

# KES Parent Academy

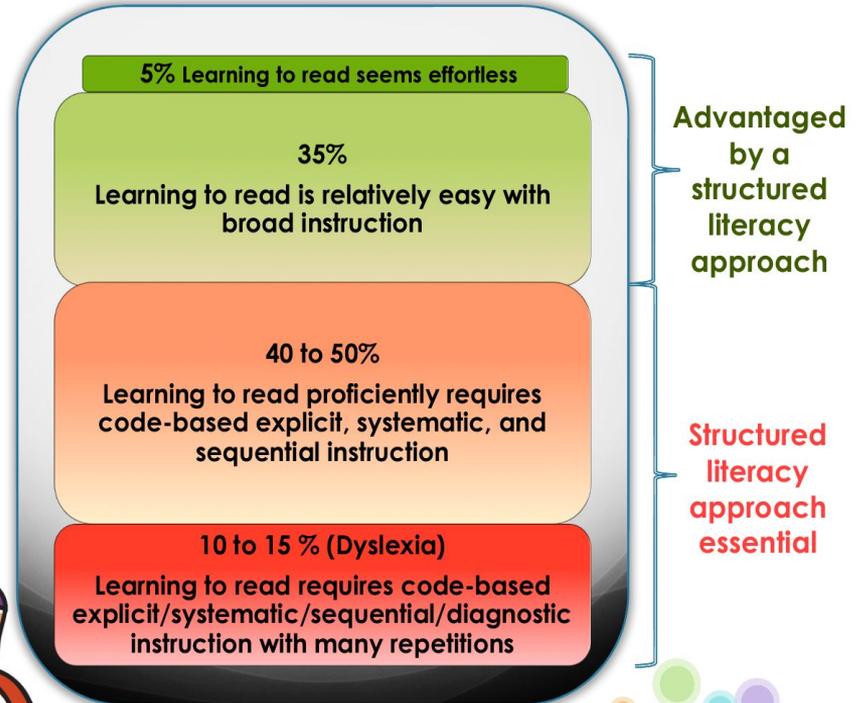
Literacy at Kensington



# The Ladder of Reading

Why the shift?

What does the research say?



© N. Young, 2012 (updated 2017)

Artwork by Dean Stanton

(Lyon, 1998; NRP, 2000; IDA, 2015; Hemenstall, 2016)

[www.nancyyoung.ca](http://www.nancyyoung.ca)

## Reading is unnatural.

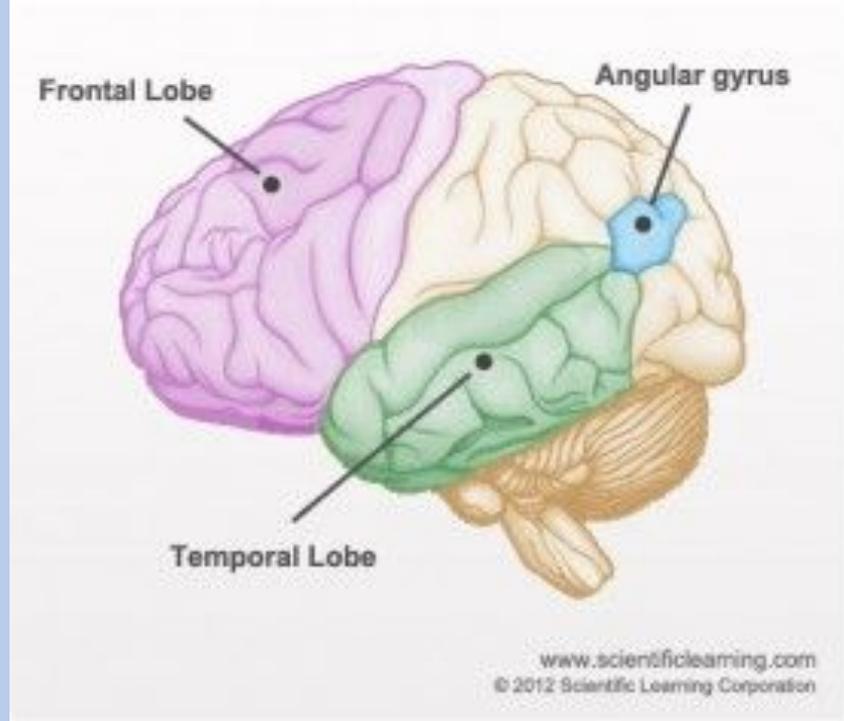
Our brains are “wired” for language, but not for reading.

## Learning to read involves training the brain.

- Sound-letter correspondence
- Words
- Sentences
- Paragraphs
- Morphemes (meaningful parts)

## Skilled readers use different parts of the brain than unskilled readers.

Brain imaging research shows that after just two months of explicit and systematic instruction, unskilled reading brains can be “rewired”.



- "Dyslexia Resources — RISE". *RISE*, 2022, <https://riseliteracy.org/dyslexia-resources>. Accessed 18 Feb 2022.
- "The Reading Brain: How Your Brain Helps You Read, And Why It Matters - Scientific Learning". *Scientific Learning*, 2017, <https://www.scilearn.com/the-reading-brain/#:~:text=The%20temporal%20lobe%20is%20responsible,grammar%20in%20our%20native%20language>. Accessed 24 Feb 2022.

# SCARBOROUGH'S READING ROPE (2001)

## LANGUAGE COMPREHENSION

**BACKGROUND KNOWLEDGE**  
(facts, concepts, etc.)

**VOCABULARY**  
(breadth, precision, links, etc.)

**LANGUAGE STRUCTURE**  
(syntax, semantics, etc.)

**VERBAL REASONING**  
(inference, metaphor, etc.)

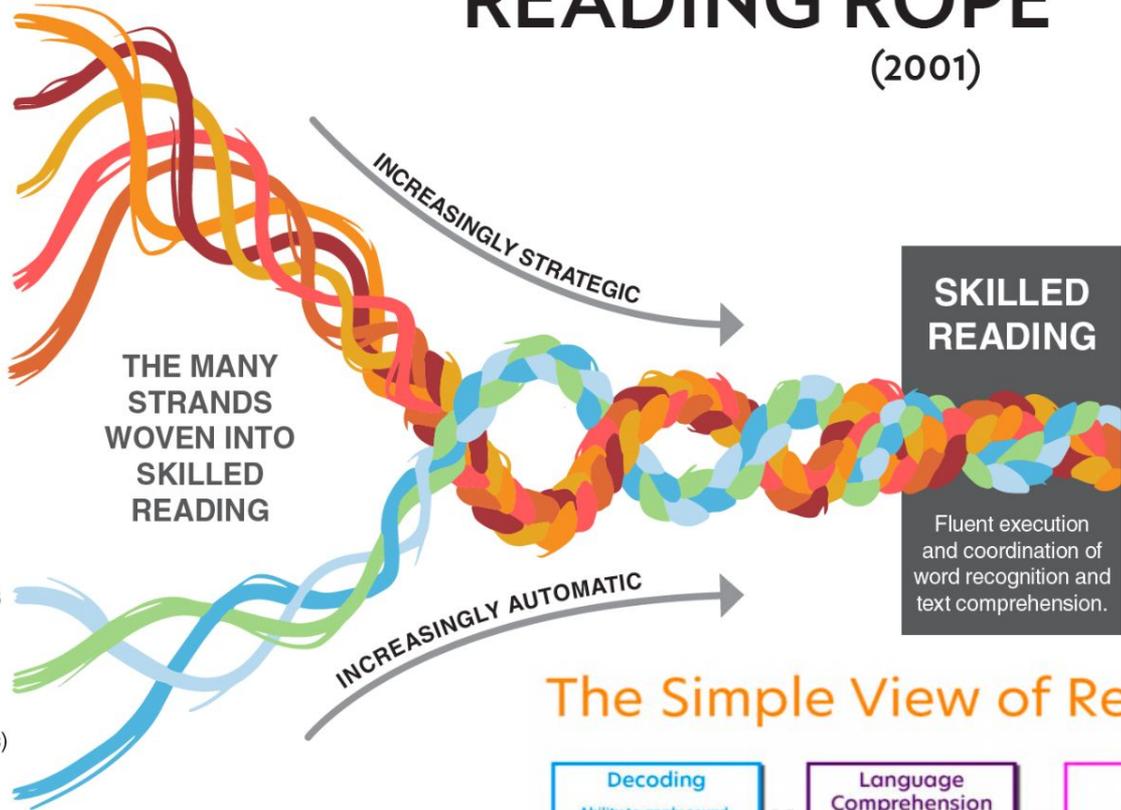
**LITERACY KNOWLEDGE**  
(print concepts, genres, etc.)

## WORD RECOGNITION

**PHONOLOGICAL AWARENESS**  
(syllables, phonemes, etc.)

**DECODING**  
(alphabetic principle,  
spelling–sound correspondences)

**SIGHT RECOGNITION**  
(of familiar words)



## The Simple View of Reading



(Gough & Tunmer, 1986; Hoover & Gough, 1990)

# Elements of Structured Literacy



<p><b>Phonology</b></p>	<p><b>Sound-Symbol</b></p>	<p><b>Syllable Instruction</b></p>
<p><b>Morphology</b></p>	<p><b>Syntax</b></p>	<p><b>Semantics</b></p>

# What is the difference?

## Practice for Beginning Readers

### From Predictable Texts:

#### Homes

Here is a tree. This tree is a home for an owl.

Here is a log. This log is a home for a fox.

Look at this shell. The shell is a home for a crab.

Look at this cave. The cave is a home for bats.

This is a hive. The hive is a home for bees.

Here is a web. The web is a home for this spider.

Look at this hole. The hole is a home for a mouse.

This house is a home for a dog!



This house is a home  
for a dog!

### To Decodable Texts:

#### We Have Homes

A hen will have eggs. A nest is a home for the eggs.

Here is a home for a cub. It is a den.

A web is a home. A web will have a bug in it.

Ducks can swim well. They have a wet home.

A dam is a wet home. A dam will have logs and mud.

A pen is a home for a pig. You can have a pig for a pet!



A pen is a home for a pig.  
You can have a pig for a pet!

"Balanced Literacy'S Crumbling Foundation--  
What We Can Do About It".  
*Righttoreadproject.Com*, 2019,  
<https://righttoreadproject.com/2019/12/18/balanced-literacy-crumbling-foundation-what-we-can-do-about-it/>. Accessed 21 Mar 2022.

# Morphology

Parent Participation:

In the chat- what words can you make using different prefixes and suffixes combined with "graph."

bio  
geo  
tele  
photo  
auto

graph

er  
y  
ic  
al

# How can I help?



Instead of this...	Do this...
<p><b>“Does it look right?”</b> <b>“Does it sound right?”</b> <b>“Does it make sense?”</b></p>	<p><b>“What sounds do you <u>see</u>?”</b> <b>Start at the beginning and work all the way through the word.”</b></p> <p><b>“Sound it out.”</b></p> <p><b>“What rule goes with this spelling?”</b></p> <p><b>“What chunks of the word do you already know?”</b></p>
<p><b>“Look at the picture. What in the picture starts with this sound?”</b></p>	<p><b>“How does this show what’s happening in the story?”</b></p>
<p><b>“What is my child’s reading level?”</b></p>	<p><b>“What are the reading skills my child is working on?”</b></p>



# How can I support my reader at home?

- Vocabulary
- Language Structure
- Background Knowledge
- Have intentional conversations:  
Ask questions. Make connections.
- Provide wide variety of experiences.
- Encourage reading that the child enjoys and support when needed.

<https://youtu.be/wBuA589kfMg>



# NC DPI Literacy at Home Website



# Questions?

