# Science of Reading/Three-Cueing/Next Steps Webinar

January 17, 2024

# Transcript

00:00:01

Good afternoon, everyone.

00:00:04

Thank you for joining us for our webinar this afternoon, Melinda Webster. I'm the executive director of the Just Reed Florida office with the Department of Education and our office. Just read Florida periodically provides webinars.

00:00:24

On various topics related to literacy and we are thrilled to have with us today Doctor Paige Pullen and Jesse Steif.

00:00:34

Who are bringing their expertise today to us regarding the three queuing system? Help us understand, give us more information and talking about what comes next, if you will.

00:00:48

I'll start with some introductions. Jesse Stipe is a school psychologist who has worked in Florida schools for 15 years. He's serving as the inaugural president of the Reading League.

00:01:02

Florida and as a board member of the International Dyslexia Association.

00:01:07

He has dedicated his career to working with educators, family and other stakeholders.

00:01:15

To improve literacy outcomes for all students, his areas of expertise include language and literacy assessment systems, level improvement of instructional practices, future professional learning, multi tiered systems of support.

00:01:32

Jesse is passionate about bridging the gap between research and practice in order to improve educational outcomes for all children, regardless of circumstance.

00:01:45

And Paige Pullen serves as the chief academic officer and literacy principal at the last Singer Center for Learning. She oversees the academics and research and evaluation teams who are responsible for designing, implementing and evaluating the last singer centers.

00:02:04

Early learning and literacy program.

00:02:07

Prior to joining the last Senior Center, Paige spent 16 years at the University of Virginia at the Curry School of Education and the School of Medicine.

00:02:19

She was a public school elementary and reading teacher for more than a decade, teaching students from many backgrounds and abilities. She's passionate is a passionate advocate for struggling students, and her research focuses on implementing effective interventions for young children.

00:02:40

With or at risk for learning disabilities, especially in the area of reading.

00:02:46

She's considered an expert in her field. Both Jesse and Paige have assisted us as thought partners with literacy topics, and we appreciate them. Paige has authored multiple pieces on literacy and special education she's conducted.

00:03:06

Professional learning for teachers worldwide. She served on several sorry.

00:03:13

And editorial boards, including editor in chief of Exceptionality and Special Education.

00:03:20

Some honors that she has received include the 2011 Seven Society Outstanding Mentor Award 2010 outstanding professor while serving at the UVA Curry School of Education. She earned her Doctor of Philosophy and early Childhood and Special education shared.

00:03:40

Master in of education and early childhood and elementary education and Bachelor of Arts and Education, all from the University of Florida.

00:03:51

Thank you both for being here with us and sharing your expertise with us. And with that, I will turn it over to Jesse and Paige.

00:04:02

Thank you, Melinda. I need to shorten that bio. That was way, way too long and much too much to say. I think that's what's on the website at the Lastinger Center. So I need to.

00:04:12

Not that much needs to be said. Bottom line is Jesse and I are both passionate about helping teachers and children across the state of Florida and in terms of developing reading skills. So as Melinda said, we are going to talk about the three queuing system, but before we do that.

00:04:34

In terms of specifically talking about the three queuing system, we need to do an overview of reading theory because in in terms of understanding.

00:04:42

What the three queuing system is and why we should or should not use it, we need to understand reading theory, so we'll go into just some high level overview of the of Adam's model of the reading.

00:04:54

Process the simple view of reading in Scarborough's rope and area phases of word recognition development.

00:05:01

And then we'll talk about applying that theory to practice, including the three queuing system and what to do instead of the three queuing system. Thinking about metacognition, cross checking, self monitoring, and then we'll have time for questions and comments.

00:05:19

Who we are. So Belinda's already talked about that, but just a little bit about our organizations, the University of Florida, Lastinger Center for Learning is a center within the College of Education at the University of Florida. And our mission is to improve the quality of teaching, learning and childcare. And we research, develop and scale.

00:05:38

Educational innovations we do a lot of professional learning for adults and children so that we are hopefully helping teachers put your children on a trajectory to lifelong success. The Reading League is also about bridging that research to practice gap and believes in a future where collective focus on applying the science of reading through teacher.

00:06:01

And leader preparation, including the teacher education that we are delivering today, applying that in classrooms.

00:06:10

Through community engagement and elevating and transforming every community throughout the nation and empowering them to be empowering, all of us to be illiterate society. So we are very aligned in terms of the missions at the Reading League of Florida and the University of Florida Lastinger Center.

00:06:29

So our focus is going to be on those theories that I talked about and particularly how it relates to the three queuing system and what to do instead.

00:06:40

Before we get started, we've been tossing around the terms of science of reading a lot in recent days in the popular media in just about everywhere we go. As in education, we hear about the science of reading, so we want to talk about what it is and what it isn't.

00:07:00

The science of reading is the foundation for all of our work at the Lastinger Center and the Reading League, but it's not a particular thing. What it is a body of research. It is the foundation of, or body of knowledge that comprises decades of interdisciplinary research on how reading develops.

00:07:21

What children's encounter? What difficulties children encounter when they're learning to read it? It encompasses research on instructional methods that are effective and the content of effective reading instruction.

00:07:35

Is interdisciplinary in that it includes research from fields of neuroscience, reading, education, special education, cognitive psychology, developmental psychology, and others.

00:07:46

It's important to also think about what the science of reading is not. It's not about reading wars, and it's not.

00:07:52

About teachers being.

00:07:53

Wrong. That's one of the things that has been highlighted in some of the.

00:07:59

Recent media is about these two things. What it really is about is improving our practice based on the evidence. It's not a specific program or a curriculum.

00:08:11

Likewise, it's not about saying practices are quote science of reading. It's not a particular practice. It is a body of research. We have to be careful because there are some who will say, oh, this is the science of reading and they may be reporting that a particular practice has an evidence based when it doesn't.

00:08:31

It is also not a phonics only approach, but phonics is an important part of a comprehensive program.

00:08:38

And the science of reading supports and core phonics program and explicit systematic phonics program. It is also not complete. So what does that mean? It means that we're continuing to learn and conduct research that will inform our practices.

00:08:53

And we need to be flexible so that when we learn more, when we know more and we know better, we do better. So that's what the science of reading is and what the science of.

00:09:04

Reading is not.

00:09:07

I'm going to turn it over to Jesse here and he's going to talk about literacy leaders, which all of you, whether you're a teacher, whether you are a building level administrator, whether you're in the district, you all have the opportunity to be leaders in terms of helping us.

00:09:23

Think about and improve practices for teachers as I turn it over to Jesse, I'll be manning the chat in in a couple of slides. There'll be options for you to opportunities for you to put some content in the chat, and I'll be manning that. So Jesse, I'll turn it over to you.

00:09:38

All right. Thank you. So I want to start off.

00:09:42

With a bit of an admission, you know, I wish that I could go back to the kids that I taught and I and who I assessed earlier in my career and do things differently, you know, at the time I was, I was doing my best with the training and the information that I was given. You know, I cared deeply for my kids and for my profession and for my fellow.

00:10:02

Teachers, as do all educators across the state. But in retrospect, some of the strategies I used and the prompts and the recommendations that I made to parents and to other teachers weren't in alignment with the evidence base, but as leaders.

00:10:18

We need to always be in the business of evolving and changing our practices as we learn about new or even existing evidence. You know, being scientific in our thinking and critically engaging with information that might be challenging to our preconceptions rather than sort of dismissing that information, you know, when we learn about new evidence that leads to more effective instruction.

00:10:41

For kids, you know, as leaders, I encourage everyone and I think we need to resist the urge to dismiss it.

00:10:49

Uh, because it's hard or it runs contrary to what you might have been taught or how you practiced, or maybe or if you're afraid of being seen as lacking knowledge, which is definitely not true, you know, I think that there are similarities here between the field, the medical field and education in that.

00:11:10

What might have once been considered cutting edge or best practice becomes outdated or disproven or shown to be less than a fish.

00:11:18

By subsequent research and so practices have to change, and it's incumbent upon the literacy leaders across the state and across the country to kind of get out front and publicly model those shifts in instruction and practice based on new information. So.

00:11:38

For some folks here on this, you know on this webinar and who have been paying attention to the discussion around the science of reading in the past, you know five years.

00:11:48

There's some of this. A lot of this information may not be new and you've and you've always done things as a particular way or effectively for others, others this you might have, you may be grappling with some information that challenges your preconceived notions or the manner in which you were trained in your teacher prep program. And so we want, we want.

00:12:10

For everyone to be in the business of effective leadership, which is which is which can often be uncomfortable but to encourage you to get comfortable in those places of discomfort.

00:12:24

So our first, our first in the chat slide here. So the discussions on social media in on webinars in the pop, in the popular press has been swirling around the three queuing system and decodable versus leveled and authentic texts and running records and.

00:12:44

Informal reading inventories.

00:12:47

There's tons and tons of information and renewed discussion around these things. And so we wanted to give everyone the opportunity or the and to see to use the chat to highlight what you have, what you have questions about. We might we have, there's about 500 folks here on the call. So we we're we won't have the chance to come through.

00:13:08

Your response, but there we'll have the transcripts here and I wanna. We wanna take a look and maybe make some comments around what we're seeing.

00:13:16

So let's take a minute or two here and kind of throw your thoughts here in the in the chat.

00:13:23

We've had one person respond, so there may be things beyond these three, so if there's something else you want to put in.

00:13:29

There, feel free.

00:13:29

To do that. But of these three are there is. Is there something that you feel most?

00:13:38

Concerned or have more questions?

00:13:41

And you can be you can be sure that if you have questions about something that half more of more of your colleagues around the state will also have questions about.

00:13:50

It structure for small group instruction. We know it's important but definitely looks different than quote UN quote guided reading. Fantastic.

00:14:00

Comment there we actually we're going to take a look at some different small group structures a little later. So we couldn't could not have placed a better comment there in the chat.

00:14:12

Have you also incorporated the research in in second language acquisition? Second Language acquisition, a very important piece of the science of reading. There's lots to say, small group instruction and differentiation.

00:14:25

How do level text and authentic text fit into research?

00:14:30

Leveled readers, can I still use them appropriately and effectively? And again another question we couldn't have couldn't have been better.

00:14:37

Least we will touch briefly on text types and instruction and assessment, but to put a quick plug out there, in April, Dr. Pullen and I will be back to do a second webinar, all about using different types of texts for instructional purposes and the uses and perhaps misuses of.

00:14:58

Of texts for an assessment and instruction. The short answer is there is absolutely a place for multiple types of text leveled, decodable, authentic in your in your literacy instruction.

00:15:15

All of the things you're putting in the chat are just right on target and things that we have been addressing and we won't get to all of these today, but we between this webinar and April, we will certainly get to most, you know, most of them, if not all of them and can give you some information about the ones we won't get to until.

00:15:15

And you.

00:15:35

Get through in detail today.

00:15:38

Yeah. Perfect. Thank you so much.

00:15:42

So that is helpful to know what's on everyone's mind here. And it's on our minds as well and we're glad to bring you the information.

00:15:52

So let's move from there then to connecting reading theory to practice, we're going to talk about 3 primary models or theories. Adams model, Aries phases and the simple view of reading we connect Scarborough's rope to the simple view of reading because.

00:16:09

They are so related. They're similar in terms of what they're talking about in the theory. Let's start out with Adams model of the reading process. One of the differences between Adams model and the other two.

00:16:27

Theories that we'll talk about is Adams model of the reading process is what we aspire to attain. This is the process that a skilled reader experiences.

00:16:40

In the areas, phases and the simple view in Scarborough is what we're really talking about, how reading develops. So we'll talk about what our goal is and that is depicted and Adams model of the of the reading process and by understanding on Adams model and what a skilled reader does, it helps us understand.

00:17:00

How instruction should happen? So if you notice in the Adams model there are 4 processors, the orthographic processor, the phonological processor, the meaning processor, and the context process.

00:17:13

User Adam's model is based on another theory called parallel distributed processing. What parallel distributed processing means is that we are able as humans, we are able to process more than one bit of information at a time. So that means that we can process.

00:17:34

Letters and sounds, along with meaning and context at the same time, however.

00:17:40

We have to start somewhere. And so in when we enter this process, the reading process we start with will be open the page of a book. What we see is print. And so as you see on the little box that says WIND that is print and that is where the process of reading.

00:18:00

Again, we see print and then that.

00:18:04

Initiates this process. It starts in the orthographic processor. The orthographic processor translates or.

00:18:13

Takes the information from the print. That's the letters and letter combinations.

00:18:19

And then it connects to the phonological processor. So the orthographic. That's the print the graphemes, the phonological processor? That's the sounds. So we take the print, it initiates the process by activating the orthographic processor, which then connects to the phonological processor we connect.

00:18:38

Sounds to the letters. So we see in the orthographic processor you've got.

00:18:44

WINDPF all these letters are in our lexical store in our knowledge store, and we identify the WIND, we connect it to the sound, the sound, the I sound the sound and the sound.

00:19:05

So we put those all together and we come up with an approximation of the pronunciation of the word, either wind or wind, because in that particular those letters could say either right.

00:19:17

Is that we're wind or wind, what happens as we read the sentence? My kite was flying in the wind.

00:19:25

We've taken the orthographic and phonological information, and almost immediately or in parallel, our context processor and our meeting processor.

00:19:34

Kick in and we know that it's wind and not wind. OK, let's go to the next slide here. So as a skilled reader, we enter through a process through the process by attending to the orthography or the letters through a process called orthographic mapping. That's mapping the individual letters or graphemes.

00:19:56

To the sounds.

00:19:58

The phonological representation.

00:20:01

And then through phonological recoding, the phonemes are reconstituted into the whole word. So that means we're saying wind. So we're blending those sounds together. Now, what is key here is where the process begins. The process begins through the letters. Notice we don't start.

00:20:20

Through the context processor, we don't look at that sentence. My kite was flying in the wind and immediately start looking at the pictures to read the sentence. What we do is we look at the letter.

00:20:33

And that activates the process that's really critical because it has an implication for the three queuing system.

00:20:43

So let's take let's break this down a little further. The phonological processor takes input from the orthographic processor, so the orthographic processor is how you're processing the letters or the graphemes.

00:20:57

It responds with pronunciations associated with the letter or letter combination.

00:21:03

OK.

00:21:05

Now let's think about what you know about orthography.

00:21:10

We're going to have it. We have a little activity here. What I want you to do is I'm going to set the timer for one minute and in one minute, I want you to list all the words that you can think of that begin with the letter or that have the letter Dr. in them. They don't have to begin with it. Words that have the letters Dr. in them. All right, you've got one minute.

00:21:30

Starting now.

00:21:35

If you'd like, you could throw.

00:21:36

Them in the chat as well. That's about.

00:21:37

To say you can put them in the chat, yes.

00:21:48

Lot of excellent examples.

00:22:16

Now 15 more seconds.

00:22:31

All right, that's time. Let's stop there. Now what? I want you to do is I'm going to set the timer for another minute. And this time I want you to list as many words as you can think of with DN Oops. Words with DNA in it.

00:22:49

OK.

00:23:06

And the DNN need to be in order. So you need to have words that have DNA in that order in the word.

00:23:15

Our apologies to the poor soul at just read Florida, who has to go through the chat for all the relevant information and go through all these words.

00:23:23

You guys are doing well a lot of times when I've shown this slide, people have not been able to come up with any.

00:23:43

OK, we're going to stop there. You guys get the idea. And now let's look at this. Let's see what we find out.

00:23:51

We can come with up with a lot of words that.

00:23:54

Have Dr. right.

00:23:56

But what about DNA? You all came up with quite a few.

00:23:59

But was it as easy?

00:24:02

The other thing I want to ask you, what do you notice about the words on the left in the Dr. Column compared to the words with on the right in the DN column? What do you know about the English language? The English orthography?

00:24:20

Is represented here in these two lists, you can drop that.

00:24:23

In the chat.

00:24:27

OK, so the words on the left, most of them begin with the Dr.

00:24:35

OK, very good. All the ones on the right are primarily multi syllabic words. And when you see the DNA is where the syllable where you break the word in terms of a syllable. It's a syllable boundary and often.

00:24:52

It is a suffix, so the English orthography is really important. If we think about, let's go back a slide. If we think about the orthographic processor.

00:25:03

The more you understand about English orthography.

00:25:08

The quicker you're going to be in terms of activating this process, moving to the phonological processor, and then activating those other aspects of that we talked about earlier, the meaning and context. If you don't have that orthographic knowledge, then you're not going to be as efficient.

00:25:28

With using that orthographic processor and connecting to the logical processor. So understanding.

00:25:34

Thinking and knowing the English orthography and letter knowledge, knowledge about individual letters and other multi letter combinations is really critical to developing the reading process of a skilled reader.

00:25:51

And maybe to preview the that other sources of information or use of other sources of information other than the orthographic information is likely the sign of a less of a less skilled reader, and that we may not want to rely on instructional strategies that perhaps hold the three sources of information as equally important for word.

00:26:15

Absolutely. So when we think about orthographic processor, what happens is we have inter letter associations and the inter letter associations that we have in our knowledge store speed recognition of both regularly and irregularly spelled words. You may have thought that was the case for regularly spelled words. It is also the case for irregularly spelled words.

00:26:36

Letters frequently seen together and experienced by the reader, helps consolidate the unit in memory. We'll talk a little bit later about Aries phases and moving through those phases. The more children see those letters seen together, that's going to help them consolidate that as a unit and be more efficient in their decoding skills.

00:26:57

Something you may not know is the letter T is 50 times more likely to be followed by an H than it is an O. So that's an example of a letter combination TH that is going to having that knowledge of TH is going to speed the reading of words that contain that letter pattern.

00:27:18

One of the things that's important to know is that each of the processors we mentioned earlier the orthographic phonological meaning and context processor are all distinct from one another, and each of them is vulnerable to its own types of error and speed related to reading difficulties. OK, so all of them are important.

00:27:41

We need to make sure that all of them are developed if we want to make sure the orthographic processor, which is where we enter that process, is efficient. We need to make sure that we are addressing instruction in phonics that's going to help us learn that orthographic information.

00:27:59

All right, let's move to Aries phases of word recognition ability. I know that recognition and development. I know that you're probably many of you are familiar with this.

00:28:09

As the children learn how to read words, we move through phases. The pre alphabetic phase, partial full, consolidated and eventually automatic, which is skilled readers. So I question why aren't the four simultaneous? Again, they actually are simultaneous. Once you're a skilled reader, but you enter the you have to enter through the orthography.

00:28:32

So it's.

00:28:33

Parallel distributed processing is a little bit challenging to understand, but.

00:28:40

What happens is, as you're looking at a sentence.

00:28:44

The my kite was flying in the wind. You are you. You're immediately. Your brain sees your eye.

00:28:53

Acknowledges the letters on the page. It has to then that has to precede the phonological.

00:28:59

But while your brain is processing orthography and phonology, you can also process other information at the same time, so that's why it's called parallel distributed processing, because those meaning and context processors are kicking in at the same time in parallel to while you're also focusing on the letters and sounds.

00:29:20

But you have to enter the process through the orthography, which is why when we think about the three queuing system, if we enter by saying let's talk about context first, you're skipping orthography and you're skipping the entry into that whole process.

00:29:38

I don't know if.

00:29:38

That helps.

00:29:40

Explain it any better. Does that help?

00:29:47

But context is sort of first on the page, unless we're only giving a word. OK yeah, so context.

00:29:56

You still have to look at the print 1st and use context to confirm whether your decoding is accurate, so maybe that's a that's one of the ways that we like to think of.

00:30:04

It is first you use the letters and sounds to figure out an approximation of the pronunciation of the word, and then you use context and meaning to confirm that your decoding was correct. Confirmation, right? Absolutely. So now let's talk about how we learn to read words.

00:30:25

First of all, the pre. The first thing is the beginning or the emergent or emerging reader before you ever even the toddler is at the pre alphabetic phase where you're using visual.

00:30:38

Dues rather than phonological relationships, so it's meaning versus phonology and orthography, and they're very arbitrary. So it's looking at the golden arches and knowing that, says McDonald's, you're not reading McDonald's, you're looking at the Golden arches and looking at a logo. Amazon now is.

00:30:58

Probably is as recognizable as McDonald's now, right? You have an Amazon package on the front porch.

00:31:05

Or you have a present with your name on it, and if you celebrate Christmas and your toddler or young child is crawling around before they're reading it under the Christmas tree and finding the packages with their name on it, and they can identify that.

00:31:21

They're not reading at this point, but that is part of the developmental process.

00:31:26

Eventually they get to the point where they're beginning to use graphemes and phonemes, phoneme graphemic, and phonemic connections, but they're incomplete, so they are it's considered phonetic. Cue reading. It's more reliable than visual cue reading, but it's still provides no way to read novel words and print. This is where.

00:31:47

A child might look at a picture in a look at this page in a book and say this is a oh and then look at the picture and say white dog. They could easily say this is a woolly dog and it wouldn't be correct. But they're using just that.

00:32:05

First inform that little bit of information.

00:32:09

And they're guessing after that.

00:32:11

The full alphabetic phase is where the child can actually take every individual sound in the word, and then phonologically recode, so they're orthographically mapping the will at black.

00:32:26

That's the full alphabetic phase. It's more reliable than phonetic cue reading, but it's not going to be.

00:32:34

Efficient for reading longer words and multisyllabic words, we need to push children beyond full alphabetic phase to multisyllabic words and consolidated alphabetic phase. This is where many children break down. Teachers are able to get their kids to this.

00:32:50

Point let me know in the chat if this is something that you've experienced. I experienced it myself as a teacher. I could get my kids to read those simple CVC words or even CBC words, CVC words. But then I started. They would have trouble reading those longer, more complex words. And I had a hard time understanding.

00:33:10

How to teach them how to do that? Don't know if anybody else can relate to that.

00:33:17

So consolidating about alphabetic phases where multi letter patterns are consolidated in memory and readers use chunks to decode rather than individual full names. It's the most mature form of reading. In this example you take a word in the sentence, the new Boeing Dream Lifter is an enormous freighter. You have units.

00:33:38

Consolidated in memory, you know that OR says OROUSISUSEIGH says a ER, says ER, you've consolidated those and you can map them with. In those larger chunks.

00:33:53

Keep in mind that even at the consolidated alphabetic phase, the skilled reader attends to every letter in every word, in every word, in every sentence.

00:34:04

In the automatic phase, is essentially the CONSOLIDATIVE alphabetic phase, but you're now the level of automaticity. You have highly developed strategies, you have accurate automatic decoding of unfamiliar words, and you use multiple strategies such as decoding structure and context to make.

00:34:23

Sure that you're in.

00:34:24

And metacognitive skills.

00:34:28

All right, so let's practice thinking about where your students are in terms of their development. Katie is able to decode monosyllabic words, she can blend and segment each sound in a word, and uses the letters and sounds to decode what phase is this?

00:34:44

Drop it in the chat.

00:34:45

Are you married?

00:34:49

I am seeing I have an automatic a full, alphabetic full OK oops.

00:34:58

Oh my.

00:35:00

My animation is not working but it should be full alphabetic phase.

00:35:05

All right, let's look at Gabriel here. Gabriel loves to read history books, particularly books about aviation. He's able to decipher long multisyllabic words with ease. He uses morphology and structural analysis to pronounce words that are new to him. What phase.

00:35:26

OK, very good. He is at the automatic phase.

00:35:30

Right.

00:35:34

Sam, I skipped. I actually skipped ahead here. Samuel is a kindergartener who has had a lot of experience reading books at home. He looks at pictures and books and often guesses words based on the 1st letter of the word. What phase.

00:35:47

Partial. Very good.

00:35:50

Hannah is 1/3 grader. She is beginning to decode multisyllabic words. She looks for syllable types and breaks words into parts to figure out unknown words. What phase.

00:36:02

Consolidated. Awesome, great job.

00:36:07

All right, I'm going to turn it over to Jesse who will talk.

00:36:09

About the simple view of reading.

00:36:14

I should unmute myself. I should know after all these years to unmute, mute myself, my goodness. So we will. I won't talk too much about the simple view and scars and Scarborough's rope. I think there's been quite a bit of professional development and content out there through other.

00:36:34

Through other organizations and webinars that have that have gone over these things, but no, no discussion of models of reading would be complete without at least a briefly touching on these things. And so, so quickly the, you know, the simple view just indicates that reading comprehension is the product.

00:36:54

Of word recognition or the ability to sound words out leading to automatic word recognition and a students language comprehension. So the product of their vocabulary, their syntactic knowledge, knowledge of sentence structure and text structures.

00:37:12

And that skilled reading comprehension can't happen when one of the when one or both of the of these kind of broad constructs are broken down or less than, less than efficient.

00:37:27

So if you're a student who has, who has, it's, and it's helpful for assessment purposes to understand the nature of the remediation that that children need as a school psychologist, this is kind of the IT guides my thinking quite a bit. So kids with word recognition difficulties will need, you know, will need word recognition, intervention and kids with language difficulties.

00:37:47

Both spoken and written language difficult.

00:37:49

Qualities will need intervention and that in order for their reading comprehension to improve, but both of both kind of classes of students will have reading comprehension difficulties.

00:38:01

Then the.

00:38:08

The Scarborough.

00:38:09

The we have the Scarborough rope was the next one, but I don't know if we necessarily need to go into that too. Too much. So you know why? Why don't.

00:38:20

We use the three queuing system well, you know. Simply put, you know the sources of information are not are not equal in importance for word reading as kind of this as the graphic, as the graphics are sort of makes leads one to think. You know we just we just heard Doctor Pullen speak.

00:38:41

Speak about that.

00:38:42

That and, you know, instructional strategies or assessment strategies where the assumption is that they are equal or likely to have some adverse consequences and you know particularly for beginning readers and at risk readers of any age, you know the holistic process of reading begins with word reading.

00:39:04

And word reading begins with orthographic input and the orthographic input and its interaction with phonology is where the reading process breaks down for many children, but importantly, not all children. Certainly not all children.

00:39:18

And if a student looks for other information during the process of word reading or is prompted or forced to look for other information to identify the words, you know the whole process of orthographic mapping is essentially interrupted and you know you might. You might ask, well, you know, in what scenario is a student?

00:39:38

Forced to look for other sources of information other than the letters when reading words.

00:39:43

But you know, when you look at say level AB or C book where young kids or at risk readers will encounter, say multi syllable words where that they, you know, they lack the skill to read, but you have heavy picture support or sentence structure support. And these are these are things that kind of throw a wrench in the development or the.

00:40:03

Progress through an array through Aries phases or through that that orthographic mapping process.

00:40:12

Let's go to the next slide here and let's.

00:40:15

Yeah, I was looking at the chat. I'm sorry. Go ahead. Go ahead.

00:40:18

Sharon, did you have a question? I didn't understand your question, mark.

00:40:27

And there's also there's there was a couple of slides that you skipped over doctor Pollen.

00:40:39

That's actually what's next.

00:40:41

Oh, well, we missed some slides here.

00:40:45

Our apologies.

00:40:47

Oh, that's, yeah. Well, there's a slide missing. That's OK. So I'll, I'll just kind of talk about what I what was on the slide. So you know the question that you get is well you know, given the reach of this of this model particularly as it applies to word reading you know is there is there strong evidence to support it.

00:41:07

And you know the answer. The answer is no, and pieces of.

00:41:11

Evidence that contradicted have existed for decades now. So, for example, in a review of existing research in 1988 in in reading research quarterly indicated that skilled readers don't need context to identify the vast majority of words, and can identify automatically.

00:41:31

Words in isolation, you know there's other research from the 80s that that children who were beginning or poor readers were the ones who use partial alphabetic information and sentence syntax to predict words.

00:41:48

So you know the use of say predictable or pattern text outside of the pre-K classroom is essentially reinforcing habits of unskilled readers, not, not necessarily building true fluency. You know, researcher that I respect Michael Presley in 19 in 1988.

00:42:07

In our 1998 indicated that the evidence is just kind of overwhelming that letter, sound queues are the most important source of information for identifying, you know, for identifying words.

00:42:20

So let's go on.

00:42:22

Can I interject here for just a moment? There are a lot of questions kind of floating in the chat and I want to clarify a couple of things. So let we to kind of back up in terms of about in terms of talking about something Jesse mentioned earlier, the original point of the three queuing system and the and what the three queuing system is.

00:42:41

It says that readers use various sources of information in print to figure out words on the page, so they use graphophonemic syntax and semantics.

00:42:53

And that there are in some programs, for example, it was the fastest way to the word is the best way to the word and so you would use whatever information you need to be able to come up with what the word is. If you don't know a word. So if you get to a word you don't know, then you should use context to figure it out.

00:43:13

Or you.

00:43:14

Use. You know you should use anything meaning syntax or graphophonemic. What we know now is that that's not actually true. Are there three sources of information and text? Absolutely. There are. There's always going to be graphophonemic. There's always going to be syntactic information. And there's also going to be semantic information.

00:43:36

What's different about the three queuing system and what the science supports is that we don't use the three queuing system to figure out what a word is on the page or for decoding what you use for decoding is the graphophonemic information. That's where in the skilled reading process.

00:43:57

As Adams model you enter that process through the orthography that graphophonemic information.

00:44:04

The syntax and semantics that those pieces of information are used for you to confirm whether or not what you decoded was accurate. So it's not to say that we don't have three sources of information and text, it's that you need to use the graphemes and the phonemes.

00:44:23

To figure out the what the word is the decoding. If you enter the process in another area.

00:44:30

First, like context or meaning, what ends up happening is you don't go through that process of mapping orthographic mapping, which means you don't consolidate those letter units in memory and you fail to develop into a skilled A skilled reader. If we rely too heavily on the three queuing system.

00:44:50

So it's not that you don't use that information, it's how you is in and use the information that is.

00:45:00

Important. Hopefully that clarifies many times if word does not follow rule of phonics, the syntax helps assume in term of pronunciation based on words that the students have heard. But you have to. That's true, but you have to use the graphing phonemes first, so that's where you get to an approximation. And then you use the syntax.

00:45:20

To help you confirm, so even in an irregular word, many of the graphemes actually map on to the most common phonemes for that for that word. For that sound for that letter or letter, comma.

00:45:38

So I think the next slide will help clarify some of this, but hopefully that yeah like wind or wind, we actually call that set for variability. We'll probably talk about that in April, but you're set for variability is your ability to get to an approximation of the pronunciation of an irregular.

00:45:57

Word and be able to use your mental flexibility, your cognitive flexibility to have to say the correct word that means you have to have that word in your speaking vocabulary, which makes vocabulary really critical to decoding as well as comprehension.

00:46:15

And you have to be able to be flexible. So hopefully that helps clarify some of that.

00:46:23

All right. Just back over to you now and.

00:46:23

Yeah, I would think about separate.

00:46:27

Yeah, I always think about set for variability as your ability to get into the phonological ballpark and then using other sources using syntax and meaning to get you all to get you exactly where you need to go, right, but that that entry point, like you said, pages, the is the is the orthography and phonology of the word. So it's not right.

00:46:47

Not that you know you are not using that.

00:46:51

And so, you know, one other thing to note about the role of context in in orthographic mapping and instruction. Dr. Nell Duke, a researcher who I admire and respect, pointed out this study in an in living on a.

00:47:06

She was.

00:47:07

Podcast recent one about the three queuing system and other hot topics in.

00:47:13

And the study is by this sort of like Dream Team of researchers Barbara Foreman, Charles Perfetti folks out of Haskins lab. All the names that are very highly kind of respected in the in the world of educational research. And the study looked at children's ability to read and then automatically recall orthographically map and spell words.

00:47:33

Under a few different kinds of instructional conditions.

00:47:36

One of the conditions to simplify it taught the children to read new words by providing the words in context of a piece of connected text, and one explicitly taught them to decode the word in isolation, along with providing the child a definition of the word and what the study found.

00:47:56

Was that?

00:47:57

While the children in the connected text condition read the words more accurately during the instructional trial than in the isolated word condition, the kids who learned the words in isolation and then got and then got the definitions actually had better retention of those words on a post test.

00:48:16

The effect and the effect was especially powerful for kids who were struggling or kids who are less skilled readers now. Why might that be? That's kind of contrary to what at least what I initially thought too.

00:48:28

But teaching words in isolation allowed the kids to focus more intensely on the specific letter sound connections in the word then. Then they were able to use in the context based instructional trial which allowed for better orthographic mapping of the word.

00:48:48

And this this kind of points away from the role of sentence structure or syntactic information as a primary instructional tool for identifying those words as doctor pollen was talking about now to be very, very clear. You know, this definitely does not indicate that connected text reading is unimportant.

00:49:09

For instruction, you know, that's really that's absolutely not to take away from the study connected text reading of course needs to be a key part of daily instruction.

00:49:18

But it it does argue for a portion of lessons to take those words out of context to allow kids to really key their attention in to those letter sound correspondences and kind of how a word spelling maps onto its pronunciation, how the orthographic information relates to the final logical information and context for some kids.

00:49:39

In in the context of connected text hindered that aspect of word identification for less skilled readers, but again, connected text reading is an unassailably important part of every of every child's reading instruction. We just wanted to.

00:49:54

Highlight this study to indicate kind of where that, where that start point is and where the important part of orthographic mapping and word learning happens.

00:50:10

So does it so the question is, you know, does it matter how the reading process is conceptualized? I don't know if we if we'll have time for it. We don't. We can't do a turn and talk here.

00:50:26

You know, but we have a.

00:50:29

A we have a.

00:50:32

You know, there are some. There are some assumptions here. You know, in the context of say, you know, this of a of a an example of a guided reading lesson here that we took around the nature of instruction that that children need to be proficient word readers and proficient readers.

00:50:53

You know, so we've highlighted a couple of those things. So instructional level, right, so one of the assumptions here is that students have an instructional level like just a readily discernible main instructional level and that gains in skill will be maximized when instruction is provided at this level with a text marked.

00:51:13

At that level.

00:51:15

When in fact there's quite a bit to be said about that and that may not be the most effective way to begin choosing texts for your instruction. We'll talk a lot more about that in some later slides and then in and certainly in our in our later webinar.

00:51:34

Calling attention to Ms. and VSO, meaning structure and print information is driven by the assumption that again, the readers use all three sources of information equally and instruction should focus on all three equally. For word reading.

00:51:53

You know, so, you know, many beginning readers will, and it's important for us to know that at risk, readers will over rely on meaning and language structure.

00:52:09

Interacting briefly, you know we and tons and lots of emphasis on independent reading there's there. There's often an assumption that a light touch is what's needed for instruction, or that learning to read, you know, is.

00:52:28

First thing and foremost, a process that starts with meaning or starts with sentence syntax, you know and too much explicit instruction may impede that process. But you know the opposite is true and that there are many children, particularly beginning.

00:52:49

Leaders and at risk readers who need a very heavy dose of explicit instruction, along with quite a bit of scaffolded practice.

00:52:59

And that incidental or kind of discovery learning is, you know, for high doses of that is not going to be what moves them through various phases.

00:53:13

And I think we in our in some of the subsequent slides we will kind of contrast this, this, this model of reading with another one.

00:53:24

So we've done a side by side comparison here of two small group lessons with some with some different underlying conceptions of the reading process. So the sort of classic guided reading lesson that's influenced by a three queuing conception of reading and then the Lastinger centers.

00:53:44

Flamingo. Small group.

00:53:46

So and both structures begin with some assessment to form groups. But while the guided reading lesson uses instructional level as the basis to form small groups, your other, your Flamingo small group instruction model advises that groups be formed.

00:54:07

Based on particular skills that that students need to be taught.

00:54:12

You know, there's lots of. There's been lots of attention paid to the constructive instructional levels recently and we'll again, we'll revisit that again in, in April, but it's helpful.

00:54:23

To point out that students with the same purported instruction level can often have vastly different skill needs and different needs for skilled, for instruction.

00:54:33

As we are on the right track.

00:54:36

The choice, the choice of text.

00:54:40

In a in a guided reading lesson can often be driven primarily by the students instructional level as one of the first considerations, whereas text choice in the in the Flamingo model is based on the skill that the teacher would like to work on, and then the text difficulty as.

00:54:59

As as not the primary consideration, but a secondary consideration.

00:55:05

The teacher introduces the text, calling attention to various sources of information in response to student reading, and this is where the prompts like you know, does that does that look right? Does that sound right? Does that make sense? Come in. When a student makes an oral reading error, however, knowing that the orthography.

00:55:25

Is the entry point for word identification.

00:55:29

You know the Flamingo model and other small group models would instead suggest explicit decoding instruction and modeling of effective strategies when a student, when a student can't read a word. So talking about so I so providing explicit instruction on phoneme grapheme correspondences.

00:55:49

Or, you know, or vowel or flexing of a vowel or doing some.

00:55:55

Doing engaging in continuous blending of a of a word so we. So there are key differences between.

00:56:05

The reading process and that that drive how, how and how small groups are actually taught that we'll take a look at the on the next slide as well. Unless Doctor Pullen you want to add anything.

00:56:18

I think I'm good. We can keep going.

00:56:22

All right. And you know, a lot of a lot of the lesson, you know, on the left hand side might be is focused on independent reading and text discussion with relatively minimal amounts of explicit instruction and.

00:56:37

At the end, there's a few minutes of word work which.

00:56:42

Depend you know, depending on your viewpoint of these things could be interpreted as a sort of implicit subordination of the role of phonics instruction compared with the remaining components of the lesson structure on the right in which the role of explicit instruction and decoding and encoding.

00:57:01

Based on sound assessment, data is definitely a lot more prominent and supportive of beginning or novice readers. But while still emphasizing the importance of language and comprehension, work and discussion of text through connected text through connected text read.

00:57:19

I will add here on the observation of reading behavior based on some of the earlier things that people dropped in the chat at the beginning. The observation of reading behavior is an alternative to a running record, and rather than you using MSV for identifying error types, the observation of reading behavior is one that.

00:57:39

Uses a categorization of five different error types, including wrapping phoneme errors, morphological errors, vowel sound errors.

00:57:52

Let's see irregular word errors and I'm.

00:57:55

Not remembering one anytime I try to name these off the top of my head, I always forget 11 AM I forgetting Jesse?

00:58:01

And did you say morphological?

00:58:03

Error. I said morphological anyway. Yeah, we'll address this in April and talk more about that. So just know that's one of the questions you had and also about what to do instead of guided reading. This particular framework is one that.

00:58:22

Really focuses on a comprehensive approach, understanding the importance of the fact that science of reading is not a phonics only approach. It is.

00:58:32

Absolutely an important part and should be explicit and systematic in your instruction, but it also is very much.

00:58:41

Focused on the fact that we have to teach children how to.

00:58:48

Understand and develop their oral language, skills and vocabulary and comprehension, and we can't. We can't continue. We can't leave that out. And so it's really important to think about the pieces of.

00:59:04

Instruction that you have been doing all along that need to be maintained. We're not throwing the baby out with the bathwater is one of the things Jesse and I like to say. But there is a very targeted approach to the decoding of words and making sure that we're comprehensive and addressing both oral language development as well as.

00:59:25

Word recognition, which is the important part of the simple view of reading and described even in more detail on Scarborough's rope.

00:59:34

So and I'm and I'm, you know, I'm reading through this a lot of the comments in the chat making some excellent points and we want I want to kind of inject a little bit of at the risk of coming off as a lack of nuance here instructional, you know your small group instruction should shift and look different.

00:59:55

To emphasize things over the course of.

00:59:57

Time for different ages of students and different skill levels of students for certain.

01:00:03

As kids are, as kids become more proficient readers in 4th, 5th, 6th and grade, and on the emphasis needs to shift to language comprehension and text discussion and continue and continued fluency building for a lot of kids. And so you know.

01:00:25

A. You know the guided reading sort of lesson that we're that we're contrasting here is likely less appropriate for kids in those in in the beginning stage of reading who are an at risk. Reader who's struggling to decode but becomes increasingly more appropriate as kids become more you know.

01:00:45

More skilled and the focus is more on is and the focus becomes.

01:00:51

More heavily emphasizing, you know, comprehension skills and vocabulary and tech structure. And that's, but that's also not to say that we're not working on those things in tandem with working with, with building, basic reading skills, for at risk readers as well.

01:01:15

Oh, is that this to me? So I think we kind of we've been touching on this.

01:01:21

Is that supposed to be me? I'm sorry. Was I supposed to jump in here?

01:01:25

I'm trying. I'm trying to navigate text chatting and but anyway. So yeah I can jump in. What to do instead of the three Q access. I'm sorry about that. So as we've been talking all along, we are not saying that syntax and semantics should not be used and so we really want to be clear about that.

01:01:44

Those are very important parts.

01:01:48

Reading instruction and skilled reading what we want to do instead is when a child gets to a word he or she doesn't know, we want to direct them first to try to decode the words using the graphene phoneme information that's on the page.

01:02:02

They then can use syntax and semantic information to confirm the decoding accuracy and to cross check. That's part of metacognition. We want them to be able to use that information to monitor their own understanding and to cross check that information.

01:02:19

We want them to. We want to specifically explicitly teach them how to use self correction strategies if they pronounce a word incorrectly and they don't self correct, go back and you can ask them you said this.

01:02:35

If this, you know, look at the letters, could that say that? Does it make sense? Does it sound right? It's not that you'll never ask those questions. That is not the first question you'll ask. You're going to direct them first and.

01:02:46

Code you're using meaning and context again to confirm self check and teach self correction strategies and teach what we talked earlier about in terms of set for variability. You know getting into the phonological ballpark as Jesse talked about it and then using other information to get you all the way across.

01:03:15

So let's connect the two theories how? How does orthographic processing change as students move through the phases of word reading ability? Consider synthetic phonics versus analogue phonics. This also addresses a couple of questions in the chat. So in the pre alphabetic phase, what's happening is that at this.

01:03:34

When children are at the pre alphabetic phase, you are often.

01:03:40

Children are often engaging in shared story book reading. They're sitting on your lap and you're reading to them and you're focusing very heavily on oral language development that serve and return in terms of.

01:03:55

Serve and return in terms of going back and forth. Developing language. That's a really critical time for us to develop oral language skills.

01:04:07

And they're also learning at the same time print concepts. They're beginning to learn things like letter names and maybe some letter sounds. I know when my own child was 3 or even earlier than that, we had letters that we played in the bathtub and they.

01:04:26

I would say look, this is, ATT says.

01:04:29

Now I'm not. I was not sitting him down doing, you know, explicit phonics instruction at 2:00 and 3:00. But it was it was explicit. And then I told him this is the name of the letter. And this is the sound that it made. So. So kids are learning those things early on. Eventually they get to the point where they'll start using the.

01:04:51

Letters and sounds in a somewhat systematic way beginning to, you know, saying that beginning sound in the word.

01:04:58

Then they get to that full alphabetic phase where they can blend across the word. Now this is where when we think about synthetic phonics versus analogy phonics, some of you may be thinking well, analogy. Phonics is just as good as synthetic phonics, because if I know dragon, then I can read wagon because it's a familiar word.

01:05:18

What we're doing, some people call that almost like, uh, some people call it backwards decoding. The problem is, we leave read left to right. And so we want kids to be able to decode from left to right.

01:05:30

Consolidated alphabetic phase comes after the full alphabetic phase. If we teach by analogy, then what we're doing is we're skipping that orthographic mapping, and that's why synthetic phonics works better. So the research is very clear that synthetic phonics, which is explicit systematic phonics.

01:05:50

Using successive blending, meaning blending from left to right is more effective than analogy phonics. So as you progress through.

01:06:00

You're going to be doing synthetic phonics all the way through full alphabetic phase. Once kids get to the consolidated alphabetic phase, they already can blend across those words. Then using analogy and sorting words based on word types and looking at structural analysis, that's when those types of skills.

01:06:20

Can be introduced and taught. You're teaching 1st through synthetic phonics and.

01:06:25

And it seems counterintuitive because if you can read mat, then you read sat, hat, fat bat, etcetera. You're learning that at Word family. It's counterintuitive that you would actually not want to do that instead, that's it. It's a very simple consonant, vowel, consonant word that you can blend across. So yes, you can read words.

01:06:46

White cat fat SAT mat, but you're going to not just do at the onset rhyme level. You're going to focus on that body coda as well, but bat, bat and you're blending across successive blending. So as we move through Aries phases.

01:07:03

How we teach kids to decode words can shift based on your emphasis. OK. And then it's at the more efficient kids get, they develop automaticity and they become skilled readers.

01:07:22

All right, I'm going to let Jesse take this part here and I'm going to return to the chat here for just a minute.

01:07:28

All right, so we have identified a couple of very, you know, popular ubiquitous instructional strategies that are in place in probably most schools. And we'll ask everyone, I mean, I think the best way to do it is to put it in the chat.

01:07:44

As we go through.

01:07:47

Tell us whether or tell us whether you think that.

01:07:52

That strategy, that prompt, that activity is one that effectively facilitates movement through phases through areas phases or ones that may or ones that or whether it's it inadvertently increases the time spent at the partial alphabetic phase where kids are not using, you know all letter sound.

01:08:12

Correspondences and decoding left to right.

01:08:16

So let's start. Let's start with the first one, prompting students to look at pictures to identify an unknown word. So we're at a we're at a, we're in a text mark that a level B. The word is I have. I have some strawberries in my backpack. I also have some blueberries in my backpack. And when a the student gets stuck on the word.

01:08:36

I have some.

01:08:38

Strawberries. And you say? OK, well, let's take a look. Let's take a look. What is that a picture of?

01:08:49

We have a uh, looks like a mix between.

01:08:55

Oh, increase. Uh increases, OK, we have increases and inadvertently, right?

01:09:03

Right, so I'm saying the vast majority of us are saying that it inadvertently increases time in the partial alphabetic phase.

01:09:10

Yes, that would. It would increase the time spent as the partial alpha in the partial alphabetic phase, because that is that is essentially how partial alphabetic readers are reading, and that is a phase that we that we need to move through as quickly as possible. The time spent in the in the partial alphabetic phase does not need to be very long.

01:09:30

At all, if at all.

01:09:34

So OK, that's absolutely correct. Prompting students. Oh, it went to, I think it went to the next slide instead of instead of doing the animation.

01:09:45

Yeah, I'm S OK. It's not.

01:09:50

That's right. We don't. We'll just.

01:09:51

We'll just take a look at all of it.

01:09:52

We'll just tell them I don't know why the animation is not working. I'm sorry.

01:09:55

About that. It's probably if we switched it from Google to PowerPoint.

01:10:01

And I think we're maybe it was the previous slide from this one.

01:10:07

Is that it?

01:10:08

So effectively facilitates movement through Aries phases, sight, word instruction through rote memorization of word lists.

01:10:16

That we will just, we're just going to tell them in the in the interest of time, we have 15 minutes left. Well, I want to, we want to make sure there's time for a Q&A. So sight word instruction, rote memorization of word lists without referencing the specific phoneme grapheme correspondences increases the time spent at partial alphabetic phase phoneme.

01:10:35

Caffeine mapping or through Elkonin boxes. You know that's green, effectively facilitates.

01:10:40

Movement, explicit blending instruction effectively facilitates movement through phases. Analogy, phonics, importantly for beginning readers at that pre and partial at that pre partial and full phase would would inadvertently increase the time spent at the partial alphabetic phase.

01:11:01

And algae phonics, again, more effective for kids at consolidated alphabetic phase, using text that requires beginning readers to read multi syllable.

01:11:09

Words you typically through heavy picture support and predictable or pattern sentence structure. Any Berkeley time.

01:11:15

What he just said is like Cassandra wants to take that analogy. Listen out.

01:11:19

A couple of folks are not on mute, they're synthetic phonics instruction. Green effectively facilitates movement, primarily highlighted incidental embedded phonics instruction.

01:11:34

Inadvertently increases time in the partial alphabetic phase. Importantly, though, that is not to say that incidental embedded phonics instruction is a no. Absolutely. When kids are when you're listening to a child, read in the in a small in a small group, or reading aloud in in any other context, and they make an error. Yes, of course.

01:11:54

We want to embed we want to provide that sort of incidental instruct, you know, decoding instruction to them. But that shouldn't be the primary way through which phonics instruction is conveyed. A systematic Tier 1 phonics program with this scope and sequence.

01:12:12

Sustained silent reading for primary students or students with reading difficulties, this one, this one. Can this one gets, gets some folks.

01:12:23

That is one that does inadvertently increase time at the partial alphabetic phase for kids who are who are unsure or unskilled readers who make a number of a number of reading.

01:12:36

Errors. Providing them you know, providing them with sustained silent reading where they're not listening to themselves read is something that can inadvertently increase time in the partial alphabetic phase for beginning readers, for less. For novice readers reading or you know, of course, oral reading practice.

01:12:57

Is very important to build accuracy and fluency. We always want for there to be a a skilled partner through a through like a partner reading with a partner, reading protocol or to be reading with a teacher who can make who can make corrections to those.

01:13:15

Others and provide the student with lots of opportunities to receive corrective feedback. Anita, I think it was Anita Archer who says practice doesn't make perfect, perfect practice, makes perfect. And for a lot of children, lots of sustained silent reading. They're consolidating errors.

01:13:36

And practicing errors.

01:13:40

And Rainbow writing Rainbow writing inadvertently increases time at the partial alphabetic phase. Oftentimes that's not how spelling instruction is something that is that relies on teaching children about.

01:14:00

Letter sound correspondences often multi letter sound, multi letter to sound correspondences as well as well as morphological information. So just having a child.

01:14:11

Write. You know, write us a particular word without, without, without much instruction in the particular letter, sound correspondences or the units in the word or the morphemes in the word is not likely to. It's not likely to improve a child's.

01:14:29

Spelling progress or progress them through Aries.

01:14:35

All right, so we want to take another minute here in the chat.

01:14:41

To get everyone's input, we have we've identified 2 categories here, student specific factors and in structural or curriculum factors. So in the chat, which of these broad categories of factors do you think is the primary determining factor for?

01:15:00

For progress through Aries phases, do you think that it is?

01:15:04

Student specific within child factors like their intelligence, their socioeconomic status, the number of books in their home, their level of motivation or instructional or curriculum factors.

01:15:21

I'm seeing I'm seeing almost 100% instructional and curriculum factors. Absolutely. Of course, this is not to say that student specific factors are not are, you know, don't drive reading progress. Yes, they certainly do. They can they factor in.

01:15:41

But the primary thing that drives students reading progress is the nature, the intensity of the of the instruction, the practice opportunities that they receive.

01:15:57

Regardless of all of these things, the number one, the number one factor for children that we have control over, is a skilled teacher in every classroom.

01:16:09

And you know, the programs matter, but matter less than you know, than a skilled teacher and that that, that is kind of the thing above all, you know for me.

01:16:25

OK, we have a few minutes for questions. And so we will turn it back over to Melinda, who can guide the question answer session.

01:16:40

You are absolutely thank you so much Paige and Jesse, for all of this wonderful information. Are there any, any questions that we can post to?

01:16:52

Jesse and Paige.

01:16:56

While they're here and can respond.

01:17:05

Can you talk a little bit about prioritizing phonemes over sight words and which site words should be taught?

01:17:13

So in terms of sight words versus decoding, first of all, we want to kind of clarify when things. So when we think about sight words, we there is a difference between a high frequency irregular word and a word that is a sight word, a word that is a sight word is a word that you can read by sight.

01:17:33

Because you've had enough encounters with that word that is stored in your lexical memory.

01:17:38

In terms of should we focus on reading irregular words as a sight word, what we want to do is we want to go through the process of orthographic mapping, even through even with irregular words, because the what happens is the multiple times that we have gone through orthographic mapping, you're going to get to that approximation and then.

01:17:59

You're going to say this looks like.

01:18:02

Let's say USAID said this word is said. What's the word said so go ahead and orthographically map in that particular instance, every sound in that word is represented by a grapheme. Only one of those graphemes is represented by a sound. That's not its most common sound.

01:18:22

And that's AI in the word set says eh instead of a.

01:18:27

So we wanted to go through orthographic mapping the process of orthographic mapping is going to help kids to consolidate that word in long term memory, and I'll let Jesse if you want to add more to.

01:18:39

That. Yeah. So I think what I what I don't want to convey here is that there's no place for, for repetition of high frequency important words.

01:18:49

But and so you know this, I am not a I'm not an anti flash card person by any means. But what but the explicit instruction has to happen first. So like Paige said.

01:19:01

We have to key students attention into the specific correspondence between phonemes and graphemes in the word said. For example, and once a student understands that, then yes, then a flash card is a good place to get the student through the reps of the word that's needed for that student to orthographically.

01:19:20

Map that word in order for it to become a sight word for some kids. You know the number of reps that they need to decode the word is relatively small, like one to four for other kids it's many, many, many more and but the but the first, the first step for each for each one of those child.

01:19:40

If each one of those children is to understand the phoneme grapheme correspondences through some explicit instruction, there might be some kids who can kind of intuit that or understand that on or without a ton of explicit instruction. Those are those are in the small minority of kids, to be sure.

01:19:58

Yeah. So, So what you don't want to do is start out with flash cards again where you send home flash cards and the kids memorize the words, but they don't have that connection with the graphene phoning connection. And there's some evidence that there are research articles that we.

01:20:14

Can share with you about that.

01:20:17

Good question.

01:20:20

And this question has to do with secondary. How does this research affect secondary student ELA classrooms and then they follow up with?

01:20:32

I'm asking because secondary curriculums don't build in opportunities for explicit orthographic mapping or decoding instruction.

01:20:42

And unfortunately that is that is true. Many secondary programs don't focus on that, but what we know is that the skilled read, if we think about Adams model, that's ultimately where we want kids to progress and we want them to progress through Aries phases.

01:20:59

What happens with? Let's say you have a 16 year old. The actual instruction shouldn't differ significantly for a 16 year old who can't decode then a six year old. But what is? What is going to differ is the pace at which you can provide that instruction and the age appropriateness.

01:21:19

Of the instruction. So we're with young children we might use.

01:21:26

Magnetic letters and elkonin boxes with older students. You might use Scrabble tiles, but still helping them map words orthographically. A story that I can share with you. There was a young man who was a junior in college who came.

01:21:45

To us at UF and said, you know, he thought he might have a reading disability.

01:21:52

And as it turned out, he had been told by his high school guidance counselor that he should drop out of school, and he had not learned to speak until he was 7, because he had been electrocuted by crawling behind the refrigerator when he was two and he didn't speak from 2:00 till 7:00, so that.

01:22:12

Opportunity of developing phonological awareness. That and the phonological structure of language in that you for toddler to you young child, primary grade child.

01:22:26

Really. Was that a missed opportunity in elementary school, he learned how to read words by sight in college when he came and said, I think I have a reading disability. What ended up happening is that we tested him and he had a very low score on phonemic awareness.

01:22:46

And he actually, when he was doing an assessment.

01:22:49

Meant and was told to sound out a word he didn't know what it meant. He actually didn't know that letters made sounds and sounds split together to make words. He did not understand the alphabetic principle.

01:23:00

He learned as a 21 year old junior in college how to decode words, and we used many of the strategies that we use with young children but made them age appropriate. And he learned to read as a junior in in college. The idea that kids are not able to read, you know, they.

01:23:18

Beyond third grade, if you're not reading by third grade, you're not, like, not likely to learn how to read. That's because instruction tends to stop happening after third grade in terms of those early phonics skills. And So what we want to make sure it's not that it's too late, that the window of opportunity is gone, but the explicit the instruction needs to be very explicit and very intensive and so.

01:23:38

We need to do a better job, I think in terms of helping teachers of students in secondary schools know how to teach reading and understand how the science of reading impacts.

01:23:51

Children learning, you know, adolescents and even young adults learning who have not yet learned to read. And Jesse, I'll turn it over to you to. Yeah, to.

01:24:00

No, I fully, I fully agree with that and I'll just, I'll, I'll add that you know by the time you get to middle and high school, lot of most kids with reading difficulties struggle in both word reading and language comprehension. Many kids will, you know, some of those kids may have existing language.

01:24:20

Language difficulties? But then, but and a lot of them.

01:24:24

What may have what started out as a word reading difficulty has compounded over time and due to lack of reading experience we start to exhibit deficits in vocabulary and higher order syntax under you know higher under syntactic awareness and background knowledge.

01:24:44

And then and so the need for intervention becomes significantly more intense and significant and more comprehensive across multiple areas of literacy, which is why you often see.

01:24:59

Intervention being less effective or requiring a significant amount more intensity over a much longer time for kids in in secondary in secondary schools.

01:25:11

OK, thank you. I would teach a word. Families. Cat Mat Hat be an example of teaching to code from right to left instead of left to right.

01:25:22

And would you be able to recommend some resources videos that show how to teach decoding correctly?

01:25:31

So yes, teaching word families to primary students, students who are at the at the pre partial or even full alphabetic phase is going to be would if we had that example on that red and green, that would be one that inadvertently keeps kids at those lower levels of Aries phases.

01:25:51

And so instead what you want to do is teach that left to right progression in terms of videos, I think we could probably provide. We have them in the literacy matrix and in the micro credential so.

01:26:04

Many of you, if you are a teacher in the state of Florida and you are interested in learning more, you can take the literacy, the elementary or secondary micro credential or the emergent literacy micro credential. If you are in early learning and we have videos in there that actually demonstrate.

01:26:26

How to teach effectively using successive blending and decoding, you actually get a stipend. I can let Melinda talk more about that if you complete the micro credential, so it's a great opportunity.

01:26:40

Other than that I we've got some videos I'll have to see if we can figure out a way that we might be able to share an example with those of you who have participated in in this today and that that's the difference between synthetic phonics and analogy phonics. And if you have a strong synthetic phonics program in your district, then that's going to take care of that.

01:27:01

That instruction.

01:27:06

And just to piggyback on that.

01:27:09

Moving off of the of UF, which has fantastic resources. Of course the Florida Center for Reading Research also has a number of excellent resources on decoding both on their website and they have it. They have a fantastic YouTube channel where with lots of examples.

01:27:27

From ranging from using their, their student center activities to, you know, to multiple to other types of instructional activities. Oh gosh. And there's another resource. I know it's put out by the regional, the regional Ed labs, the IES folks and there's oh, I'm going to have to. I'm going to look for the for the resource that I'm that I'm thinking on I'll pop it in the chat.

01:27:50

They have probably about 40 or 50 different videos.

01:27:55

If you if you go to YouTube, careful what you find. And in most places on YouTube you want to look at the IES folks. The Institute for Educational Sciences there, they're the experts. They'll have a number of videos, you know, illustrating all kinds of effective instructional strategies.

01:28:15

One of the things that is coming soon but uh, coming soon to a classroom near you. Uh, by the end of June, I know that sounds like a long time away, but it will be here before you know it. The last thing your Center for learning has been.

01:28:31

Asked to create a science of reading repository with resources for families teachers.

01:28:40

Faculty and institutions of higher education. I'll be meeting with SCR, so the last Singer Center and the Florida Center for Reading Research. Although on the football field we are rivals when it comes to teaching reading, we are definitely partners and thought partners and we'll be collaborating. We collaborate on many things.

01:29:01

And so.

01:29:03

We'll be thinking about how to best get those resources to you that are on FCR's website as well as resources that we have at the Lastinger Center and working together to make sure that we provide resources that are helpful to you as you are doing your very best every single day.

01:29:23

With children and we value and appreciate you so much for that.

01:29:28

And I just put that that playlist in the chat, it's from the regional educational lab SE professional learning community facilitators guide.

01:29:39

Thank you so much. Well, we are out of time. Paige and Jesse, we so appreciate you sharing your expertise today. We did a couple times, including the chat, the registration link and the date and time for the April session when you will be coming back.

01:29:59

To to uh to share more information about decoding decodable text etcetera. And we look forward to that time with you as well.

01:30:12

Thank you, Melinda, and thank you all for being here today. Really, I really appreciate it and appreciate your thoughtful questions and dialogue.

01:30:12

You so much.

01:30:20

Very much.

01:30:23

Thank you, everyone. See you next time.

01:30:26

And we are learning too all the time. So I I heard someone say I saw something in that in the chat about learning. Yes, we continue to learn every single day as well.

01:30:39

Thank you very much. A quick question as a certificate for this class to show participation, there is not, but we certainly appreciate everyone. And as I mentioned, we'll see you all next time. Thank you everyone.

01:30:55

Thank you. Bye.