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- *LETRS*® and *LANGUAGE! Live*® author
- Nationally recognized authority on literacy education
- Acclaimed researcher, speaker, consultant, and trainer
- Recipient of the prestigious Samuel T. and June L. Orton Award from the International Dyslexia Association for outstanding contributions to the field, and the Eminent Researcher Award from Learning Difficulties Australia
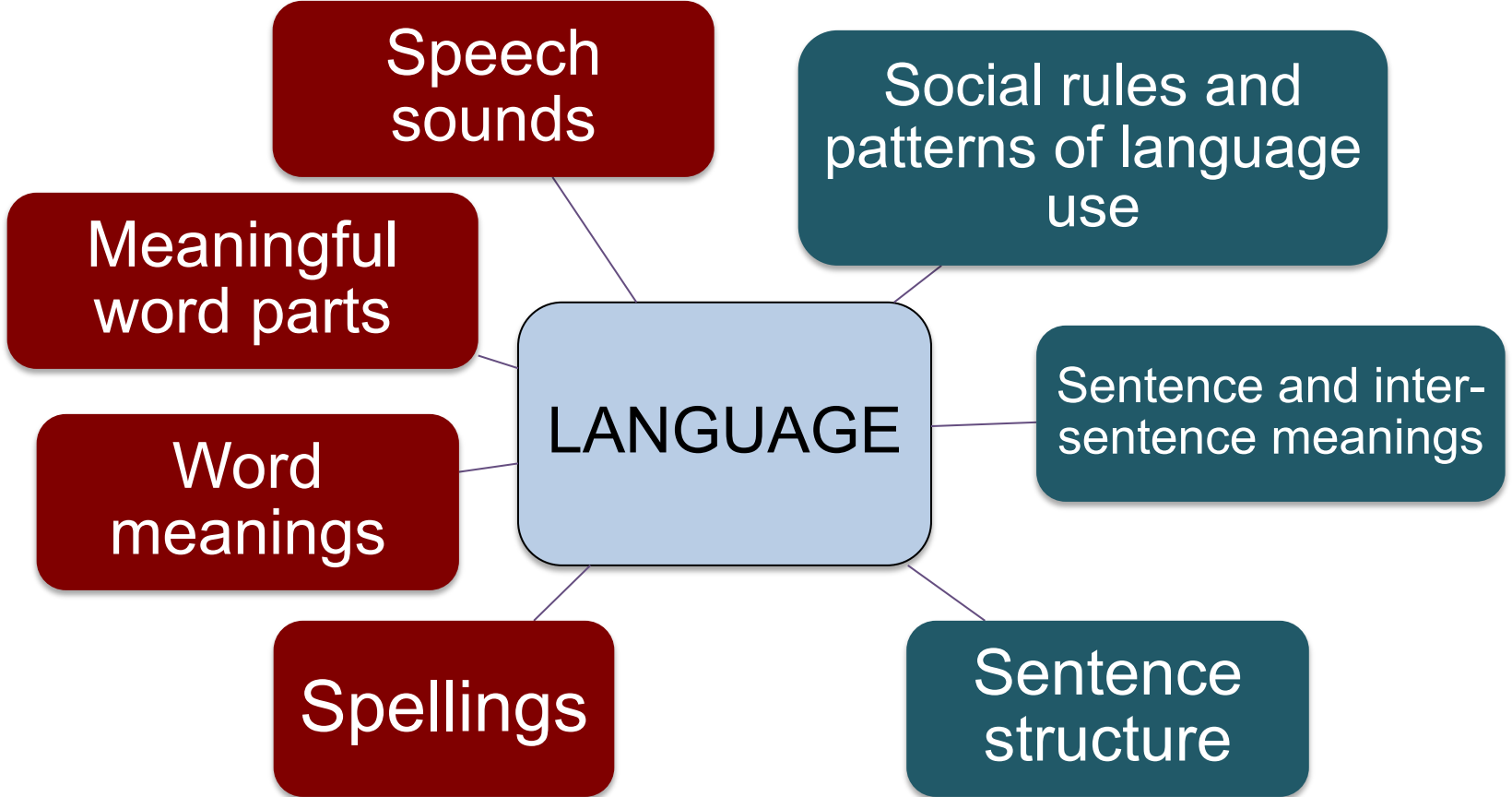
Objectives

- Define "Structured Literacy"
- Identify the aspects of language learning that require explicit instruction
- Tips about teaching phoneme awareness, phonics, morphology, and word recognition
- Review a Structured Literacy lesson framework

Definition of Structured Literacy

Key features of SL approaches include (a) explicit, systematic, and sequential teaching of **language** at multiple levels—phonemes, letter-sound relationships, syllable patterns, morphemes, vocabulary, sentence structure, paragraph structure, and text structure; (b) cumulative practice and ongoing review; (c) a high level of student-teacher interaction; (d) the use of carefully chosen examples and nonexamples; (e) decodable text; and (f) prompt, corrective feedback.

—adapted from Spear-Swerling, 2019

Language: Words and Rules

Speech sounds

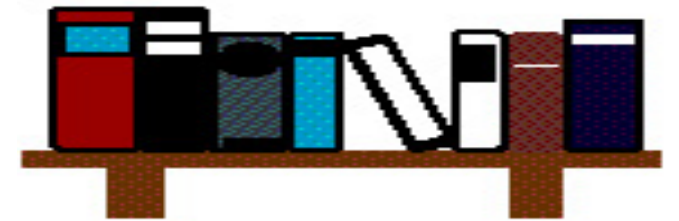Social rules and patterns of language use

Meaningful word parts

LANGUAGE

Word meanings

Sentence and inter-sentence meanings

Spellings

Sentence structure

ðə kɪŋ wʌz θɪŋkɪŋ ʌv fʌn ænd wɔntɪd tu fɪš. "aj wɔnt ə θɪk fɪš," θɔt ðə kɪŋ. ðə kɪŋ kɔt ə θɪn fɪš. "aj wɪš ðə fɪš wʌz θɪk," wɪšt ðə kɪŋ. ðə kɪŋ šɔkt ðə fɪš ænd kʌt ðə kɪŋk ɪn ðə θɪŋ. ðə fɪš wɪŋkt tu ðə kɪŋ!

$$R = D \times C$$

"Capacity for reading comprehension is determined by ability to decode text and ability to comprehend spoken language."
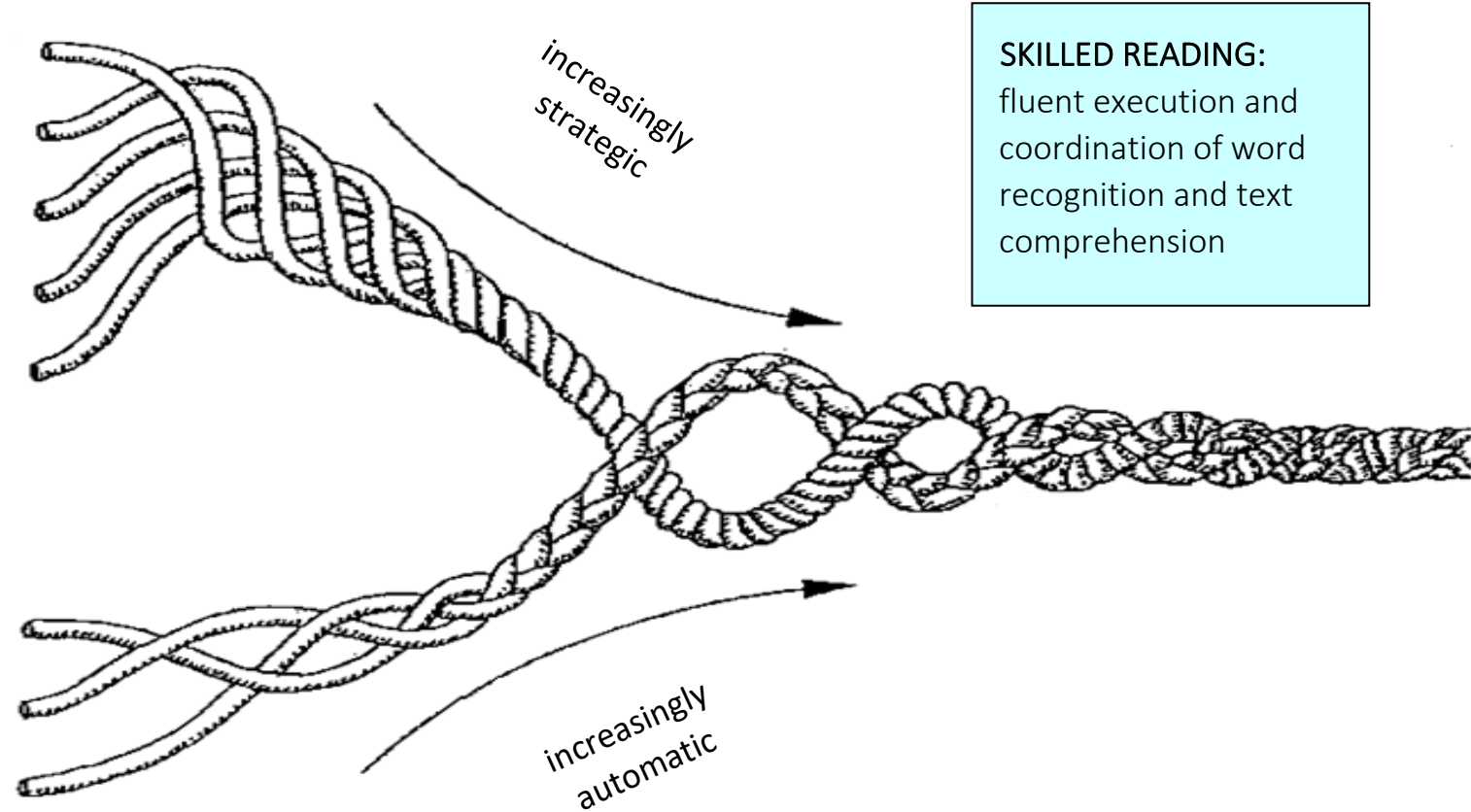
-Phil Gough

Scarborough's "Rope"—A Model of Reading Development

LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

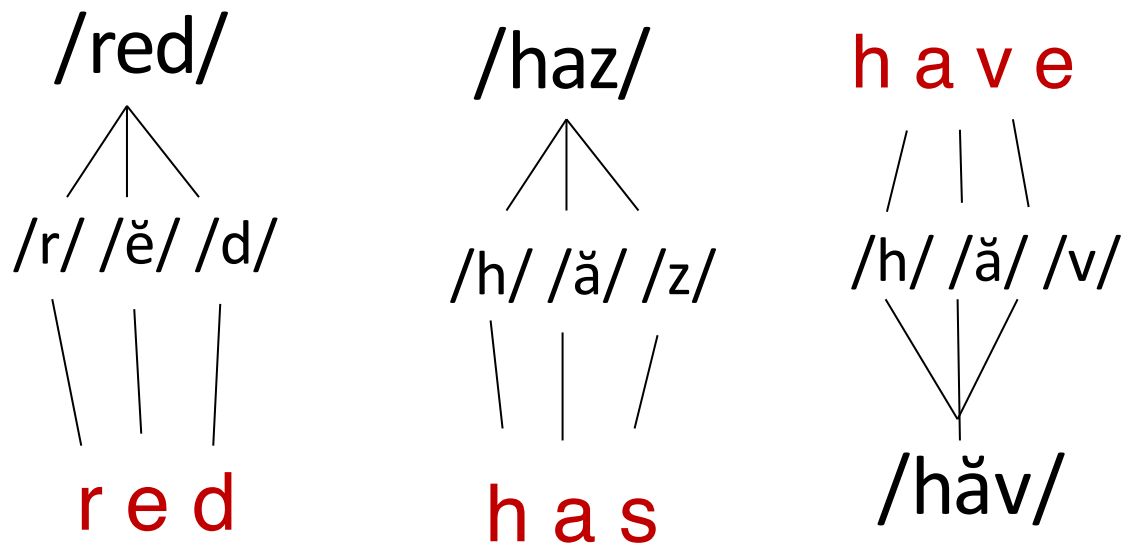*increasingly strategic*

SKILLED READING: fluent execution and coordination of word recognition and text comprehension

WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

increasingly automatic

Reading is "Bootstrapped" onto Language (Yale Haskins Lab)

- Lower-level language skills, necessary for word recognition, account for most of the variance in learning to read in the beginning stages
- Higher-level language skills, necessary for comprehension, account for more of the variance in reading outcomes from fifth grade onward (Florida Center for Reading Research)
- In general, language abilities predict reading outcomes much better than general or nonverbal aspects of cognition

How We "Map" Printed Words to Long-Term Memory (Kilpatrick, 2015)

/red/

/r/ /ĕ/ /d/

r e d

/haz/

/h/ /ă/ /z/

h a s

h a v e

/h/ /ă/ /v/

/hăv/

Orthographic
Mapping

The Critical Role of Phoneme Awareness

- Every level of word reading and spelling depends on phoneme awareness

- An internal representation (mental image) of the phonemes in words serves as VELCRO® or "parking spots" to anchor or match strings of graphemes

- If phoneme awareness is incomplete, inaccurate, out of focus—then anchoring or mapping print to speech will be adversely affected

- In addition, learning new vocabulary will be harder: *relevant, reverent; syllabus, syllable; flush, flesh; prude, prune*

Phoneme Awareness: How Many Speech Sounds?

ice _____

boy _____

weight _____

song _____

few _____

sigh _____

fox _____

quaint _____

rabbit _____

chew_____

How Do We Represent Spoken Words in English Orthography?

- With letters and letter combinations for phonemes
  a, ai, ay, ey, eigh, a_e

- With letter patterns or allowable sequences
  sphere but not *sfere*; *love* but not *luv*; *chunk* but not *chungk*

- By preserving identities of meaningful parts (morphemes)
  inspire, inspiration; anxious, anxiety; iris, iridescent

English is a "deep" alphabetic orthography.

Why is Phoneme Awareness Challenging for Novice Learners?

"Children faced with the task of learning to read in an alphabetic script cannot be assumed to understand that letters represent phonemes because awareness of the phoneme as a linguistic object is not part of their easily accessible mental calculus, and because its existence is obscured by the physical properties of the speech stream."

(A. Liberman, 1989, Haskins Laboratories of Yale University)

Consonant sounds are closed speech sounds. What is your mouth doing as you say each of these sounds?

/p/ (pop)   /t/ (tip)   /k/   (back)
/b/ (bob)   /d/ (dip)   /g/   (bag)
/m/ (mob)   /n/ (nip)   /ng/ (bang)

Consonant Phonemes by Place and Manner of Articulation

	lips (bilabial)	teeth on lips/ labiodental	between teeth (interdental)	behind teeth (alveolar)	roof of mouth (palatal)	back of throat (velar)	glottis
stops unvoiced voiced	/p/ /b/			/t/ /d/		/k/ /g/	
nasals	/m/			/n/		/ng/	
fricatives unvoiced voiced		/f/ /v/	/th/ /<u>th</u>/	/s/ /z/	/sh/ /zh/		/h/
affricates unvoiced voiced					/ch/ /j/		
glides unvoiced voiced	/wh/ /w/				/y/		
liquids				/l/	/r/		

Children with Poorly Developed PA May Confuse Phonemes That Have Similar Features

EFRY   every

INEMS   items
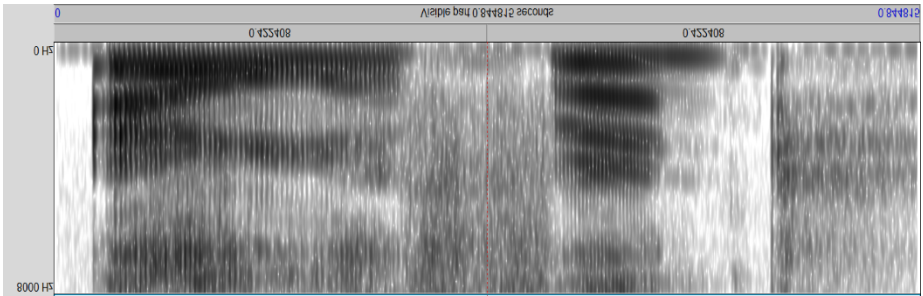
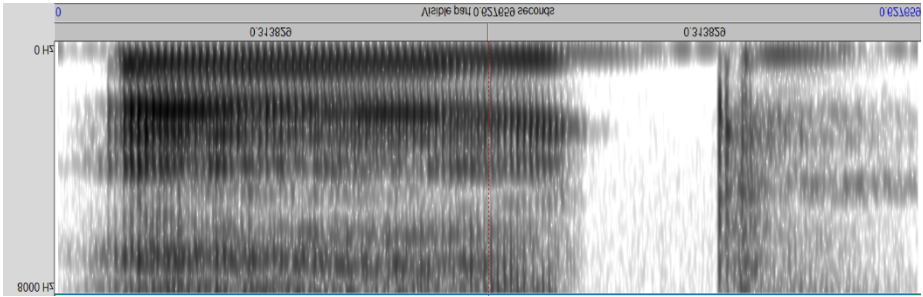PASMET   basement
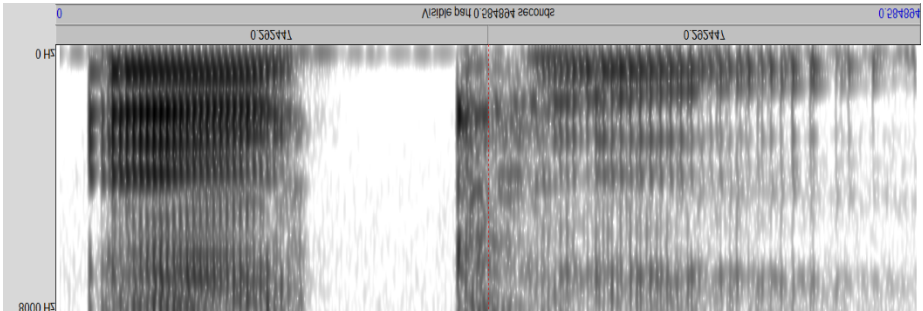
GOACH   garage

SGAT   skate

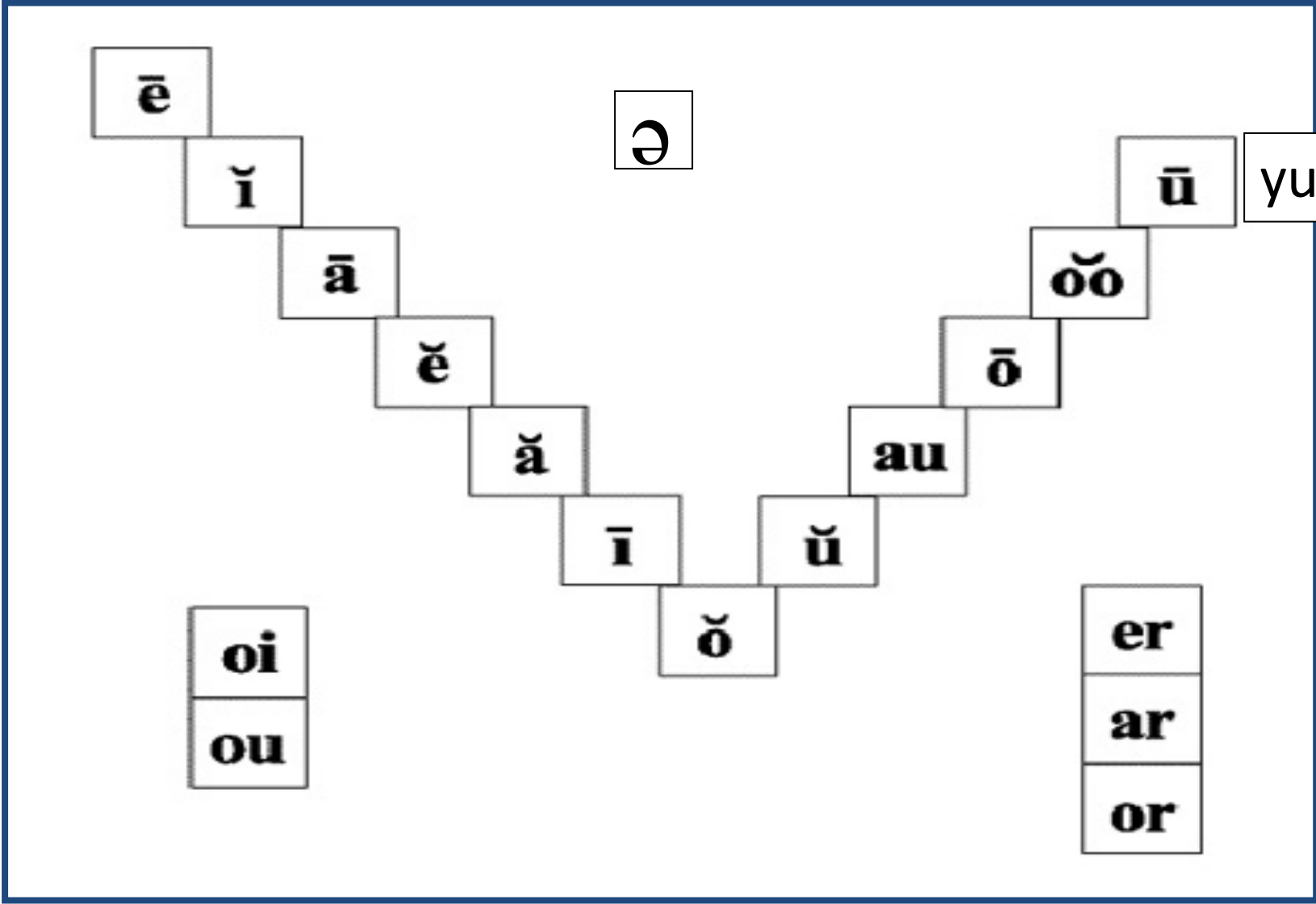# Coarticulation: Phonemes Overlap in Spoken Words

elephant

egg

echo

Why is Phoneme Awareness Difficult?

- English orthography does not represent phonemes in a straightforward way
- Phoneme groups (e.g. nasals, fricatives, stops, liquids) share features and may be hard to distinguish from one another
- Phonemes are coarticulated in spoken words; we do not speak in separate speech sounds, nor do we need to for communicating orally

Phoneme Awareness Benchmarks Between Ages 4–9

Typical Age	Skill Achieved by Most Students
4	Rhyme identification, alliteration
5	Rhyme production, phoneme matching, syllable counting
5.5	Initial consonant isolation
6	Phoneme blending, segmentation (simple)
6.5	Phoneme segmentation, blending, substitution
7	Initial and final sound deletion
8	Deletion with blends
9	Longer and more complex deletion tasks

Vowel Sounds of English, by Articulation

Sound Wall in First Grade

General Principles, Teaching Phoneme Awareness

- Move from early, to basic, to advanced tasks
- Teach the IDENTITY of each sound, with reference to how it is formed
- Have children produce words and sounds
- Model, lead, observe (I do one, you do one)
- Give immediate corrective feedback
- Use movement—vocal, manual, whole body
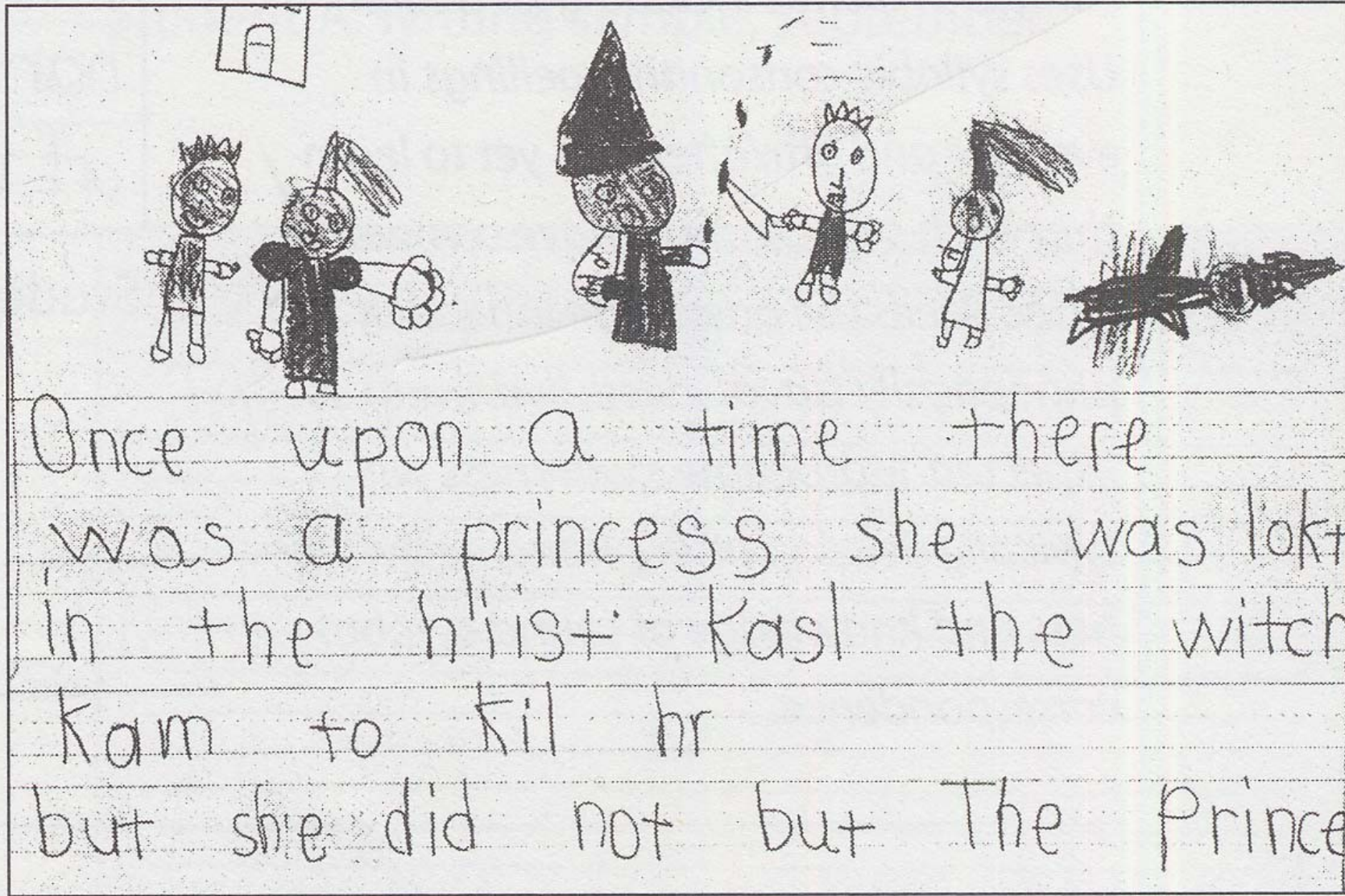- Transition to letters as appropriate

A Progression of Phonics and Word Study

derivational morphemes — Latin/Greek

syllable spellings — Anglo-Saxon

inflectional morphemes — Anglo-Saxon

grapheme units and sequences — Anglo-Saxon

phonemes and sound patterns — Anglo-Saxon

Once upon a time there was a princess she was lokt in the hiist. Kasl the witch kam to kil hr but she did not but The Prince

Generic Framework for a Phonics/Word Study Lesson (K–2)

- Review/reread familiar text
- Phoneme awareness or listening task
- Explain new correspondence pattern
- Provide guided practice with immediate feedback
- Vary the supervised practice with the concept
- Spell pattern words and write sentences
- Read decodable text

Phoneme-Grapheme Mapping

wet	w	e	t	
went	w	e	n	t
when	wh	e	n	
wish	w	i	sh	
witch	w	i	tch	

Read and Repeat
Vocabulary

e = /ĕ/

Tim	met	red	hen
pet	yes	fed	let
get	pat	can	got
his	lap		

---

is a hen

let the red hen

can pet the hen

Tim met him.

is red

fed the red hen

Tim can pet the hen.

Can Tim pet the hen?

Directions Say and model: "Finger-point as you read the lists several times, until fluent."

Red Hen

Directions Say, "In this story you will see Tim again. Tim meets a hen. It is a little red hen. The red hen is shy. How will Tim be a friend to the shy little hen?"

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How Many Words Have These Patterns?

-ate	-ait	-eight	-aight

Brainstorm lists of words with each of these patterns.

Familiarity with Orthographic Patterns Helps Speed Word Recognition

-ate	-ait	-eight	-aight
date fate gate grate hate late mate rate crate	bait gait wait strait	freight weight	straight

Learning words with these patterns depends on phoneme awareness (/k/ and /t/ differ), orthographic awareness, and meaning.

Syllable Spelling Conventions

Closed	Open	VCe
dap	ma	trite
con	wri	bune
bot	bu	tane
Vowel Team	**Vowel-R**	**-Cle**
tain	var	-gle
sigh	ter	-tle
weigh	dor	-ple

wag + <u>on</u>

cir + <u>cus</u>

trum + <u>pet</u>

king + <u>dom</u>

cap + <u>tain</u>

<u>a</u>t + tend

<u>o</u>f + fend

<u>re</u> + duce

s<u>u</u>p + pose

<u>ef</u> + fect

Spelling by Syllable

1	2	3	4	WORD
noc	tur	nal		nocturnal
ac	com	plish	ment	accomplishment
in	ter	nal	ize	internalize
pro	duct	ive		productive

Dividing Words into Syllables and Morphemes

Syllable	Morpheme
trac-tor	tract-or
po-et-ry	poet-ry
u-ni-cy-cle	uni-cycle
gen-tle	gent-le
un-der-played	under-play-ed

Historical Layers of English

	Morpheme Structure
Anglo-Saxon	Compounds (yellowtail) Inflections (-ed, -s, -ing, -er, -est) Base words Suffixes (-hood, -ward, -en)
Latin	Prefixes (ad, re, in, sub, pre) Roots (dict, ject, vers, fer, port) Suffixes (ion, ive, ity, ous, ful) Latin plurals (alumni, alumnae)
Greek	Combining forms, plurals (parenthesis, parentheses)

Two Types of Suffixes

inflections:
- learned early
- do not change a word's part of speech
- a fixed set or class of words
- change tense, number, and degree (-ed, -s, -er)

derivations:

- added to a root (usually from Latin)

- mark part of speech or grammatical role (compare, comparison, comparative, comparatively)

When I was Frightened.

When I was Fightened, it was because when I was waching a scare movie that I have not seen before; I jumped! I was very frigted. I keep on jumping! That movies was very frigten to watch.

A nother time when I was fighten it was by me have nighma-res. Nightmares cane by very fri-ghened to have. I did not like my nightmare.

I also was frighten when I'm was gging home and I was by lots of trees and it was lignting. I was so frightened my that.

Sometime thing could be so frightened that you could jump out of your shoes. I had have lots of things that was frighten to me. Things that are frignting-ly can scare you that you will not no what happen to you. I hate frighened things

Morphological Word Building

			ion	
de In un	con		ive	
	struct		able	
re				**s**
	ob			**ed**
				ing

astro – naut (morpheme)
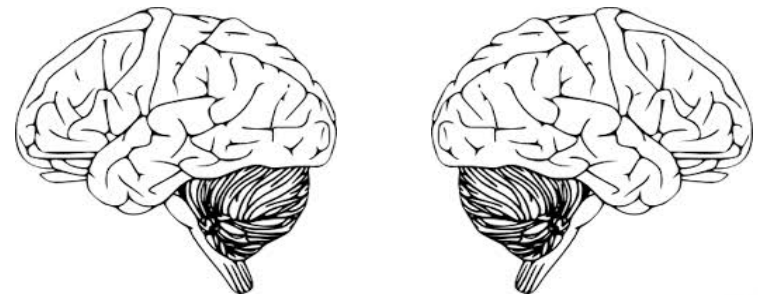
as-tro-naut (syllable)

a-s-t-r-o-n-au-t (grapheme)

a-s-t-r-o-n-a-u-t (letter)

[ă s t r ə n ŏ t] (phoneme)

What Happens in Non-SL Programs?

- Words are treated as visual strings of letters, without reference to the sounds, syllables, and morphemes represented in print
- Visual shape memory is emphasized, although it plays virtually no role in WORD reading (beyond visual acuity)
- The nature of orthographic memory and the role of phonology are ignored

Mental graphemic images
Mental graphemic images
Mental graphemic images
Mental graphemic images
Mental graphemic images
Mental graphemic images
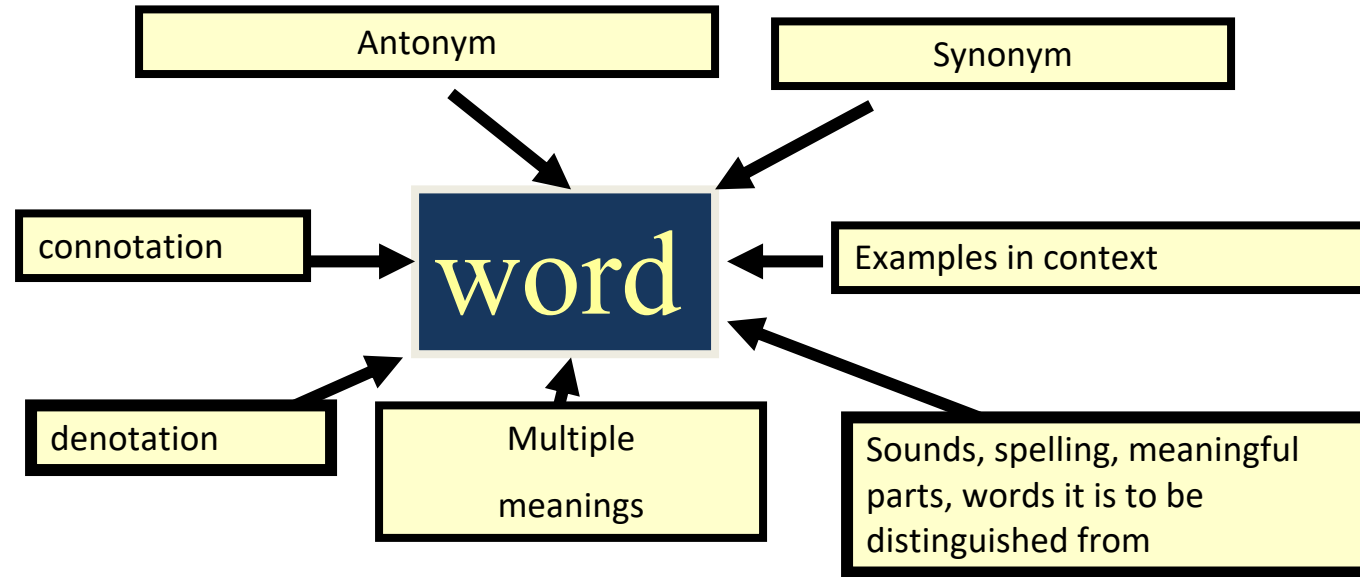Mental graphemic images

Ubiquitous in Our Classrooms...

By Default, Students are Told To:

- Guess at unknown words from pictures and context
- Use "sounding out" as a last resort—although the tools for sounding out are not taught
- Read many words in leveled texts with patterns that have not been taught
- Spell by guesswork and invention
- Be satisfied with approximations that are incorrect

"Deep Lexical Quality"—A Goal for Instruction

Pronounce and read the word.

flexible

Examine the spelling.

flex – ible

Identify familiar parts (morphemes).

flex, to bend; -ible, an adjective suffix

Tell students what the new word means, using a student-friendly definition.

"Flexible material can bend easily without breaking."

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Say more about the word. Use it several times.

The best gymnasts are very flexible; they can bend way over or do the splits.

Ask questions about the word's meaning.

Is hair flexible or rigid?
Is a nail flexible or rigid?

Elicit word use by students.

A healthy ankle can roll all around if it is _____.
My schedule can be adjusted; I'm _____.
Paperback books bend in your hands; they are _____.

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Generalize to Related Word Forms

flexion

inflexible

flexor

reflection

deflect

genuflection

flexibility

flexile

reflexive

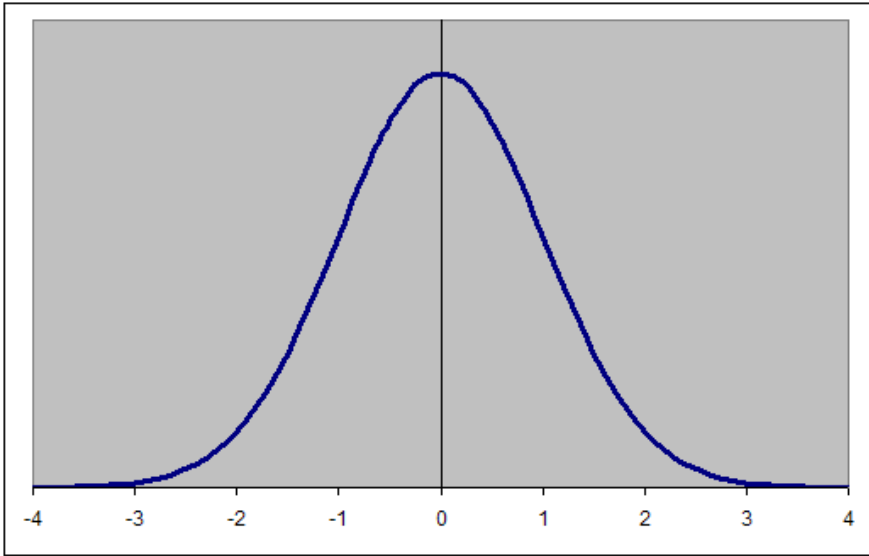reflective

circumflexion

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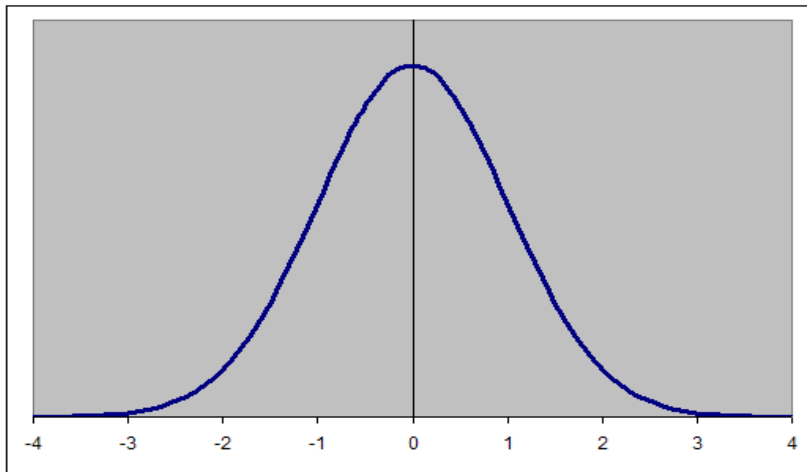
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MAIN TAKE AWAYS

- Structured Literacy involves teaching the structure of language at the levels of sound, spelling, and meaning.

- Both word recognition and higher level language comprehension are essential for reading. (That's why *LANGUAGE!Live* has TWO major components!)

- Knowledge of language is something all learners must learn in order to read.

- Instruction is systematic and explicit *to the extent necessary* for the learner; intensity, time, and context for instruction will vary.

- The teacher's knowledge of the content is critical; that's where LETRS comes in!

"Defying the Odds"

Typical distribution of results (national, state, local)

Outstanding classroom, school, or district

Thank you to all who are working hard
toward this goal!

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Q&A

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