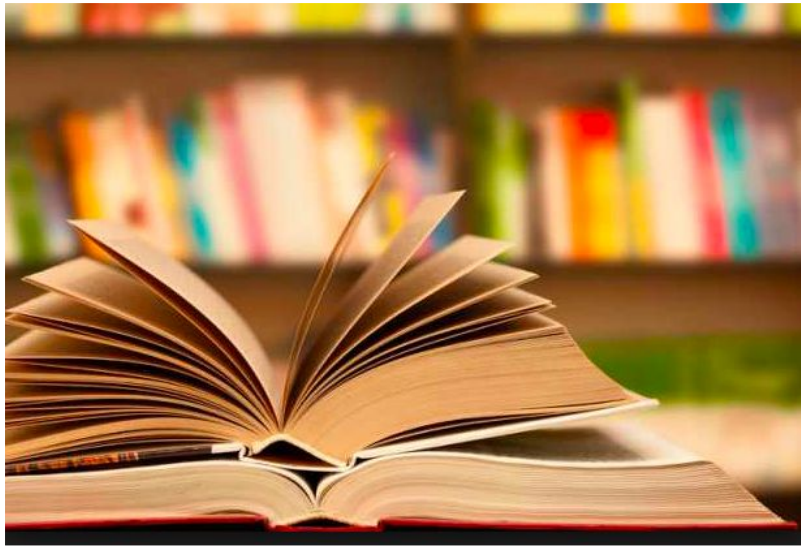
Grade 3 and Beyond...

It is important
to have reliable decoding
strategies to improve
the accuracy with which
'new' words are identified
when they are
first encountered
in text.



J K. Torgesen, 2004

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2 fluency instructional approaches:

1. **Guided Repeated Oral Reading**
   - Encourages students to read passages orally with systematic and explicit guidance & feedback from the teacher.

2. **Independent Silent Reading**
   - Encourages students to read silently on their own, inside and outside the classroom, with minimal guidance or feedback.

What Works in Fluency Instruction By: National Institute of Child Health and Human Development

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Of course, silent reading should take on a more prominent role as students move up the grades. However, oral reading should continue to play a prominent role as well, because it leads to better silent reading.

Timothy V. Rasinski P.8

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Vocabulary

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Vocabulary

In 2000, the National Reading Panel identified vocabulary instruction as one of the five essential components of reading instruction, and a large body of research indicates the **critical role** vocabulary knowledge plays in reading comprehension.

August, Carlo, Dressler & Snow, 2005; Baumann, 2009; Chall, Jacobs, & Baldwin, 1990; Cunningham & Stanovich, 1997, Mancilla-Martinez & Lesaux, 2010.

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HOW STRONG IS YOUR VOCABULARY?

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Comprehension

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Comprehension

- Comprehension is defined as '**intentional thinking** during which meaning is constructed through interactions between text and reader (Harris & Hodges, 1995).

- Thus, readers derive meaning from text when they engage in **intentional**, problem solving thinking processes.

- The data suggest that text comprehension is enhanced when readers actively relate the ideas represented in print to their **own** knowledge and experiences and construct mental representations in memory.

What Works in Comprehension Instruction By: National Institute of Child Health and Human Development

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The rationale for the explicit teaching of comprehension skills is that comprehension can be improved by teaching students to use specific cognitive strategies or to reason strategically when they encounter barriers to understanding what they are reading.

Readers acquire these strategies informally to some extent, but explicit or formal instruction in the application of comprehension strategies has been shown to be highly effective in enhancing understanding. The teacher generally demonstrates such for students until the students are able to carry them out independently.

What Works in Comprehension Instruction
By: National Institute of Child Health and Human Development

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Reading Comprehension Strategies

Re-read the Text more information = more understanding	Activate Prior Knowledge what do I already know about this?	Use Context Clues
Infer Meaning read between the lines	Think Aloud talk through it	Summarize the Story Characters → Setting → Problem → Solution
Locate Key Words	Make Predictions think → pair → share	Use Word Attack Strategies rereading re · read · ing prefix root suffix
Visualize	Use Graphic Organizers	Evaluate Understanding what did I learn?

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Proficient comprehension of text is influenced by:

- ✓ Accurate and fluent word reading skills
- ✓ Oral language skills (vocabulary, linguistic comprehension)
- ✓ Extent of conceptual and factual knowledge
- ✓ Knowledge and skill in use of cognitive strategies to improve comprehension or repair when it breaks down
- ✓ Improve comprehension or repair when it breaks down
- ✓ Reasoning and inferential skills
- ✓ Motivation to understand and interest in task & materials

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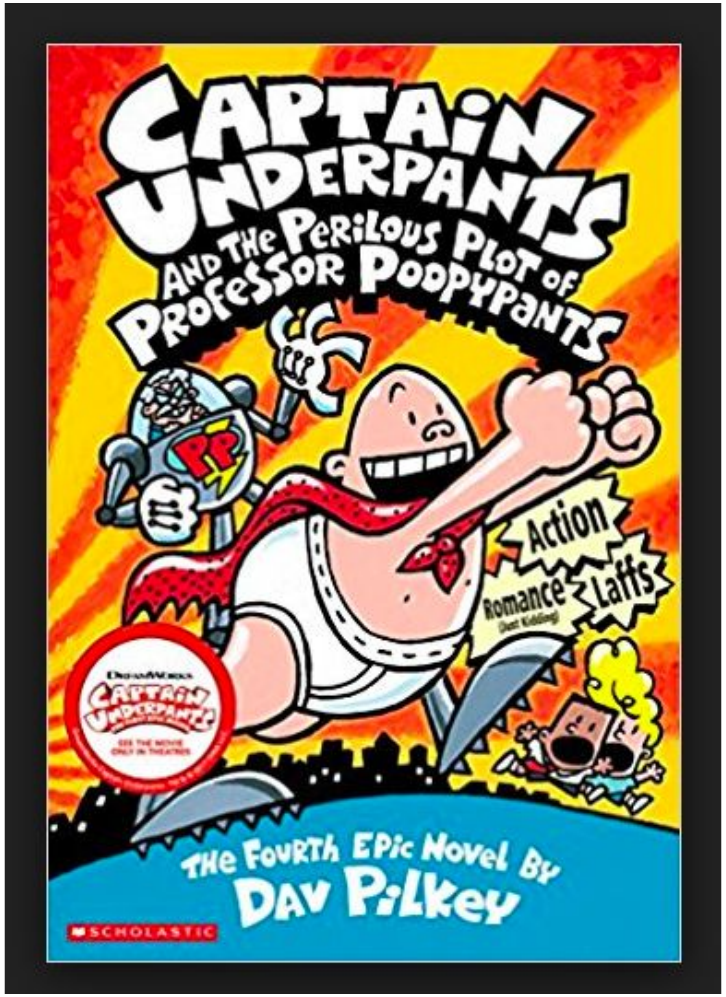

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So where does motivation fit into the reading process?

- ✓ If reading isn't pleasurable or fulfilling, children won't **choose** to read.
- ✓ Reading is an **active** process and students require ongoing practice to become fluent readers.
- ✓ Reading is a **social** act to be shared with others.
- ✓ There are a variety of **purposes** for reading, from enjoyment to gathering information.

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The biggest motivator is our relationships.

How can I fit all of this in and make time for everything?

What is the best & highest use of my time, and what could I eliminate to create time for *that*?

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THE SOLUTION TO OVERWHELM:

Give yourself permission to do fewer things, better.

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The ideal result is a curriculum that privileges process over mastery.

For young children, the *road to learning* how to read, write, and count should be just as important as the destination

because that process is an opportunity to gain critical social-emotional and executive function skills, too.

Redesigning Early Education-Lea Shafer, 2017

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Keep in touch...

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