



Knowledge of Language Structure and Examples of Application to Teaching

(Dr Louisa Moats – Teaching Reading is Rocket Science, 2020)

<https://www.aft.org/sites/default/files/moats.pdf>

1: Phonology		
Key Concepts and Skills	Examples of Application to Instruction	Professional Learning to Upskill in this Domain
<p>Understand that speech sounds are not letters, and letters do not make sounds—they represent them.</p> <p>Know that consonant and vowel phonemes can be grouped into classes with similar properties (e.g., stops, nasals, etc.).</p> <p>Learn that English has 25 consonant phonemes and 18 vowel phonemes; these do not correspond directly to 26 letters of the alphabet.</p> <p>Recognize phoneme substitutions in students' speech, reading, and spelling.</p> <p>Appreciate that phonology encompasses all aspects of speech processing and production, including stress placement and memory for new words.</p>	<p>Instead of asking "What sound does each letter make?," use accurate language and focus on a specific sound, asking, "What letter(s) represent /er/ in first?"</p> <p>Help children focus on sounds by saying things like, "/m/, /n/, and /ng/ are the three 'nosey' sounds in English; hold your nose to feel how these sounds go through the nose."</p> <p>The 18 vowel phonemes in English are represented by five letters, a, e, i, o, and u, singly and in combinations of two, three, and four letters (e.g., ie, igh, eigh).</p> <p>A student who writes KOG for coach may not distinguish /j/ (as in letter name "g") from /ch/, which are two consonant sounds that differ only in voicing.</p> <p>During vocabulary and spelling instruction, ask students to pronounce words slowly and accurately, with appropriate syllable stress.</p>	<p>Alison Clarke: What are the 44 sounds of English? https://www.youtube.com/watch?v=KIMDwolcfzU&feature=youtu.be</p> <p>Lyn Stone: Spelling for Life Lesson #1 The Difference Between Vowels and Consonants https://youtube/OUuInS_S5gg</p>

2: Phoneme Awareness

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<p>Produce speech sounds accurately during reading, vocabulary, and spelling instruction.</p> <p>Reference the feel and appearance of phoneme articulation as phonemes are introduced.</p> <p>Identify, match, and select appropriate examples of words containing specific phonemes.</p> <p>Select contrasting pairs of words that differ only in one phoneme for the purpose of teaching speech-sound awareness.</p> <p>Recognize that speech sounds are produced with variation because of coarticulation and dialect.</p> <p>Understand and follow a developmental continuum for phonological skills when designing instruction, continuing through advanced levels of phoneme proficiency.</p>	<p>Say /t/ crisply, not tuh.</p> <p>Say, "Look in the mirror; what is your mouth doing as you say /th/?"</p> <p>In teaching awareness of the phoneme /sh/, use words including shoe, chef, and sugar. (Listen for the sound; don't confuse the task with spelling or phonics.)</p> <p>Use sound boxes and tokens or coloured blocks to show what sound has changed, one word at a time: leaf to leave, leave to cleave, cleave to clean, clean to clown.</p> <p>Recognize that for some students, pin and pen sound the same, as do Don and Dawn.</p> <p>Gradually progress through early, basic, and more advanced phoneme awareness tasks, as outlined in a scope and sequence, by devoting a few minutes daily until students gain proficiency.</p>	<p>Spelfabet: How to pronounce phonemes https://www.spelfabet.com.au/2018/05/phonemes-are-sounds-and-articulatory-gestures/</p> <p>Dr. Bartek Rajkowski – Why teachers of English spelling need to be experts in the sounds of speech. https://youtu.be/ggxHiAx1D3Y</p> <p>Dr Kilpatrick: Understanding the Role of Phonemic Proficiency in Boosting Reading Skills in Struggling Readers https://www.youtube.com/watch?v=0pnTTn5JuiE</p> <p>Dr Kilpatrick: Why Phonemic Proficiency is Necessary for All Readers https://www.corelearn.com/free-webinar-why-phonemic-proficiency-is-necessary-for-all-readers/</p> <p>Zaner Bloser – Laura Stewart: Phonemic Awareness https://www.zaner-bloser.com/webinar/science-of-reading-series.php?utm_source=SK_SoR&utm_medium=organic_social&utm_term=sept_2020&utm_content=webinar_signup&utm_campaign=R1772</p>

3: Morphology

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<p>Identify morphemes (the smallest meaningful units of language) and distinguish them from syllables.</p> <p>Identify the meanings of common Latin and Greek prefixes, roots, and suffixes, so as to improve word recognition, spelling, and vocabulary.</p> <p>Recognize that spellings of morphemes are often stable even when pronunciation varies in words with a common root; as a result, spelling can be a clue to meaning.</p> <p>Teach inflectional suffixes (-ed, -s, -ing, -er, -est) early; they are necessary for changing tense, number, and degree, but they are linguistically challenging.</p> <p>Build knowledge of families of morphologically related words when teaching reading, vocabulary, and spelling.</p> <p>Encourage students to use morpheme recognition, context, and the dictionary to decipher and/or refine their knowledge of words' meanings.</p>	<p>The word interchangeable has five syllables and three morphemes: inter, change, able.</p> <p>Attractive has three Latin-based morphemes: at (ad) meaning to or toward; tract meaning to pull; and ive, an ending that marks the word as an adjective.</p> <p>Express, expression; legal, legislate; inspire, inspiration; nature, natural.</p> <p>The past tense -ed has three pronunciations, /t/, /d/, and /ed/, depending on the last sound of the word to which it is added.</p> <p>Begin with a Latin root, such as vers and vert (to turn): reverse, inverse, perverse, vertigo, versatile, incontrovertible, etc.</p> <p>Cite is related to citation; site is related to situation; sight is related to seeing.</p>	<p>Van Cleave – Morphology Matters: Using Bases & Affixes to Develop Vocabulary in Students of All Ages https://www.youtube.com/watch?v=aUjfj3WHU4Q</p> <p>Dr. Deborah Glaser – Magical Morphemes – Understanding and Teaching Morphological Awareness (note \$10 US cost) https://thereadingleague.uscreenio/programs/final-july-le-cutmp4-f44a2f</p> <p>Dr Susan Hall: Teaching Students to Read Multisyllable Words (note \$10 US cost) https://thereadingleague.uscreenio/programs/tri-march-eventm4v-98a1bb</p> <p>Michael Hunter: Lose the Rules: Reading and Spelling Multi-syllable Words Made Easy https://youtube.com/hEaA9i9NJJA</p>

4: Orthography

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<p>Appreciate that the English alphabet and alphabetic writing is a recent development in evolutionary time.</p> <p>Understand that letters and letter combinations (graphemes) represent sounds but are not the same as sounds.</p> <p>Show students that English orthography is variable and complex but predictable.</p> <p>Use a comprehensive scope and sequence that includes instruction in digraphs, blends, silent letter combinations, vowel teams, diphthongs, and the six common syllable types.</p> <p>Adopt and learn a systematic approach for teaching decoding and spelling.</p>	<p>Although some children learn to read with less instruction than others, children's brains are not "wired" to read! Expect that they need to be explicitly taught.</p> <p>The phoneme /f/ is represented by f, ff (stuff), gh (tough), and ph (phone).</p> <p>Teach that most words can be decoded using knowledge of phoneme-grapheme correspondences, syllable patterns, morphemes, orthographic rules, and word origin. For example, words like have and love have a silent e because no word in English ends in plain v.</p> <p>Explicit instruction in the written code should extend at least through grade 3 when syllables and morphemes in longer words are tackled.</p> <p>A lesson routine or format typically takes 30–45 minutes daily, progressing through the introduction of a concept, guided practice, more independent practice, and application to reading and writing.</p>	<p>Dr. Tanya Serry: Delving into Systematic Synthetic Phonics https://www.youtube.com/watch?v=TxW-4m1xXg8&feature=emb_title</p> <p>Dr. Tanya Serry: Analysing Spelling Errors https://www.youtube.com/watch?v=-UpSZY0IS0k&feature=emb_title</p> <p>Hall/Stollar – Assessing and Teaching the Word Recognition Strands of the Reading Rope https://www.youtube.com/watch?v=snQ9vhw7q-g</p> <p>Kastner/Eighthmy – Building a Large Sight Word Vocabulary: It's Not Magic—It's Informed Instruction https://www.youtube.com/watch?v=4XwgT6n2-Jg</p> <p>Literacy Symposium Thursday Keynote – Speech to Print: Reading's Most Important Idea https://www.youtube.com/watch?v=DgE7vFcSww</p> <p>Dr. Jennifer Buckingham: Fluency: The misunderstood middle child in the 'Big 5' of reading instruction https://www.youtube.com/watch?feature=youtu.be&v=pR917xoy2Y0&fbclid=IwAR1f07E_cZ5FPAkCdH5YP4m4s4tu6UBLQ8w61H0a5Sm5aEgTOLQ-SbDBNY&app=desktop</p> <p>Hennessy: Unravelling the Reading Rope: The Multifaceted Nature of Skilled Reading https://youtu.be/D3M7DeuA0d4</p> <p>Hunter – Help! My Student Is Stuck at Sound-by-Sound Reading https://youtu.be/g18KFre75k</p> <p>Surles – Enhancing Your Core Reading Program Instruction https://youtu.be/nlra--rebt8</p> <p>Kilpatrick: Advances in Understanding Word-Level Reading Problems—Implications https://youtu.be/XysKoyfD0hk</p> <p>Professor Anne Castles – Teaching Sight Words https://youtu.be/1rFSxx4V-84</p> <p>Dr. Tanya Serry – Decodables, Predictables and Authentic Texts https://youtu.be/8nXTM5P8HyE</p> <p>Alison Clarke: Spelling https://youtu.be/l-Q_n5V00v4</p> <p>Dr. Tessa Daffern – Assessment-informed practices in teaching spelling https://youtu.be/ComEHVhXhHg</p> <p>Dr. Hall: The Science of Reading: Why All the Fuss? https://youtu.be/KBhHLe1RV3I</p> <p>Dr. Fletcher: Dyslexia: What We Know From Science https://youtu.be/1mFSgStVppc</p> <p>Dr. Louisa Moats: Teaching Spelling Using a Structured Literacy Approach https://www.corelearn.com/free-webinar-teaching-spelling-using-a-structured-literacy-approach/</p> <p>Dr. Damico: Cracking the code with the science of reading https://youtu.be/MTMard0bTww</p> <p>Amplify: What does a science of reading program look like? https://youtu.be/FggJTLLx9_M</p> <p>Dr. Maryanne Wolf: How the science of reading works to improve student's lives https://youtu.be/_74_jnYhaRF</p> <p>Dr. Tatjana Elleseff: How Language Affects Reading: What Parents and Professionals Need to Know https://www.facebook.com/watch/?v=638863430134710</p> <p>Zaner-Bloser - Laura Stewart: Phonics / Fluency https://www.zaner-bloser.com/webinar/science-of-reading-series.php?utm_source=SK_SoR&utm_medium=organic_social&utm_term=sept_2020&utm_content=webinar_signup&utm_campaign=R1772</p> <p>Maria / Dr. Pamela Snow: The History of the Science of Reading https://www.buzzsprout.com/612361/5743381-s2-03-the-reading-league-and-the-science-of-reading-maria-murray-and-pamela-snow</p> <p>Lyn Stone: Spelling for Life / Lessons in Jim Jams https://lifelongliteracy.com/resources/free-webinars/</p> <p>Literacy Academy 2020: The Reading Brain – Michelle Elia https://youtu.be/5cH-qs08yQ</p> <p>Literacy Academy 2020: Literacy Planning for Grades 4–12 – Joan Sedita https://youtu.be/W7Mg03idwhk</p> <p>Rethinking Guided Reading – Natalie Campbell & Stephanie Le Lievre https://youtu.be/-lng947ZF8</p> <p>Dr. Katharine Pace Miles: How to Make Sight Word Instruction and Reading Intervention More Effective https://www.gleaneducation.com/podcast/katharine-pace-miles</p> <p>Dr. Katie Pace Miles Types of High Frequency Words – Implications for Instruction https://www.youtube.com/watch?v=iqkh3jb00XY&feature=youtu.be</p> <p>Lyn Stone Effective classroom practice: Literacy for all https://golvevents/effective-classroom-practice-literacy-for-all/?fbclid=IwAR2r9INhrjmd6G0ury9DUIT9kZf7v82UISvT4VX_KAJIvzVplWAkTTS-JM</p>

5: Semantics

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<p>Teach word meanings in relation to other word meanings.</p> <p>Recognize that word knowledge may be superficial or deep.</p> <p>Understand that new word meanings are learned and deepened through repeated exposure in context as well as formal study.</p> <p>Adopt a routine for teaching unfamiliar word meanings to students.</p> <p>Select words for explicit teaching that are central for understanding a text.</p>	<p>Include antonyms, synonyms, associations, analogies, and categorical relationships on vocabulary tasks.</p> <p>Strive to teach selected words in depth, with discussion of connotation and pragmatic use.</p> <p>Use classroom discussion, independent reading, content-area learning, reading aloud, and grouped and independent writing to expose students to many new words.</p> <p>Provide a student-friendly definition, many examples, and opportunities for students to say and use new words.</p> <p>Reserve in-depth vocabulary instruction for a few words that are important for understanding the text and subject matter at hand.</p>	<p>PaTTAN: Vocabulary Quick Pick https://www.youtube.com/watch?v=AJgy4t_NFnk</p> <p>Kearns – Building World Knowledge and Word Knowledge: Preparing Adolescents to Read Complex Texts https://www.youtube.com/watch?v=HUTIP4QST4U&t=7s</p> <p>The Reading League Pennsylvania: Book Study: The Reading Comprehension Blueprint by Nancy Hennessy: Vocabulary https://www.youtube.com/watch?v=kQTL1_7mD-s&feature=emb_title</p> <p>Dr Laura Justice: Vocabulary Improvement to Fuel Reading Comprehension https://youtu.be/GwPgNi2Qhvo</p> <p>Dr Pamela Snow: An introduction to vocabulary instruction https://youtube/8aAsP_my4Do</p> <p>Emina McClean: How to teach vocabulary and why https://youtu.be/sfTz3-2HtaI</p> <p>Emina McClean: Vocabulary Instruction Across the Grades: Using read-alouds as a foundation for robust vocabulary instruction https://thinkforwardeducators.org/events/vocabulary-instruction-mclean-ganda-nov2020 https://static1.squarespace.com/static/5f050d35935393461315c3ff/t/5f90184696d2c93c2a27c92c/1603278940420/TFE+Effective+Vocabulary+Instruction+PPT+October+2020+1PP.pdf</p> <p>Emina McClean: How to teach vocabulary for reading comprehension https://www.eminamclean.com/post/how-to-teach-vocabulary-for-reading-comprehension</p> <p>Dr Danielle Colenbrander: Vocabulary for reading instruction https://podcasts.apple.com/au/podcast/dr-danielle-colenbrander-chats-about-vocabulary-for/id1458924803?i=1000467623684</p> <p>Zaner Bloser – Laura Stewart: Vocabulary https://www.zaner-bloser.com/webinar/science-of-reading-series.php?utm_source=SK_SoR&utm_medium=organic_social&utm_term=sept_2020&utm_content=webinar_signup&utm_campaign=R1772</p> <p>Natalie Wexler: Literacy Academy 2020: Knowledge Gap https://youtube/TWsFDvmTB1c</p>

6: Syntax and Text Structure

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<p>Appreciate that texts have structures that can be represented with graphic organizers (e.g., narrative and informational texts organized as compare/contrast, argumentation, description, cause/effect, etc.).</p> <p>Identify cohesive devices such as pronoun references, connecting words, word substitutions, parallel sentence structure, and paragraph organization.</p> <p>Use diagrams, charts, or other visual supports to portray the structure of simple, compound, and complex sentences.</p> <p>Identify, paraphrase, and interpret challenging or problematic sentence structures found in academic text.</p>	<p>Identify and illustrate for students the purpose of a given text and its logical structure.</p> <p>Help students identify how a text hangs together and how to follow the connections among ideas as meaning is constructed.</p> <p>Emphasize the function of words within sentence structures: Which words tell who? Did what? To what/whom? Why? Where? When?</p> <p>Be alert for double negatives, passive voice, long-distance dependencies between nouns and verbs, and other aspects of sentence structure that need to be broken down and rephrased with students.</p>	<p>The Writing Revolution - webinar 1 https://vimeo.com/469931296</p> <p>The Writing Revolution - webinar 2 (available December 7, 2020) https://twrwebsite.staging.wpengine.com/</p> <p>The Writing Revolution - webinar 3 (available February 8, 2021) https://twrwebsite.staging.wpengine.com/</p> <p>The Writing Revolution - webinar 4 (available April 19, 2021) https://twrwebsite.staging.wpengine.com/</p> <p>Van Cleave – Syntax Matters: The Link Between Sentence Writing & Sentence Comprehending https://www.youtube.com/watch?v=0GuAXma77FI</p> <p>Gillis – Grammar and Syntax: The Building Blocks of Comprehending and Writing Sentences https://www.youtube.com/watch?v=5KpuHJZGZfk</p> <p>Lyn Stone: Simple View of Writing https://youtu.be/JqXBITI3K7g</p> <p>Van Cleave – The Structure of the English Language: A Conversation with William Van Cleave https://www.youtube.com/watch?v=h5S0uiF6_GQ</p> <p>Speech to Print (Moats): Chapter 6 with William Van Cleave https://youtu.be/z90_yJQKg6U</p> <p>Syntax in the Primary Years - Stephanie Le Lievre https://drive.google.com/file/d/1C8Vt5HCrxmM4qj_PGxws1kdYwM7r9QFrg/view?usp=sharing</p>