Solving the Puzzle of Proficient Reading and Writing

Nancy Hennessy M.Ed.
Fox Conference
Nov. 3, 2012
How Do CCSS, Research and Teacher Knowledge Pieces Fit Together?
Solving the Puzzle of Proficient Reading and Writing

1. Background
2. Word Recognition
3. Comprehension
4. Writing

CCSS

Research
Teacher Knowledge
WHY the CCSS?

- Global educational growth.
- Rise of technology.
- Need for different type of “worker.”

Reality:
- American students underprepared.
- Simplified reading materials.
- Quality of education determines country’s economic health.

Result:
CCSS-focus on comprehension of complex texts.

Adams, 2012
Some Fundamental Shifts....

• Shared responsibility for literacy development.

• Text complexity and range.

• New grounding in informational texts.

• Close reading of texts.

• Writing to sources.

• Use of academic vocabulary…….
CCSS ELA

- Anchor Standards for Reading
- Reading Standards Literature & Informational
- Foundational Skills K-5
- Anchor Standards for Language
- Language Standards
- Anchor Standards for Writing
- Writing Standards
- Speaking and Listening Standards
- Anchor Standards for Speaking and Listening
THE COMMON CORE STATE STANDARDS: TENNESSEE’S TRANSITION PLAN

WWW.TNCore.ORG
What are the puzzle pieces of proficient reading and writing?

Are all the pieces in the box?

Do they fit together?
The standards do not tell us:

- how to teach
- all that should be taught
- nature of advanced work
- intervention materials or resources
- full range of supports necessary for at risk learner
- the “whole” of college and career readiness skills

“goal or product oriented”
Are there “Common Core” standards for education of teachers who are responsible for reading and writing instruction?

To improve the quality of teaching, educators must establish a common core of professional knowledge and skill that can be taught to teachers…

Ball & Forzani, 2011
“The best understanding of what works in the classroom comes from the teachers who are in them. That’s why these standards will establish what students need to learn, but they will not dictate how teachers should teach. Instead, schools and teachers will decide how best to help students reach the standards.”

CCSS
“a key element of teacher quality is the specialized knowledge teachers utilize when teaching.”
“Literacy is a secondary system, dependent on language as the primary system so effective teachers know a good deal about language.”

Catherine Snow,
Knowledge to Support the Teaching of Reading, 2005
Educators need to understand…

- contributions and instructional implications of language systems and,
- the connections to component skills/abilities,
- as well as the complexity of skilled reading.
Knowledge and Practice Standards for Teachers of Reading
International Dyslexia Association

Executive Summary

Reading Difficulties, Including Dyslexia, Are Very Common

Reading difficulties are the most common cause of academic failure and underachievement. Learning to read and write is not natural or easy for many—if not most—students, especially those with dyslexia and related language problems. The National Assessment of Educational Progress consistently finds that about 36% of all fourth graders read at a level described as “below basic.” Between 15 and 20% of young students are doomed to academic failure because of reading and language processing weaknesses, unless those weaknesses are recognized early and treated skillfully. Another 20–30% are at risk for inadequate reading and writing development, depending on how—and how well—they are taught. Most of these at-risk students are ineligible for special education services and are dependent on the instruction given in the regular classroom or other supplementary services. However, of those students who are referred to special education services in public schools, approximately 85% are having severe difficulties with language, reading, and writing. Clearly, responsibility for teaching reading and writing must be shared by classroom teachers, reading specialists, and special education personnel.

Effective Instruction Is Key

Although dyslexia and related reading and language problems may originate with neurobiological differences, they are mainly treated with skilled teaching. Informed and effective classroom instruction, especially in the early grades, can prevent or at least
Are there other questions they do not answer?
Why some students struggle?

- Sammy: Phonological Processing
- Jack: Language Comprehension
- Alisha: Orthographic Processing
What are the cognitive and language processes necessary to accomplish the products demanded by achievement of the standards?

Are the interdependencies and relationships of these skills and processes evident?

What other research should we consider?
Evidence Based
Research-Text Complexity

Necessary but not sufficient!
Text complexity

- vocabulary - uncommon words
- syntax - language sentences
- cross references sentences
- background knowledge

*The new black*
Skilled reading is the product of
Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

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

Used with permission of Hollis Scarborough.
IDA Knowledge & Practice Standards

…..understand and can we explain the known causal relationships among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension, and writing.

www.interdys.org
WORD RECOGNITION
Reading is a multifaceted skill, gradually acquired over years of instruction and practice.
CCSS Reading Foundation Skills

- Print Concepts
- Phonological awareness
- Phonics
- Fluency

Writing Foundation Skills?
“The crucial factor in becoming literate then involves a step from implicit to explicit control of the phonemic segments of language.

The productive use of an alphabetic script requires an explicit awareness of the elusive phonemes, a conscious control of these units, such that they can be manipulated, substituted, and recombined.
In order to learn how to read and spell, one must then discover that units of print (letters) map on to units of speech. Thus, the understanding of the alphabetic principle requires the ability to segment the speech stream into units of phoneme size.

In this sense, phoneme segmentation is located at the very heart of reading and spelling development.”

Lundberg et al, 2010
Knowledge & Practice Standards

• General and specific goals of phonological skill instruction.

• Progression of phonological skill development.

• Differences among various phonological manipulations.

• Reciprocal relationships among phonological processing, reading, spelling, and vocabulary.
Phonological Progression

- Identify
- Categorize
- Isolate
- Blend
- Segment
- Delete...

Phonemes

Onset-rime

Words
Orthography

Phonological Awareness

Instructional Progression for Decoding

(words)
syllables
onset-rime
phonemes
1:1
digraphs
trigraphs
vowel teams
blends
word families
inflections
syllable types
roots/affixes
word origin

Tolman, 2010
Phoneme IQ Time!

“I learned all my vowels. They’re EE-I-EE-I-OH!”
Did you know?

“Pronunciations are the anchor for written words in memory. Readers learn sight words by forming connections between letters seen in spellings of words and sounds detected in their pronunciation already present in memory.”

Ehri, 2002
CCSS Reading Foundation Skills

- Print Concepts
- Phonological awareness
- Phonics & Word Recognition
- Fluency

*Recognize and name letters*....
CCSS Language Standards

• Conventions of English Language

Print upper and lower case letters
Reading Foundation Skills

• Print Concepts
• Phonological awareness
• Phonics & Word Recognition
• Fluency

Correspondence between sounds and spellings but....
What do you think?

Should instruction on phoneme awareness, letter names, letter sounds and letter formation be integrated?
Evidence-Phonics

How phonics is taught matters: systematic, explicit methods of code instruction are more effective than approaches that are less explicit.

Normally achieving students, students at-risk and severely disabled readers all have been documented to benefit from systematic, explicit instruction.
And.....

Research supports extending code-based instruction beyond first grade, not only for struggling readers, but also for those with stronger prowess in basic skills.

Outcomes are superior when code instruction is accompanied by rich and varied literacy instruction with opportunities to read and write.
Knowledge & Practice Standards

- Phonics concepts from easier to more difficult.

- Principles of explicit and direct teaching.

- Routines of a complete lesson format.

- Research-based adaptations of instruction for at risk students.
Define the following terms:
• phoneme
• grapheme
• alphabetic principle
• syllable types
• morpheme

Who am I?
## Basic Elements in Effective Phonics Lessons

<table>
<thead>
<tr>
<th>Components</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Goal and Purpose</td>
<td>30 seconds</td>
</tr>
<tr>
<td>Review Previous Lesson</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Teach New Lesson</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Word Reading (for accuracy)</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Word Practice (for fluency)</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Dictation</td>
<td>3 minutes</td>
</tr>
<tr>
<td>Word Meanings With Phonics Vocabulary</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Text-Reading Practice</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

95 Percent Group Inc., 2007
LETRS Module 7
Evidence
The spelling connection...

“Research evidence points to the merit of linking spelling and code instruction in order to deepen knowledge of code patterns…”
Brady, 2012

“Knowledge of spelling, contrary to many people’s expectations, is closely related to reading, writing, and vocabulary development, as they all rely on the same underlying language.”
Joshi et al, 2008-2009
Truth or Fib...

1. Spelling relies totally on visual memory.

1. Children misspell irregular words more than regular words.

1. Memory for spelling patterns is facilitated by an understanding of linguistic principles.

1. General "visual" cues, such as the configuration or outside contour of a word in print, are very helpful for either recognizing or recalling printed words.

2. English is predictable enough for explicit spelling instruction.
Knowledge & Practice Standards

• Broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin (Romance), and Greek.

• Common orthographic rules and patterns in English.

• Identify and categorize common morphemes in English.
Latin

technical, sophisticated words, used more formal contexts e.g. literature and in textbooks

affixes added to roots

*audience, contradict, disruptive, retract, survival*

Greek

specialized words used mostly in science, combining forms compounded

*atmosphere, chromosome, genome, thermometer*

Anglo-Saxon

short, common everyday, down to earth words, used in ordinary situations & often found in school primers, many have non-phonetic spellings

*blood, cry, laugh, mother, run, wash*

Layers of the English Language,
Calfee, R.C., 1984
English isn’t crazy!

love
foil
capture, kitchen, slack
psychic
heal, health

Pattern
Position
Pedigree
Meaning
Skilled reading.....

“Most of the words are known by sight. Sight reading is a fast acting process. The term sight indicates sight of the word activates that word in memory including information about its pronunciation, spelling, typical role in sentences and meaning.”

Ehri, 1998
Debrief

What puzzle pieces would you add—why?
Reading comprehension is.....
“Process of simultaneously extracting and constructing meaning through interaction and involvement with written language.”

RAND Reading Report, 2002

“To demonstrate an overall understanding of text …to extend ideas in the text by making inference, drawing conclusions and making connections to their own experiences.”

National Assessment Governing Board, 2006
Reading is a multifaceted skill, gradually acquired over years of instruction and practice.
Evidence

...visual analysis of printed word is mediated by the language systems in learning to read, especially the phonological system.

...so phonological skills such as phoneme segmentation and phonological decoding carry greater weight as determinants of success in beginning reading than would visual skills....
Evidence

as children acquire a high degree of proficiency in word identification and other word level skills, language comprehension and underlying oral language processes likely to become the primary sources of reading variability.

Vellutino et al, 2008
A balancing act…

“Proficient readers engage in the complex, dynamic allocation and reallocation of attention as they read, continuously shifting attention to focus on incoming text information; selectively letting go of extraneous information; and, when necessary to establish coherence, activating background knowledge and reactivating information from the prior text.”

Rapp & van den Broek, 2005
Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
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spelling-sound correspondences)

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

Used with permission of Hollis Scarborough.
Anchor Standards for Reading

• Key ideas and details
• Craft and structure
• Knowledge and ideas
• Range of reading
Key Ideas and Details…. 

1. **Read closely** to make **logical inferences** from it; cite specific **textual evidence** when writing or speaking to support **conclusions** drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; **summarize** the key supporting details and ideas.

3. Analyze how and why **individuals, events, or ideas** develop and **interact** over the course of a text.
4. Interpret *words and phrases* as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how *specific word choices shape meaning or tone*.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) *relate to each other and the whole*.

6. Assess how point of view or *purpose* shapes the content and style of a text.
Knowledge & Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order.
Range of Reading

10. Read and comprehend complex literary and informational texts independently and proficiently.
Anchor Standards for Language

• Conventions of Standard English
• Knowledge of Language
• Vocabulary Acquisition and Use

What’s the relationship between these and the anchor standards?
Check your lexicon: What is vocabulary?

"My teacher said the school has tough new standards and I need to improve my vocabulary. What’s ‘vocabulary’?"
Integrative processes

Metacognitive processes

Elaborative processes

Macro-processes

Micro-processes

Make meaning of words, idea units in a sentence

Make connections between sentences

Monitor understanding, select what to remember

Organize/summarize ideas in coherent manner

Integrate prior knowledge, make inference to make sense of text base

Access the meaning of the words

Make meaning of words, idea units in a sentence

Make connections between sentences
Evidence

“For adequate reading comprehension from grade three on, children require both fluent word recognition skills, and an average or greater vocabulary. The presence of these two accomplishments does not guarantee a high level of reading comprehension, but the absence of either word recognition skills or adequate vocabulary insures a low level of reading comprehension.”

Biemiller, 2005
CCSS and the Proficient Reader

Interpret *words and phrases* as they are used in a text, including determining *technical, connotative, and figurative meanings*, and analyze how *specific word choices* shape *meaning or tone*.

Language standards?

- Understand linguistic structure, part of speech, meaning, use in context, synonyms, antonyms, use in figurative language.
- Know how to use dictionary, morphology and context for word meaning.
Levels of language processing and the text...

Surface level - text base

Words
- Academic vocabulary
- Figurative language

[Diagram showing the flow of language processing with arrows connecting the words to the brain icon]
Knowledge & Practice Standards

• **Role** of vocabulary development and vocabulary knowledge in comprehension.

• Role and characteristics of direct and indirect (contextual) methods of vocabulary instruction.

• Varied techniques for vocabulary instruction before, during, and after reading.

• Word knowledge is **multifaceted**.

• Sources of **wide differences** in students’ vocabularies.
Vocabulary

“the bridge between word level processes and the cognitive processes of comprehension.”

Kamil, 2005
<table>
<thead>
<tr>
<th>Intentional On Purpose</th>
<th>Incidental On Purpose</th>
<th>Intentional Independent Word Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>word choice</strong></td>
<td><strong>rich oral language environments</strong></td>
<td>-dictionary</td>
</tr>
<tr>
<td>Instructional routine</td>
<td><strong>read-alouds</strong></td>
<td>-context</td>
</tr>
<tr>
<td>Activities that focus on semantic relationships</td>
<td><strong>structured independent reading</strong></td>
<td>-morphology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>word consciousness</td>
</tr>
</tbody>
</table>
Instructional principles… Stahl, 1999

Definitional information - synonyms, antonyms, examples, non-examples, differences in related words.

Contextual information - discussion of meaning in different sentences, scenarios, creation of sentences, silly questions.

Multiple exposures to targeted words - use orally and in writing, deep processing and generation of information that ties the word to known information.
Let’s work with this word

**lexophobist**

*What do you know?????*
Figure 5.1 Dimensions of Word Knowledge

- Synonyms
- Antonyms
- Categories
- Examples in context
- Connotations:
  - social
  - cultural
  - idiomatic
- Linguistic structure:
  - phonemes
  - syllables
  - morphemes
- Multiple meanings:
  1. 
  2. 
  3. 
  4. 
  5. 
- Word sometimes confused with
So what is syntax & what do you know about its role in comprehension?

“Trying to read without syntax is like doing math without the operations.”

Marilyn Adams, 2012
The reader

Organize/summarize ideas in coherent manner

Micro-processes

Make connections between sentences

Work out the syntactic structure,

Integrative processes

Integrate information from different sentences,

Metacognitive processes

Monitor understanding, select what to remember

Elaborative processes

The reader makes meaning of words, idea units in a sentence, and organizes/synthesizes ideas in a coherent manner.
Written language has more complex syntax than oral language, so reading and writing growth require development of syntactic knowledge.

Measures of written syntax correlate with reading comprehension (Berninger et al., 2002).
The evidence on building meaning….  

Cohesive Ties  
Semantic & syntactic devices- assist the reader in bridging & integrating information within and between sentences…..
Proficient readers know how to “work with the words” to identify ideas units in sentences and integrate them to make sense of sentences and the text they are reading.

“Focus is on text yet sentences one by one communicate the ideas that eventually add up to “gist.”

Scott, 2004
This is when I wish I wasn’t eleven, because all the years inside of me-ten, nine, eight, seven, six, five, four, three, tow and one-are pushing at the back of my eyes when I pit one arm through one sleeve of the sweater that smells like cottage cheese…..

Eleven-Sandra Cisneros

84 words
CCSS and the Proficient Reader

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Language standards???

Use understanding of function of words (part of speech), role of phrases and clauses, and how sentence types convey different relationships to construct meaning.
Anchor Standards for Language K-5

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
Levels of language processing and the text...

Words
- Academic vocabulary
- Figurative language

Sentences
- Density
- Length
- Structure
- Cohesive ties

Surface level - text base
Knowledge & Practice Standards

• Phrases, dependent clauses, and independent clauses in sentence structure

• Parts of speech and the grammatical role of a word in a sentence.

• Sources of miscomprehension

• Levels of comprehension including the surface code, text base, and mental model (situation model)
Deep inside an ancient pyramid in Peru, a mummy lay hidden in a gold-filled tomb. The underground chamber remained a secret for nearly 1,600 years, until an archaeologist noticed rectangular patches of soft clay in the pyramid's floor—a telltale sign of a grave. His heartbeat quickened. He suspected that someone powerful would be buried here.

Mystery of the Tattooed Mummy
Kristin Baird Rattini
National Geographic Kids
The reader

Organize/summarize ideas in coherent manner

Integrate prior knowledge, make inference to make sense of text base

Make meaning of words, idea units in a sentence

Make connections between sentences

Integrate information from different sentences

Micro-processes

Macro-processes

Elaborative processes

Metacognitive processes

Integrative processes

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The evidence on building meaning.....

Cohesive Ties
Semantic & syntactic devices - assist the reader in bridging & integrating information within and between sentences.....
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Your reader must figure out logical relationships between words to construct meaning.

Those relationships are conveyed through different types of sentences.

The structure of sentences is a key to understanding how ideas connect.
Atlantic puffins were once a common sight along the Atlantic coast.

A few of the transplanted birds nested with the existing puffin colony on Matinicus Rock, but no one had accepted Eastern Egg Rock as its home.

Shortly before sunset, Kress was scanning the island when he spotted a puffin, beak full of fish, scrambling into a rocky crevice.
How might we teach sentence comprehension?

Indirectly

• grammar clues
• sentence deconstruction
• punctuation activities
• cohesive tie activities
• sentence combining
• anagrams

Intentionally

Adapted LETRS, 2010
What is the role of background knowledge?
The reader

Organize/summarize ideas in a coherent manner

Integrate prior knowledge, make inference to make sense of text base,

Macro-processes

Make connections between sentences

Micro-processes

Make meaning of words, idea units in a sentence

Integrative processes

Monitor understanding, select what to remember

Elaborative processes

Metacognitive processes
The Evidence

“Comprehension is an INTEGRATIVE process, in which information from different sentences is combined and Comprehension is a CONSTRUCTIVE process, in which explicit information in a sentence or sentences is supplemented by knowledge about the world from long-term memory.”

Kate Cain - IDA, 2009
“To understand language, whether spoken or written, we need to construct a situation model consisting of meanings construed from the explicit words in the text, as well as meanings inferred from relevant background knowledge. The spoken and the unspoken taken together constitute the meaning.

Without this relevant, unspoken background knowledge, we can’t understand the text.”

E.D. Hirsch, 2006
CCSS and the Proficient Reader

• Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

• Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Use language processes and skills to extract and construct meaning at the word, sentence, between the sentences while integrating background knowledge to infer, fill in the gaps and create a coherent representation of text....
Levels of language processing and the text…

Words
- Academic vocabulary
- Figurative language

Sentences
- Density
- Length
- Structure
- Cohesive ties

Background Knowledge
- Schema required
- Text structure

Coherent representation of text

Surface level - text base
Knowledge & Practice Standards

• Characteristics of major text genres, including narration, exposition, and argumentation.

• Cohesive devices in text and inferential gaps in the surface language of text.

• Levels of comprehension including the surface code, text base, and mental model (situation model).
Inference making is.....
Inference making is the process of generating information to fill in information that is implicit in the text.

Till et al, 1988

Readers who are adept at inference making:
- have a rich vocabulary
- wide background knowledge
- monitor comprehension……

Kispal, 2008
Inference making is a central component of language and reading comprehension.

Cain & Oakhill, 2007

Inference making is comprehension

Kitsch & Kitsch, 2005

Inference ability is an important predictor of current and later comprehension skills.

Perfetti, Landi & Oakhill 2005
A can of spinach, a pipe and a captain’s hat were all that Will needed to escape into his favorite character’s world.
Students can be taught to go below the surface of the text (inference) if they have prerequisite background knowledge.

– Activating and using prior knowledge.

– Generating & asking questions.

– Thinking aloud & explaining text.

– Using concept maps and summarizing of text.

“Comprehension monitoring can alert students to need to generate an inference.”
Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

**LANGUAGE COMPREHENSION**
- BACKGROUND KNOWLEDGE (facts, concepts, etc.)
- VOCABULARY (breadth, precision, links, etc.)
- LANGUAGE STRUCTURES (syntax, semantics, etc.)
- VERBAL REASONING (inference, metaphor, etc.)
- LITERACY KNOWLEDGE (print concepts, genres, etc.)

**WORDrecognition**
- PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)
- DECODING (alphabetic principle, spelling-sound correspondences)
- SIGHT RECOGNITION (of familiar words)

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

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The underlying assumption is that the processes or skills induced by the strategies become more automatic with practice. Strategies provide the means to tackle complex problems in more efficient ways and, with practice, the strategies lead to skills that become automatic and quick over time.”
Micro-processes

Macro-processes

Integrative processes

Elaborative processes

Metacognitive processes

Make meaning of words, idea units in a sentence

Organize/summarize ideas in a coherent manner.

The reader

Make connections between sentences
Levels of language processing and the text...

Words
- Academic vocabulary
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Background Knowledge
- Schema required
- Text structure

Coherent representation of text

Surface level - text base
Knowledge & Practice Standards

• Be familiar with teaching strategies that are appropriate before, during, and after reading and that promote reflective reading.

• Understand factors that contribute to deep comprehension, including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading of text.
<table>
<thead>
<tr>
<th>Before</th>
<th>During</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify purpose for reading</td>
<td>Identify how words within sentences and sentences within paragraphs work together to convey ideas</td>
<td></td>
</tr>
<tr>
<td>Surface background knowledge</td>
<td>Use background knowledge to fill in gaps and make inferences</td>
<td>Connect new learning to knowledge base</td>
</tr>
<tr>
<td>Consider text structure</td>
<td>Use text structure to organize thinking</td>
<td>Summarize understandings</td>
</tr>
<tr>
<td>Formulate questions/queries</td>
<td>Seek answers to questions/queries and formulate additional ones</td>
<td>Answer questions/queries</td>
</tr>
<tr>
<td>Make predictions</td>
<td>Verify predictions and make additional ones based on reading</td>
<td>Verify predictions</td>
</tr>
<tr>
<td></td>
<td>Create “mental movies”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monitor comprehension and use “fix-up” strategies</td>
<td></td>
</tr>
</tbody>
</table>
“Students’ understanding and recall can be readily shaped by the types of questions to which they become accustomed.

If they receive a steady diet of factual detail questions...they focus efforts on factual details....

If they experience questions that require them to connect information in the text to their knowledge base, they will tend to focus on this more integrative behavior in the future.”

Duke & Pearson, 2000
Questions & Queries

Can you think of a few?
Putting it together...
| Critical understandings of text | What do you want students to know and understand after reading the text? Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS). Life lesson...... |
| Purpose for reading | How will you introduce the text, What will you tell students the purpose for reading is? Fables are..... They teach us....... Today, we will learn a lesson from the ant and the grasshopper. |
| Key vocabulary | Which words will your students need to know? Which ones will you intentionally teach, which words will you incidentally on purpose teach, when, how? Intentional on purpose: distributed Indirect on purpose: toil bearing |
| Language structures (phrases, sentences) | Is there figurative language, sentence structures or other language structures that may be difficult for your students? When and how will you teach students to work with these?  
*Figurative language-its hearts content*

Sentence-When the grasshopper found itself dying of hunger, it saw the ants distributing every day corn and grain from the stores they had collected in the summer.  
*In a field one day. a grasshopper was hopping abut, chirping and singing to its heart’s content.* |

| Schema & text structure | What background knowledge/schema is critical to understanding the text. What strategies/activities will you use to surface, build, connect to text?  
*What do we know about ants and how they act?*  
*Why do think author picked them for this story?*  

How is the text organized? How will you teach students to use the structure to organize and express understanding?  
*Fables/morals.....* |
## Text reading

What strategies and activities (questions) will you use to facilitate student construction of different levels of understanding during reading?

**Surface:** Who characters?
What time of year???
Can you find evidence that grasshopper is lazy?
Are ants good sharers?

**Text base:**
If have enough food now, why wouldn’t have enough later?
Why worry about food in the winter?
Is planning ahead a good idea?
Do all ants prepare for the future?
How do ants help each other?

**Mental Model:**
Which one are you-why?

## Expression of understanding

What strategies and activities will you use to have students demonstrate understanding at different levels?

- Vocabulary activities
- Sentence writing
- Universal “you”
Connections to Writing
Do reading comprehension and writing demand same or similar cognitive and language processes?

In what ways are they different?
Reading is a multifaceted skill, gradually acquired over years of instruction and practice.
The Evidence
Plan
Generate Ideas
Set Goals
Organize Ideas

Translate
Generate Text
Transcribe onto the page

Review
Revise, Edit
Read as audience
Repair, improve
Proofread

Hayes & Flowers
LETRS Module 9
Simple view of functional writing system

- **Text generation**
  - (words, sentences, discourse)

- **Transcription**
  - (handwriting, spelling, keyboarding)

- **Executive functions**
  - (self-regulation, planning, organizing, ..)

*Berninger & Antman, 2003*
Working memory
Long term memory
Executive function

Plan, generate ideas, & organize

Translate ideas and produce written language
Use transcription skills
Review, revise and edit
Anchor Standards for Writing

• Text Types and Purposes
• Production and distribution of Writing
• Research to Build and Present Knowledge
• Range of Writing

Where are the foundation skills?
Handwriting & its diminished status but.....

“Children who struggle to retrieve letters from memory, to reproduce them on the page and to scale them to other letters have less attention to focus on spelling, planning and effectively expressing intended meanings.”

Schlagal, 2007

Lower order skills automatic, free to attend to higher order processes......
“Students who spell poorly write fewer words, divert their attention from the content and cohesion of their compositions, and restrict their word choice.”

Moats, Foorman & Taylor, 2006

Lower order skills automatic, free to attend to higher order processes…….
Grammar

“…..robust evidence of a positive relationship between grammar and writing. Unlike previous studies, the intervention was predicated upon a theorized pedagogical model for the role of grammar in the teaching of writing which conceptualizes grammar as a meaning-making resource……

Jones, Myhill & Bailey, 2012
Knowledge & Practice Standards

Handwriting

• Research-based principles for teaching letter naming and letter formation, both manuscript and cursive.
• Techniques for teaching handwriting fluency.
Spelling

• Relationship between transcription skills and written expression.
• Students’ levels of spelling development and orthographic knowledge.
• Influences of phonological, orthographic, and morphemic knowledge on spelling.
Written Expression

• Major components and processes of written expression and how they interact (e.g., basic writing/ transcription skills versus text generation).

• Grade and developmental expectations for students’ writing in the following areas: mechanics and conventions of writing, composition, revision, and editing processes.
Working memory

Long term memory

Executive function

Plan, generate ideas, & organize

Translate ideas and produce written language

Use transcription skills

Review, revise and edit

Translate ideas and produce written language
Solving the puzzle of reading and writing proficiency.

1. Background
2. Word Recognition
3. Comprehension
4. Writing

Research

Teacher Knowledge

CCSS
Thank you

Nancy

nhennessy@charter.net