October 3rd, 2022

No lunch n learn next Monday, but there will still be C2C next Wednesday → Brent Roussin, we have a full schedule for the next while, but no school means no PD. Everything has been updated on the website.

Dallas Henson, Classroom support teacher

The Science of Reading: How to Align our Teaching Practices, Literacy Essentials for Pre-service teachers

- What we get as preparation and the reality of the classroom aren't always connected.
- Managing behaviour, meeting w/ clinicians, having solid programming

- Know better to do better, know where we are in the journey and be open to trying something new
- Build our knowledge
- Examine what we teach and how
- When we look at a child's writing, it can tell us a lot → oral language, writing, and reading work together
  - Something missing if they haven't learned

The science of reading has existed for over 40 years
- Cognitive science and education fields have not been communicating
- The largest gap in teacher awareness is phonological awareness and phonics
- Two major components → language comprehension + word recognition = skilled reader
- Language comprehension starts with oral language, it is natural to imitate sounds
- Language comprehension
  - Having background knowledge makes it easier to participate in things
  - Building experience
  - Using their life experience
  - Verbal reasoning
  - Literacy knowledge

- Language structures
- Vocabulary
- Word recognition
    - Phonological awareness
    - Decoding
    - Sight recognition

Reading comprehension is a product supported by scientific evidence. It is not a sum, not a product. One times zero is still zero.

Good enough x good enough = not good enough :(

Misconceptions
- Learning to read comes naturally through interaction with a text
- Beginning readers should learn to read by using visual memory of whole words, looking at pictures, and looking at context clues
- Comprehension is all about teaching strategies, such as self predictions and connections
    - You're missing pieces this way

Building fluency
+ Orthographic processor - looking at any symbols
+ Phonological processor - what we hear
+ Phonics - sound-symbol connection → must be explicit and systematic
+ Meaning processor - vocabulary that we come across, a menu list of words
+ Context processor - how we use the word in the context

Teaching phonemic awareness is key to building strong comprehension skills when linked to systematic decoding and spelling instruction.
1. Comprehension → encompasses all of them
2. Fluency
3. Vocabulary
4. Phonological awareness
5. Phonemes

Phonological awareness - the sounds of spoken language

Phonemic awareness - specifically the individual sounds in a language

Phonics - have to be looking at the letters, it is connecting symbols to sounds

Less complex

- Rhyming songs
- Sentence segmentation
- Syllable segmentation and blending
- Onset rhyme, segmentation and blending
- Blending and segmenting individual phonemes

More complex

Sound wall instead of a word wall, where there is no sense of why the words are up there. A sound wall discusses the 44 phonemes in the English language, in Canada we have and use 42.

Decodable text - designed to practice specific phonics and blending skills, scope and sequence are following, focusing on specific sounds or letters. Decodable because they know the sounds.

- Explicitly teaches English rules
- Skills without guessing, building fluency and confidence
- Used with struggling readers and in early literacy

Predictable text - to be used once blending skills are solid, they will look at pictures and guess

- Reliance is on cues and pictures, guessing around words in possibly very repetitive sentences

Emily Hanford - to learn more, she's an American writer → "Hard words" "At a loss for words" and "what do the words say"

Cultural, economic, and educational circumstances affect progress, but they all need to learn. We need to teach them all the same way (early years learning how to read and reading fluency).

Observations during practicum
- Collaborative team - clinicians, admin, classroom teachers, student services, resource
- Screeners and assessments - K-1 screener CTOPP, PAST, decoding or encoding assessments
- Use of decodable text rather than level text
- Sound walls
- Following a scope and sequence
- Literacy block, small group intervention
- Explicit instruction in vocab, writing, comprehension and reading
- What does your CT know?