



## What EXACTLY Is the Difference between **Balanced Literacy** and **Structured Literacy** for Early Reading Instruction? Why Does It Matter?

Presented to:

**Pennsylvania Branch of the IDA**

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## Objectives

For participants to have a better understanding of:

1. The difference between balanced literacy and structured literacy for early **foundational skills** reading instruction
2. Characteristics of Balanced Literacy
3. Characteristics of Structured Literacy
4. Components of Balanced Literacy Intervention
5. Components of Structured Literacy Intervention
6. The research behind Balanced Literacy
7. The research behind Structured Literacy



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## Why Are We Talking About Balanced Literacy?

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## Balanced Literacy Is Everywhere

- Most teachers we encounter say that they teach balanced literacy
- Most teacher preparation early reading courses teach balanced literacy
- Most early reading course textbooks are based on balanced literacy
- Teachers who state they teach explicit, systematic early reading instruction include balanced literacy strategies



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## Why Are We Talking About Structured Literacy?

Structured Literacy Is *Explicit, Systematic Early Reading Instruction*

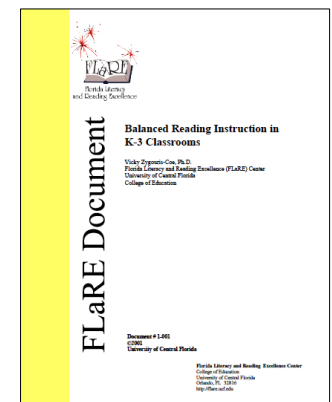
## Structured Literacy Is Strongly Supported by Science

- Many peer-reviewed studies over the past 40+ years demonstrate that explicit, systematic early reading instruction is more effective than other methods
  - This is especially true for struggling readers and students from low SES areas.

## What Is Balanced Literacy?

## "Balanced Reading Instruction"

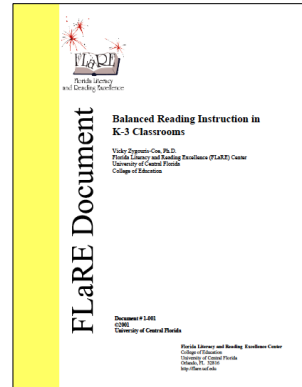
"The term 'balanced reading instruction' is not new. It has been used to describe literacy programs that balance **reading to children, reading with children, and reading by children.**" (Holdaway, 1980)



Florida Literacy and Reading Education Center  
University of Central Florida

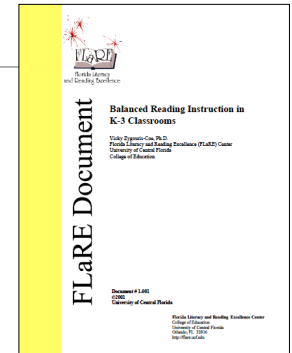
## There Is No One Definition for Balanced Literacy

"There is much disagreement as to the exact definition of balanced reading instruction. **It has come to mean a lot of different things to different people** (Reutzel, 1999)".



## Balanced Literacy Can Include Everything

"In general, a balanced reading program is one that includes **reading, writing, spelling, phonics, and other skills-based instruction.**" (Cassidy, & Cassidy, 1999/2000)

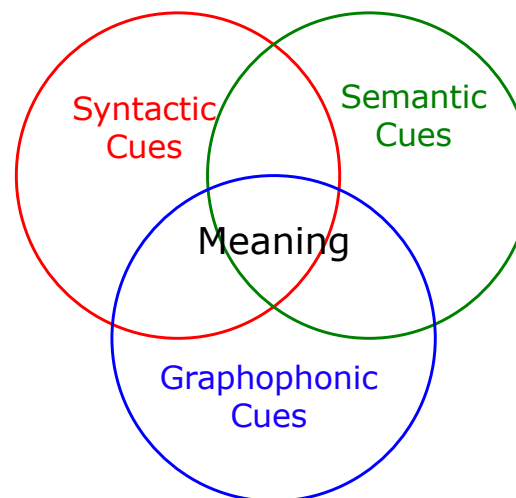


"**Basal readers, direct instruction, workbooks, quality children's literature, independent reading and writing** can all be part of a balanced reading program" (Cassidy, Brozo, & Cassidy, 2000).

## Common Elements of Balanced Literacy Definitions

- **A combination of whole-group and small-group** instruction is included in daily lessons
- **Guided reading** is the basis of small-group instruction. Students are taught to use a combination of strategies to "figure out" words.
- All skill and strategy instruction is based on **"authentic" literature**.
- Phonics, comprehension, and other **strategies taught are based on the teacher's perception of the students' needs**, based on observation and/or informal assessment.
- **"Running Records"** is the primary assessment tool.
- **Phonics** is taught with **mini-lessons** and/or with a **"word study"** approach.

## The Basis of Balanced Literacy: The 3 Cueing System



A philosophy adapted from science about how children learn to **speak**

## Basis for 3 Cueing System

- Goodman (1976) described skilled reading as a "**psycholinguistic guessing game**" (p.259).
  - He sees reading as a sophisticated guessing game driven largely by the reader's linguistic knowledge, and **as little as possible by the print.**
- Smith (1975) expressed this view succinctly. "The art of becoming a fluent reader lies in learning to **rely less and less on information from the eyes**" (p. 50).

Quotes taken from  
"The Three Cueing System: Will It Ever Go Away?"

<http://www.nifdi.org/resources/news/hempenstall-blog/402-the-three-cueing-system-in-reading-will-it-ever-go-away>

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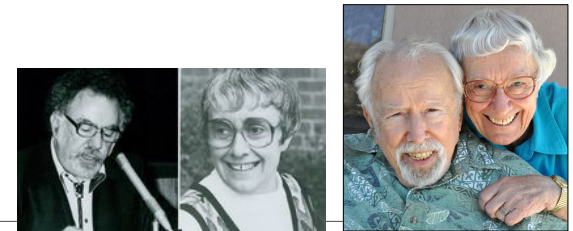
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## Ken Goodman's View

From Emily Hanford's podcast:

At a Loss for Words: What's wrong with how schools teach reading.

47:19 – 50:49



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## An Example of Ubiquitous Strategy Posters

<b>Reread</b> from the beginning of the sentence I have a dog. 	<b>Skip</b> the word Go back and re-read <ul style="list-style-type: none"> <li>• Read</li> <li>• Skip</li> <li>• Go back and reread</li> </ul>	Look for <b>little words</b> in big words. cat
Does it <b>look</b> right? 	Does it <b>sound</b> right? 	Does it <b>make sense</b> ? 

Source: Pinterest

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## My Personal Favorite

Instead of simply telling him to "sound it out," try these tricks:

- Say nothing. Give him a chance to figure it out.
- Say, "Look at the picture."
- Say, "Let's get the first sound and see if you can figure out the word."

**Say: "Close your eyes. Now look again."**  
 Have him close his eyes, open them, and see if his brain can just "get" the word as a sight word, without trying to sound it out.

- **Skip the word** and come back when they have the context of the sentence (be sure they do).
- **Get the main word first**, then add on prefixes or suffixes. You can use your finger to cover up parts of the word while your child gets the main word.

**Tell them the word.** You do not want to hinder the comprehension of a story by belaboring a single word. Instead, give your child the word and have her re-read the sentence so that the word sticks in her mind for the next time she encounters it!

Source: [scholastic.com/parents/resources/article/reading-comprehension-and-decoding-strategies](http://scholastic.com/parents/resources/article/reading-comprehension-and-decoding-strategies)

<b>Reread</b> from the beginning of the sentence I have a dog. 	<b>Skip</b> the word Go back and re-read <ul style="list-style-type: none"> <li>• Read</li> <li>• Skip</li> <li>• Go back and reread</li> </ul>	Look for <b>little words</b> in big words. cat
Does it <b>look</b> right? 	Does it <b>sound</b> right? 	Does it <b>make sense</b> ? 



## Guided Reading Is at the Heart of Balanced Literacy

- Ask 10 teachers to define guided reading and you will get 10 different answers
- Most definitions will have these components
  - Small, homogeneous groups, (“homogeneous” based on guided reading levels)
  - Leveled readers
  - Repeated reading of the same text throughout the week so that by the end of the week all or most students can read the text “independently”
  - Use of the guessing strategies (from the ubiquitous posters) to “figure out” the words
- Students are to “make connections” to the text

## Guided Reading Uses Leveled Books

Leveled books are leveled with criteria such as:

- Length of words
- Number of different words
- Number of high frequency words
- Size and font and layout
- Difficulty of vocabulary and concepts
- Predictability of words
- Complexity of language and syntax

Leveled books DO NOT have specified phonics patterns based on a scope and sequence from easiest to hardest.

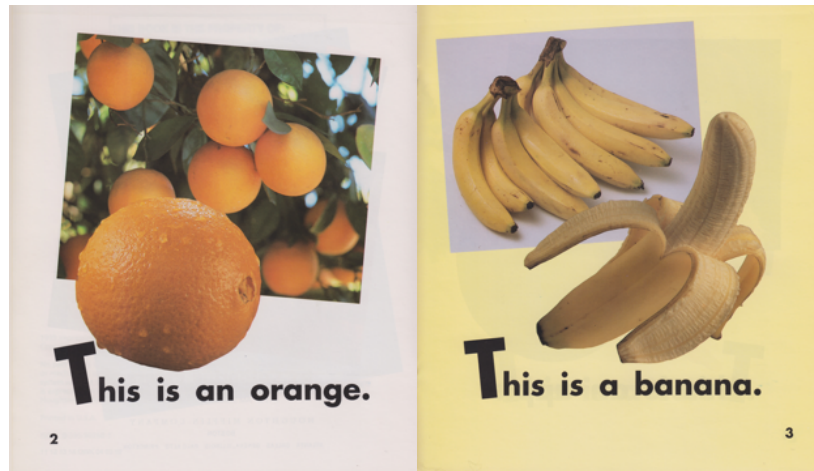
## Premise of Early Leveled Readers

- Students learn to read by being exposed to repeated words.
- When students don’t know a word, they can look at the picture to “read” the word or use context to guess a word that would fit.
- All reading needs to be “content” driven (sometimes referred to as “authentic” reading).

## Characteristics of Early Leveled Books

- In lower leveled books for emergent, beginning, or struggling readers:
  - words are familiar to students
  - pictures support the words
  - words are repeated
  - a significant portion of the words are high frequency words

## Early Emergent Leveled Reader from Houghton Mifflin



readsters Source: *Food to Eat*  
© Houghton Mifflin 1995

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## Guided Reading: "Decoding" Strategies

- In guided reading, the teacher uses prompts based on the cueing system to help students figure out unfamiliar words.

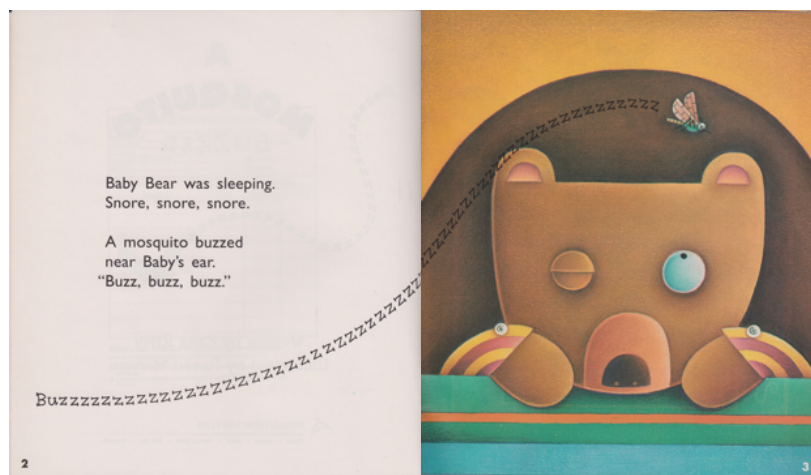
<b>Reread</b> from the beginning of the sentence I have a dog. 	<b>Skip</b> the word Go back and re-read • Read • Skip • Go back and re-read 	Look for little words in big words. cat
Does it look right? 	Does it sound right? 	Does it make sense? 

- These prompts include "Look at the picture" and "What word with the same first sound makes sense?"
- These strategies encourage students to guess at words, and then apply context to determine whether the word that is guessed makes sense.

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## Emergent Leveled Reader from Houghton Mifflin



readsters Source: *A Mosquito Buzzed*  
© Houghton Mifflin 1995 -- Emergent Reader

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## Only Errors (Miscues) That Change the Meaning Are Corrected/Counted

- Guided reading employs another practice that develops the habit of relying on content *before* decoding:
  - When a student makes a reading error that does not change the text's meaning, the teacher does not correct the student.

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## Examples of Mistakes that Are Not Corrected

- *Sally rode her horse every day.*
  - The student reads “pony” instead of “horse”
- *Jamaya got the book for her mother.*
  - The student reads “a book” instead of “the book”
  - The student reads “mom” instead of mother
- *The explorer had been almost every place on the earth.*
  - The student reads “in the world” instead of “on the earth”

## Summary of Balanced Literacy

- Based on 3 cueing system
- Uses guided reading, leveled books, and running records – “authentic literature”
- Small groups are homogeneous based on reading level
- Teaches phonics in ‘mini- lessons’, or through ‘word study’
- Teaches multiple word attack strategies based on guessing or looking at the picture or looking at the first letter



## What Is Structured Literacy?

*Structured Literacy Is Also Called  
"Explicit, Systematic Early Reading  
Instruction"*

## Main Elements of Explicit, Systematic Phonics Instruction

- **A well-defined scope and sequence** of phonics skills is taught, starting with the easiest skills and building to more complex skills
- **Each skill is directly taught** without any assumption that the student will learn the skill on his/her own
- **Students practice skills to mastery** before learning the next skill
  - Assessments provide the evidence that students have mastered skills
- **Cumulative skill practice** is included as the lessons progress
- **Foundational skills** and **comprehension** are **taught separately** until students master foundational skills

## Well-Defined Scope & Sequence

### 1. Pre Reading Skills

Phonological (identify, blend, segment, manipulate)

1. Syllables
2. Onset-rime
3. Phonemes

Orthographic

1. Letter Names
2. Letter Sounds
3. A few high frequency words

### 2. Basic Phonics (short vowels)

1. Short vowels (CVC & VC)
2. Digraphs
3. Blends
4. Two syllable words

More High  
Frequency  
Words

### 3. Advanced Phonics

1. R-Controlled vowels
2. 3 + Syllables
3. Open syllables
4. Silent E
5. Vowel Teams

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## Terms Used to Describe Structured Literacy

1. Explicit
2. Systematic, Cumulative, Sequential
3. Structured

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## 1. Explicit Instruction

- The teacher directly teaches specifically what the student is expected to learn.
  - the acquisition of any part of a skill or any concept is not left to chance, and the student does not have to infer or discover in order to learn.

*When a teacher provides explicit instruction she or he clearly models or demonstrates skills and strategies and provides clear descriptions of new concepts (providing both clear examples and non-examples). Students don't have to infer what they are supposed to learn.*

*Carolyn Denton*

*(retrieved from RTI Action Network website)*

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## Example: Explicit Instruction for reading words with short a

Note: all students will know the short a sound before reading these words.

I DO


- "Watch me.
- I'll touch and say, then read the word.
- /s/ /ă/ /d/ (touching each letter), sad"

WE DO

- "Now let's touch and say this word together" (mat)
- All students and teacher touch and say together

YOU DO

- "Now I'll call on individual students to read words" (tap, can, lad, ax)
- Individual students read words and the teacher immediately corrects any errors



s a d

m a t

1. t a p
2. c a b
3. a x
4. t a g

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## 2. Systematic, Cumulative, Sequential Instruction

- Intentionally builds from the simple to the complex.
  - Students are first taught how to do the simplest task.
  - They gradually learn and achieve mastery with more difficult and complex tasks, combining the skills taught previously.

*The hallmark of a systematic phonics approach or program is that a sequential set of phonics elements is delineated and these elements are taught along a dimension of explicitness . . .*

*Report of the National Reading Panel (2000)*

## 3. Structured Instruction

(includes elements of explicit instruction)

- Detailed guidance is provided on exactly what to teach and how to teach (in the teacher's guide)
- Instruction includes
  - Quick teacher modeling and group practice (I do, we do)
  - guided and independent practice for the student (you do)
  - assessment of mastery
- Students move to the next skill only after mastery is demonstrated
- Lessons include cumulative practice of skills already mastered
- The major emphasis is on individual practice, not on choral practice

## #1 & 2 – Summary of Structured Literacy

1. **Scripted lessons** that have all materials necessary for instruction
  - Background knowledge about concept being taught
  - Exactly how to teach the concept
  - All words, sentences, and phrases for teacher demonstration, guided practice, and independent practice
2. **Standard routines**
  - Allow teacher and students to focus on skill being practiced, not how to perform the task

## #3, 4, 5- Summary of Structured Literacy

3. **I Do, We Do, You Do**
  - Teacher demonstrates
  - All students practice
  - Individual students practice with direct guidance from the teacher
  - Individual students practice with monitoring (teacher observes as students read)
4. **Practice to mastery**
  - Allow teacher and students to focus on skill being practiced, not how to perform the task
5. **Assessment of skills** before moving on
  - Insures that students are ready to learn the next skill and for cumulative practice

## Balanced Literacy – Sample Intervention Lesson

All information is from the web site for an intervention program widely used in schools.

### Designed for Success

- 30 minutes a day, 5 days a week for optimal results and intensity
- 3 students per group
- 18–22+ weeks of explicit, intensive instruction

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## Balanced Literacy Lesson Goals

Separate Handout  
Handout – Page 1

### STANDARD LESSONS

Odd-numbered Standard lessons introduce a new instructional level book and focus on reading, discussion of meaning, and phonics and word work. The even-numbered Standard lessons introduce a new independent level book and focus on writing to extend meaning, phonics and word work, and fluency.

PLAN FOR STANDARD LESSONS			
ODD-NUMBERED STANDARD LESSON		EVEN-NUMBERED STANDARD LESSON	
Approximate Total Lesson Time	30 minutes	Approximate Total Lesson Time	30 minutes
Rereading	5 minutes	Rereading and Assessment	5 minutes
Phonics/Word Work	5 minutes	Phonics/Word Work	5 minutes
Reading a New Book (Instructional Level)	15 minutes	Writing About Reading	15 minutes
Letter/Word Work	5 minutes	Reading a New Book (Independent Level)	5 minutes
		Optional Letter/Word Work (if time allows)	

Is 15 minutes phonics instruction every two days enough to fix a decoding problem?

### Time Devoted to Phonics

	Even Lessons	Odd Lessons
Phonics/Word Work	5 min	5 min
Letter/Word Work	5 min	

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## Balanced Literacy Lesson Framework

Separate Handout  
Page 2 - top

### Goals

#### READING 8 Reading Goals

- Search for and use meaning, language, and print to solve words.
- Recognize characters from a series.
- Recognize the contrast between the message in the print and the message in the pictures.
- Read without finger pointing and with phrasing.
- Locate words in a text with multiple lines of print.
- Recognize high-frequency words quickly and automatically.
- Understand the conclusion of the story and what it means.
- Read dialogue with expression.

#### PHONICS/WORD WORK 2 Phonics/Word Work Goals

- Recognize words that have a long vowel sound and end in silent e.
- Learn new high-frequency words (*good, put*).

LESSON <b>47</b>	LEVEL <b>D</b>
NEW BOOK <i>The Good Dog</i>	
GENRE <b>Fiction</b>	

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## Rereading a story from the previous lesson 5 minutes

Separate Handout  
Page 2 - bottom

ODD-NUMBERED STANDARD LESSON	
Approximate Total Lesson Time	30 minutes
Rereading	5 minutes
Phonics/Word Work	5 minutes
Reading a New Book (Instructional Level)	15 minutes
Letter/Word Work	5 minutes



- Invite children to reread *Time for Lunch* and *A Rainy Day*.
- While the children are rereading books, prompt for taking words apart while reading. For example: *Read that again and start the word.*

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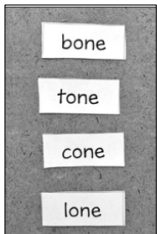


# Phonics Instruction / Word Work

## 5 minutes

Separate Handout  
Page 3

ODD-NUMBERED STANDARD LESSON	
Approximate Total Lesson Time	30 minutes
Rereading	5 minutes
Phonics/Word Work	5 minutes
Reading a New Book (Instructional Level)	15 minutes
Letter/Word Work	5 minutes



**Principle** Some words have a vowel, a consonant, and silent e at the end. The vowel sound is usually the name of the first vowel.

### Say and Sort

- Display the following words in a column, saying each word and using it in a sentence: *bone, cone, tone, lone*. What do you notice about these words? [Children respond.] They may notice that the words rhyme. Help them to see that all the words have the same *-one* pattern and the sound represented by the vowel is the same as its name (long o).
- Make two more columns using the following words: *rope, hope, mope, nope; and nose, rose, hose, pose*. Tell the pattern in each set of words. [Children respond.]
- Now, take the words away, leaving *bone, rope, and nose* across the top. Deal out the other words to the children. Read each word and use your pointer finger to underline the pattern. [Children respond.] Now, take turns placing the words in the correct column. [Children respond.]
- Read the entire board out loud together.
- Summarize the lesson by restating the principle.

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# Can you find any words with the phonics pattern taught? (o-e)

ODD-NUMBERED STANDARD LESSON	
Approximate Total Lesson Time	30 minutes
Rereading	5 minutes
Phonics/Word Work	5 minutes
Reading a New Book (Instructional Level)	15 minutes
Letter/Word Work	5 minutes



NEW BOOK  
The Good Dog, Level D

- Page 2 Jack said, "Sit, Orson." Orson was a good dog. He sat.
- 4 Jack said, "It's time for a walk, Orson." Orson was a good dog. He went for a walk with Jack.
- 6 "Come, Orson!" Jack said. Orson was a very good dog. He ran to Jack.
- 8 "Roll over, Orson," Jack said. Orson rolled over and over.

- Page 10 Jack said, "Sit up and beg." Orson liked to be good. He sat up and put his paws up.
- 12 "Get the paper, Orson," Jack said, Orson wanted to be good. He ran and got the paper.
- 14 Then Jack said, "Get the ball, Orson!" Orson was very good. He got the ball for Jack.
- 16 "It's time for a nap," Jack said. And Orson was a good dog—a very good dog.

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# High Frequency Words? (8 good, 1 put)

ODD-NUMBERED STANDARD LESSON	
Approximate Total Lesson Time	30 minutes
Rereading	5 minutes
Phonics/Word Work	5 minutes
Reading a New Book (Instructional Level)	15 minutes
Letter/Word Work	5 minutes



NEW BOOK  
The Good Dog, Level D

- Page 2 Jack said, "Sit, Orson." Orson was a **good** dog. He sat.
- 4 Jack said, "It's time for a walk, Orson." Orson was a **good** dog. He went for a walk with Jack.
- 6 "Come, Orson!" Jack said. Orson was a very **good** dog. He ran to Jack.
- 8 "Roll over, Orson," Jack said. Orson rolled over and over.

- Page 10 Jack said, "Sit up and beg." Orson liked to be **good**. He sat up and **put** his paws up.
- 12 "Get the paper, Orson," Jack said, Orson wanted to be **good**. He ran and got the paper.
- 14 Then Jack said, "Get the ball, Orson!" Orson was very **good**. He got the ball for Jack.
- 16 "It's time for a nap," Jack said. And Orson was a **good** dog—a very **good** dog.

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# Reading a New Book

## 15 minutes

Separate Handout  
Page 5

ODD-NUMBERED STANDARD LESSON	
Approximate Total Lesson Time	30 minutes
Rereading	5 minutes
Phonics/Word Work	5 minutes
Reading a New Book (Instructional Level)	15 minutes
Letter/Word Work	5 minutes

This is a picture walk!

### Introducing the Text

- Introduce the story by talking to children about their experiences trying to teach a pet to do something. What do you remember about Orson and Taco? [Children respond.] The big dog, Orson, likes to be good. In this story, Jack tells Orson to do something, and Orson does it. Notice what happened each time.
- Turn to pages 2 and 3. When Jack told Orson to sit, Orson was a good dog and he sat. But what do you notice? [Children respond.] So Jack said, "Oh, no!" when Orson knocked over the flowerpot and made a big mess.
- Turn to pages 6 and 7 to see what happened when Jack said, "Come, Orson!" [Children respond.]
- Now, turn to pages 8 and 9. What did Jack tell Orson to do? [Children respond.] He told him to roll over. Say over. [Children respond.] What letter comes first in over? [Children respond.] It's an o. Find over on page 8. Run your pointer finger under it and say over. [Children respond.]
- Now, turn to pages 12 and 13. What do you think Jack told Orson to do? [Children respond.] Poor Orson. The writer said, "Orson wanted to be good." Say wanted. [Children respond.] What letter comes first in wanted? [Children respond.] Find wanted. Run your pointer finger under it and say wanted. [Children respond.]
- You are going to read about the other things Jack told Orson to do. In the end, Orson was very, very tired.
- Look at page 16. What did Orson do now? [Children respond.]
- Turn back to the beginning and read A Good Dog.

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## Reading a New Book – Continued

ODD-NUMBERED STANDARD LESSON	
Approximate Total Lesson Time	30 minutes
Rereading	5 minutes
Phonics/Word Work	5 minutes
Reading a New Book (Instructional Level)	15 minutes
Letter/Word Work	5 minutes

### Will these help children with decoding problems?

#### Reading the Text

As children read, confirm their use of information from the pictures to help them solve words on the page. For example: *That makes sense and looks right.*

#### Discussing and Revisiting the Text

- Invite the children to share their thinking about what they learned from the text.
- *How did the pictures help you know all the trouble Orson got into?* [Children respond.]
- *How did the pictures help you know all the trouble Orson got into?* [Children respond.]
- *Was the end of the story a surprise for you or did you expect it?* [Children respond.]
- *This story was made up by the writer so it is fiction. But could these things really happen to a dog?* [Children respond.]

*How did the pictures help you know all the trouble Orson got into?* [Children respond.]

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## Is 15 minutes of “Reading a New Book” going to help with decoding weaknesses?

ODD-NUMBERED STANDARD LESSON	
Approximate Total Lesson Time	30 minutes
Rereading	5 minutes
Phonics/Word Work	5 minutes
Reading a New Book (Instructional Level)	15 minutes
Letter/Word Work	5 minutes

Continue the discussion, guiding the children toward the key understandings and the main message of the text.

Thinking <i>Within</i> the Text	Thinking <i>Beyond</i> the Text	Thinking <i>About</i> the Text
<ul style="list-style-type: none"> <li>■ Orson tries to be a good dog.</li> <li>■ Orson always follows Jack's directions, but something always goes wrong.</li> <li>■ Orson is best at taking a nap. He doesn't cause any trouble when he is sleeping.</li> </ul>	<ul style="list-style-type: none"> <li>■ Dogs can be very clumsy, especially if they don't realize their size.</li> <li>■ Owners of big dogs need to allow plenty of room for their dogs to run and play, so they don't break things or knock things over.</li> </ul>	<ul style="list-style-type: none"> <li>■ The illustrator places speech bubbles in the pictures. The speech bubbles draw attention to the trouble that Orson causes, even when he is doing what Jack asks him to do.</li> </ul>

MESSAGES Sometimes, being too eager to please can cause accidental problems. No one is perfect.

#### Teaching Points

- Based on your observations, use *Prompting Guide, Part 1* to select a teaching point that will be most helpful to the readers.
- Revisit one or two pages to help the children read Jack's commands with the intonation that Jack would use. For example: *Make it sound like Jack is talking.*

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## Letter/Word Work 5 minutes

Separate Handout  
Page 7

ODD-NUMBERED STANDARD LESSON	
Approximate Total Lesson Time	30 minutes
Rereading	5 minutes
Phonics/Word Work	5 minutes
Reading a New Book (Instructional Level)	15 minutes
Letter/Word Work	5 minutes



**Principle** You see some words many times when you read and use them many times when you write. You need to learn these words because they help you read and write.

- Make *good* on a whiteboard. Read the word and use it in a sentence. You may want to have the children locate *good* in the new book, *The Good Dog*.
- Give the children the magnetic letters to make *good* several times, each time checking the word by running a finger under the word as they say it. *What do you notice about the word that will make it easy to remember?* [Children respond.] Help them to notice that *good* has a double vowel in the middle.
- Give the children the words *good* and *put* to add to their word bags.
- Repeat the process with the word *put*.
- Then, have each child place the words from the word bag in a pile facedown on the table. Have the children turn over one word at a time, read it, and place it in their word bags. If they have difficulty with a word, tell them the word, point out any features of the word that will help them to remember it, and have them put it on the bottom of their pile.
- Have the children continue until all the words are back in their word bags.

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## Lesson 48 – 5 minutes Rereading and Assessment

Separate Handout  
Page 8

#### Rereading and Assessment

Suggested  
Language

- Listen to one child read *The Good Dog* as you code the reading behaviors, have a brief comprehension conversation, and make a teaching point that you think will be most helpful to the reader.
- Have the other children reread *A Rainy Day* and then *The Good Dog*.
- As children reread, prompt for pausing as needed. For example: *Listen to me read or Can you take a little breath at the comma?*

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# Lesson 48: Assessment: Running Record

Separate Handout  
Page 8

## Assessment

Have we seen this text before?

- Yes, it is the text "The Good Dog" from the even day lesson.

Do you see miscue analysis?

- Yes, each error is coded M, S, or V.

Do you see any assessment of reading silent e words from Phonics/Word Study?

- No

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# Lesson 48 – 5 minutes Phonics / Word Work

Separate Handout  
Page 9

## Phonics / Word Work

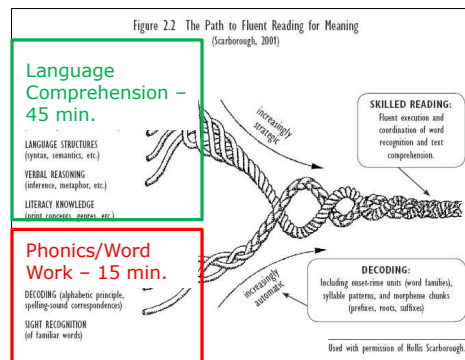
- This is a game with words introduced in the last 5 lessons.
- Do the students read the words?

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# Balanced Literacy Intervention Lesson and the Simple View

- 60 min instruction in 2 days
  - 15 min phonics/word work
  - 45 min about text
    - 5 min: students re-read a text
    - 5-10 min: students read a new text using pictures and context to "solve" unknown words
    - 30-35 min: teacher and students discuss the text



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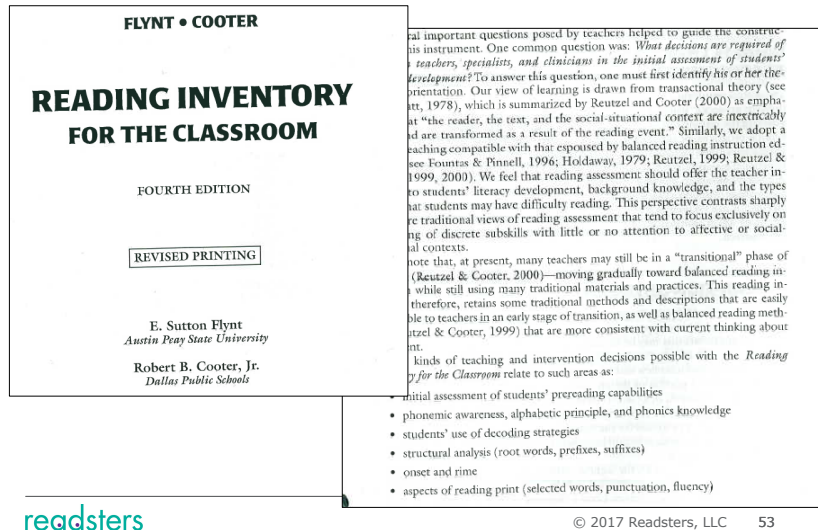
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Informal Reading Inventories Are Often Used in Balanced Literacy Instruction

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## Balanced Literacy Assessment: Examples from an IRI (informal reading inventory)



### From the Introduction (cont.)

*We feel that reading assessment should offer the teacher insights into students' literacy development, background knowledge, and the types of texts that students may have difficulty reading. **This perspective contrasts sharply with the more traditional views of reading assessments that tend to focus exclusively on the testing of discrete subskills with little or no attention to affective or social-situational contexts.***

### From the Introduction

*Our view of learning is drawn from transactional theory (see Rosenblatt, 1978) . . . Emphasizing that the "reader, the text, and the social situational context are inextricably linked and are transformed as a result of the reading event." Similarly, we adopt a view of teaching compatible with that espoused by **balanced reading instruction educators** (see **Fountas & Pinnell, 1996 . . .***

### Problem #1 Identified in Flynt-Cooter Reading Inventory for the Classroom (RIC)

**Miscue Type:** Mispronunciations (or possibly a substitution) of Ending Sounds

#### Example from Flynt-Cooter RIC

Text: *familiar* — Student reads as: *family* or *famson*

**Problem Description:** Student is decoding the first and middle part of the word, but not the ending.

#### Possible Interventions from Flynt-Cooter 🤔

If the student calls the word another word that doesn't make sense, then he is not using context clues. We suggest using story frames, discussion webs, or cloze/maze passage to emphasize the role of context in word identification (see Reutzel & Cooter, 1996.)

#### Explicit, Systematic Instruction Recommendation 😊

Further assessment to determine if the student's difficulty is:

- Decoding single-syllable words
- Decoding multi-syllable words
- Guessing while reading in text

## Problem #2 Identified in Flynt-Cooter Reading Inventory for the Classroom (RIC)

**Miscue Type:** Substitutions: Wrong Sounds

### Example from Flynt-Cooter RIC

Text: *shoes* — Student reads as: *feet*

**Problem Description:** Student reads as another word that fits the context, but not the correct word/letter sounds.

### Possible Interventions from Flynt-Cooter 🙄

In this case, the student is ready to learn the basic word identification strategy (Reutzel & Cooter, 1996): Context Clues + beginning sounds + medial sound(s). Using enlarged text with stick-on notes revealing only the word parts you wish to emphasize (e.g., beginning sound) is a great way to model and practice.

### Explicit, Systematic Instruction Recommendation 😊

Further assessment to determine if the student:

- can read single-syllable words with short vowels (CVC)
- can read single syllable words with vowel teams
- guesses while reading connected text instead of using decoding strategies

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## Structured Literacy – Sample Intervention Lesson

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## Structured Literacy – Silent E

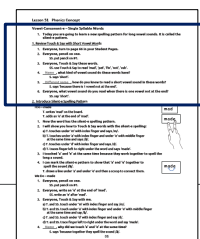
### 1. Review touch & say with short vowels

1. Today you are going to learn a new spelling pattern for long vowel sounds. It is called the silent-e pattern.

#### 1. Review Touch & Say with Short Vowel Words

1. Everyone, turn to page 66 in your Student Pages.
2. Everyone, pencil on one.  
SS. put pencil on #1.
3. Everyone, Touch & Say these words.  
SS. use Touch & Say to read 'mad', 'pet', 'fin', 'not', 'cub'.
4. Name, what kind of vowel sound do these words have?  
S. says 'short'.
5. Different name, how do you know to read a short vowel sound in these words?  
S. says 'because there is 1 vowel not at the end'.
6. Everyone, what vowel sound do you read when there is one vowel not at the end?  
SS. say 'short'.

Separate Handout  
Page 11 - top



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## Structured Literacy – Silent E

### 2. Review touch & say with short vowels

• I DC

#### 2. Introduce Silent-e Spelling Pattern

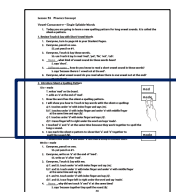
I Do – made

- T. writes 'mad' on the board.
- T. adds an 'e' at the end of 'mad'.

- Now the word has the silent-e spelling pattern.
- I will show you how to Touch & Say words with the silent-e spelling:
  - a) T. touches under 'm' with index finger and says /m/.
  - b) T. touches under 'a' with index finger and under 'e' with middle finger at the same time and says /ā/.
  - c) T. touches under 'd' with index finger and says /d/.
  - d) T. traces finger left to right under the word and says 'made'.
- I touched 'a' and 'e' at the same time because they work together to spell the long a sound.
- I can mark the silent-e pattern to show that 'a' and 'e' together to spell the sound /ā/.  
T. draws a line under 'a' and under 'e' and then a scoop to connect them.



Separate Handout  
Page 11 - middle



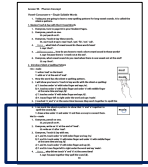
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## • WE DO

We Do – made

1. Everyone, pencil on one.  
SS. put pencil on #1.
2. Everyone, write an 'e' at the end of 'mad'.  
SS. write an 'e' after 'mad'.
3. Everyone, Touch & Say with me.  
a) T. and SS. touch under 'm' with index finger and say /m/.  
b) T. and SS. touch under 'a' with index finger and under 'e' with middle finger at the same time and say /ā/.  
c) T. and SS. touch under 'd' with index finger and say /d/.  
d) T. and SS. trace finger left to right under the word and say 'made'.
4. Name, why did we touch 'a' and 'e' at the same time?  
S. says 'because together they spell the sound /ā/.
5. Everyone, underline the 'a' and the 'e' and draw a scoop to connect them.  
SS. underline 'a' and 'e' and draw a scoop to connect them.
6. Different name, what sound do the 'a' and 'e' together spell?  
S. says /ā/.



Separate Handout  
Page 11 - bottom

Lesson 51 Phonics Concept  
Student Page

1. m a d e  
p e t  
k i t  
n o t  
c u b

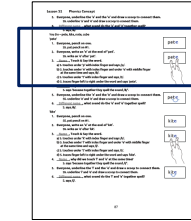
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## • YOU DO

You Do – pete, kite, note, cube  
'pete'

1. Everyone, pencil on one.  
SS. put pencil on #1.
2. Everyone, write an 'e' at the end of 'pet'.  
SS. write an 'e' after 'pet'.
3. Name, Touch & Say the word.  
a) S. touches under 'p' with index finger and says /p/.  
b) S. touches under 'e' with index finger and under 'e' with middle finger at the same time and says /ē/.  
c) S. touches under 't' with index finger and says /t/.  
d) S. traces finger left to right under the word and says 'pete'.
4. Name, why did we touch 'e' and 'e' at the same time?  
S. says 'because together they spell the sound /ē/.
5. Everyone, underline the 'e' and the 'e' and draw a scoop to connect them.  
SS. underline 'e' and 'e' and draw a scoop to connect them.
6. Different name, what sound do the 'e' and 'e' together spell?  
S. says /ē/.



Separate Handout  
Page 12 – top

CONTINUE WITH OTHER WORDS: kit, not, cub

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## Structured Literacy – Silent E

### 3. Read and sort words with short vowel & silent e patterns

#### Lesson Plan

- Lesson 51 Student Practice
3. Word Sort – pg 67
- Step 1. Explain the Sort
1. Everyone, turn to page 67 in your Student Pages.
  2. You will sort the words by whether the word contains a short or long vowel sound.
  3. You will underline the spelling of the vowel in each word.
- Step 2. Sort the Words in the First Row Together with All Students
1. Everyone, pencil on #1.
  - SS. put their pencils on #1.
  - Everyone, read.
  - SS. read the word.
  - Name, does word have a short or long vowel sound?  
S. says which vowel sound.
  - Different name, which column does the word go in?  
S. shows first, or second, etc. column.
  - Everyone, write.  
SS. write the word in the appropriate column.
  - T. writes the word on the board, if one is available.
  - Underline the spelling of the vowel sound.  
T. and SS. underline the letter(s) that spell the vowel sound.
  - SS. check their answers.
  - Cross off #1.
  - SS. and T. mark an X over the word if sorted.
  - Repeat all steps above until the first row of each column is filled.
- Step 3. Students Sort the Remaining Words Independently
1. Sort the rest. Remember to underline the spelling of the vowel in each word.
  - SS. sort the rest of the words and underline the letter(s) that spell the vowel sound.
- Step 4. Students Check Their Answers
1. Everyone, first column – pencil on first word.
  - SS. put pencil on first word in first column.
  - Name, read the word in the column. Everyone else, check.  
SS. reads words in the 1st column aloud slowly enough so other students can check.  
SS. silently read along and put a check (✓) after the word in their book.
  - Checkers?  
SS. respond with 'thumbs up' or 'helping hand' after all words in the column are read.  
Note: If 'helping hand' is raised when the student does not make a mistake, say, 'I didn't hear a mistake'.
  - Correct your work.  
SS. make changes if they need to.
  - Repeat steps above for all columns.

#### Student Page

1. wine
2. tap
3. cute
4. grime
5. win
6. plan
7. cut
8. robe
9. rob
10. tape
11. plane
12. grim

Short Vowel	Long Vowel

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## Structured Literacy – Silent E

### 5. Read words with silent e & short vowels

5. Words to Read – pg 69
- Note: 1st and 2nd grade students only need to read Challenging words. Reading More Challenging words is optional.  
3rd – 6th grade students should read Challenging and More Challenging words, with Most Challenging being optional.
1. Everyone, turn to page 69 in your Student Pages.
  - Everyone, pencil on #1.
  - Name, read words word.
  - S. reads the row of three words aloud slowly enough for Checkers to mark words.  
All other SS. are Checkers and mark in their own books.  
Checkers: Track words with a pencil as the student reads aloud.  
Mark a check (✓) after words read correctly.  
Mark a slash (/) through words misread.
  - Checkers?  
SS. give thumbs up or helping hand.  
For any words misread, T. follows Positive Error Correction procedure.  
Optional: If student makes an error, have them read another row after correcting and rereading initial row.
  - Repeat steps until all students have read at least one row of words.
- Positive Error Correction: Words to Read
- Error: S. misreads one or more words.  
When reader finishes reading the three words and checkers have given 'helping hands':
1. You read word, words correctly.
  2. Reread word.
  3. S. reads word.
  - Repeat for each word misread.
  - Read all three words again.
  - Read all 3 words again.
  - Optional – T. asks the Reader to read another row of words.

#### Challenging

- |          |       |       |
|----------|-------|-------|
| 1. rid   | sale  | ride  |
| 2. hope  | side  | hop   |
| 3. fir   | fame  | fire  |
| 4. flame | pin   | pine  |
| 5. us    | use   | choke |
| 6. slim  | slime | slot  |
| 7. made  | mad   | nice  |
| 8. fin   | phone | fine  |

#### More Challenging

- |           |       |       |
|-----------|-------|-------|
| 9. woke   | mat   | mate  |
| 10. pal   | price | pale  |
| 11. drive | vane  | van   |
| 12. gripe | spoke | grip  |
| 13. face  | fat   | fate  |
| 14. con   | share | cone  |
| 15. chime | shin  | shine |
| 16. mutt  | blame | mute  |

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## Structured Literacy – Silent E

### 6. Read sentences with all phonics taught

Separate Handout  
Page 15

#### 6. Sentences to Read – pg 70

**Notes:** 1st and 2nd grade students only need to read Challenging sentences. Reading More Challenging words is optional.  
3rd – 6th should read Challenging and More Challenging sentences.

#### 1. Turn to page 70 in your Student Pages.

#### 2. Everyone, pencil on \_E\_.

#### 3. Name, read sentence \_E\_.

S. reads the sentence aloud slowly enough for Checkers to mark errors.

All other SS. are Checkers and mark in their own books.

Checkers: Track words with a pencil as the student reads aloud.

Mark a check (✓) after words read correctly.

Mark a slash (/) through words misread.

#### 4. Checkers?

SS. give thumbs up or helping hand.

↑ Repeats steps until all students have read at least one sentence.

For any words misread, T. follows Positive Error Correction procedure.

#### POSITIVE ERROR CORRECTION: SENTENCES TO READ

Error: S. misreads one or more words.

When reader finishes reading the sentence and checkers have given 'helping hands':

1. You got \_E\_ words right.

2. Reread the \_describe location of word\_.

S. reads word.

If student misreads the word again, tell the student what the word is, and have the student read the sentence again.

3. Read the sentence again.

S. reads sentence again.

#### Challenging

- What a shame that Grace lost her purse and all its contents. (12)
- Wipe up the spilled wine before we bake birthday cake for Jake. (12)
- Cut a large slice of cake and place it on the white plate. (13)
- It was not nice to insult Ed with those comments just for spite. (13)
- Jane said she met Cole at the theme park for their first date. (13)
- Gabe will spruce up his home and close the gate to the garden. (13)
- Jake, do you like to sit in the shade or bask in the sun? (14)
- The tremors and strong aftershocks from the quake were felt far across the state. (14)

#### More Challenging

- Late in life, Eve and Gene regretted the spate of spats that split them apart. (15)
- The import trade in jade and other gems gave James and Duke a nice profit. (15)
- With a rare smile, Jade spoke about what it would be like to share in the fame. (17)
- Mike had to dive to the side of Jane to spike the ball and clinch the game. (17)
- At the center of the maze in the corn patch was a throne for the pumpkin king. (17)
- Dude, did you note that the brave Duke of Thane was on the plane to Cape Coral? (17)
- Take care because it is not safe to skate on the lake where the ice is not solid! (18)
- When you wrote that secret note to June, did you refer to the five dates you had with Steve? (19)

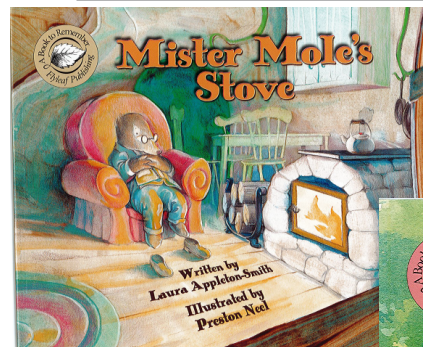
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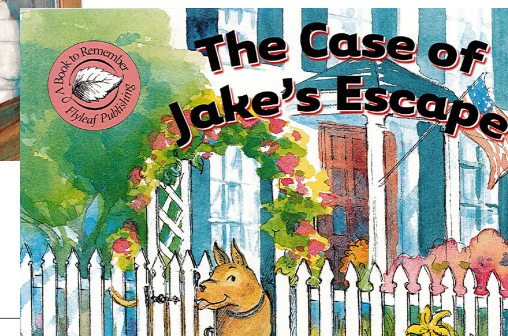
## Structured Literacy – Silent E

### 7. Read Decodable Book(s)

Lesson 51 Phonics Concept  
Handout – Page 93  
At bottom



**7. Decodable Book**  
Decodable Book: Mister Mole's Stove  
Each student reads one page.  
If the student reads all the words correctly, call on the next student.  
If the student makes any errors, say "You got X words correct."  
Then point to any word the student missed and have him/her read it again. Provide guidance if needed.  
Have the student read the page again so he can get all the words correct.  
If the student reads in a choppy manner, have the student read one more time "for natural reading".



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## Structured Literacy – Silent E

### 8. Assess for Mastery

Separate Handout  
Page 16

#### Form A End of Lesson Check-Ups – Silent E Lesson 51 Student Page

Set 1

twice rage cube  
drove Pete  
Morning haze hung close on the river. 7  
Celina sharpens the blade on her ice skate. 8

Set 2

ode slide huge  
brace these  
Grace got lemon-lime soda and a burger. 7  
The kite festival will take place in April. 8

Set 3

lone wage price  
Steve mule  
Cole made a tidy profit exporting jade. 7  
Clive went to the Magic Kingdom theme park. 8

Set 4

broke lice stage  
puke mere  
The colossal whale rose from the wave. 7  
Why did Mora say those snide little remarks? 8

Lesson 51 Student		Assessment 1		Assessment 2		Assessment 3		Assessment 4	
Date:		# of errors	# correct	# of errors	# correct	# of errors	# correct	# of errors	# correct
Real Words	1. twice			1. ode		1. lone		1. broke	
	2. rage			2. slide		2. wage		2. lice	
	3. cube			3. huge		3. price		3. stage	
	4. drove			4. brace		4. Steve		4. puke	
	5. Pete			5. these		5. mule		5. mere	
Sentences	1. Morning haze hung close on the river. 7	Grace got lemon-lime soda and a burger. 7	Cole made a tidy profit exporting jade. 7	The colossal whale rose from the wave. 7					
	2. Celina sharpens the blade on her ice skate. 8	The kite festival will take place in April. 8	Clive went to the Magic Kingdom theme park. 8	Why did Mora say those snide little remarks? 8					

Self-corrections count as errors. Tell student how many words he/she read correctly.  
1 error: Move on. 2 errors: Move on, but provide extra practice.  
3 or more errors: Provide extra practice before moving on.  
If a student gets 2 errors for 3 units in a row, provide more practice before moving on.

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## Is this lesson explicit, systematic, structured?

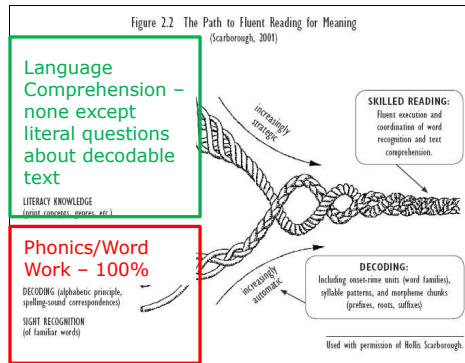
- Scripted lessons with all materials necessary for instruction
- Standard routines
- I Do, We Do, You Do
  - Teacher demonstrates
  - All students practice
  - Individual students practice with teacher guidance
- Practice to mastery
- Assessment of skills taught before moving on

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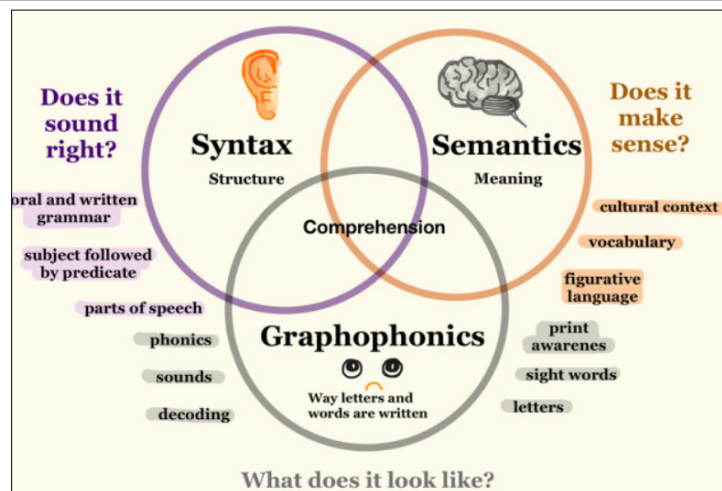
# Strucutered Literacy Intervention Lesson and the Simple View

- 1 lesson taught to mastery
  - 7 parts on silent e words and sentences
  - Read a text with silent e
  - Assessment: reading silent e words and sentences



## Comparing RESEARCH about Balanced Literacy and Explicit, Systematic Early Reading Instruction

## Balanced Literacy: The 3 Cueing System



## 3 Cueing System Defined

### The Brain's 3 Cueing Systems

1. Semantics – meaning
  - a. *We use the context of the sentence to recognize the w \_ \_ .*
  - Use context to predict word
2. Syntax – grammar, word order, sentence structure, tense, plurality
  - a. *We create meaning with print*
  - Use syntax to refine prediction
3. Phonological or graphophonological – letters and sounds
  - a. *least efficient in terms of cognitive processing time and space*

<https://www.youtube.com/watch?v=xMj7qs6F1VE>



## Explicit Decoding Instruction: The Simple View of Reading

- A formula introduced by Gough and Tunmer in 1986

$$\text{Decoding (D)} \times \text{Language Comprehension (LC)} = \text{Reading Comprehension (RC)}$$

- Decoding and Language Comprehension are separate skills
- Each is necessary but not sufficient to achieve reading comprehension
- A student with strong decoding, and poor language will not achieve reading comprehension
- A student with strong language and poor decoding will not achieve reading comprehension

## Brain Systems for Reading (Shaywitz, 2003 p. 78)

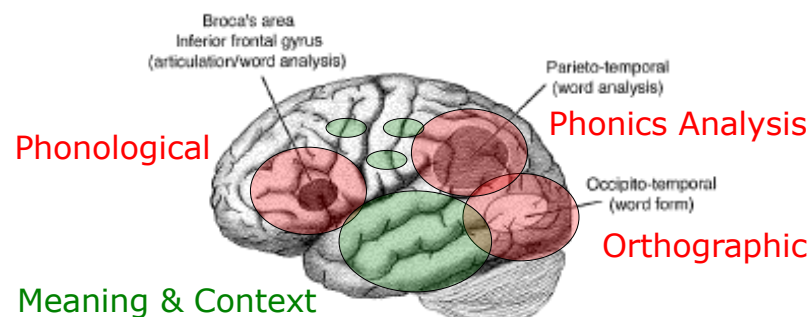


Figure 21. Brain Systems for Reading

## Four Part Processing Model Based on Seidenberg & McClelland's Research

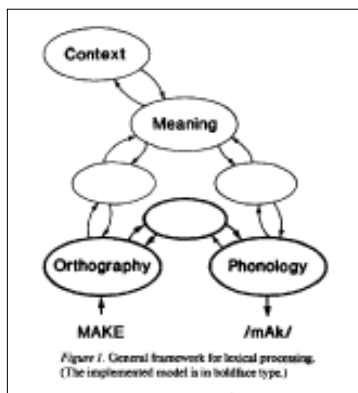
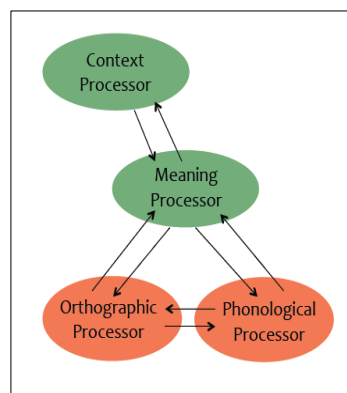
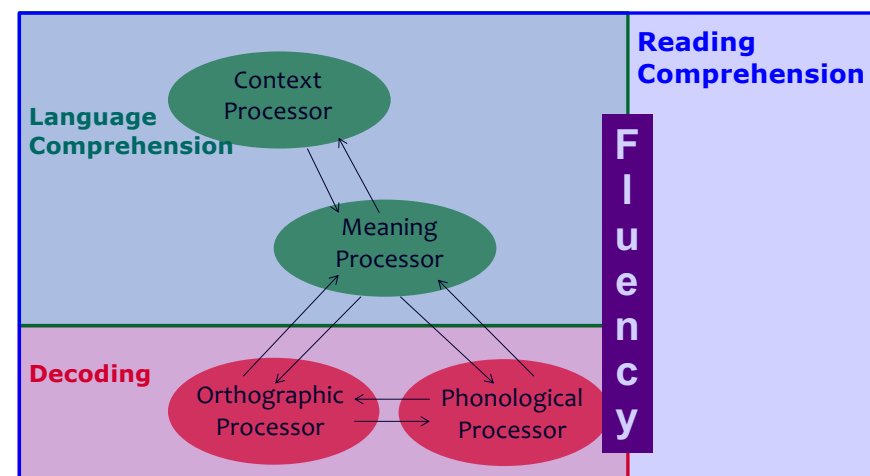


Figure 1. General framework for lexical processing.  
(The implemented model is in boldface type.)

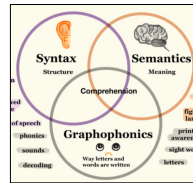


## Fluency Results When All Units of the Model Work Well Individually and Together

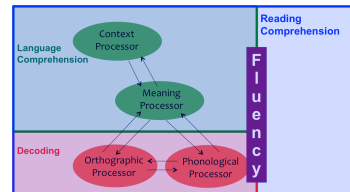


## Summary of Differences

- Three cueing system assumes that a weakness in one area can be overcome by a strength in another area to achieve reading comprehension.

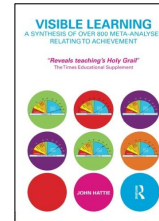


- Explicit, systematic phonics instruction follows the research that all areas involved in reading must be strong to achieve reading comprehension.



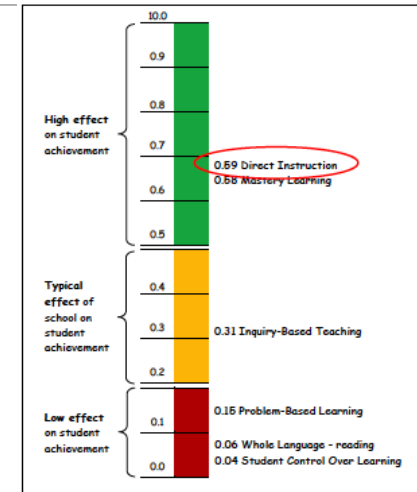
## Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement

(Hattie, 2009)



Direct instruction\* has a high correlation with reading achievement.

\*Direct instruction for early reading is generally considered to be scripted, explicit, systematic, and cumulative.



Schematic used with permission from Marcia Davidson

## Studies

- Hundreds of evidence based studies support explicit, systematic phonics instruction as yielding the strongest results among reading instruction
- No evidence-based studies support balanced literacy as being stronger than systematic, explicit instruction.

Topic 8

## Is Phonics Instruction Enough?

## Excellent Reading Instruction Includes Three Basic Elements

Not all students need explicit instruction in all areas.

Assessment can show which students need instruction and the level for instruction.

- Phonics / Word Attack Skills
  - Short vowels, digraphs, blends
  - Advanced vowel patterns
  - Multi-syllable words
- Fluency
  - Accuracy
  - Rate
  - Prosody
- Comprehension
  - Literal
  - Higher order thinking skills

## NO, PHONICS IS NOT ENOUGH

- Phonics instruction is necessary, but not sufficient
- The importance of a rich language environment, especially through read-alouds, and a variety of experiences during early reading instruction cannot be overemphasized