



Ohio

Literacy Academy 2021

Shifting to Structured Literacy: Word Recognition Viewing Guide

Intended Use

This viewing guide is intended to be used by educators when viewing the 2021 Literacy Academy presentations. Districts and schools are encouraged to use this resource as part of a comprehensive professional learning plan. Comprehensive professional learning plans are data driven, sustained, intensive, collaborative, job embedded and instructionally focused.

Acknowledgements

This viewing guide was produced by the Ohio Department of Education. The content contained in the viewing guide was developed in partnership with Dr. Jan Hasbrouck. We are grateful to Dr. Hasbrouck for sharing her expertise with Ohio educators.

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Shifting to Structured Literacy: Word Recognition

Age/grade band: Kindergarten-grade 5

Presenter: Jan Hasbrouck, Ph.D.

Recommended Pre-Reading and Viewing: The kindergarten-grade 5 learning strands are developed to support educators in implementing a structured literacy approach to teaching children to read. Please read this [brief explanation](#) of structured literacy and view this [video introduction](#) prior to participating in the kindergarten-grade 5 learning strands.

Session 1: Phonemic Awareness

Learning objectives: Participants will be able to describe the role of phonemic awareness in structured literacy instruction and identify effective phonemic awareness assessment and instructional procedures.

Complete prior to viewing video presentation:

1. Read the [phonemic awareness concepts and research](#) provided by the University of Oregon's Center on Teaching and Learning.
2. Engage with the following triangle, square and circle activity:
 - a. Draw a triangle and next to it write three important points from the reading.
 - b. Draw a square and write anything that squares with your previous knowledge or something you agree with.
 - c. Draw a circle and write anything that still is circling in your mind or questions you have.

Video presentation (25:35)

Complete after viewing video presentation:

1. Discuss with a colleague or team of colleagues the following questions:
 - a. How does phonological awareness relate to phonemic awareness?
 - b. Why is phonemic awareness a key "foundational skill"?
 - c. What do we mean by an "auditory skill"?
 - d. Should teachers in preK and kindergarten consider including phonological and phonemic awareness activities in their language arts programs? Why or why not?
 - e. Describe five activities that could be included in phonemic awareness instruction.
2. Obtain a copy of the "Yopp-Singer Test of Phoneme Segmentation" (available online from multiple sources) or Kilpatrick's [PAST test](#). Review it, then administer to a student in kindergarten to grade 2. Analyze and interpret the results. If you have information about this student's phonics or general reading skill, how do the results you obtained relate?

Session 2: Systematic Phonics

Learning objectives: Participants will be able to describe the role of systematic phonics in structured literacy instruction and identify effective phonics assessment and instructional procedures.

Complete prior to viewing video presentation:

1. Read "[Literacy Leadership Brief: Meeting the Challenges of Early Literacy Phonics](#)" published by the International Literacy Association in 2019.
2. Complete the following "because, but, so" activity (Hochman sentence expansion writing strategy):
 - a. Phonics instruction should be explicit and systematic because
_____.
 - b. Phonics instruction should be explicit and systematic but
_____.
 - c. Phonics instruction should be explicit and systematic so
_____.

Video presentation (27:46)

Complete after viewing video presentation:

1. Discuss with a colleague or team of colleagues the following questions:
 - a. What does the term "systematic phonics" mean as compared to "phonics"?
 - b. What is a "scope & sequence" and why has it been found to be a key element in effective instructional programs?
 - c. Explain Dr. Maryanne Wolf's statement: "...human beings were never born to read."
2. "The vast majority of students with low reading achievement have preventable problems: with explicit, evidence-based instruction, they would learn to read." ([Vaughn & Fletcher, 2020-2021](#)). Discuss Nancy Young's Ladder of Reading considering this conclusion from reading research. BONUS: Read the article!
3. Map out a "speech-to-print" lesson sequence to teach the word "sit" that includes explicit and multimodal instruction.

Session 3: Sight Word Recognition

Learning objective: Participants will be able to describe the role of sight word recognition in structured literacy instruction and identify effective assessment and instructional procedures.

Complete prior to viewing video presentation:

1. Read the blog "[How Do We Learn New Words? Orthographic Mapping.](#)"
2. Engage in the following compass points activity:
 - a. What **e**xcites you about orthographic mapping?
 - b. What do you find **w**orrisome about orthographic mapping or a potential downside?
 - c. What additional information is **n**eeded to begin implementing the practices described in your classroom, school or district?
 - d. What is your current **s**tance on teaching sight words and how may you move forward in the evaluation of these practices?

Video presentation (24:24)

Complete after viewing video presentation:

1. Discuss with a colleague or team of colleagues the following questions:
 - a. In your own terms, define "sight words," "irregular words," "high-frequency words." Has your understanding of these terms changed? How?
 - b. Explain this statement: "*Having a robust sight word vocabulary is necessary for fluent reading.*"
 - c. What is the role of phonemic awareness in the creation of sight words in a reader?
2. Obtain a copy of the *San Diego Quick* (available online from multiple sources). Review it, then administer to a student in grade 3 or higher. Analyze and interpret the results. If you have information about this student's phonics or general reading skills, how do the results you obtained relate?
3. Map out a lesson sequence to teach the irregular word "laugh" that includes explicit and multimodal instruction.

HOW ARE WE DOING?

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