

An open book is shown from a top-down perspective, lying flat. From the center of the book, a dark stem grows upwards, splitting into two large, rounded, leaf-like shapes that resemble a heart or a pair of wings. The background is a soft, out-of-focus light color. The text is overlaid in a golden-yellow, cursive font. A thin golden-yellow line forms a partial frame around the text.

*Reading in Case Two:*

*The B.C.  
Curriculum,  
Theories &  
Strategies*

Sagar, Myrna & Elaine



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# Introduction: Reading Wars

- It is an educational and political battle between using a phonics emphasis in reading versus whole language emphasis (Reyhner, 2008).
- Phonics based reading instruction is a methodology for teaching young children to read and spell words (Reading Strategies, n.d.).
- The teacher introduces a series of spelling rules and teaches the child to apply phonetics to decode words based on spelling (Reading Strategies, n.d.).
- Also, phonics attempts to break written language down into small and simple components (Reading Strategies, n.d.).
- Whole language is a method of teaching children to read by recognizing whole words as whole piece of language (Reading Strategies, n.d.).
- Advocates of the whole language philosophy believe that language should not be broken down into letters and combinations of letters and “decoded”(Reading Strategies, n.d.).

# Introduction: Reading Wars

- In addition, most teachers of whole language reading use “embedded phonics” (Reading Strategies, n.d.).
- Embedded phonics is a technique where children are instructed in letter sound relationships when they read text.
- As well as whole language reading instruction requires that students memorize words so that they can recognize them on sight. These are called “sight words.”

# B.C. Curriculum

Grade 3 & 4



# Grade 3: Big Ideas

## Big Ideas

Language and story can be a source of creativity and joy.

Stories and other texts help us learn about ourselves, our families, and our communities.

Stories can be understood from different perspectives

Using language in creative and playful ways helps us understand how language works.

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

## English Language Arts- Students in Grade 3 should...

- Read fluently at their grade level
- Use information and prior knowledge to make meaning
- Use developmentally appropriate reading, listening and viewing strategies
- Recognize that different texts reflect different purposes
- Engage actively as listeners, viewers and readers
- Know the role story plays personally, and with regards to family, community, and identity
- Understand how story in First Peoples cultures connects people to family, community and land
- Have legible handwriting, know sentence structure and punctuation of sentences (common punctuation use in sentences and apostrophe use in contractions)

# Grade 4: Big Ideas

## Big Ideas

Language and text can be a source of creativity and joy.

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Texts can be understood from different perspectives.

Using language in creative and playful ways helps us understand how language works.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.



## English Language Arts- Students in Grade 4 should...

- Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text
- Consider different purposes, audiences, and perspectives in exploring texts
- Identify how differences in context, perspectives, and voice influence meaning in texts
- The role of language in personal, social and cultural identity
- Use personal experience and knowledge to connect to text and deepen understanding of self, community and world
- Recognize how literary elements, techniques, and devices enhance meaning texts
- Increased understanding of the role of organization in meaning
- Demonstrate awareness of the oral tradition in First Peoples cultures and the purpose of First peoples texts
- Paragraph structure and grammar, conventions (punctuation, commas, quotation marks for dialogue)



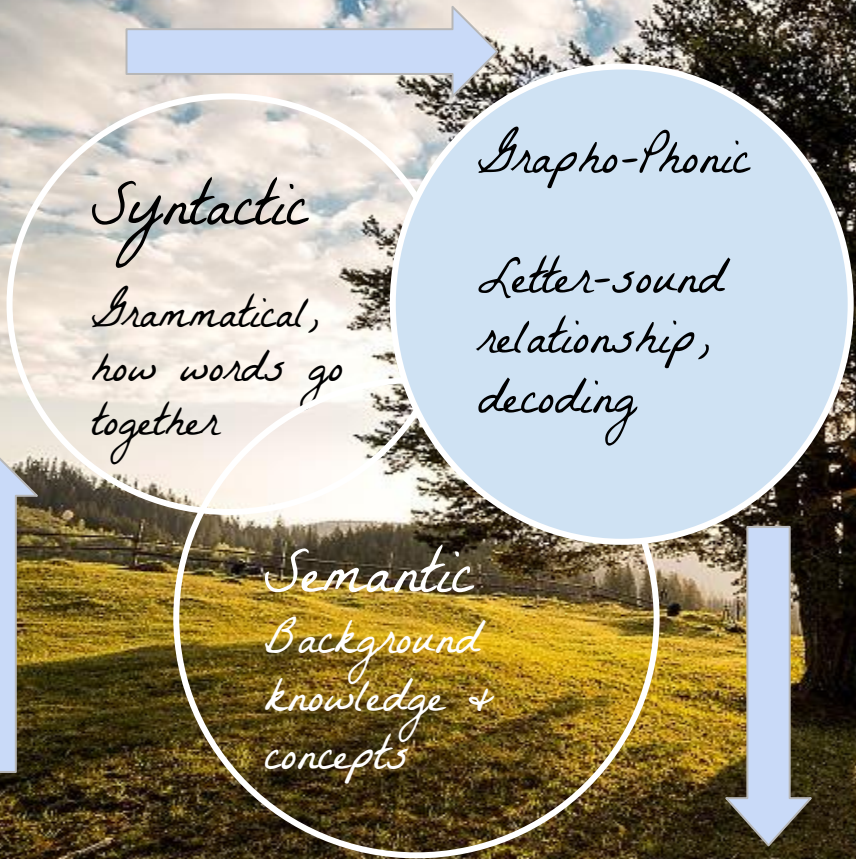
*Links to the Case  
& Guiding Questions*

“Troy’s mom said that she agrees that this is important, but she’s concerned that her son doesn’t seem to understand what he’s reading even though he can say/decode all the words.”

*What are the theories of teaching reading?  
What are the affordances and challenges of each approach?  
What does the B.C. Curriculum state about teaching reading?*



# *Reading: The Basics*

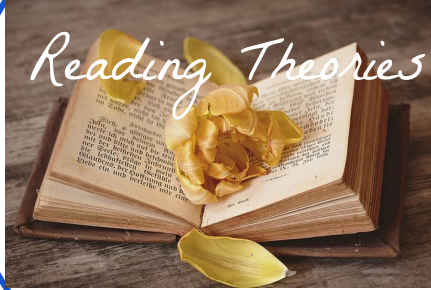


*Reading is a language process and involves four main types of language-knowledge:*

- Phonological (sound)
- Syntactic
- Semantic
- Pragmatic (how we use language)



# Theories & Theorists



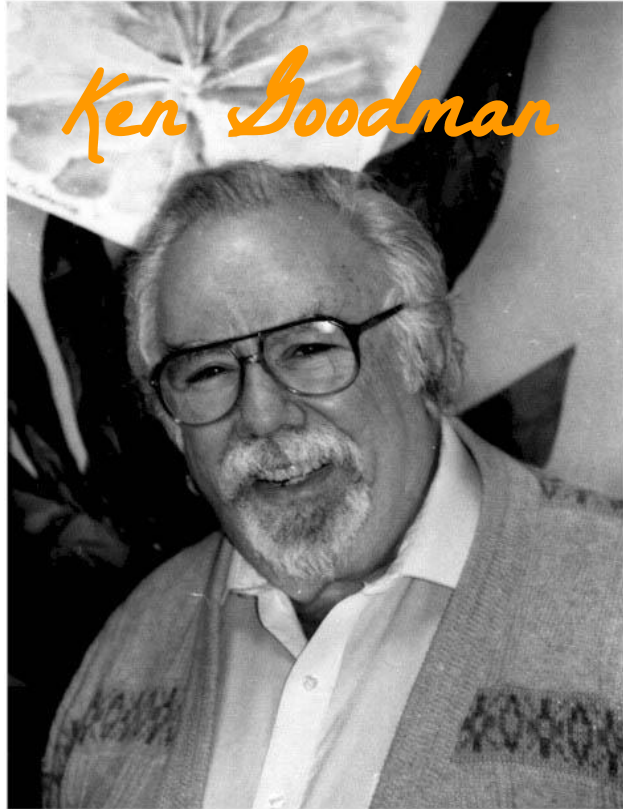
Top-Down /  
Whole  
Language  
(construction)

Balanced /  
Interactive  
(transmission +  
construction)

Critical  
Literacy /  
Social  
Constructivist

Bottom-Up  
(Transmission)

# Whole Language Theorists:



[http://lchc.ucsd.edu/MCA/Descriptions/photo/photo\\_album/images/Ken%20Goodman.jpg](http://lchc.ucsd.edu/MCA/Descriptions/photo/photo_album/images/Ken%20Goodman.jpg)

- Reading as a unitary process in which readers actively construct meaning/ make sense of print (Goodman, 2012).
- Goodman believes in a macro view- reading as solidly built on linguistic, psycholinguistic and sociolinguistic concepts (Goodman, 2012).
- Reading is learned like a language
- Prediction as hugely important in learning to read: “We can't get through life without predicting” (Goodman, 2012).
- People use the same “prediction method” of learning when it comes to digital literacy (Goodman, 2012).
- EMMA (Eye Movement Miscue Analysis) is a method used to prove the relationship between perception and comprehension in reading ([www.emmaforum.org](http://www.emmaforum.org))



# Yetta Goodman



- Reading is a meaning making process, separating language into different parts creates a disconnect between understanding and language/ reading (Goodman, 2012).
- “The brain constructs evolutions of meaning because it's very efficient in how it samples the text and constructs meaning” (Goodman, 2012).
- *Kidwatching* - an alternative to standardized testing: “school environment[s] must support teachers who develop the ability to observe children and who understand the dynamics of language development” (Goodman, 1978).

# Michael Pressley



[https://ace.nd.edu/images/pressley\\_award.j  
pg](https://ace.nd.edu/images/pressley_award.jpg)

- Constructively Responsive Reading / Metacognitively competent reading (Pressley, 2006).
- Reading strategies that help students with comprehension of text are crucial in helping individuals become good readers (Pressley, 2006).
- Good readers are massively strategic before, during, and after reading (Pressley, 2006).
- Good readers engage in meaning making by processing the ideas in the text and coming up with bigger ideas. Good readers know reading strategies and when/where to use them (Pressley, 2006).
- **Metacognition** is not the only determinant of how the good reader reacts to each bit of text. Good readers are very sensitive to the ideas in the text, responding to those ideas, most conspicuously through inferences and reactions, but also through additional predictions (Pressley, 2006).

# Brain Break!



# Phonics Theorist: *Linda Seigel*



[http://www.iferi.org/wp-content/uploads/2015/04/Linda\\_Seigel.jpg](http://www.iferi.org/wp-content/uploads/2015/04/Linda_Seigel.jpg)

Systematic, synthetic phonics strategies produce far better results for more students than the “balanced approach” (Bennett, 2013).

Phonological decoding and phonological awareness are predictive of reading ability across languages (Low, 2006)

Deficits in phonological processing are related to persistent difficulties in the acquisition of reading skills (Low, 2006).

Phonological skills in an L1 are helpful in acquiring skills/ basic reading abilities in the L2 (English) (Low, 2006).

Working memory is vital for encoding and decoding words using grapheme-phoneme correspondences and for the retention of meaning in reading comprehension (Low, 2006).



*Strategies*

# Strategies: Teaching Reading (Read Aloud)

- Reading aloud provides children with a model of confident and expert reading. Many parents and teachers see it as a vital part of their teaching practice (Gold & Gibson, n.d.).
- Read aloud is seen as the foundation for literacy development (Gold & Gibson, n.d.).
- Reading aloud is seen as the most important activity for reading success (Gold & Gibson, n.d.).
- Reading aloud provides children with a demonstration of phrased fluent reading (Gold & Gibson, n.d.).
- It helps develop the listener's interest in books and desire to be a reader (Gold & Gibson, n.d.).

# Strategies: Teaching Reading (Read Aloud)

- It allows listening to others read develops key understanding and skills like an appreciation for how a story is written and familiarity with book conventions such as “Once upon a time” and “Happily ever after” (Gold & Gibson, n.d.)
- Also, reading aloud demonstrates the relationship between the printed word and meaning. This means children understand that print tells a story or conveys information (Gold & Gibson, n.d.).
- In addition, it invites the listener into a conversation with the author (Gold & Gibson, n.d.).

# Strategies: Teaching Reading (Guided Reading)

- Guided reading is an instructional approach that involves a teacher working with a small group of students who can demonstrate similar reading behaviours. Also, students can all read similar levels of text (What is Guided Reading?, n.d.).
- As a teacher you can select books that students can read with about 90% accuracy. (Scholastic)
- The purpose of guided reading is that students can understand and enjoy the story because it's accessible to them through their own strategies (What is Guided Reading?, n.d.).
- Also, students focus on meaning but use problem solving strategies to figure out words they don't know, deal with difficult sentence structure, and understand concepts they have never before encountered in print (What is Guided Reading?, n.d.).
- Guided reading is important because it gives students the chance to apply the strategies they already know to new text (What is Guided Reading?, n.d.).



# Strategies: Teaching Reading (Shared Reading)

- Shared reading is an interactive experience that occurs when students join in or share the reading of a book while guided and supported by the teacher (Shared Reading, 2015).
- Also, the teacher explicitly models the skills of proficient readers, including reading with fluency and expression (Shared Reading, 2015).
- In addition, the shared reading model often use oversized books (big books) with enlarged print and illustrations (Shared Reading, 2015).
- Shared reading provides struggling readers with necessary support (reading rockets).
- Shared reading allows students to enjoy materials that they may not be able to read on their own (Shared Reading, 2015).
- Shared readers ensures that all students feel successful by providing support to the entire group (Shared Reading, 2015).

# Strategies: Teaching Reading (Independent Reading)

- A time for students to choose their own texts and read on their own.
- Having independent reading shows the students how important reading is.
- Engagement with reading allows for a positive side of the school experience, which can lead to overall school success
- The organization of Independent Reading is crucial; educators should have a wide variety of texts catering to the interests of the students, ability levels, various modes (novels or *hypertexts*)
- Educators should incorporate Independent Reading into their daily lesson plans in order to practice the reading skills they've acquired and for a chance to actively engage with text.
- Helpful strategies to help students selecting books to read:

## Goldilocks Strategy Easy Books (Routman, 2003)

"Is the book easy, just right, or hard?"

- A criterion to get the right "feeling" of a book

## The Five Finger Test

Count how many unfamiliar words there are in the first few pages. If it's more than FIVE, the level may be too difficult.

# Bainbridge and Heydon's Pedagogical Components of Reading Instruction

Higher support from  
the teacher

Lower support  
from the teacher

Read-Aloud

Shared Reading

Guided Reading

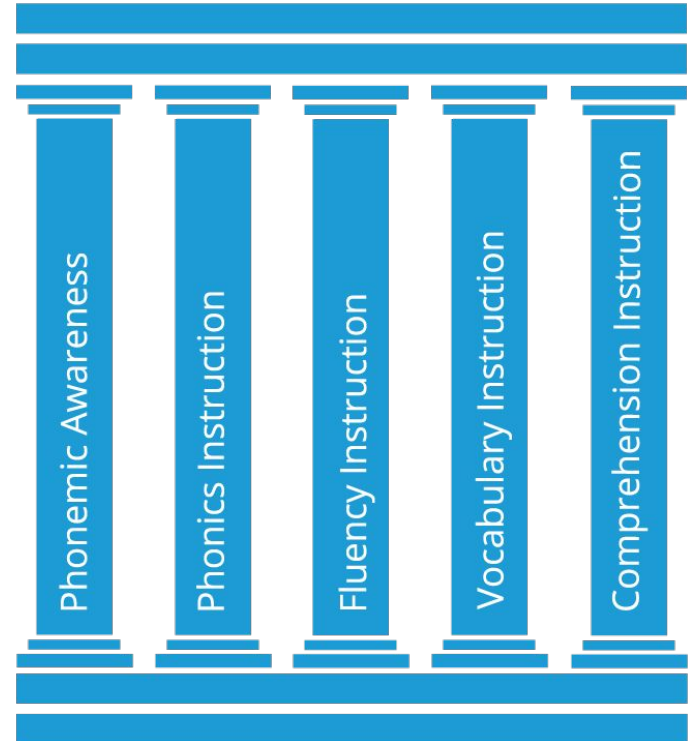
Independent Reading

Source: Bainbridge & Heydon, 2013, p. 257

# Strategies: Teaching Reading (The Five Pillars)

The National Reading Panel (NRP) developed “The Five Pillars” as the best foundations to teach reading.

(Reading Horizons, retrieved from <http://www.readinghorizons.com/reading-strategies/teaching-reading-strategies/>)



# Phonemic Awareness

- The awareness of sounds in spoken language.
- The skill of phonemic awareness is mastered when students can use *phonemes* at the beginning, middle and end of a word (spoken).

**Example:**      /m/ /a/ /t/            mat

- Phonemic awareness and decoding compliment each other; a “reciprocal relationship” (Bainbridge & Heydon 2013)

Watch this!

<http://study.com/academy/lesson/phoneme-definition-segmentation-examples.html>

# Phonics Instruction

- Teaching students to match the written with the spoken.

letters → sounds → WORDS

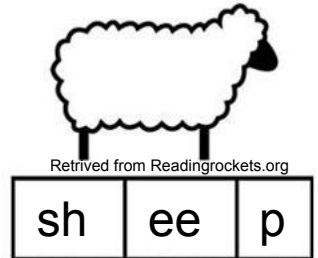
## Phonics strategies:

**Teaching implicitly** - looking at a word as a whole, then deducing it into parts (phonemes, beginning sounds and end sounds). Meaning is constructed based on looking at the word as a whole.

**Teaching explicitly** - looking at parts of a word first, then to form the whole (vowels that make particular sounds then onto the word as a whole). This is ideal for teaching ELL's.

**Elkonin Technique:** Organizing words into sounds or syllables.

Source: Bainbridge & Heydon, 2013



# Phonics Strategies Continued...

Word Walls - As seen in a classroom near you...

The use of word walls can be a reinforcement of phonics and spelling. Because of the aesthetic nature of word walls (big printed words hanging on wall with a theme), the students can refer to these words in their reading and writing skills.



# Fluency Instruction

## 3 Key Elements to Fluency:

- **Accuracy** - The successful recognition and decoding (blending, phonemes, phonograms) of a word in order to get the intended meaning of the author. In addition, the ability to use letter-sound and meaning cues to determine the exact pronunciation of a word.  
Example: bow (bow and arrow/bow down to me) read (He will read me a story. He read me a story.)
- **Rate** - How fast a reader can get through words in a sentence and/or get through a passage. Words should come “automatic” in order to free up cognitive space towards comprehension. Oral reading rate is widely used by educators to measure students proficiency and progress.
- **Prosody** - The expressive aspect of oral reading which includes stress, intonation and duration (length of appropriate pausing). But when a reader uses prosody in their oral reading does it mean successful comprehension? As far as research goes, there is yet to be found a clear relationship; however they do reciprocate each other. To a “trained ear”, the use of expression can show the reader has comprehended the text.

(Hudson, Lane & Pullen, 2015)





# Vocabulary Instruction

Strategies in developing vocabulary:

- **Read Alouds** - Pre-select words that are related to a read-aloud passage. Define the words as you go through the text and also revisit the unknown words after.
- **New and the Known** - Make connections with unknown words to words that students know. For example, *What's the relationship between the word "happy" and "delighted"?*
- **Introduce Most Common Words** - Also known as MCW's. Students should be able to recognize these high frequency words in order to free up more storage space for comprehension. According to Reading Horizons, these MCWs make up 65% of text (2016).
- **Context Sentences** - Use a word in multiple sentences to help reinforce the meaning of that particular word and to help future recognition.

- You do not have a choice; attendance at the game is compulsory.
- Is this homework compulsory or voluntary?
- In some countries, education is not compulsory, so many children stay home and work.
- If you want to drive a car, it is compulsory that you get a driver's license.

Taken from <http://www.readinghorizons.com/reading-strategies/teaching/vocabulary/>

- **Encourage New Words** - Create an environment where the goal is to use new words everyday. Add to a list of new vocabulary words as they enter the classroom dialogue.

# Comprehension Instruction

Comprehension is the ultimate goal of reading. It can only be accessed once phonics and phonemic awareness skills are acquired and mastered. Some examples of strategies:

- **Active Engagement:** In regards to the text - preview it, study it, review it, summarize it.
- **KWL:** The “what I **know**, what I **want** to learn, what I **learned**” technique allows for students to comprehend what they’ve read in depth and to encourage “active learning” (Gammill, 2006). This can be done as a graphic organizer in the form of a chart to make these categorizations.
- **Cloze Procedures:** The removal of words in a given text allows students to “fill in the blanks” using words to make the passage make sense. More predictable words can be eliminated depending on the ability level of the students. Educators do not have to give an answer key to show the students the correct answer; as long as the text is comprehensible (grammar, appropriate choice of words). (Bainbridge & Heydon, 2013, p.308)



Taken from  
<http://www.readinghorizons.com/reading-strategies/teaching-reading-strategies/>

# Conclusion (Affordances & Challenges):

It's evident there is no single right way of teaching children to read.

As educators we need to be flexible and knowledgeable about various reading strategies. We have to consider the importance of both phonics and whole language to foster strategic readers.

Although the research and opinions on reading can seem overwhelming, it's important to keep an open mind and balance different teaching methods to accommodate students. Teaching reading can be particularly difficult in a group of culturally linguistically diverse (CLD) learners, especially with regards to English Language Learners. Remaining knowledgeable about various strategies is key to successful teaching and learning.

# Glossary:

**EMMA:** Eye Movement Miscue Analysis is a way of assessing the relationship between perception and comprehension in students' reading

**Grapheme-phoneme correspondences:** Sound-letter relationship

**Guided reading:** an instructional approach that involves a teacher working with a small group of students who can demonstrate similar reading behaviours.

**Hypertexts:** texts than can be read on a computer

**Kidwatching:** an alternate method to standardized testing in reading, endorsed by Yetta Goodman

**Metacognition:** The ability to understand thought-process (while reading)

**Phonemes:** The smallest units of a sound

**Phonological awareness:** the ability to understand and sound out individual sounds (phonemes)

# Glossary:

**Prosody:** The stress and intonation in language

**Reading aloud:** Is a reading strategy that is seen as the most important activity for reading success.

**Semantic:** language meaning (words, symbols etc)

**Shared reading:** Shared reading is an interactive experience that occurs when students join in or share the reading of a book while guided and supported by the teacher

**Syntactic:** relates to syntax -- the way language is organized (language sequence) to create meaning

**Vocabulary:** The set of “stored words” that a student knows both the meaning and use of.

# Annotated Bibliography:

Bainbridge, J., Heydon, R., & Hibbert, K. M. (2013). *Constructing meaning: Teaching the language arts, K-8* (5th ed.). Toronto: Nelson Education.

A valuable resource in teaching pedagogies and strategies for language arts from the kindergarten level to the middle years. Helpful visuals (charts, diagrams, graphic organizers) frequently appear in each chapter for further reinforcement. The strategies given, which are backed up by research, are accompanied with sample classroom activities to really put into perspective the objectives. This resource is most beneficial for educators when it come to teaching strategies for reading.

Bennett, Paul (2013, January 26). Return to the Reading Wars: Why Has the War on Phonics Gone Underground?

Retrieved from:

<https://educhatter.wordpress.com/2013/01/26/return-to-the-reading-wars-why-has-the-war-on-phonics-gone-underground/>

An article that addresses contemporary issues surrounding phonics in Canadian curriculums across the country. This article gives some insight on the perspectives of Dr. L. Seidel, a phonics based theorist, but generally does not provide much specific information on phonics as it focuses more on recent political issues with regards to reading literacy.

# Annotated Bibliography:

Gold, J., & Gibson, A. (n.d.). Reading Aloud to Build Comprehension. Retrieved October 06, 2016, from <http://www.readingrockets.org/article/reading-aloud-build-comprehension>

This website source discusses the power of reading aloud and illustrates the importance of thinking out loud while reading to children as a way to highlight the strategies used by thoughtful readers. Also, this article examines the ways in which to help children understand what they read. Furthermore, the article discusses the benefits of reading aloud. It encourages children to be exposed to a wide range of stories and books. It is important to model how fluent readers think about the text and problem solve as they read in order to make the invisible act of reading visible. The reason this source is important to the case is because Troy's mother's was concerned that her son did not seem to understand what he was reading even though he could say and decode all the words.

Goodman, Y. M. (1978). Kid watching: An alternative to testing. *National Elementary Principal*, 57(4), 41.

This article provides valuable insight into Yetta Goodman's belief that there are better ways to assess students reading skills than through standardized testing. She encourages schools and teachers to observe children as a method of assessment. This information could help the teacher in Case 2 recognize Troy's difficulty with comprehension.

# Annotated Bibliography:

Goodman, Y., Yetta Goodman, Ken Goodman, & Bess Altwerger. (05/01/2012). Language arts: The best of times, the worst of times? National Council of Teachers of English.

In this article the views and studies of Ken Goodman, Yetta Goodman and Bess Altwerger are discussed in relation to reading and meaning making strategies. This article provides valuable insight into the perspectives of multiple Whole Language theorists, however it summarizes their area of study rather than providing in-depth information on issues.

Hudson, R. F., Lane, H. B., & Pullen, P. C. (2005). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher*, 58(8), 702-714. doi:10.1598/RT.58.8.1

The core of this article is the importance of fluency as part of a balanced reading program. The authors go into depth the three key elements of fluency, first identifying them, how to use them strategically, and then how to assess them. This article was helpful in the overall understanding that there are many components that make up balanced reading programs.



# Annotated Bibliography:

Low, P. B., & Siegel, L. S. (2005;2006;). A comparison of the cognitive processes underlying reading comprehension in native english and ESL speakers. *Written Language & Literacy*, 8(2), 131-155. doi:10.1075/wll.8.2.09low

This article provides insight into Dr. L. Seigel's research on phonics with regards to English Language Learners. The study showed that a student's L1 often helps them learn the basic reading skills of a new language (L2). This study helps highlight the value and role of phonics in language learning and basic literacy skills.

Pressley, Michael, and Irene W. Gaskins. "Metacognitively Competent Reading Comprehension is Constructively Responsive Reading: How can such Reading be Developed in Students?" *Metacognition and Learning*, vol. 1, no. 1, 2006, pp. 99-113. doi:10.1007/s11409-006-7263-7.

This article provides in-depth information on metacognition and whole language theory in reading. Pressley especially focuses on strategies that will help students become good readers. This article talks extensively on reading comprehension, making it valuable to the teacher in Case 2 with regards to Troy and his difficulty with comprehension.

# Annotated Bibliography:

Reading Horizons. (2016). Teaching reading strategies. Retrieved from <http://www.readinghorizons.com/reading-strategies/teaching-reading-strategies/>

Reading Horizons is a website developed to give support to educators on reading in the classroom. Educators and parents have access to tools and strategies in developing reading skills. Although the website has a section focused on decoding, all components of reading are emphasized throughout the research, strategies and tools. This website can be consulted for basic reading instruction strategies.

Reading Strategies: Phonics vs. Whole Language Instruction. (n.d.). Retrieved October 8, 2016, from <http://www.readinghorizons.com/reading-strategies/teaching/phonics-instruction/reading-wars-phonics-vs-whole-language-reading-instruction>

This website source explains the Reading Wars debate. The debate has been ongoing since the 1980s. The Reading Wars is a debate between phonics based reading instruction versus whole language instruction. This source explains that phonics based reading instruction is a methodology for teaching young children to read and spell words whereas whole language instruction is a method of teaching children to read by recognizing words as whole pieces of language. The reason this source is important to the case is because some of the parents asked about the reading program and you explained that you spend a great deal of time on the skills of decoding and reading.