# What does Structured Literacy Look Like in the Secondary Classroom?

WHEN YOU DON'T HAVE TO BEGIN WITH LETTERS AND SOUNDS…

Erickson Educational Consulting

# Who Am I?
# Christyl "Cricket" Erickson

- Daughter, Sister, Wife, Mom, Grandma, Great-Grandma, and Dog Mom!
- 1 Father & Mother
- 3 Sisters
- 1 Husband (the law says that's all that is allowed; like I would want 2?!!!) ha-ha
- 4 Children
- 8 Grandchildren
- 1 Great Grandchild
- 2 Large Rescue Dogs





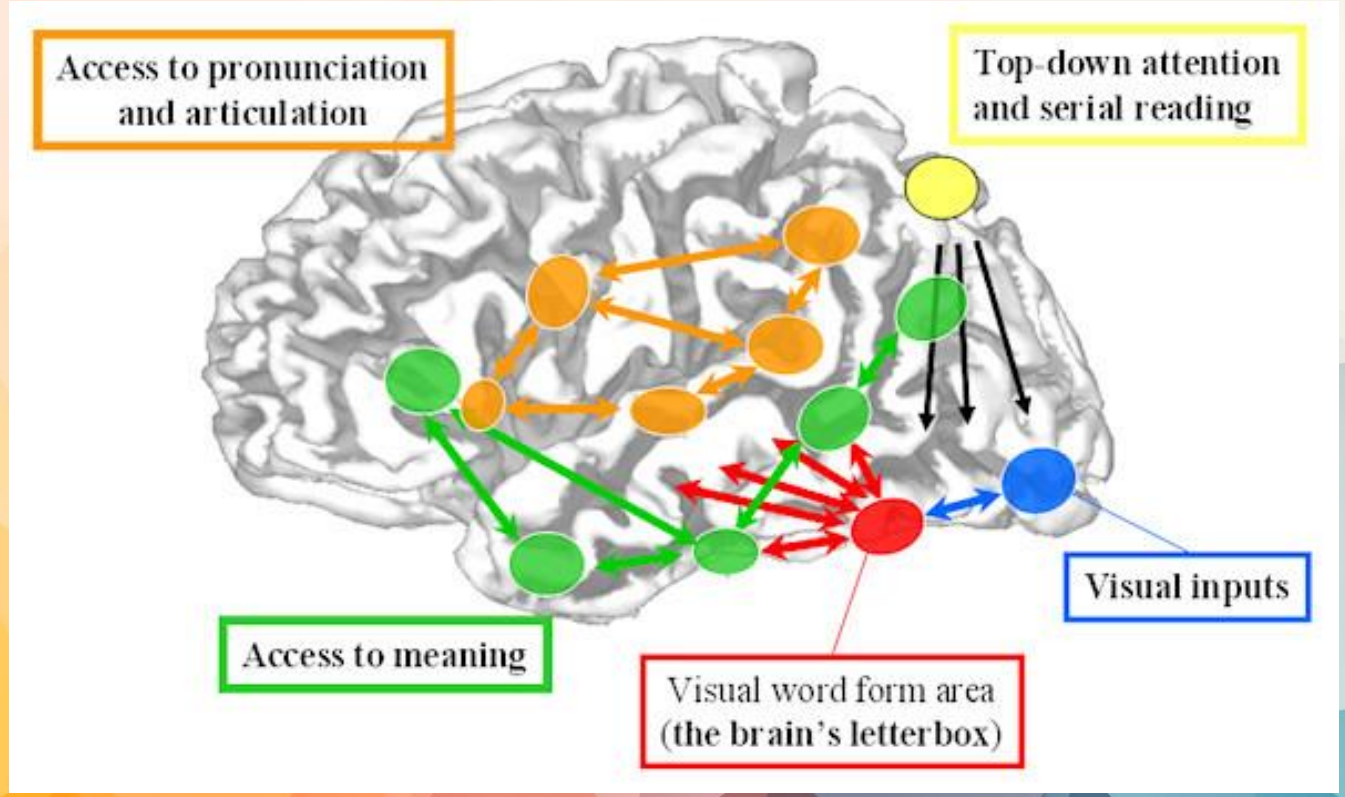




- As a 35-year educator, I supported & served in various positions, including K-12 MTSS/Curriculum Director, K-6 Principal, Special Education and General Education Teacher. Assistant Teacher

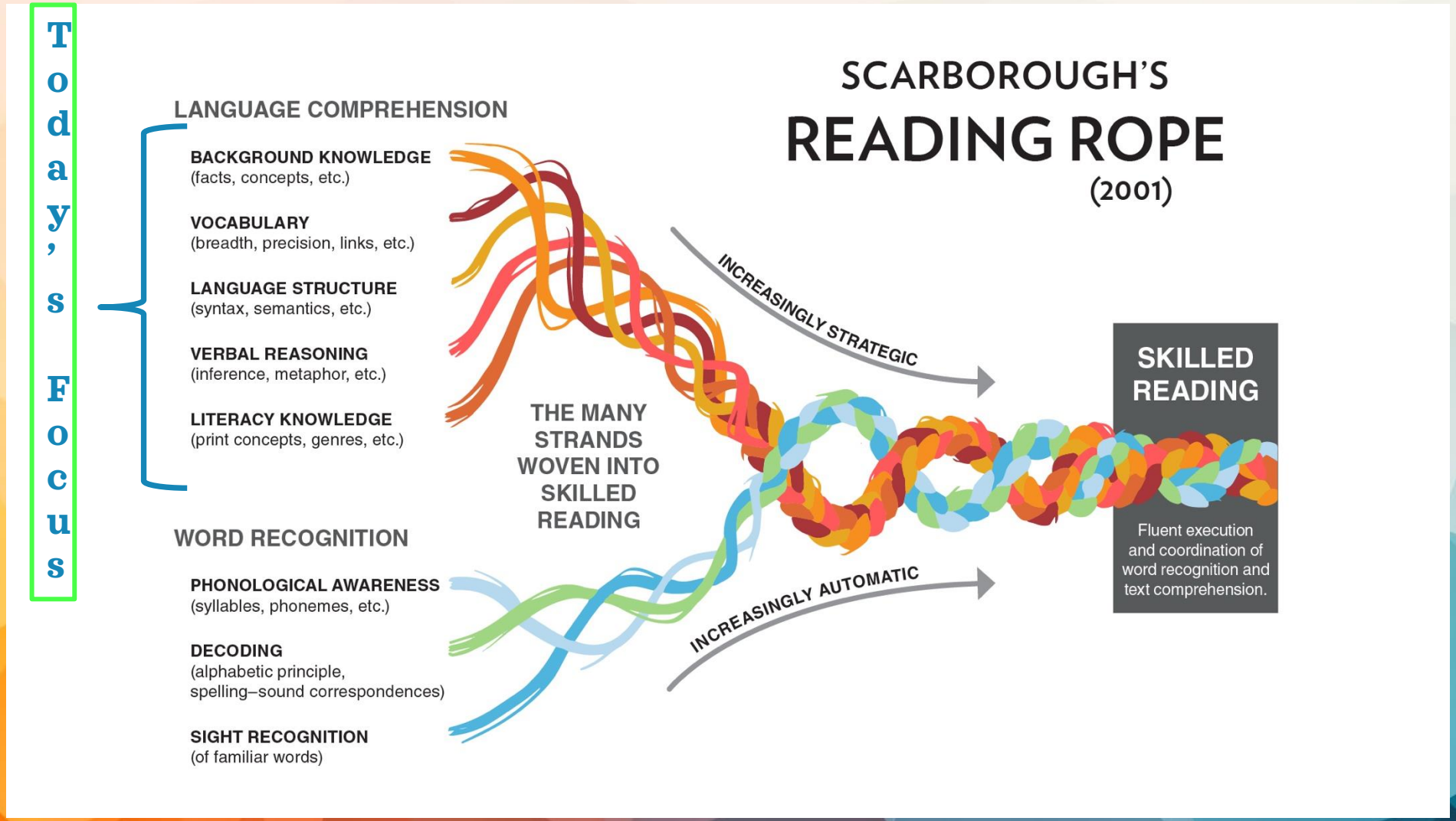
# The Science of Reading

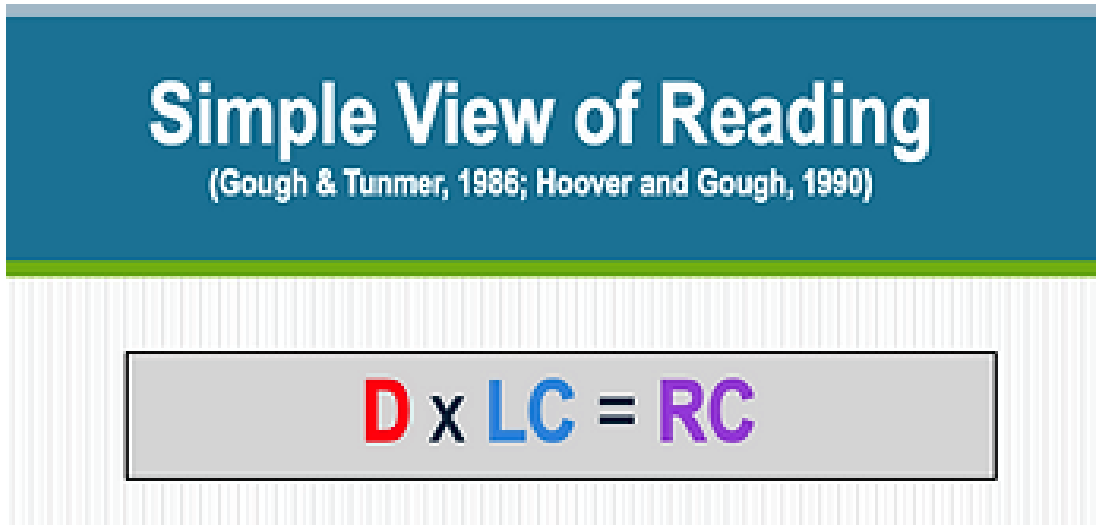
THE **SCIENCE OF READING** IS A VAST, INTERDISCIPLINARY BODY OF SCIENTIFICALLY-BASED RESEARCH ABOUT READING AND ISSUES RELATED TO READING AND WRITING.




The Reading League; Reading Horizons

Today's Focus






**D**

Word recognition/Decoding: The ability to transform print into spoken language

**x**

**LC**

Language Comprehension: The ability to understand spoken language.

**=**

**RC**

Reading Comprehension The ability to understand written language

# Simple View of Reading

**Decoding x Language Comprehension=Reading Comprehension**

**D x LC = RC**

**0 x 1.0 =0**

**1.0 x 0 =0**

**0.5 x 0.5 =.25**

# The Five Pillars of reading

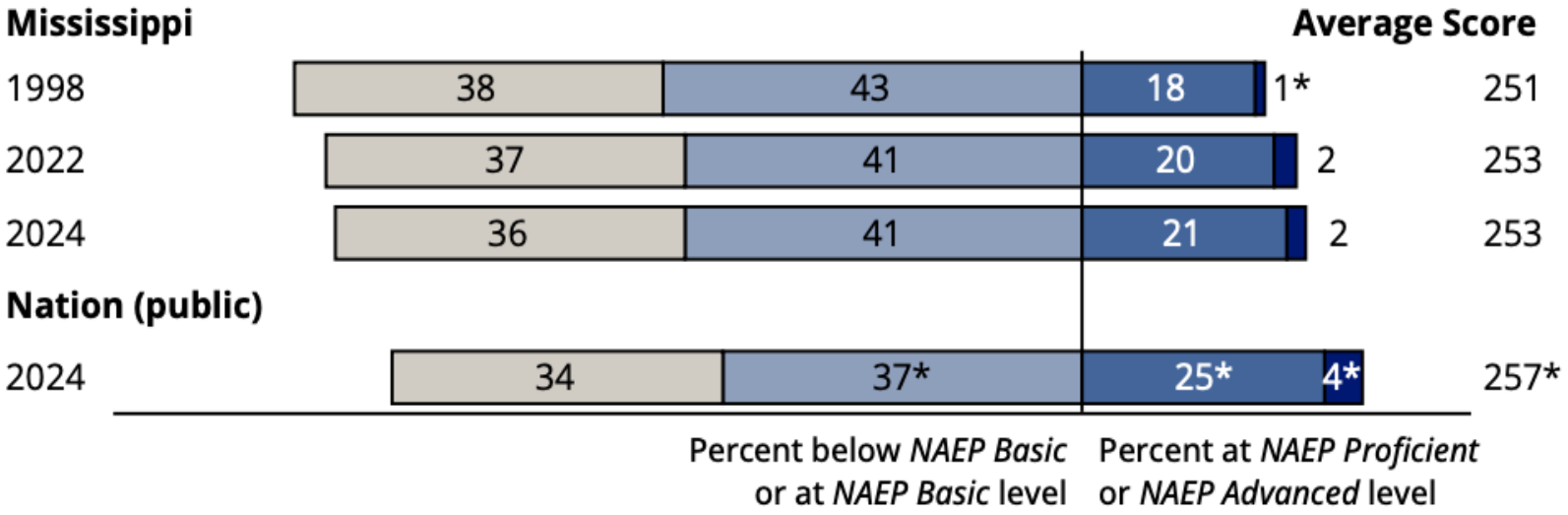




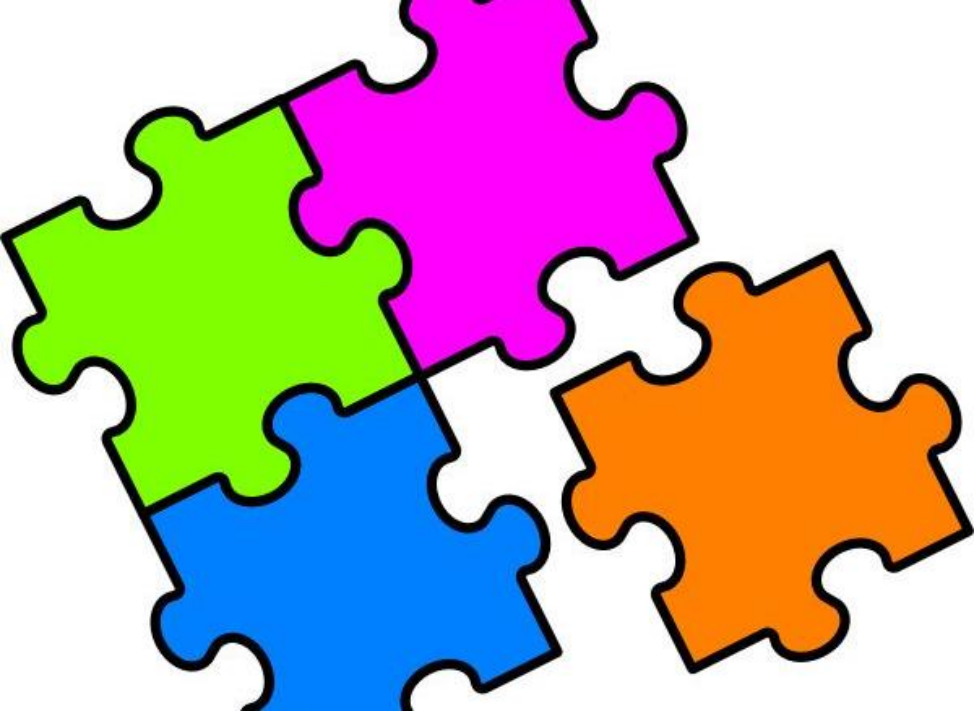

As the science continues to address brain research about reading, and although the 5 components have not changed, how they may be structured has. Studies are stating that comprehension is the outcome, not a skill to be taught.

## 2024 READING STATE SNAPSHOT REPORT
### MISSISSIPPI ■ GRADE 8 ■ PUBLIC SCHOOLS

### NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS




# How do we help the other 77% of 8th grade students?



Where should you begin when you don't have to begin with letters and sounds, but your students still struggle with reading?

# The Knowledge Gap

**Evidence from cognitive science shows that reading comprehension depends far more on how much knowledge the reader has about the topic than on abstract skills. The more general knowledge you have, the better you do on reading tests—and often, in life. Hence the phenomenon we've come to call the ACHIEVEMENT GAP: students who acquire more knowledge about the world—usually outside school, from their better-educated and higher-income families—have an advantage on the tests.**

TALK ALONE WON'T CLOSE THE 30-MILLION WORD GAP

By Annemarie H. Hindman, Barbara Wasik | Mar 1, 2015 | Feature Article



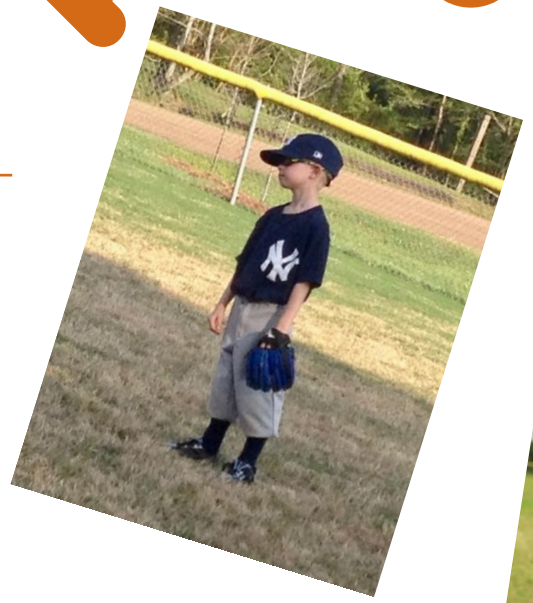

https://www.socialstudies.org/professional-learning/knowledge-gap-what-it-and-how-narrow-it

# The Baseball Study

*Journal of Educational Psychology*, 80(1),

| Baseball Knowledge | Reading Ability: High | Reading Ability: Low |
|---|---|---|
| High | 86% | 81% |
| Low | 53% | 43% |









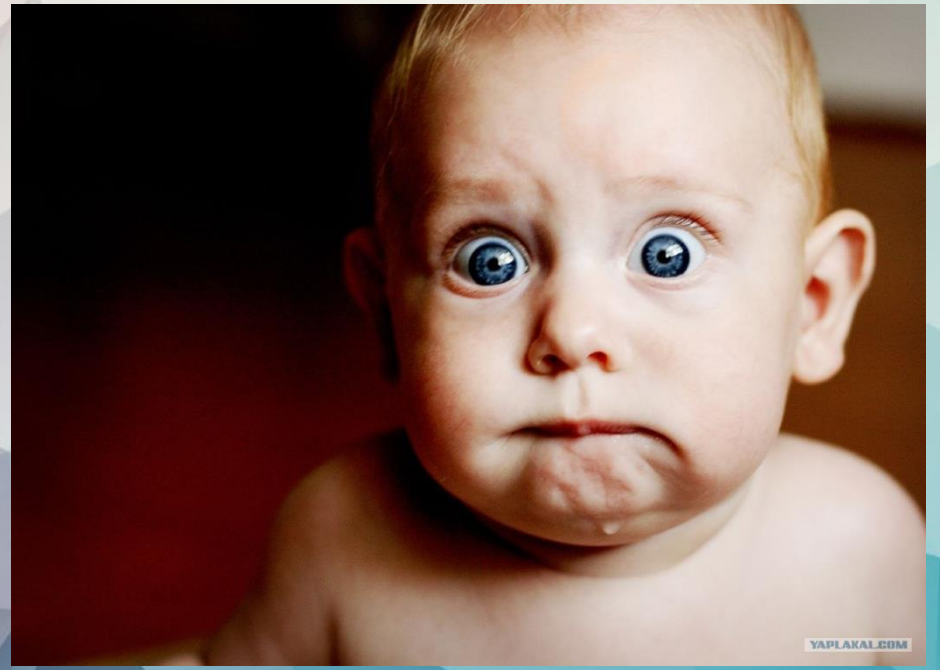




Donna Recht and Lauren Leslie-1987: 64 Middle School students in Norway, Wisconsin

**At a recent conference, a presenter told a group of educators that they should NOT be conducting read alouds to their students beyond 5th grade.**
**YES or NO?**

WHAT!???




## The research states:

"Reading aloud to students models fluent reading. It builds knowledge and vocabulary. Students can hear and discuss new words. It also improves listening comprehension. Notably, the texts should be two to three grades above their complexity level." This should occur at all grade levels! Building knowledge does not end in elementary school.

Edsource.org 2023

# Let's Talk Syllables!

## THERE ARE 6 SYLLABLES TYPES




CLOSED:
A syllable with a single vowel followed by a consonant(s). The vowel is usually short.
vc vcc




OPEN:
A syllable ending with a single vowel. The vowel is usually long. cv




MAGIC E:
A syllable with a long vowel-consonant-silent e pattern. vce.




R-CONTROLLED: ar/er/ir/or/ur
A syllable with a vowel followed by an r. The vowel sound is controlled by the r.




VOWEL TEAMS:
A syllable with two vowels/letters that make one vowel sound. vvc cvvc. (ow, ee, oa, etc.)




CONSONANT -LE:
An unaccented final syllable containing a consonant and -le. C-le

# SYLLABLES

*Six Syllable Types*

| Closed | Open | Silent e | Vowel Pair | R- Controlled | Final Stable Syllable |
|---|---|---|---|---|---|
| vc | v-> | vce | vv | vr | -le |
| gal | go | rope | meet | clerk | ramble |
| help | she | slate | peak | bird | dazzle |
| stamp | hi | theme | steak | yarn | dimple |
| rock | so | tide | bread | whirl | handle |
| bill | be | tube | toast | stork | sniffle |
| tug | | while | claim | perch | battle |
| fish | | home | stray | burn | jungle |
| glass | | spade | toe | firm | ankle |

# Vocabulary

## *Top 5 Reasons Why You Should Teach Vocabulary:*

- ✓Vocabulary acquisition improves reading comprehension.
- ✓Vocabulary is necessary for expressive and persuasive writing.
- ✓Vocabulary is important for language development.
- ✓Vocabulary is key for conceptualizing and communicating.
- ✓Vocabulary is important for success in life.

# Vocabulary

***Three Reasons for studying vocabulary before reading a text:***

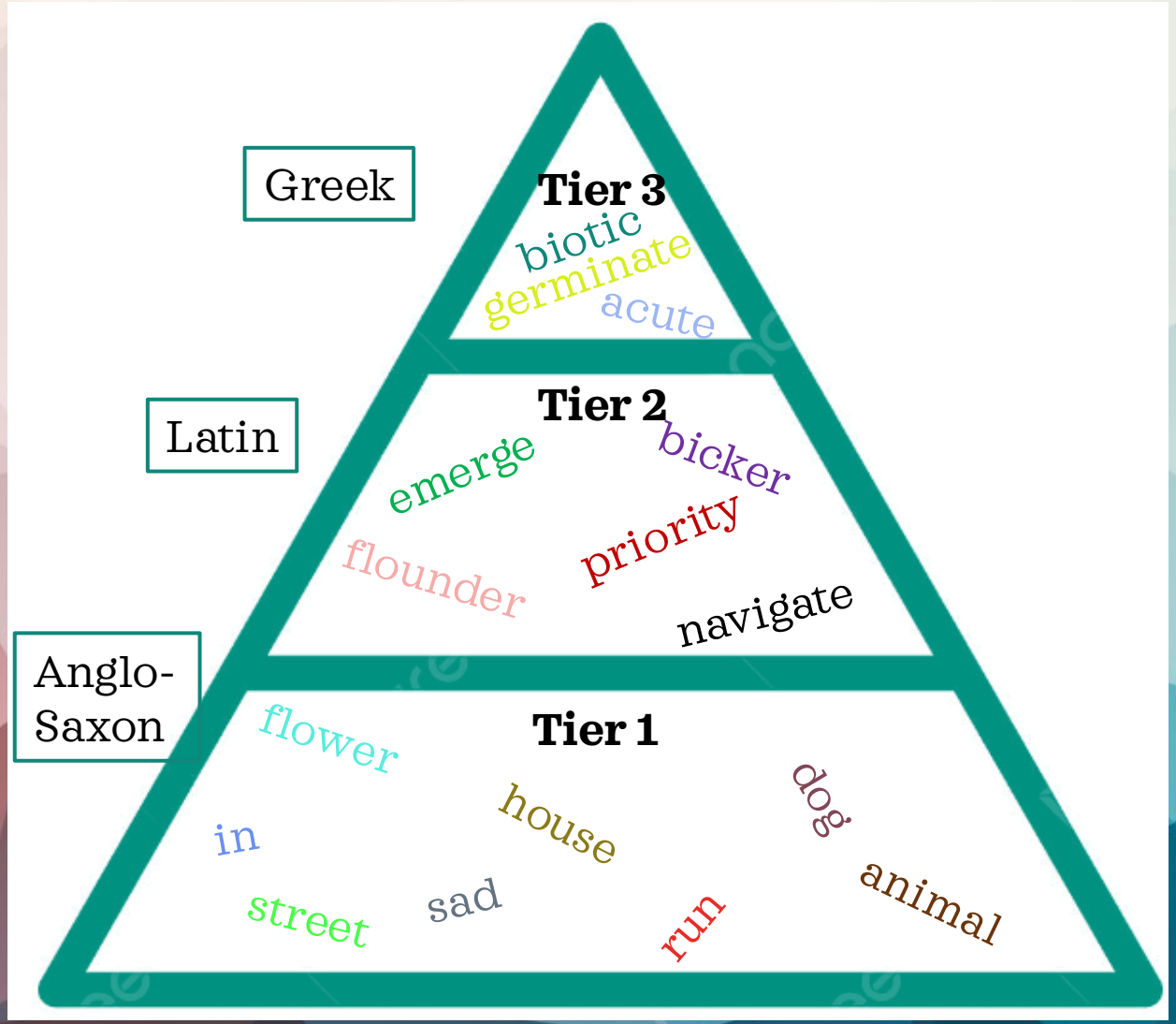
- ✓activating prior knowledge
- ✓clearing up student misconceptions about word meaning
- ✓clarifying the meaning of known words in relation to the current context (especially for words with multiple meanings; ie bark, bear, right, space, etc.).

# THREE TIERS OF VOCABULARY

**Tier 1: Most basic words**
**Easily explained and understood, common everyday words.**
**Anglo-Saxon**

**Tier 2: Precise, interesting, and sophisticated words common in text. Uncommon in everyday language. Latin**

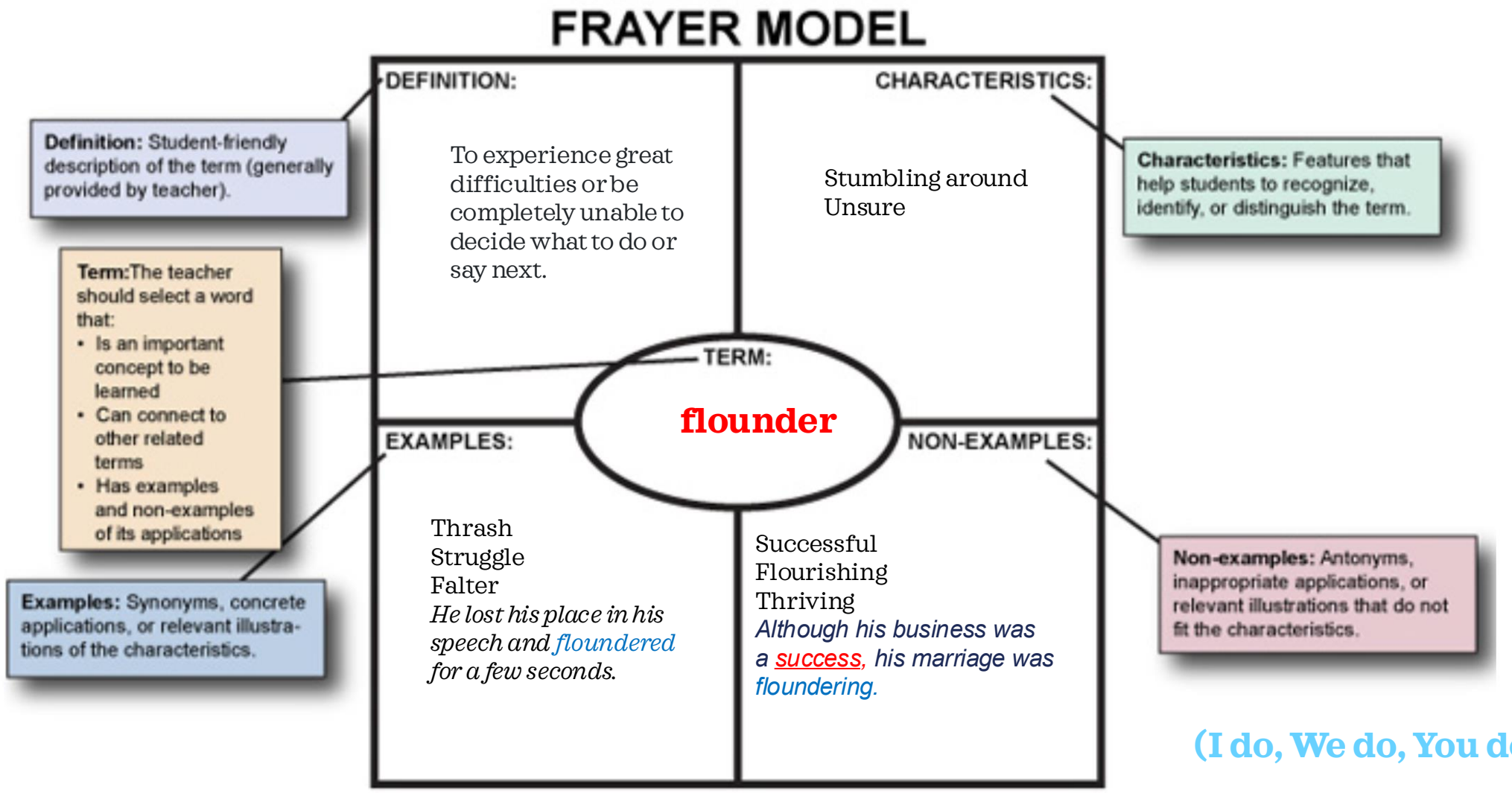
**Tier 3: Domain specific academic content words. Low frequency of use. Greek**




Isabel Beck and Margaret McKeown, et al in 2002.

# VOCABULARY

## Frayer Model




(I do, We do, You do)

# MORPHOLOGY: THE STUDY OF THE FORMS OF WORDS

Morphemes: the smallest units of meaning. They include suffixes, prefixes, and some Greek and Latin roots. Most words have more than one morpheme, but morphemes are not the same as syllables.

Example: cats (1 syllable, 2 morphemes)
cat= feline animal; s=more than one
biology (4 syllables, 2 morphemes)
bio=life; logy (logos)= study of

# MORPHOLOGY:

## Free Morphemes:

Also known as base- words , are words that can stand alone:

- port
- free
- house
- jump
- happy

# MORPHOLOGY

## Bound Morphemes:

Often called root words, are parts of words that must be connected to other morphemes in the English language. Affixes (morphemes added to the beginning or end of a root word), some Greek and Latin Roots

Both derivational {changes meaning} and inflectional {alters grammar function) morphemes
are bound morphemes.

- est
- ing
- able
- un
- pre
- anti
- non
- ize

# MORPHOLOGY

unreadable



**un-**
**(not)**

**Read**
**(base/root)**
**(Interpreting**
**Letters or symbols**
**To make meaning)**

**-able**
**(can be done)**

# MORPHOLOGY

A Greek or Latin root is worth
A thousand words!

**Logy**- study of:
- Biology
- Epidemiology
- Pharmacology
- Anthropology
- Technology

**Graph**- to write:
- Graphite
- Phonograph
- Photograph
- Graphology
- Geography
- Paragraph
- Bibliography

**Chrono Cron**- time:
- Chronological order
- Synchronous
- Chronic
- chronical

**Fer**- to bring, beat, yield
- Refer
- Reference
- Confer
- Suffer
- Transfer
- Defer
- Difference
- Fertilization
- Coniferous

# MORPHOLOGY



# MORPHOLOGY

## pneumonoultramicroscopicsilicovolcanoconiosis

pneumono = lung, breathe
ultra = beyond / exceeding / super
micro = small / little
scopic = see
silico = flint / quartz
volcano = volcano / fire
coni = dust
osis = disease / condition

a lung disease caused by inhaling dust
from tiny silicon or volcanic ash particles
that are too small to be seen
without a microscope.

# Denotation and Connotation

**What is DENOTATION?**

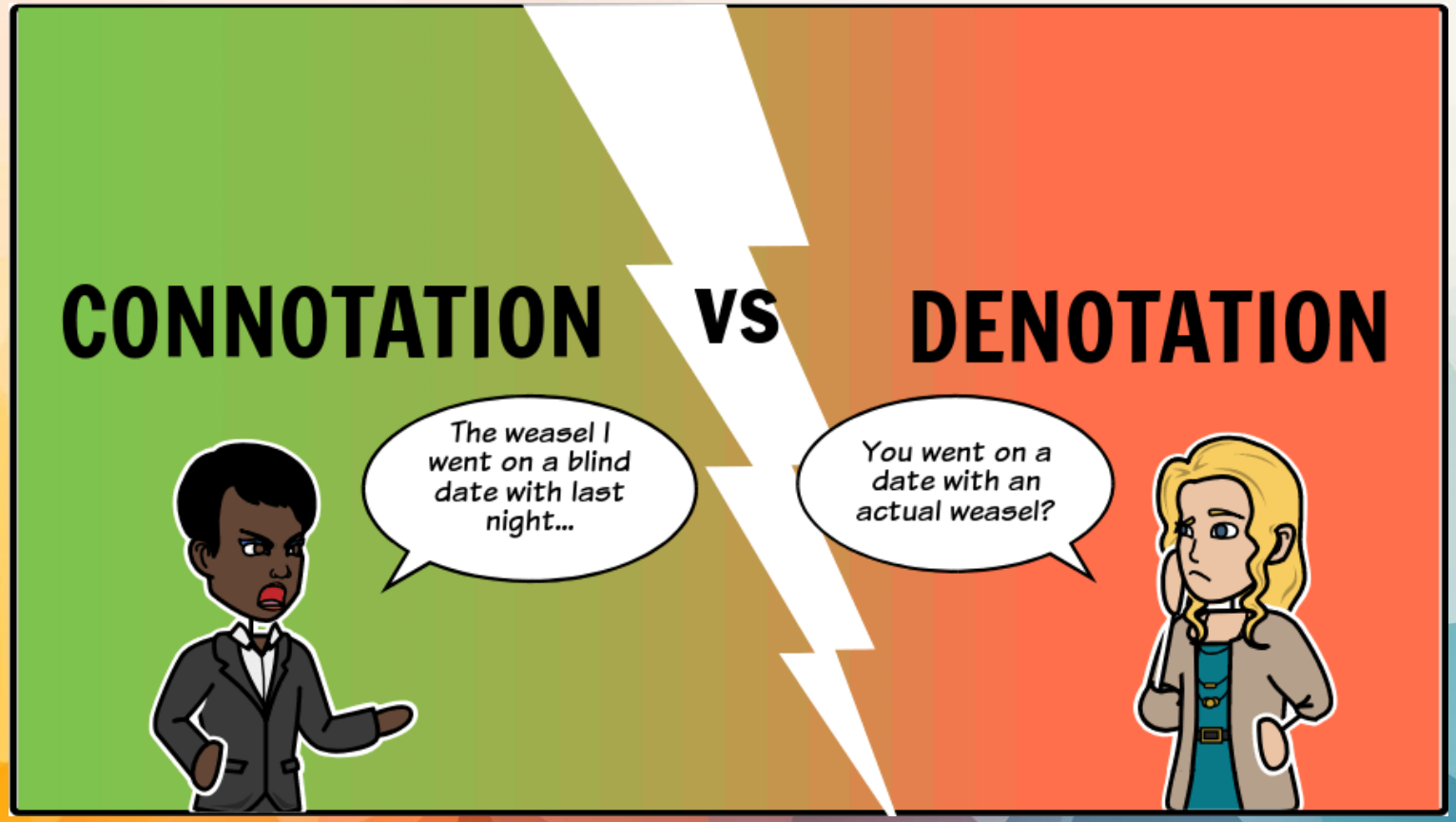
**The dictionary definition of a word**

**What is CONNOTATION?**

**The cultural or emotional meaning of a word**

**How to teach it?**

**Positive, negative, neutral **words can lean****

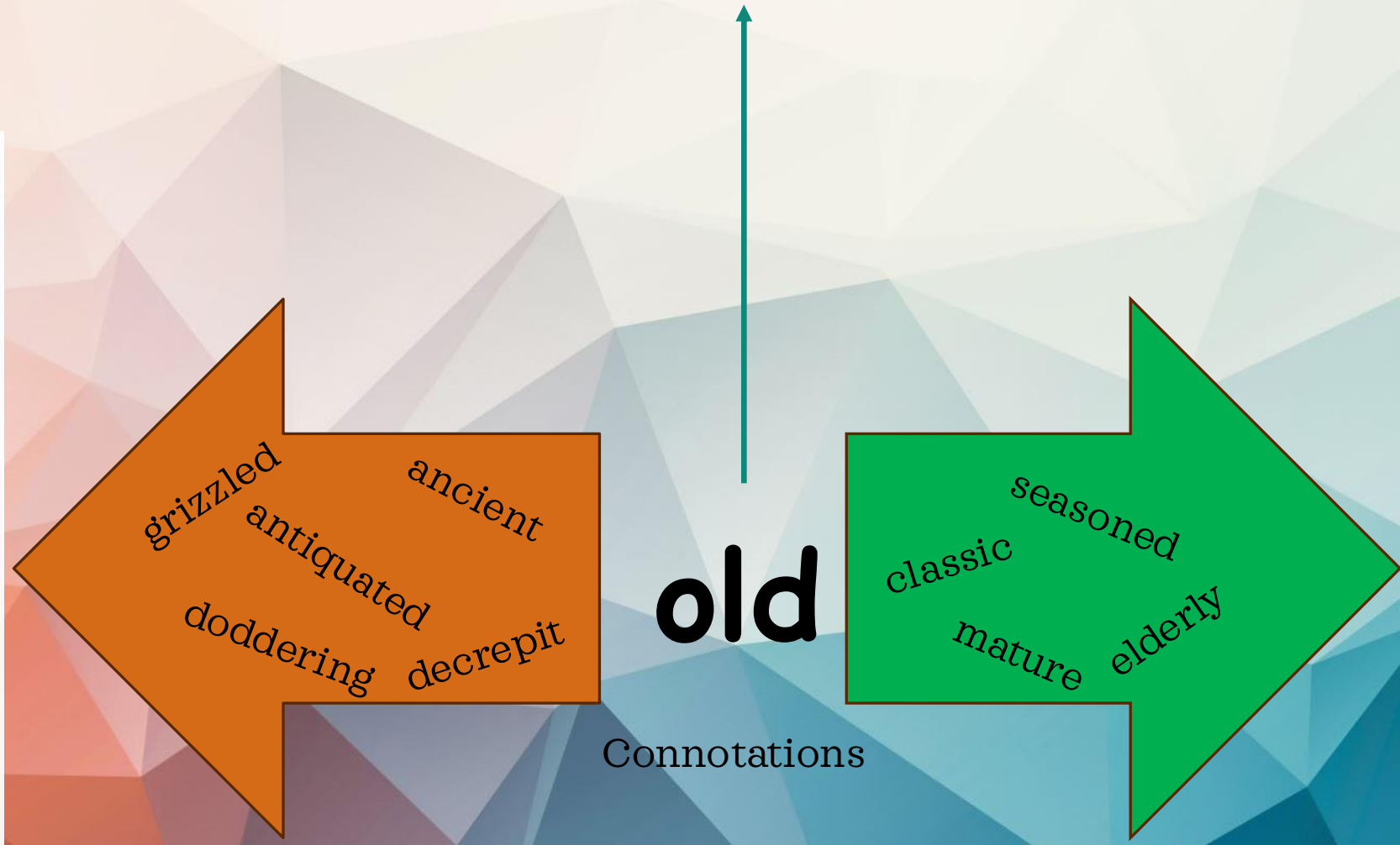


# Let's Try Some!

| **Denotative Meaning:**<br>**The dictionary definition** | | **Connotative Meaning:**<br>**The cultural and/or emotional meaning** |
|---|---|---|
| having a high degree of heat or a high temperature. | HOT | Good looking +<br>Stolen -<br>Spicy<br>Ohhh lala +<br>Fever - |

# Let's Try Some!

Denotation: having lived for a long time; no longer young.



Denotation: an uncultivated, uninhabited, and inhospitable region.

# Wilderness

USA



Yemen



China



Connotations

# Let's Try Some!

**The connotation of many words are very different for some students! Educators must be clear with expectations.**

# Semantics vs Syntax

**Semantics:** the meaning of words

In semantic meaning, we must bring together three main components:

- the context in which a sentence is used
- the meanings of the words in the sentence
- the morphological and syntactic structure

How word choice can cause confusion

**Example sentence:**
**Peanut butter and jelly complement each other very well.**

**Teacher: "What do you know about peanut butter and jelly?"**

**Student: "They like each other a lot."**

*Source: Scott and Balthazar, Perspect Lang Lit. 2013 Summer; 39(3): 18-30*

**Syntax:** is the order of the words in a sentence (grammar). The term can be applied to how clauses, phrases, and qualifiers are ordered.

Types of Syntax (Sentences):

- Simple
- Complex
- Compound
- Compound-Complex

How word/phrase arrangement can cause confusion

**Example sentence:**
**Rachel Carson, a scientist, writer, and ecologist, grew up in the rural river town of Springdale, Pennsylvania.**

**Teacher: "What do you know about Rachel Carson?"**

**Student: "They grew up together in the same place."**

# Powerful Academic and Focused Vocabulary

If students do not know these words, they may not fully comprehend the tasks they are required to perform.

| | |
|---|---|
| Trace | List in steps |
| Analyze | Break apart |
| Infer | Read between the lines |
| Evaluate | Judge |
| Formulate | Create |
| Describe | Tell us about; Use details |
| Support | Back up with details |
| Explain | Tell how |
| Summarize | Give me the short version |
| Compare | All the ways they are alike |
| Contrast | All the ways they are different |
| Predict | What will happen next |

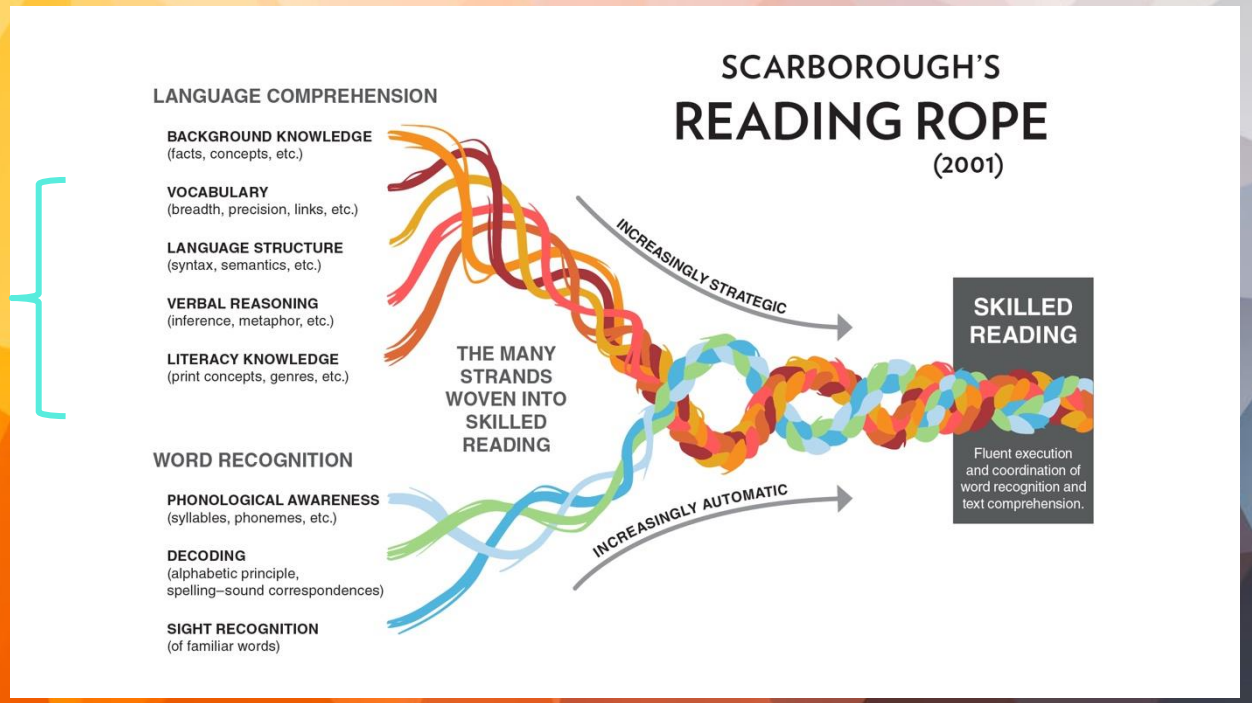
# Literacy Knowledge

## Four main Literary Genres

- Fiction
- Nonfiction
- Poetry
- Drama

Concepts of Print






**Scarborough's Rope matters because it provides a framework for understanding the different skills needed for reading comprehension. It also highlights the importance of teaching language comprehension skills concurrently, not sequentially.**

# Thank you for your time!

If you have any questions or concerns, please see below, or contact me at:
Christyl “Cricket” Erickson
ericksoneducationalconsulting@gmail.com

If you have questions, please leave a sticky note with your email address on the parking lot, and I will get back to you. CE

