Tier 1 High Quality Core Reading Instruction

Greetings. This module will focus on what to look for in tier one, high-quality core reading instruction. I'm Dr. Carrie Pfeifer, Professor of Education and Special Education at Bethany Lutheran College and Mankato, Minnesota. I'm Dr. Lisa Silmser, I'm from Bethel University. I am Wendy Lundsgaard. I am a parent and literacy specialist.

This video is part of a series that is providing support for effective reading and writing instruction in elementary schools. It has been prepared for principals and other leaders by the Minnesota Principals Academy at the University of Minnesota and HELP, the Higher Education Literacy Partnership of Minnesota.

Our presentation will cover four different areas. Establishing first our goal for the tier-1 reading instruction, then clearing up some common areas of misconceptions, establishing some general look-fors in a literacy lesson and finally, reviewing a view walk through checklists that might be adapted for use in classroom walk-throughs.

I believe that Scarborough's Rope provides us with a great way to ground ourselves in what should be the goal for reading instruction. The two strands demonstrate the two components of skilled reading, word recognition and language comprehension. The goal of word recognition is to create readers that decode with automaticity. The goal of language comprehension is to help the reader become a skillful comprehender. This graphic was developed by Scarborough in 2001 and gives us a good goal for teaching reading.

Classroom instruction that is based on the science of reading will and should look different from what may be going on in classrooms previously. This graphic was developed by the Reading Initiative for Student Excellence of Arkansas. It to help teachers and administrators focus on what instructional elements should be present in a reading classroom. The five pillars on the left, phonological awareness, phonics, comprehension, vocabulary, and fluency are clearly woven into the models of the look-for based on the graphic on the right.

All elements of early literacy must be taught in a way that is systematic, explicit, and cumulative. Systematic instruction is the organization of the instruction. The easiest concepts and elements are taught first and progress to difficult concepts. These progressions are built on each other, being cumulative in nature. Finally, instruction must be explicit, gradually releasing the students from the "I do" portion of the lesson to the "We do" of practicing with others, to the goal of "You do" and independent reading. The general phonics lesson plans seen on this slide demonstrates the explicit instruction elements for a phonics lesson.

Let's explore what it means when we look for high-quality instruction.

So I have a laundry analogy for you. Those pieces of laundry there are the five pillars. And we assume that if the five pillars are being taught in a classroom, that that instruction is of high-quality. And actually that can be a misconception just because those things exist doesn't mean that we're where we want to be. And in most cases, there might be some other things that are contributing to our laundry analogy here. Sometimes there's a few little red socks that get in

the way of the work that we're doing. There are things that can have negative effects on our students. And in reading instruction, there are red socks to look out for. So to be clear, these red socks aren't always bad. There's some strategies and methods that are fine. But when students are working on foundational elements of reading, we have to be a little more cautious. Knowing when some strategies are appropriate and when they're disruptive in students' acquisition of reading skills is important to ensure that we have high-quality tier one instruction.

We don't want to taint that high-quality foundational instruction with things that teach students ineffective habits or create barriers for deeper understanding. I'm gonna share a couple of those red socks with you. One of the biggest shifts in reading instruction is around the three cueing system. It's a hot button. So be ready for that. When teaching children to read, it's a question of precision. Because the use of functional MRIs, we've been able to find out what's happening inside of the brain. And we didn't always have that. So prior to functional MRIs, we had people like Ken Goodman and we had Marie Clay of Reading Recovery who were promoting the three cueing system because that's what reading looked like. At the time we believed that cueing or prompting students to make calculated guesses was the best way to efficiently move them to strong reading comprehension. And teachers would ask students who are stumped when reading a word to make a guess and ask themselves, does it make sense? Does it sound right? Does it look right? And that cueing to make high-quality guesses, rather than looking at the letters as their best source of information, encouraged students to develop strategies that ultimately work against their ability to read. So when using the three cueing system, those pictures in texts are often really important and they guide students away from the letters. So three cueing is not our friend when it comes to foundational reading instruction.

Now that we know better, we understand that there are ways to look at reading that are more efficient and help create habits that actually do promote the skills that allow students to grow and mature. Seidenberg and McClelland, you may have heard of proposed this four-part processing model. And it is a major tenant of the science of reading. When instruction follows this model, students are not encouraged to make educated guesses when it comes to the words that are unknown. But rather, you'll see phonics instruction that explicitly teach letter-sound correspondences, ask students to notice patterns in both speech and print, and provide support for addressing words that are spelled differently than their sounds would typically suggest. For instruction aligned to the science of reading, pictures and text are secondary to the words themselves as students learn to read.

So one of the things that you'll see in classrooms and a potential red sock can be this idea of word walls, where words are collected and displayed in alphabetical order based on spellings rather than their sound patterns. And the wall on the left here in this picture shows some words under the letter T, which don't make the expected /t/ sound. Instead, students will find words with the /th/ sound. For a reader, that might be a great way for students to confirm how words are spelled. Again, if they're a reader. But assuming that they know that beginning letter, that works. If they're a non-reader or an emergent reader, that sound doesn't fit with any of the typical sounds and they wouldn't likely look to find them under the letter t. However, if the words are matched with their sounds rather than their spellings, you can see on the right that the students have a resource tool where they can learn to spell regular and irregular words correctly. If a student wanted support to spell there, they may never find it on the wall to the left. But by

making the /th/ sound, they might recognize that the picture on that sound wall on the right has a mouth with a tongue sticking out and pushing against those upper teeth. They can see themselves making that sound, right? Then learn that the th sound is spelled with a t and an h.

The idea of word walls and sound walls. They sound similar, but they are very different tools. Classrooms where foundational reading skills are being taught should have sound walls rather than word walls, because those sound walls match with the Speech to Print model. That's a tool that's used for non-readers. Additionally, the learning that's supported by the sound wall can transfer to other words as students grow in their understanding of phoneme-graphing correspondences. To be clear, there's nothing wrong with having a word wall once students are reading and able to use dictionary type tool independently. It just doesn't support reading instruction for foundational skills. And in a classroom where our foundational skills are being taught, it'd be best to see that teachers and students are using a sound wall.

Another tip for assuring that the teacher is using methods that align with the high-quality instruction of tier-1 can be seen in this example of a Vowel Valley. It's similar to our other word wall that we saw, but it support students and understanding different vowel sounds in the English language. And you'll notice that this wall has some of the cards that have little locks on them. And that show students that these are sounds that have spelling options that haven't been taught, they haven't been unlocked. And so teachers who fully understand the instructional benefits of a sound wall will typically only provide students with the sounds that they've been taught. In this classroom. The short vowel sounds and the schwa have been unlocked at this point. And as instruction scaffolds to new sounds, those cards will be unlocked so that students have examples of what's shown.

Systematic and explicit and cumulative instruction is also seen in the use of decodable texts in foundational skills phonics lessons. There are some misunderstandings out there about decodable texts. So again, this is another hot-button idea. It is important to have a clear understanding of what a decodable text is in how they are to be used when we're working with early readers. It's also important to understand the when and the how to use the other types of texts that are available in classrooms. So let's just quickly review the other types, all the types of texts that you might see in a classroom.

We would see three different types of texts in an early literacy classroom, perhaps, starting with decodables for the phonics lessons, leveled texts might be used, as well as some predictable texts. Let's explore just a little more closely what those different texts look like.

For example, predictable texts. This is a text that, when I was teaching first graders how to read, it was something that I used when I didn't really know better. And I used it as one of my primary texts and it was Mrs. Wishy-Washy. And Mrs. Wishy-Washy would see a lot of repeated texts frames like in went…and then you would insert the name of the animal, and the picture would match very closely what was going to the word that would be in the blank. So again, not a reliance necessarily on decoding, but on the sentence frames and the pictures that you were seeing.

Leveled texts vary from publisher to publisher, and therefore they're not systematic and they're not cumulative. You can perhaps start to compare the texts around second grade levels, but all of those levels again are determined by the content and the vocabulary. Measuring sentence length, syllable length, and high-frequency words to come up with this magical formula of what makes a leveled text the level that they assign to it.

Leveled texts tools can be used in certain elements of instruction. And as you recall, perhaps with some of your work with LETRS, you talked about Ehri's phases and how Ehri developed, the word reading levels. And pre alphabetic, early alphabetic, or it used to be called partial, but now I think it's early alphabetic as well as full alphabetic. And then the consolidated levels. And you can see that as the students progress through these word levels, you are able to match what types of texts might be able to be used in certain lessons for these readers.

Something that's been said by others, and I think it's a really great way to think about predictable texts, is that predictable texts make reading easy when it really shouldn't be easy. And that's because decodable texts are going to take the skill that the student is using in the lesson, in direct instruction, and that decodable texts is applying it to the lesson, providing the student with both guided practice and independent practice. And so there should be this cognitive struggle when they're first learning to match the sounds to the skill that they've been learning in their lesson.

The emphasis in decodable texts is the code. Just because a text might be labeled by a publisher as decodable, doesn't make it decodable necessarily for the lesson that the student is learning. What makes the texts or the passage decodable is the high match to what students have learned previously and the skill that they are practicing and applying in the lesson that they've had. So you can see here this is an example of a decodable text. And the elements that have been taught previously, as well as in the current lesson, are highlighted in the pages of that text. So the Bob Book, this is a Bob Book level one set, and it involves some of the consonant sounds learned as well as those short vowel sounds and practiced and applied in that story.

The importance of using decodable texts within a phonics lesson is the same pedagogy that we use in all our other kinds of instruction. E.g. think about math instruction. If we have a math lesson where we introduced and modeled the process of single-digit addition, we wouldn't jump to having the students try to do a double digit math problem as they're guided practice or independent practice. We would have them practice the addition with a single digit problem. It's the same thing with decodable texts. We're having the students practice and work with the skill that they've had. These skills align very well to the foundational skills that we see in our standards.

Some other misunderstandings might be heard in some of the comments that you see on this slide that people have made or have made along throughout the years with decodable texts. And some of the answers that we would give are here in the green. So the text is contrived and unnatural, not authentic. And for beginning readers, we need those contrived, perhaps somewhat unnatural passages so that they can drill and practice the skill. The books or passages are boring. And this is one that when I find the most difficult to maybe stomach because when I see students who can finally decode a passage, it unlocks this world of reading for them. It's far

from boring. It's the biggest aha, light bulb moment that they can experience where now I can read. And so it's finding success in validation in reading. The reading experience is seen in those decodable passages and it doesn't end. Some may see it slows down reading acquisition and really just the opposite is true. Decodability increases the likelihood that that student is going to take that skill from their working memory to their long-term memory.

And I know that we probably, as school districts, have spent quite a bit of money on some of the books that we already have in our classroom libraries. And this is also one of the reasons why we might resist, oh, we just need more of something. And there are publishers that are creating some very nice aligned decodable texts. Again, remember though, that a decodable texts is only decodable if it aligns with what has been taught and is being taught in the lesson. But there are lots of resources, free resources available to use for decodable passages in a phonics lesson. What you see on the screen here is one of the connected text passages from the Bridge to Read curriculum that is used in some of our schools. Also, you will be able to find free passages from the West Virginia phonics lesson plans. And those are all resources that are free and available on the Internet.

The Reading League also gives us some great links to resources for decodable texts that we can find on their website and also linked here with this URL that you can see from the Reading League. And they give us links for young readers versus older readers that are decodable in nature.

There are also some misunderstandings, perhaps, when we talk about sight words versus high-frequency words. So let's just quickly examine the difference between sight words and high-frequency words.

The beginning, I think of the misunderstanding is based in the definition of what is a sight word and what is a high-frequency word. The name sight word implies by nature that these are words, lists of words that have been memorized by students. That is really a misnomer because sight words, high-frequency words are really words that have been decoded so fluently by our students that they're reading it as if by sight. And so eventually we really want all of the words that our students are decoding to be sight words. They're decoded so fluently that they are as if by sight. There are some words that are a bit more irregular. Not necessarily the entire word is irregular, but maybe parts of the words are irregular. And those words are words that we do need to teach a little more intentionally to our students.

This is just some research that we have about the idea of sight words. And Ehri talks about the path by which sight words become stored in memory is widely demonstrated in our literature, going from the visual and the phonological link to the spelling of its word and its pronunciation. And that the routine that we use to teach sight words comes in with repeated encounters and visuals that help cement it in the student's mind.

So this is a routine that is the general routine for teaching a high-frequency word. And some schools will call these heart words where the part of the word that is the irregular part has a heart in front of it or on top of it or next to it. So that the students will understand that part of the word is the part that I have to remember is the part by heart. So this routine shows, first of

all, the explicit instruction for teaching a high-frequency word. And then in the final step where the students write that word on an index card, they can then return to that card for continued practice.

There are a few red socks, like we said, to watch out for when observing in a foundational reading skills classroom. We would not want to see strategies that include guessing or remote rote memorization rather than teaching patterns. We don't want to see texts that don't match with the instructional purpose. Or sound walls where all the sounds are posted before they've been taught. Or tools that confuse students such as word walls in classrooms where students are not yet reading those words independently. When observing in a reading classroom, it's important to look deeper and determine if the methods are being implemented with a specific purpose.

So now we're gonna move to talking about walkthroughs and some of the checklists and what to look for.

So we all know that understanding the purpose of an observation changes it dramatically. And for the discussion ahead are suggestions for what to look for in a literacy lesson are intended for use and observations that would be part of coaching cycles or in order to support growth of literacy teachers. Evaluating the effectiveness of a teacher is layered and complicated as principals you know that well. When combined with factors of high-quality tier one literacy instruction, the complexity grows exponentially. So we offer the following suggestions in hopes that they will support you as you initiate conversations and work alongside teachers to ensure that your students are getting the best that we can offer.

So here, just a little comedic humor. Welcome to our staff. Here's the curriculum guide, a rule book, and a bag of tricks.

We really need to give teachers the best tools of the trade, not a bag of tricks. Can you think of any other profession where you have been asked or where someone has been asked to create all of the tools? We don't want teachers going onto Teachers Pay Teachers to find lessons. We don't want them supplementing from here and there. And having to try to find material that fits into what they're already teaching. And so by giving them an evidence-based comprehensive program, we're going to set up our teachers for success.

If we look at the tier 1,2, and 3 model, we want to flip this. Hey, we need to weed out who really need services of tier 2 and 3 instruction by optimizing their learning through solid tier one core instruction. We want to be looking for curriculum that hits the most needs of our students. Making sure that we are using evidence-based practices and containing lessons for the teachers that have explicit lesson plans, provides reading and practice materials for all of the lessons.

Again, to go back to the reading rope, I'm mostly going to be focusing on the word recognition component of a core program. I will be hitting the language comprehension piece as well. But we're going to start here with the word recognition and do a little bit of a deeper dive there.

So if we kind of look at an instructional emphasis chart, you'll see when I'm talking about that word recognition piece. In kinder and first, the majority of their day is on those foundational word recognition parts. They can't read the text to build their vocabulary and knowledge about the world. And so until they have those foundational skills and they can read on their own. So we're gonna be doing that through the use of big books and shared reading. But the majority of their time is going to be practicing those foundational skills. If we see in kinder, we're doing a lot with letter recognition, print and book awareness, phonological and phonemic awareness, little bit of phonics and fluency, and then that instructional shift, when we get into first grade, it's going to be less phonemic awareness, but still hitting it. And a larger part of phonics and fluency. And then when we get into second grade, still working on phonics and fluency. But now we're adding some more word awareness with morphology, with word parts, prefixes and suffixes. And now we're gonna be hitting fluency a lot more directly, then the same with third grade. So considering that shift that we yes, we want a balanced approach to reading so we're not just doing word recognition in kinder and ignoring the language comprehension. But in kinder and first, that is where the majority of our time is spent. Whereas by the time they can read on their own, then we can spend a lot more time on the vocabulary and knowledge building.

So it's really important, as was stated earlier, that we're not just looking at the essential components and seeing the headings and making assumptions that the teachers will be teaching what they need to be. If we purchase this program that has all of those headings, we really need to be digging deeper. So if we look e.g. at this chart, we need to be looking at the scope and sequence of instruction. All the skills that are being taught, we, starting with the easiest to most complex. We need to be looking at the goals and objectives, not just of the lessons, but of the materials that the teachers are going to be using to teach those lessons. I'm not going to read this all to you. You can see here, we'd need to be looking at the content, the what is taught, and also the pedagogy of how it is taught and that how it is taught is going to be really critical. Because if you go to a published program, most of them the what is taught, it's all gonna be the same. It's the how is taught that is going to look different and that's really what we need to be paying the most attention to.

So if we look at phonics, we see there's the heading of phonics. Well not all phonics looks the same. So this is where we need to be diving deeper. So if we talk about analogies, we are looking at word families. The trouble with word families. So if I teach at and students master at, they can only read words that have at. Whereas if they learn /ă/ spelled a and /t/ spelled t, now they can read those spellings and know the sounds anytime they encounter those within words. Analogy phonics is not going to be our most effective. Analytic phonics starts looking at the whole word. We look at the beginning sound or letter, or we look at smaller words or word parts. That's also a problem because if we have a word like anthem, well, we have a, an, ant, the, them, he, them. Hey, we have a lot of words within that word. So that is also not going to be our best or most effective strategy. Embedded is incidental. So as we are reading, we are learning those letter-sound relationships. So that is also not going to be the most effective, the most effective instruction and phonics is synthetic phonics, where we are teaching the kids, here is a sound. Here is how to spell that sound. And when we put those sounds together, we can make a word. And synthetic phonics is going to be the most explicit and systematic way of teaching phonics to our kids. Also phonics through spelling. Everything we do in reading, we

do in spelling. And that's gonna be really important, is making that connection to help the kids master those sound-spelling connections.

So here I have given you some different resources for evaluating curriculum. So you can see the links here of where you can find these resources. We're going to jump ahead and look at an example and I'll talk about which is my favorite.

So it's really going to be based on your style, the amount of time you have, who is evaluating the curriculum. Also take that into consideration. So the reading does a really nice evaluation because they identify red flags, right? So things that you need to be aware of, that if you see, it's not necessarily that you aren't going to use that curriculum, but it might give you pause to dig deeper. So keeping in mind what we should be looking for, that we the teacher shouldn't be teaching. And then also just a list of elements to look for in a program. So this is pretty simple to use, just a very simple checklist.

This checklist gives you a little bit of a deeper dive because now you have to rank one out of five in the various elements that you're gonna be looking. How much support is given, how much emphasis will you see on these particular elements? So this kind of gives you a ranking of one through five to see how effective is it going to be.

This is my favorite, but it is very time-consuming. But I really love it. And the reason why this is comes out of the University of Oregon. The reason why I loved that is that it gives a very deep dive. You give a ranking of meets, partially meets, or doesn't meet. But what it also gives you is it gives you the criterion. And then at the end of the criterion, it gives you a guide, SS, W or ST. And what that means is, do I need to be looking at that criterion just within a lesson, or maybe a couple of lessons. SS means you need to be looking at the scope and sequence over a cumulative number of lessons. Then ST is a skills trace where you also look over a cumulative number of lessons. So it helps you. Okay, it's done in this lesson, Great. But it's really important that it connects to other lesson. So we don't just want to be looking at it within a lesson, but how does it align with other lessons and build, right where we're starting with the easiest and moving to more complex. And so it really gives you very explicitly how you should be reviewing this criterion. And that's why I like this one the best. It's kinda almost foolproof in my mind. Not entirely nothing is, but if you have evaluators who may not be the most versed in what to look for. This I think gives the most support to those who may not be the most trained to get it right. So that's why I like this one the most.

Again, when we're talking about the word recognition of Scarborough's Rope, that's really important, but we also need to be talking about knowledge building information. Knowledge is not only cumulative, it grows exponentially. So students, the more they read complex texts, they learn more vocabulary and they write at higher levels. So the rich get richer, the poor stay poor. So in addition to those word recognition pieces, we need to be giving a really knowledge-based, knowledge rich curriculum to the kids.

So here's an example from Wit and Wisdom. So you'll notice that within the grade levels and among the grade levels, they build the knowledge builds. Topics come from literature, history,

social studies, science, the arts. So we're building this cumulative base of knowledge through reading and discussion and writing about topics and texts in a variety of genres.

Alright, so we've given you an awful lot to think about, a lot to juggle. And thankfully, there are some resources out there that helped to put a lot of these ideas into some checklists that I think will be useful to you. The first one is one of my favorites. It's from the Florida Center for Reading Research. And they offer some walkthrough checklists for grades K through five. They're aligned specifically to Florida's language arts standards, but they align really well with the benchmarks set by the academic standards for ELA in Minnesota. And there's an overview button that will give you some really broad strokes about high-quality literacy instruction. So that with this presentation you should be in good shape. But it also includes some pre and post observation questions, some reflection prompts, and some grade levels, specific items. You can see the buttons there for each of those checklists. There's another one there, Wendy, I think it's your favorite, right? R.I.S.E Observation? Yep. But I don't feel super I mean, I liked the rise observation checklists, but I loved the Florida ones as well. It's just another way, another look through, walked through documentation giving you lots of things real specifically based on a scope and sequence of what to be looking for at different times of the year as well.

So here's an example of a checklist from the Florida Center for Reading Research. And something to be really aware of is that no checklist is…these are walkthroughs. Right, these aren't for deep dives. So these are some things that you want to make sure to consider as you are walking through.

What we're gonna do is take a look here at an example lesson. So I want to show you the difference between a walk-through, walk-through comments versus deep dive comments. So this checklist is asking to use manipulatives to practice the correlation between phonemes and graphemes. So as you watch this video, keep that in mind. But I'm also going to comment afterward about a little more of a deep dive into this lesson.

The final step in teaching students the alphabetic principle is connecting awareness of how words are segmented into sounds with knowledge of different letter-sound relationships.

We're going to spell some words that are made up of sound that we've already learned. You're gonna use your sound box and your letters. When we're working first, we're going to say the word. Then we're going to stretch the word holding up one finger for each sound. And we're going to move the letters and the sound boxes for each sound. Touch each letter. And then we'll read the word. Some of the words will only have three sounds, so we'll just leave the last one blank. Watch my example and listen. The first word I'm gonna do is dug. The excavator dug a hole at the construction site. So first I'm gonna say it, dug, and I'm gonna do it with my fingers, /d/, /u/, /g/. Then I'm going to move it, you just watch. I'll touch the letters as I make the sound /d/, /u/, /g/. And then when I read the whole word, I'll do my finger under it, dug. So just watch. Now I'm going to change one letter to change dug to dig. Look at my letters here. Raise your hand if you can tell me what letter do you think I should change to make dug turn into dig? Change the u into an i. So I'm gonna take the u away and put the i in the middle. Let's all say dig. Dig. Let's sound it, /d/, /i/, /g/. Now say the sounds as I touch it, /d/, /i/, /g/ So now say the whole word, dig. So now it's going to be your turn, we're going to start with a new word, so

I'll put mine away. Your first word is mud. So say mud. Mud. Like the pigs rolled in the mud to stay cool. So, let's stretch it out /m/, /u/, /d/. Let's do it one more time with our fingers /m/, /u/, /d/. Now you move the letters to make the word mud. Now let's touch the letters as we way the sounds /m/, /u/, /d/. And now do your finger underneath it and say the whole word, mud. Awesome job making the word mud. Now, you're gonna change one letter to change mud into mug, like he drank hot chocolate from a mug. So let's say mug first, mug. Stretch it, /m/, /u/, /g/. Change your word mud to mug. Good job. So who can tell me what letter they had to change to make mud to mug. Move the D to the G. Good, so now let's touch the sounds and say them at the same time. Ready, /m/, /u/, /g/. And read the whole word, mug. Now we are gonna change mug to mugs. There were four mugs of hot chocolate on the table.

I really love the use of the manipulatives. I love how she modeled how to use the manipulatives. She helped the students, she gave them corrective feedback as they were working. And so I would say that her instruction was really great in how she modeled it for the kids. I like how it was the I do we do you do. She was showing them and then she had them do it with her. And then she had them doing it. And again, she was monitoring what they were doing. So for her use of manipulatives, I would say this was really well done. So when I talk about a deep dive, so here is where you may not see this on checklists. The kids were doing really well. If students need additional support. I would like to see even more explicitness in the sound spelling connection. So when we're talking about Mug, we're saying what's the sound? What's the letter? What's the sound? What's the letter? And so we're always keeping that sound-spelling connection in mind when we're changing mug to mud or mud to mug, what sound changed? And how do we spell that new sound? So her kids didn't seem to have trouble with that. So to me it seems like she had already laid that foundation. But if students are not are having a little more difficulty with that, then I would take it a step back to that explicit instruction in sound spelling that we didn't see in this lesson. And that's fine, that we didn't see it because the kids seem to do just fine. But if kids are struggling, we want to make sure to look at where is that explicitness.

In this next video we are going to be looking at the blending of syllables into spoken words and segmenting syllables into spoken words.

The ability to hear syllables and words is an important part of phonological awareness. Hearing syllables and words will help provide the foundation to decode words when reading and writing. Blending and segmenting syllables is considered a precursor skill to phonemic awareness and letter sound knowledge. Blending syllables requires the students to put together syllables of a word that were spoken separately. E.g. if the teacher says picnic, the students would say picnic. Segmenting syllables requires the students to break a spoken word into syllables. E.g. if the teacher said table, the students would say ta/ble.

Okay, remember we've been talking about syllables. Syllables are parts of the word. Remember that the words are broken down. So I want you to watch me. I'm going to say the word flower. Flower. Now can you say flower? Flower. Now we're gonna break flower apart. Flow/er Okay, now watch. Are you watching? I'm going to blend it back together. Right now let's read flower. Okay now I'm going to let you try. So I'm gonna give you the cards. I want you to line up the cards together. Alright? Okay, So they are together, ready? The word monkey, say monkey.

Monkey. Separate the word by syllable. Mon/key. Now bring it back. Monkey. Say turtle. Turtle. Ok let's break it apart. Tur/tle. Blend it back together. Turtle. Great job, let's try apple. A/pple. Ok let's blend it back together again. Apple. Good job, let's try the word puppet. First syllable pupp. Pupp/et. Okay blend it back together, puppet. Okay and let's try apple. No wait we're going to fest. Let's try again. First syllable a, second syllable pple, Let's blend it back together, apple. Okay watch me. A/pple. Apple. Let's try together. Ready first syllable, a-, second syllable, -pple. Blend it together. Apple.

She does a really nice job of, again, modeling for the kids. I love how she provides corrective feedback immediately and works with a student who is clearly having difficulty. And by using the manipulatives, she's teaching the kids it's not just segmenting the sounds or the syllables, but then we're also blending them. Okay, so we're doing both. It's not one or the other. And so I think she did a really nice job in this video of modeling it, kids doing it with her, and then she did it. So here's an example of how to, when going through these literacy walkthroughs, what you should be looking for.

Thank you, Carrie. I hope you will be able to use those checklists when reviewing curriculum and when looking at classroom instruction, looking around the classroom for decodable texts, looking at sound walls versus word walls. And sharing with the teachers that this is what the curriculum provides, giving them the tools of the curriculum so that they can be successful. So when you do these walkthroughs, they'll already be doing them because they will be in the lessons themselves. So if we look at this is Nancy Young's ladder of reading. And I'm not sure if you have seen this before. But this is based on a lot of data. And if you look at nancyyoung.ca, look at her website, you will see where she cites all of the data that she used to create this ladder. What this ladder shows us is that 5% of students will learn to read in spite of instruction. But 95% of students, they either require it or they're going to be advantaged by structured literacy. So why would we not teach it? If we're able to do this, we can get 90 to 95% of our kids reading successfully. We just have to be implementing these science-based methods. But curriculum is just one part of that. We also need to consider our structures, our teacher knowledge, our leadership. All of that combined can lead to successful outcomes for students. But there is still a need for differentiation. No one curriculum is going to meet the needs of all learners. Some students are going to have trouble with different parts of the reading rope. And so we need teachers to be working with individuals or small groups to differentiate instruction by targeting their most pressing needs. So if a student would otherwise comprehend a text, but just can't read it. In our intervention time, we don't need to be working on comprehension or vocabulary or background knowledge. We need to be working to get that child to read. And where is their most foundational deficit? And that's what the hole that we need to fill. This is why it's really important to have highly skilled teachers who can identify all of the students' areas of weakness. And they can pivot on a dime if they're recognizing, hey, the majority of my kids are getting it, I need to change something that I'm doing. But if I see suddenly that there are a few kids who weren't understanding it. I know that this is something that they really need to know before moving on. They need to master this. So this is where I'm going to prioritize targeting my instruction with those students. And we can have students, 90 to 95% of our students can be successful.

So I want to thank you all for being here, being with us and have a wonderful morning, afternoon or evening. Bye.