

A Connection of Reading and Writing K-2

Relationships: (Video)

Directions: Listen to the video clip and record the three ways that reading and writing share a relationship.

1.

2.

3.

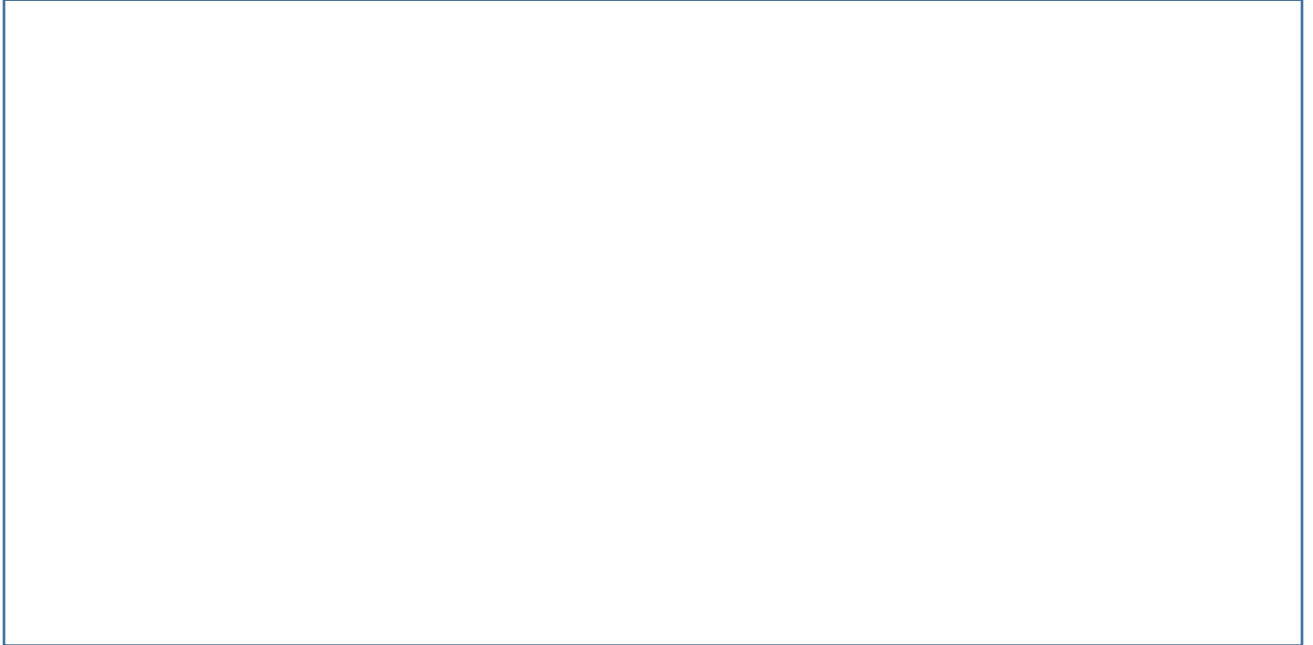
GROW Connections between Reading and Writing:

Directions: Think about one instructional practice related to reading and writing that you have seen or done in a school. Record what you have seen, what was analyzed, how you make it grow and a connection between reading and writing.

What have I seen?	What was analyzed?	How do I make it grow?	Reading Writing Connection

The Ladder of Reading and Writing:

Directions: Work with a partner and compare “The Ladder of Reading” to “The Ladder of Reading and Writing.” What updates has Nancy Young made to the new ladder? List as many updates as you can in the time provided.

A large, empty rectangular box with a thin blue border, intended for students to write their notes comparing the two ladders of reading and writing.

Structured Literacy: Principle to Element

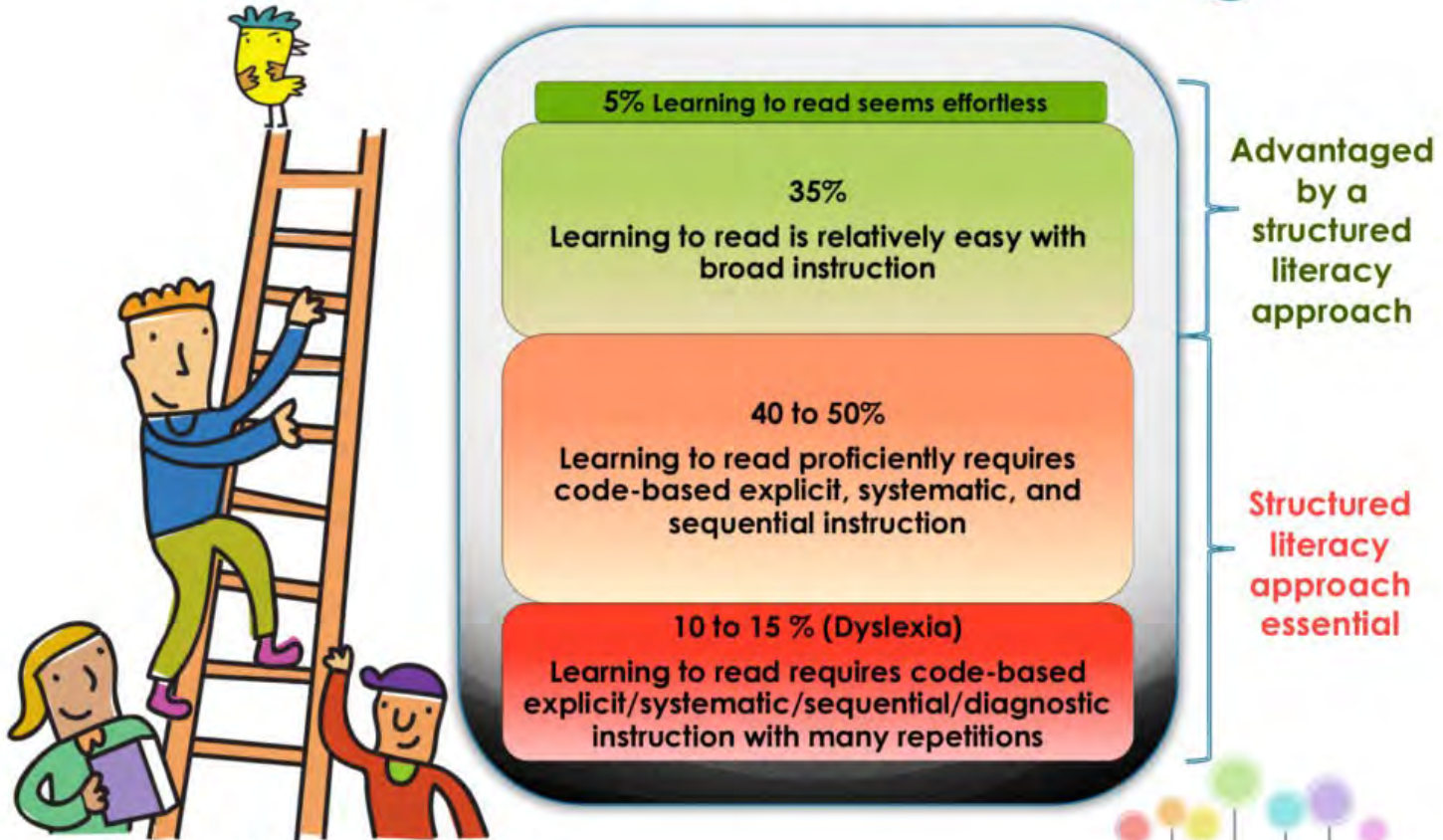
Directions: Reflect on what you have seen or done in a school. Read **Handouts #4 and #5** and connect a Principle of Structured Literacy to an Element of Structured Literacy as you complete the chart below. Use the slide to support your thinking.

What have I seen?	What was analyzed?	How do I make it grow?	Reading Writing Connection

Louisa Moats Reflections:

Directions: Independently reflect on the knowledge you gained today about “The Ladder of Reading and Writing,” Structured Literacy, B.E.S.T. Standards and making connections between reading and writing. Record your thoughts below.

The Ladder of Reading



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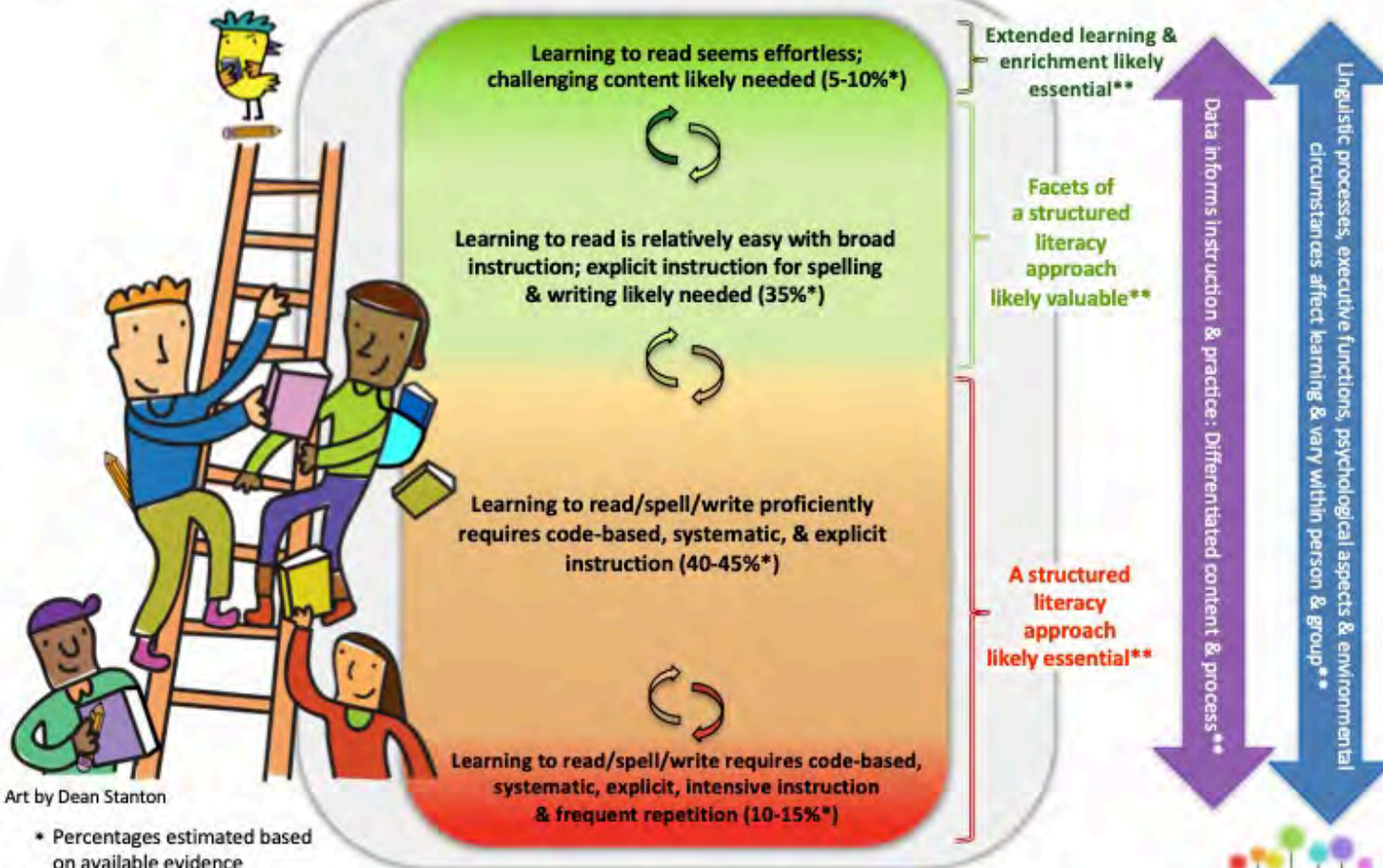
Artwork by Dean Stanton

(Lyon, 1998; NRP, 2000; IDA, 2015; Hemenstall, 2016)

www.nancyyoung.ca

Nancy Young
B.A., M.Ed.
Reading
Spelling
Writing

The Ladder of Reading & Writing




Art by Dean Stanton

- * Percentages estimated based on available evidence
- ** Terms defined and references at www.nancyyoung.ca

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STRUCTURED LITERACY PRIMER

These PRINCIPLES guide how Structured Literacy's elements are taught.



Structured Literacy's Evidence-Based Teaching Principles


Systematic & Cumulative
Structured Literacy teaching is systematic and cumulative. **Systematic** means that organization of material follows the logical order of language. The sequence begins with the easiest and most basic concepts and elements and progresses methodically to the more difficult. **Cumulative** means each step is based on concepts previously learned.

Explicit Structured Literacy instruction requires direct teaching of concepts with continuous student-teacher interaction and does not assume students deduce concepts. (While **multisensory teaching** lacks the extensive research that validates Structured Literacy's other teaching principles, decades of clinical results support efficacy of simultaneous association of auditory, visual, kinesthetic-motor modalities for enhancing memory and learning in students with dyslexia.)

Diagnostic Teachers must be adept at individualizing instruction (even within groups) based on careful and continuous assessment, both informal (e.g., observation) and formal (e.g., with standardized measures). Content must be mastered to the degree of automaticity needed to free attention and cognitive resources for comprehension and oral/written expression.

STRUCTURED LITERACY PRIMER

Structured Literacy's ELEMENTS work together.



Structured Literacy's Evidence-Based Elements

Phonology (study of sound structure of spoken words) is a key element of Structured Literacy Instruction. **Phonemic awareness** (ability to distinguish / segment / blend / manipulate sounds relevant to reading/spelling) is central to phonology.

Sound-Symbol Association Once students develop phoneme awareness, they must learn the **alphabetic principle**—how to map phonemes to letters (**graphemes**) and vice versa.

Syllables Knowing the six syllable / vowel grapheme types helps readers associate vowel spellings with vowel sounds. Syllable division rules help readers divide / decode unfamiliar words.

Morphology A **morpheme** is the smallest unit of meaning in language. Studying base elements and affixes helps readers decode and unlock the meanings of complex words.

Syntax—the set of principles that dictate the sequence and function of words in a sentence—includes grammar, sentence structure, and the mechanics of language.

Semantics Semantics is concerned with meaning. The Structured Literacy curriculum (from the start) includes instruction in the comprehension and appreciation of written language.

