

Early Literacy

11/7/23 OSSS Lead Planning Team Meeting



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Agenda

- Setting the Stage
 - Breakout Groups
- How Children Learn to Read
- 0-5 Connections
- Resources
- Conclusion/Group Reflections

Objectives

- Begin developing a baseline understanding of early literacy, how children read and the building blocks of reading
- Provide space for questions and discussion about tension points in early literacy
- Identify additional topics for a series of early literacy discussions at OSSS LPT meetings



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A Glimpse at Reading Outcomes



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- Research shows that a child's ability to read at grade level by third grade is the single greatest predictor of future academic success
- In Oakland, 2018-19 school year CAASPP data shows that 35% of OUSD third graders met or exceeded standards in third-grade reading
 - For African American students, 19% of 3rd graders met or exceeded 3rd grade reading



Breakout Group Discussion

- What do you know about literacy and language development?
- What questions and/or anxieties do you have?

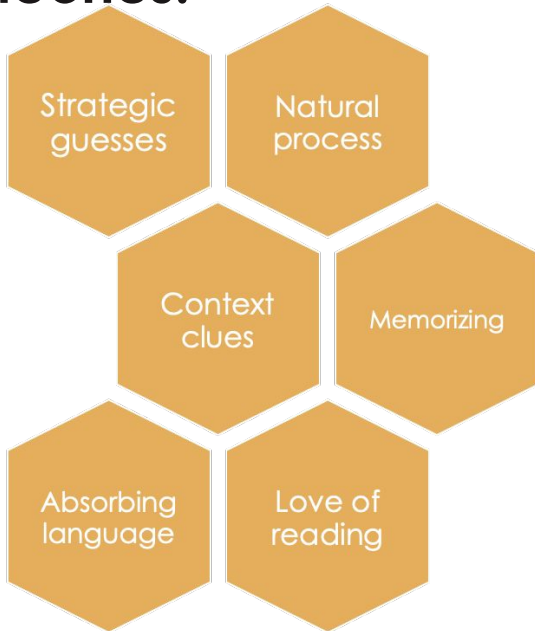
[*Note catcher](#)

**Imagine a struggling reader.
What's happening when they read?**

What is their school experience like?

How Kids Learn to Read: *Theories vs. Reality*

Theories:



Reality:

Written language is a code, not a natural process or a guessing game.

We have to teach students crack the code - literally “decode.”

How Does Our Brain Learn to Read?

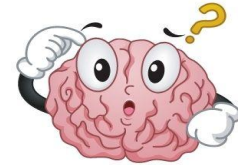
Our brains were designed for



language



vision



cognition

**NOT for reading.
We have to fit reading into
our brains.**

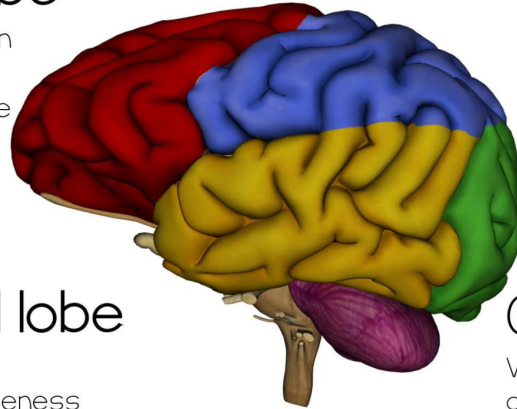
What's Happening in the Brain?

Each hemisphere is divided into

4 Lobes

Frontal lobe

Speech production
Reading fluency
Grammatical usage
Comprehension



Parietal lobe

Links spoken and written language to memory to give it meaning so we can understand what we hear and read.

Temporal lobe

Verbal memory
Phonological awareness
Decoding/discriminating sounds

Occipital lobe

Where the primary visual cortex is located- important in the identification of letters.

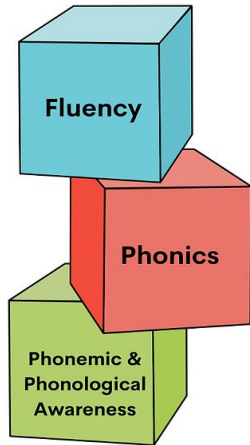
Each part of the brain has a job but they are not isolated.

What is Reading?

The Simple View of Reading

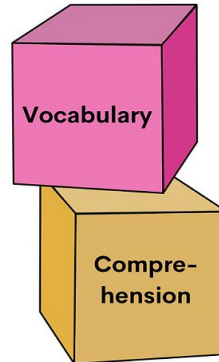
www.OaklandReads.org

Decoding



X

**Oral Language
Comprehension**

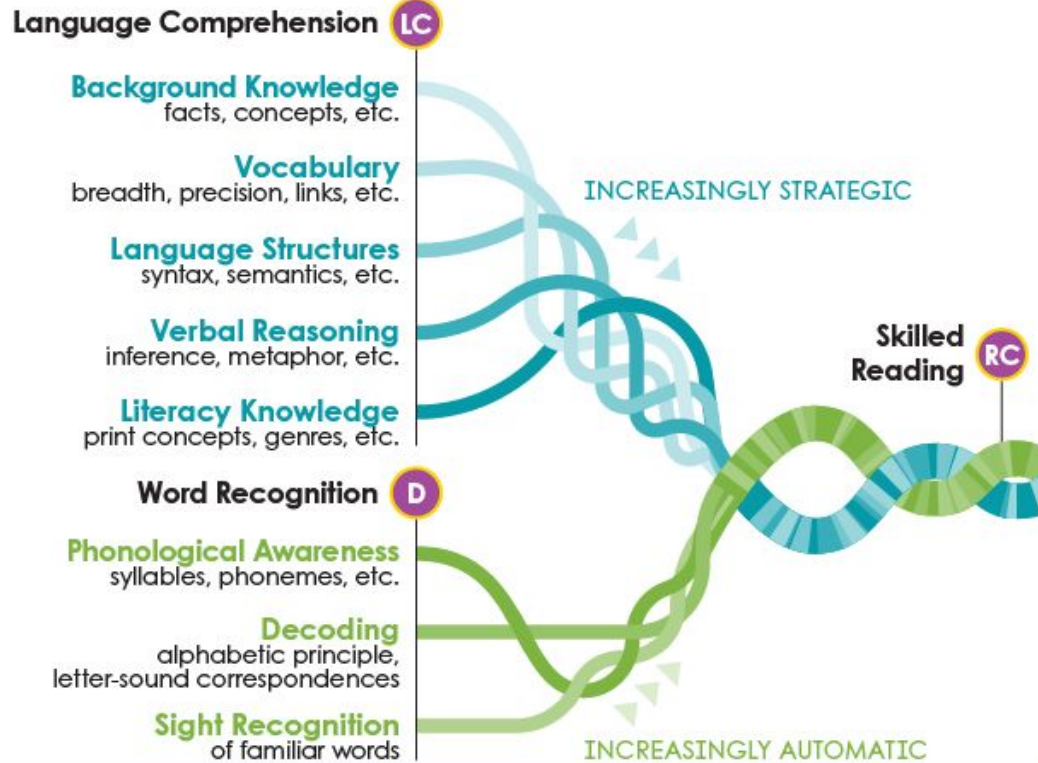


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**Reading
Comprehension**

The Skills

Scarborough's Reading Rope



Source: Really Great Reading

LC × **D** = **RC** **Fluent word recognition and comprehension.**

This interpretation of the Reading Rope incorporates Gough & Tunmer's (1986) Simple View of Reading.

The Skills

What does it take to be a **SKILLED READER**

Word
Recognition

Increasingly automatic



1. Phonological Awareness
2. Decoding
3. Sight Recognition

If this ↑ isn't automatic, then this ↓ cannot become strategic.

Language
Comprehension

Increasingly strategic



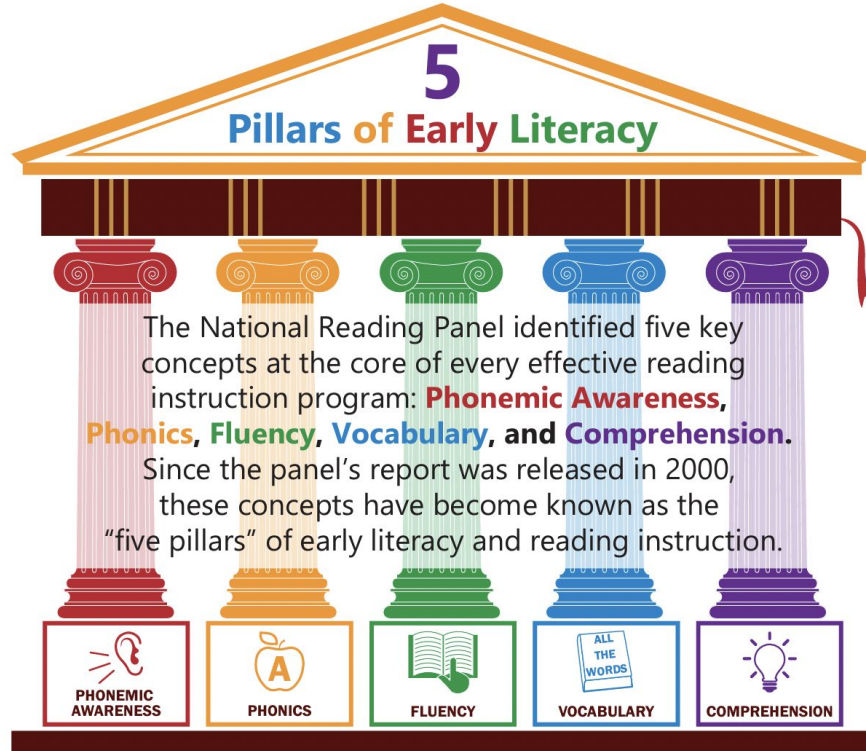
1. Background knowledge
2. Vocabulary
3. Language Structures
4. Verbal Reasoning
5. Literacy Knowledge



What is the Science of Reading?

A vast, interdisciplinary body of knowledge and scientifically-based research that researchers have collected on how people learn to read, why some struggle with reading, and the most effective methods of instruction.

Five Pillars of Literacy



*Source: Arizona Department of Education

Balanced vs. Structured Literacy

Click the link below to see the differences between a classroom using a Balanced Literacy approach and a classroom using a Structured Literacy/Phonics approach.

<https://prezi.com/view/kwPegRKucR4YjisnyHrM/>

Foundations for Reading

0-5 Connections

- Comfort with holding and handling books
- Recognizing the orientation of books (e.g., top-bottom, front-back)
- Recognizing the direction of print (e.g., L-R)
- Identifying letters in print
- Connecting letters to sounds
- Other?



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0-5 Connections



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Five Pillars of Early Literacy

- **Phonemic Awareness**
- **Phonics**
- **Fluency**
- **Vocabulary**
- **Comprehension**

We have the opportunity to build the foundation for each of these skills in the preschool (0-5) years.

0-5 Connections

Phonemic Awareness

Ability to **notice**, **think about**, and **manipulate** the individual sounds in words

- Blending sounds into words
- Segmenting words into sounds
- Deleting and playing with the sounds in words



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0-5 Connections



**Build Sound
Sensitivity**



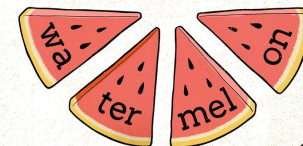
**Distinguish sounds
in spoken words**



**What rhymes
with hat?**



Count the syllables.



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0-5 Connections

Phonemic Awareness



ENVIRONMENTAL SOUNDS

(building sound sensitivity)

Recognizing

"Does this sound the same as this sound?"

Producing

"Can you make a sound like this?"

VOICING AND ARTICULATION

Recognizing

Understanding the difference between cat and cap

Producing

pronouncing target sounds correctly in the beginning, middle, and end of words

SEGMENTATION

Sentence

Clapping out number of words in a sentence, listening only

Syllable

Clapping out syllables in a word

RHYMING

Phonological Memory:

Listening and repeating rhymes

Matching:

"Does cat rhyme with hat? Does fork rhyme with pop?"

Point to:

"Which rhymes with cat? Hen, man or rat?"

Name it:

"What words rhyme with cat?"

ALLITERATION

Matching:

"Do *man* and *mouse* start with the same sound? Do *cat* and *fort* start with the same sound?"

Point to:

"Which starts with the same sound as *cat*? *Kite*, *man*, or *pipe*?"

Name it:

"What words start with /k/?"

ONSET AND RIME

Blend initial sounds with word families

/c/ -at
/m/-at
/s/-at

Substitution

"If I have a cat and take away the /c/ and put in /m/, what word do I have?"



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**Phonemic
Awareness:
Why bother?**

**Sounds and the spaces between
them carry meaning.**



Attack



A Tack



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Resources

- OaklandReads.org
- [Literacy & Justice for All Symposium](#)
- [OUSD Family Central](#)



Conclusion/Reflections