



CRACKING THE CODE:

ENGLISH READING DE-MYSTIFIED

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Welcome!

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Agenda

- Welcome & Objectives
- Origin of English
- Pre-test
- The Big Picture: Components of Reading
- 12 Codebreakers
- Multisensory Principles
- Post-test
- Pressing in the Cement



The participants will be able to:

1. Converse with a colleague about the history of English and name 2-3 of its complicating characteristics that affect reading.
2. Evaluate their knowledge of the English “code” by completing pre and post self-assessments.
3. Define components of reading instruction and consider ways to create a balanced literacy diet for your students.
4. Identify and apply the 12 steps for developing a systematic, sequential way to help your students crack the English code by learning syllable types, adding suffix rules, and exceptions to rules.

The participants will be able to:

5. Analyze videos of multisensory reading lessons, and apply these practical ideas to their own teaching contexts.
6. Access resources for further reading, curricula, and additional teaching strategies.
7. Assist presenters in identifying what further reading PD would be helpful for ESL teachers.

Decoder Ring

English can be maddening

□ **How do we pronounce the word "ghoti"?**

□ Answer = "fish"

□ How can "ghoti" and "fish" sound the same?

▣ the gh = f as in rouGH

▣ the o = i as in wOmen

▣ the ti = sh as in naTlon

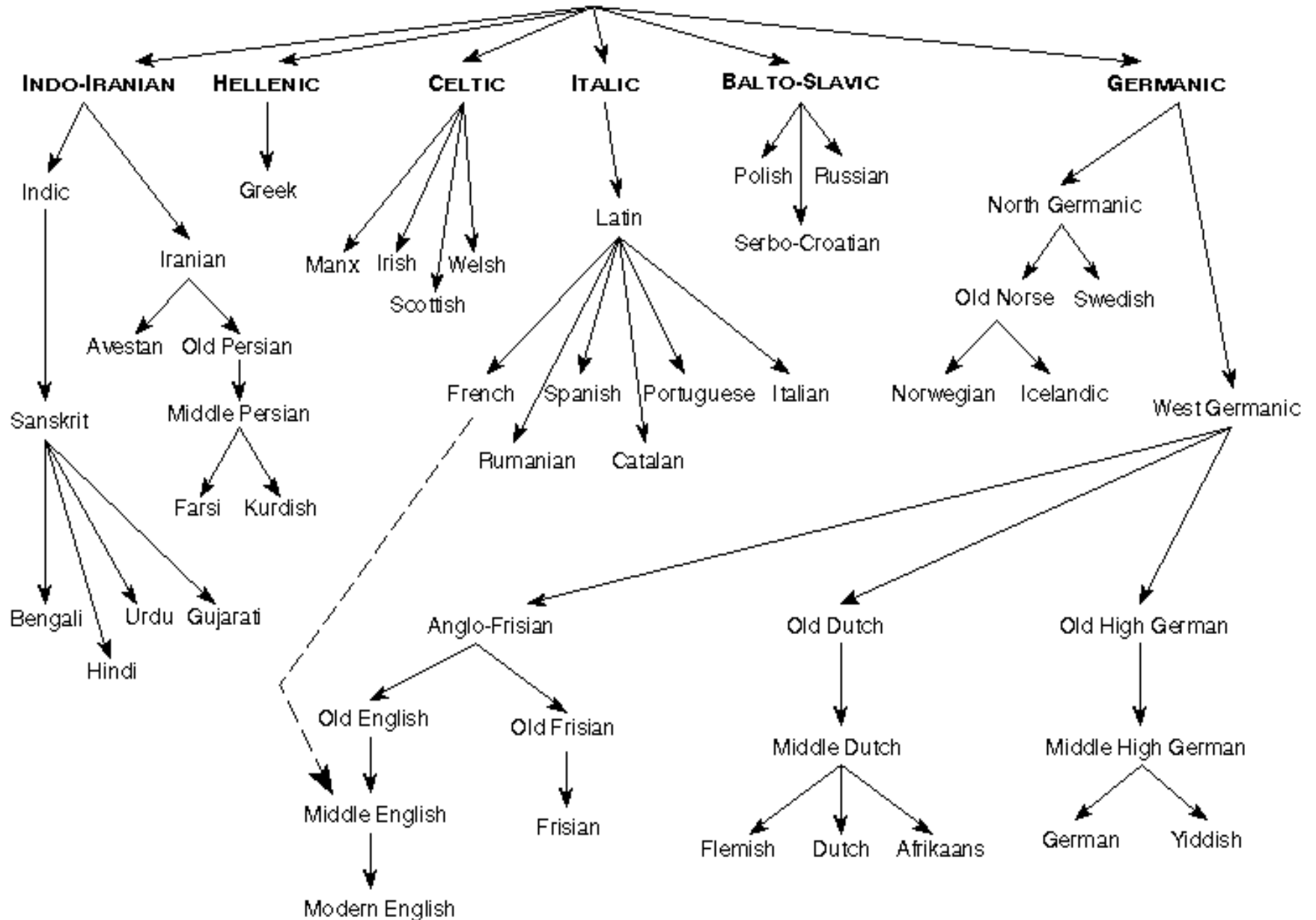


Our names

- Write down your first and last name and the linguistic origin of each.
- Share with a neighbor or two.
Any surprises?
- What languages are represented?

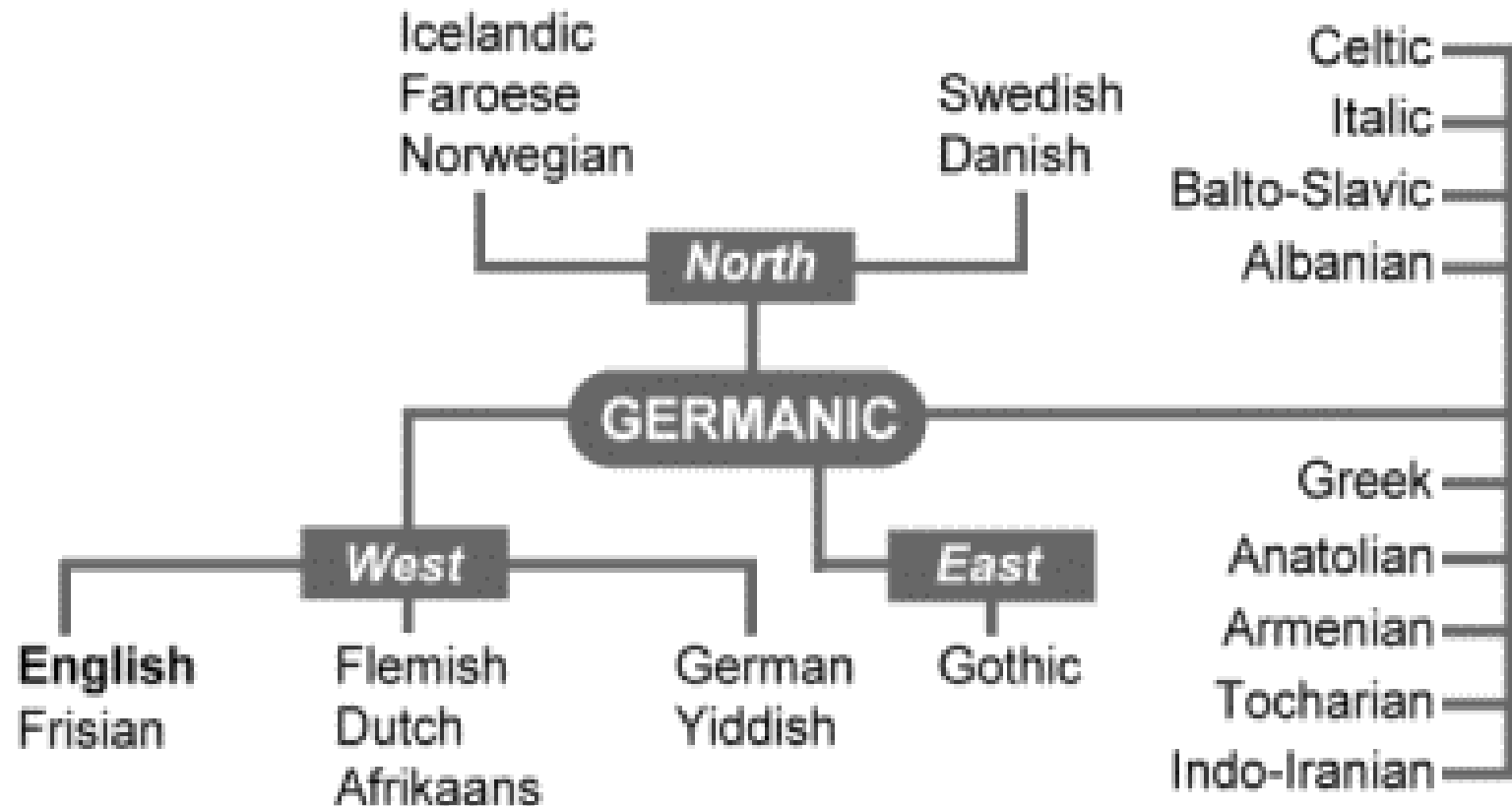


Proto-Indo-European

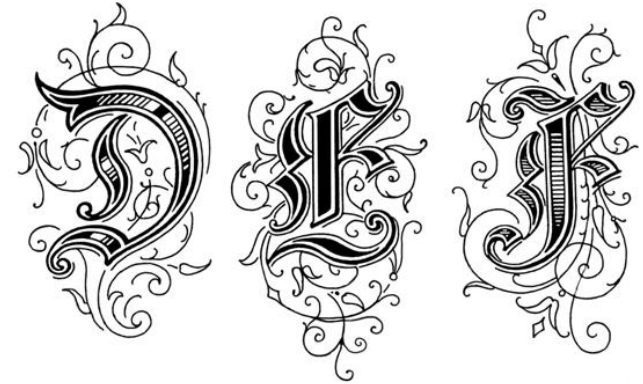


History of English

The Germanic Family of Languages



History of English



Old English (450-1100 AD)

Invading Germanic tribes into present day Britain spoke similar languages, which in Britain developed into what we now call Old English. Old English did not sound or look like English today.

Nevertheless, about half of the most commonly used words in Modern English have Old English roots.

Old English was spoken until around 1100.

History of English



Middle English (1100-1500)

In 1066 William the Conqueror, the Duke of Normandy (part of modern France), invaded and conquered England. The new conquerors (the Normans) brought with them a kind of French, which became the language of the Royal Court, and the ruling and business classes.

For a period there was a kind of linguistic class division, where the lower classes spoke English and the upper classes spoke French.

In the 14th century English became dominant in Britain again, but with many French words added.

History of English



Early Modern English (1500-1800)

From the 16th century the British had contact with many peoples from around the world. A sudden and distinct change in pronunciation (the Great Vowel Shift) started, with vowels being pronounced shorter and shorter.

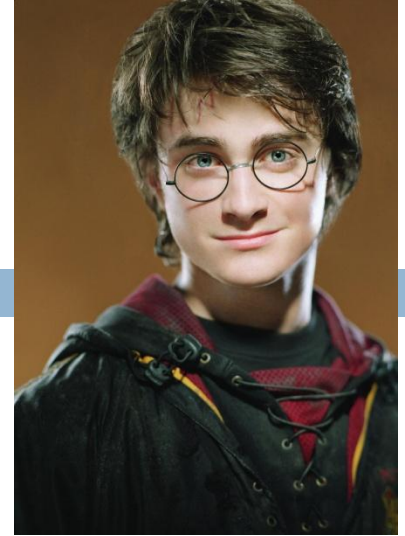
This, and the Renaissance of Classical learning, meant that many new words and phrases entered the language.

The invention of printing also meant that there was now a common language in print. Books became cheaper and more people learned to read. Printing also brought standardization to English.

Spelling and grammar became fixed, and the dialect of London, where most publishing houses were, became the standard.

In 1604 the first English dictionary was published.

History of English



Late Modern English (1800-Present)

- The main difference between Early Modern English and Late Modern English is vocabulary.
- Late Modern English has many more words, arising from two principal factors: firstly, the Industrial Revolution and technology created a need for new words.
- Secondly, the British Empire at its height covered one quarter of the earth's surface, and the English language adopted foreign words from many countries.

A few English words adopted from other languages...

- Bungalow, cheetah (Hindi)
- Algebra, sofa (Arabic)
- Tea, tofu (Chinese)
- Cola, zombie (West African)
- Cigar, vanilla, hurricane (Spanish)
- Medal, replica (Italian)
- Kaput, kindergarten (German)
- Cookie, yacht (Dutch)
- Mosquito, cashew (Portuguese)

Which kind of explains this...

- Beware of heard, a dreadful word, that looks like beard and sounds like bird. And dead –it’s said like bed, not bead. For goodness” sake, don’t call it ‘deed’!
- Watch out for meat and great and threat (They rhyme with suite and straight and debt).

History of English

- It's chaotic, but there is a pattern.
- In fact, English is 84% predictable (Louisa Moats)



Complicating Factors?



Complex but not random

“English spelling is complex but not random. It is complex because English words originate in many languages. It also has to be complex because there are more phonemes than letters, so patterns must be used to spell some sounds.”

-MacArthur, Alamprese, & Knight, 2010, p. 6

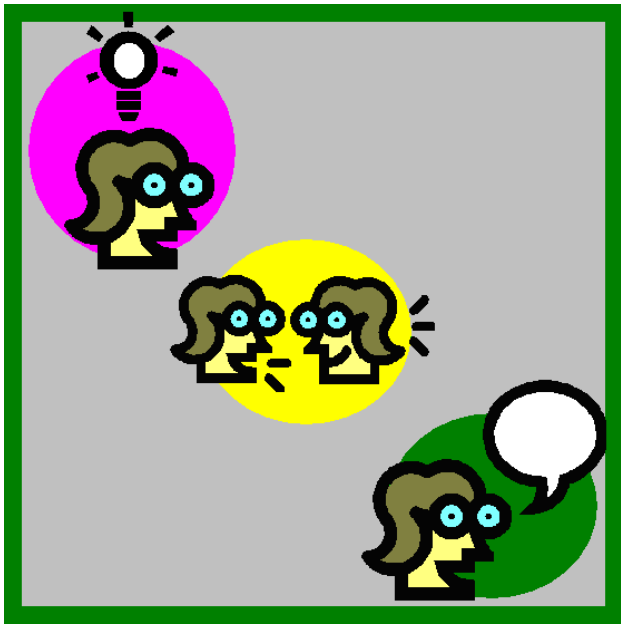
(in *Making Sense of Decoding and Spelling: An Adult Reading Course of Study*)

What do we know?

- Cracking the Code Pre-test
- Correct your answers with answer key + debrief with a neighbor.
- *How'd you do? What was challenging? What was easy?*



Burning questions



With your partner(s), write down on an post-it and turn in:

- What is something you know for sure about reading instruction?
- What are 1-2 burning questions you have?

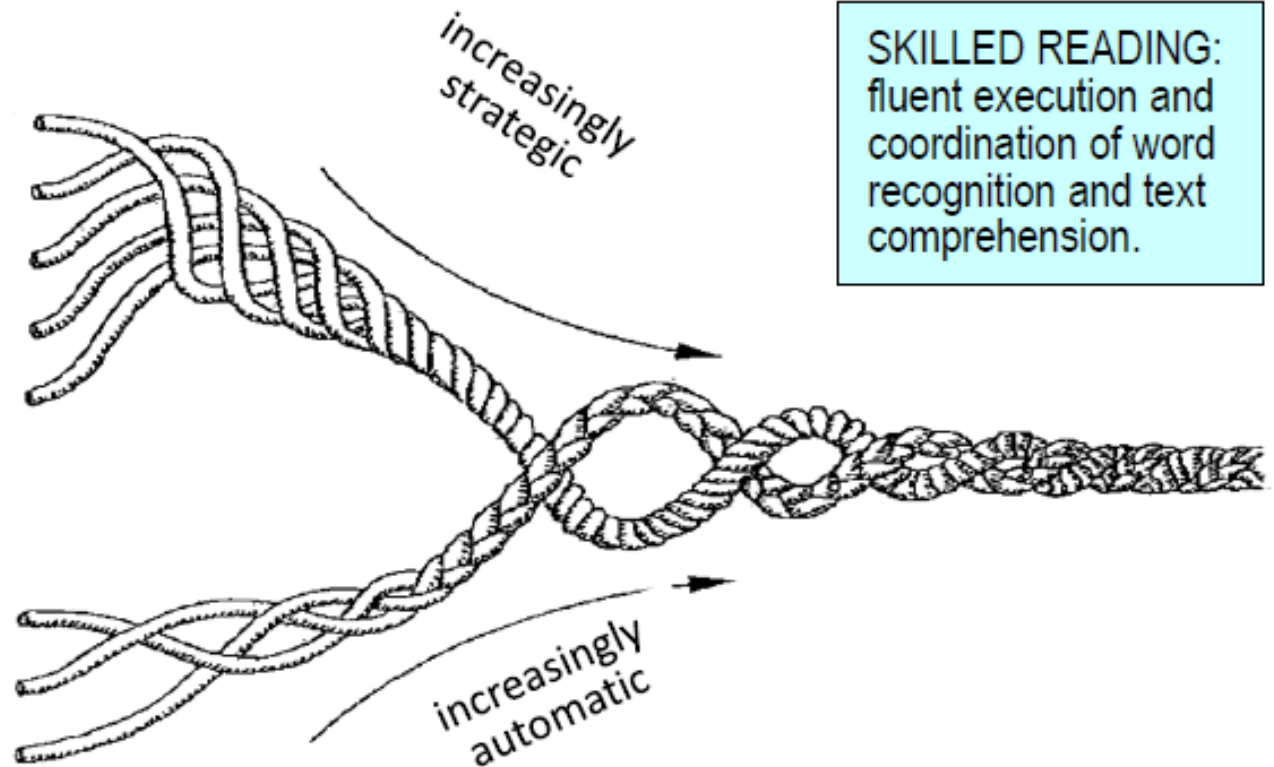
Scarborough's Reading Rope (2001)

LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Balanced Literacy Instruction

Early readers need the constant engagement and high interest of top-down learning, as well as the systematic and building-block approach of bottom-up learning.



Go up and down the ladder

Balance top-down and bottom-up instruction – both are necessary for literacy development



Contextualized instruction is the norm in adult ESL

“The message is a simple one: that people learn best when learning starts with what they already know, builds on their strengths, engages them in the learning process, and enables them to accomplish something they want to accomplish” (Auerbach, 1997).

We tend, as adult ESL teachers, to organize our lessons thematically (family, health, jobs, housing, etc.) and to have a pretty functional “lifeskills” approach to planning our instruction. **HOWEVER –**

Contextualized instruction + phonics = (?)

Our low-literacy learners need a great deal of instruction in these basic components of reading – alphabetics, (sounds, & sound/symbol relationships), sight words, automaticity, fluency...

Tension around how to:

- provide meaningful, relevant, interesting lessons for adult learners, AND
- spend time on basic building blocks of literacy (phonics, phonemic awareness, etc.)

Balanced Literacy 'diets'

Mon

- Vocabulary

Tues

- Phonics
- Oral Skills

Wed

- Oral Skills
- Phonics

Thurs

- Sight Words

Fri

- Comprehension

How about you?



- How do your students get a balanced literacy diet?
- How are they getting these components throughout the week?

College & Career Readiness Standards for Adult Education

- **Reading Standards: Foundational Skills** are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend text across a range of types and disciplines.

CCRS

- Take a look at Reading Foundational Skills K-5, mark the skills your students can already do easily.

The Big Picture



- **Alphabetics** (phonics & phonemic awareness) are just **ONE** small piece of a large larger puzzle of reading and reading instruction.

Break

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Study Circle, Fall 2013

Exploring Connections: Low-literacy Adult ESL & Reading Disabilities Education



What might we learn from dyslexia education?

Key Terms for Codebreaking

- Worksheet: 13 key terms, definitions, and 1 example.

TERM	Definition	Example 1	Example 2
1. Phoneme	the smallest unit of speech that can be used to make one word different from another word.	day/date	
2. Closed syllable	has one vowel followed by one or more consonants and the vowel is short.	ran	

TASK:

Read through terms, definitions, and examples, and provide an additional example for each term. When complete, check with another!

Syllable Types

TERM	Definition	Example 1	Example 2
1. Phoneme	the smallest unit of speech that can be used to make one word different from another word.	day/date	
2. Closed syllable	has one vowel followed by one or more consonants and the vowel is short.	ran	

□ CLOVER

- closed
- consonant-l-e
- open
- yowel digraph
- vowel consonant-e
- r controlled

□ Baseline for Wilson Scope and Sequence

Wilson Scope & Sequence

- Take a few minutes to look over the scope & sequence provided.
- Note terms and definitions within Wilson's 12 steps
 - ▣ What syllable type do you see in each step?
 - ▣ What terms are used (explicitly and implicitly) in each step?
- Review with a partner

Wilson's 12 Steps

- Step 1: closed syllable, digraphs, suffix
- Step 2: closed syllable, blends, suffix
- Step 3: closed syllable, blends, suffix, schwa
- Step 4: closed syllable, vowel_e syllable
- Step 5: closed syllable, vowel_e syllable, schwa, open syllable

Wilson's 12 Steps

- Step 6: consonant-le syllable, suffix
- Step 7: multiple spellings, di/trigraphs
- Step 8: r controlled syllables
- Step 9: vowel digraph syllable, diphthong
- Step 10: suffix
- Step 11: multiple spellings
- Step 12: di/trigraphs, multiple spellings, chameleon prefixes

Analyzing Words

- Using the terms and steps, let see if we can determine where these words fit within Wilson's sequence:

hot

me

seat

ray

pine

sunshine

boat

graph

- Your turn! Categorize the words at your table into the appropriate Wilson Step.

Check in

- What are 2 things you know now that you didn't at 9am today?
- What's something you are still puzzling over?

LUNCH BREAK



Sit by new
people
when you
get back!

Some learners need more than others...

- “I could not remember when the lines above Atticus’s moving finger separated into words, but I had stared at them all the evenings in my memory – anything Atticus happened to be reading when I crawled into his lap every night. Until I feared I would lose it, I never loved to read. One does not love breathing.”

-Scout, age 5, in Harper Lee’s To Kill a Mockingbird

Some learners need more than others...



“I would rather clean the mold
around the bathtub than read.”
- A child with dyslexia

(Quoted in Maryanne Wolf’s *Proust and the Squid*,
2007, p. 166)



“Teaching reading is rocket science.”

- Louisa Moats, 1999

Multisensory reading instruction

- Take out the reading *Multisensory, Structured Language Teaching (2009)*.
- Debrief with a partner: What is meant by 'multisensory instruction'?

Multisensory instruction principles

- **Simultaneous, Multisensory (VAKT):** uses all learning pathways in the brain (i.e., visual, auditory, kinesthetic-tactile)
- **Direct Instruction:** direct teaching of all concepts with continuous student-teacher interaction.
- **Synthetic and Analytic:** synthetic presents the parts and how the parts work to form a whole. Analytic presents the whole and how this can be broken down into parts.
- **Systematic and Cumulative:** organization of material follows a logical order. Concepts taught must be systematically reviewed.
- **Comprehensive and Inclusive:** all levels of language are addressed. Including phonemes, graphemes, morphemes, semantics, syntax, discourse, and pragmatics.
- **Diagnostic:** teaching is based on careful and continuous assessment, and is flexible to account for individual needs.

Guiding Questions

- We can ask some simple guiding questions when planning all of our classroom activities that will help us to create a multisensory classroom.
- As we look over these guiding questions, think about what multisensory principle they may be connected to and write the question on your handout below the matching principle.

Guiding Questions

- Are my students practicing both reading and writing? Am I moving between the whole and the parts?

Synthetic and Analytic

Guiding Questions

- Does my lesson follow a logical order that moves from simple to complex?

Systematic and Cumulative

Guiding Questions

- Are my students being explicitly taught through a structured lesson?

Direct Instruction

Guiding Questions

- Are my students actively involved? Are all of their learning pathways being used?

Simultaneous, Multisensory

Guiding Questions

- Do my lessons address all the components of language?

Comprehensive and Inclusive

Guiding Question

- Do I know my students individual strengths and challenges? Am I giving all students opportunities to work on their individual strengths and challenges?

Diagnostic Teaching

What are you already doing?

- Take a few moments to write about what multisensory principles are already in place in your classroom.
- Share with a small group.

Classroom examples

- First, look for which codebreakers are being taught.
- Watch again, and identify which principles of multisensory instruction are at play.
- Use your graphic organizer to take notes on each clip.

- **How could this be adapted and made useful for your learners?**



Get ready for the resource fair!

Now

- Please clear the table of everything except your handout and a pen.

After Break

- Partner with another teacher of a similar level.
- Use page 7 of your handout to brainstorm some ways you may use the resources.
- See you soon!

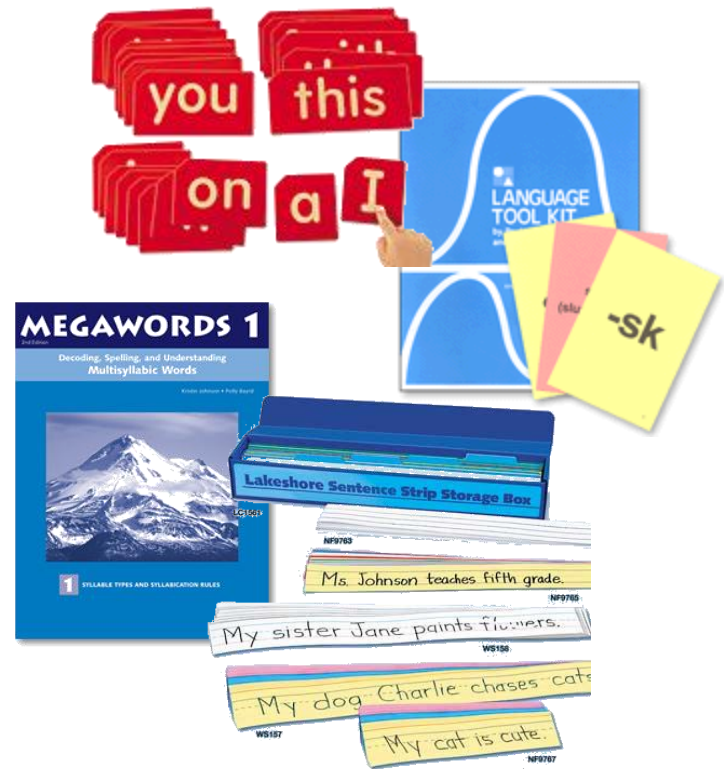
Break

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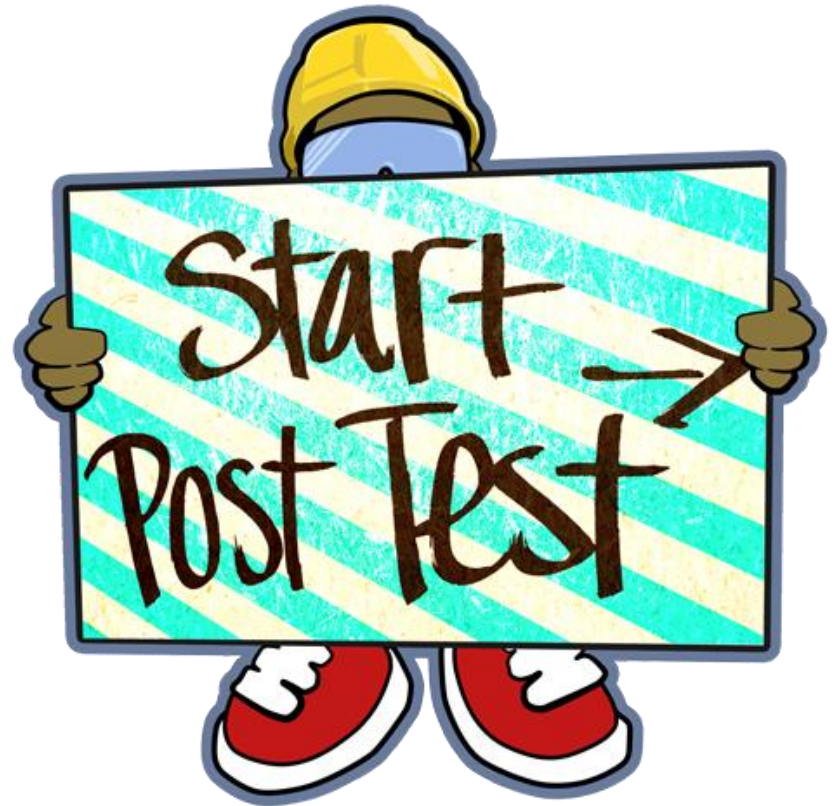
Multisensory resource fair

- Wander the room.
- Use the graphic organizer to note how these resources could fit into your students' balanced literacy diet.



Post test – what have we learned?

- *Try not to use your notes!*
- *Correct your answers with answer key + debrief with a neighbor.*
- *How'd you do? Any burning questions still lingering?*



Pressing in the Cement



Key learnings and next steps

- 2 things you're excited to tell a colleague about
- 2 things you can try in your classroom right away
- 2 things you'd like to learn more about
- Name 1-2 reading-related PD topics that would you like to see offered for ESL teachers in the coming year.

Re-visit objectives for today's workshop on your handout.

Place a check/check minus, or check plus depending on how you feel we've met those today.



Resources

- Resources for exploring this work further are on your handout, including:
- <http://www.englishcodecrackers.com/>
- http://lincs.ed.gov/publications/making_sense#research

You've earned it!



Decoder Ring



Thank you!

Kristin K, Kristin P, & Patsy