



Sam Livingston Literacy Night June 2023

learning | as unique | as every student



Calgary Board
of Education

Welcome to Family Literacy Night



“Human brains are naturally wired to speak; they are not naturally wired to read and write.”

- Dr. Louisa Moats & Dr. Carol Tolman

Evidence



The Science of Reading

The accumulated evidence, typically done by cognitive scientists, from **research** on reading acquisition and instruction.

Application



Structured Literacy

Reading instruction that applies the Science of Reading to classroom practice

1. Teaches all the components that evidence has found to be critical
2. Ensures that all components taught are interdependent of each other

phoneme

the sound a letter makes

grapheme

a written letter

complex grapheme

two or more letters that make a sound in a word

blending

when sounds are spoken together to produce a word

segmenting

separating a word into individual sounds

What is Structured Literacy?

Structured literacy approaches emphasize highly **explicit** and **systematic** teaching of all important components of literacy. These components include both foundational skills (e.g., decoding, spelling) and higher-level literacy skills (e.g., reading comprehension, written expression).

-International Dyslexia Association



What is Structured Literacy?

1. Explicit & Direct:

- Teacher directed
- Guided practice with corrective feedback
- Independent practice with materials that provide repetition for mastery

2. Systematic & Cumulative:

- Moving from easiest  hardest
- Comprehension is taught in a scaffolded way
- Everything is built on what has previously been taught/learned
- Review of previous concepts are reviewed until mastered

3. Hands-on & Engaging

- Use of many physical tools, tactile resources and gestures
- Reading, writing, speaking and listening are paired together

4. Diagnostic:

- Monitoring progress of students for intervention
- Ensuring mastery and automaticity of a skill
- Directs future planning

What is a decodable text?

Everything is built on what has previously been learned

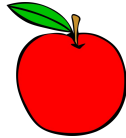
If your child knows these letter sounds...

...then they can read this.

M m -



A a -



T t -



S s -



Mat sat. Sam sat.

What is a decodable text?

Everything is built on what has previously been learned

If your child knows these letter sounds...

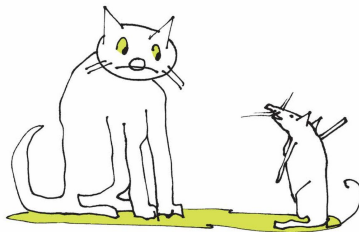
...then they can read this.

m, t, a, s, n, d,

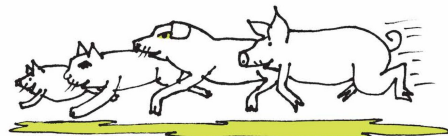
c, r, e, h, g, i,

p, o, f, x, b, u,

y, w & th

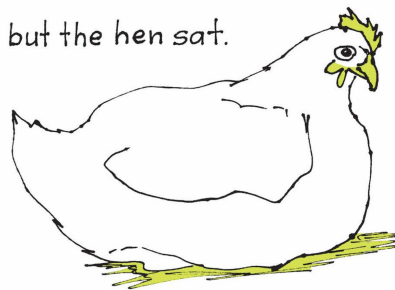


The rat met a cat. "Run, cat!"



The rat, cat, dog, and pig ran,

but the hen sat.



What is a decodable text?

Everything is built on what has previously been learned

If your child knows these sound rules...

All long and short vowel sounds

Consonant blends: gr, sl, st

Complex graphemes: ight, oin, wh, sh, ai,
ea, th, er

Compound words: bedtime, grandmother

Suffixes: -ing

...then they can read this.

Grandmother's Stories



I cannot wait for bedtime.
I love Grandmother's tales
Of sailing ships and whales,
Compass points and gales.

I tuck under the covers
And close my eyes to hear
Of lands both far and near,
Discoveries and wonders.

I slip from wake to sleep,
Dreaming of the sights
My grandmother describes
In stories told at night.

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

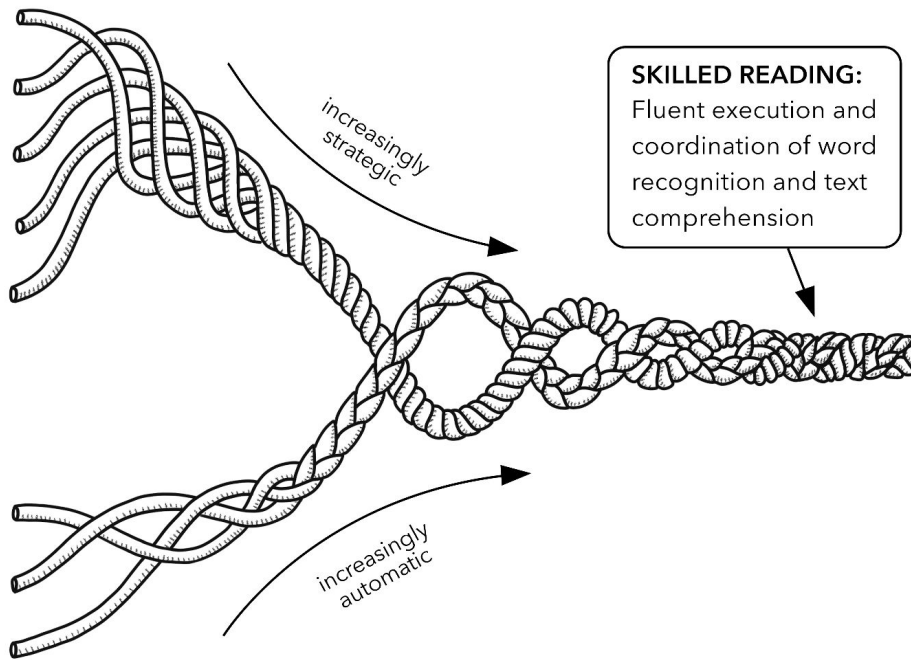
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

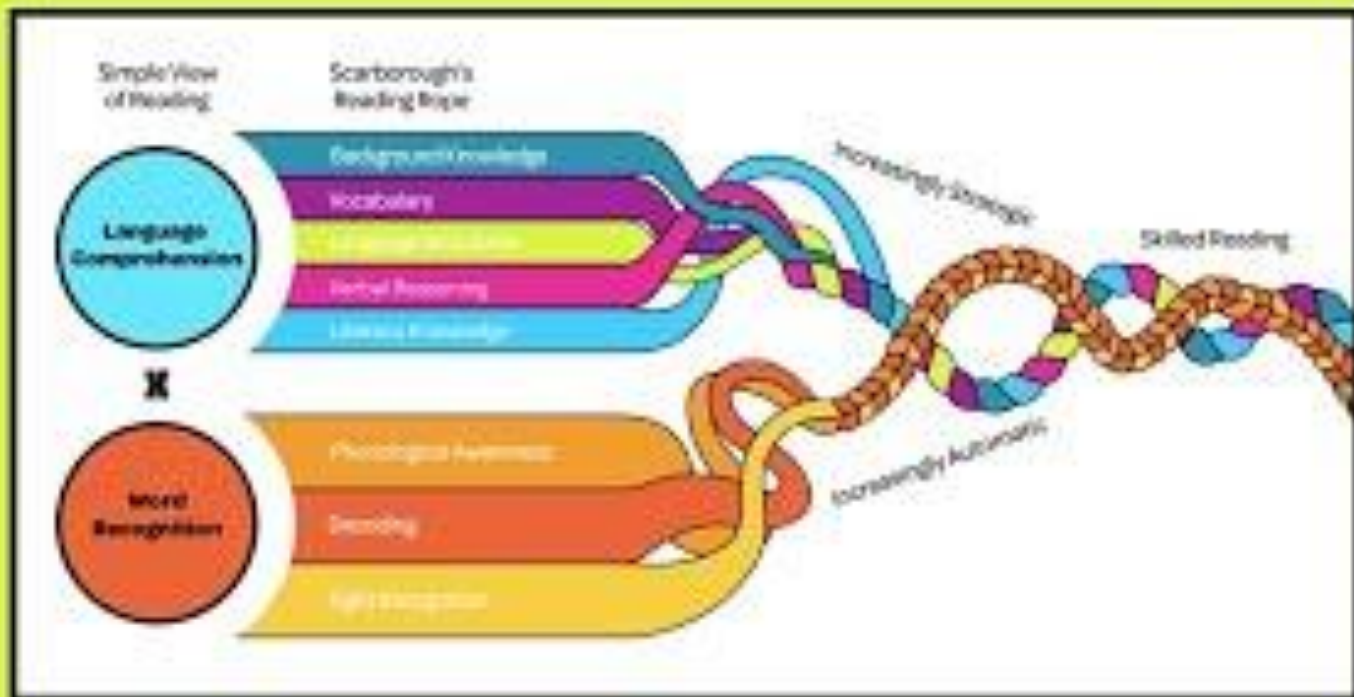
PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



Phonological Awareness



What parents can do to help at home **before** starting school

- Do activities to help your child build sound skills (make sure they are short and fun; avoid allowing your child to get frustrated):
 - Help your child think of a number of words that start with the /m/ or /ch/ sound, or other beginning sounds
 - Make up silly sentences with words that begin with the same sound, such as "Nobody was nice to Nancy's neighbor" (alliteration)
 - Play simple rhyming or blending games with your child, such as taking turns coming up with words that rhyme (go - no) or blending simple words (/d/, /o/, /g/ = dog)
- Read books with rhymes. Teach your child rhymes, short poems, and songs
- Practice the alphabet by pointing out letters wherever you see them and by reading alphabet books
- Read stories as they are written as a way to explore new vocabulary

Phonological skills are transferable between languages. Practicing these skills in English will still serve them incredibly well in French Immersion.

Rhyming with Zav



What parents can do to help at home when your child is learning to read

- Allow your child time to decode the words
- Make sure that once they have decoded the word/words/sentence, they go back to blend those sounds together
- Do not encourage skipping words, guessing a word based on context or first letter, or using the pictures to guess a word - these are compensatory strategies!
- Develop comprehension by re-reading a passage or building vocabulary
- Ask them 2-3 questions about what they read to see how much they are understanding
- If you don't speak French, don't worry! We will always support them at school!

How to work on **decoding** with your child

Do this

Instruct your child to look at each letter and connect the letters to sounds when reading.

Use letter sound connections to teach regularly and irregularly spelled words

Not this

Encourage your child to guess the word based on an illustration or guess a word based on its first letter

Flash cards or whole word memorization of "sight words"

How to work on **decoding** with your child

Do this

Activities that focus the child on letter-sound relationships when spelling.

Reading decodable texts while your child is a beginning reader

Not this

Memorizing letters, letter shapes, shapes of the word, writing words 10x each

Asking your child to read words that they have not yet learned the sounds for

Reading Strategies

Read from left to right



Read each grapheme



Blend the sounds together



Cut the word into syllables



Find the root word



Re-read the whole sentence



Does it make sense?

ADAPTED FROM ALEX-ANDRÉE MADORE
PSYCHOLOGIST
WWW.CHILDPSYCHOLOGYNORTH.COM

Stratégies de lecture

Lis de gauche à droite



Saute à chaque graphème



Glisse les sons ensemble pour lire le mot



Coupe le mot en syllabes



Trouve la base, le suffixe et le préfixe



Relis la phrase



Est-ce logique?
Y a-t-il des mots que tu ne connais pas?

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Additional Parent Resources

Structured Literacy Instruction - International Dyslexia Association Ontario

<https://www.idaontario.com/effective-reading-instruction/>

Calgary Reads - The Reading Rope

https://www.youtube.com/watch?v=_l8pzySr2bI&t=6s

English decodable book recommendations - Reading Rockets

<https://www.readingrockets.org/article/decodable-text-sources>

French decodable books - Facile à lire

<https://facilealire.com/en/>

French Virtual Library

https://drive.google.com/file/d/1GTSfp6KUG28W9_HexRH8xmbclD63gVx7/view?usp=sharing

LDAA Activities for Parents to Build Reading Readiness Skills

https://drive.google.com/file/d/1xxlgSNxmapuEULWGBsPq_iTnlQGn-sxc/view?usp=share_link

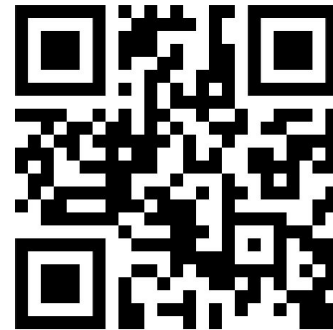
Canadian Parents for French

<https://ab.cpf.ca/en/>

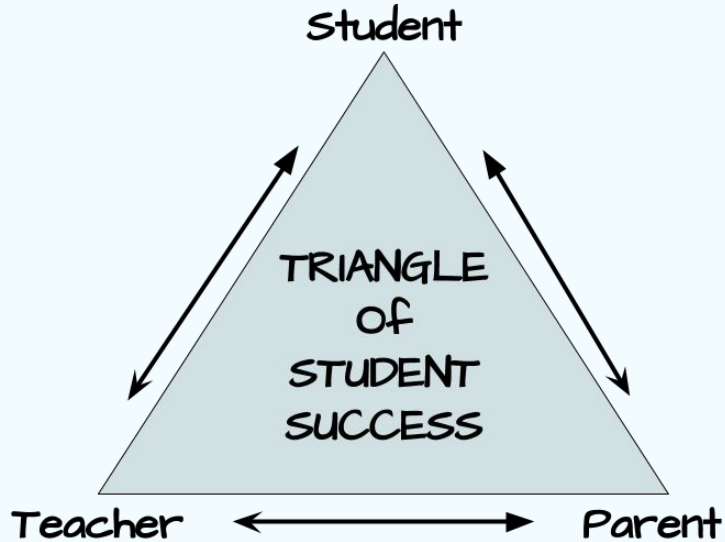
Graphogame



Duolingo Kids



Thank you for your support!



QR code for presentation goes here



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