The Reading Process: How Children Learn to Read

Colorado Reading First– Winter 2005
Content Standards

- Recognize the connection between oral language and reading
- Recognize the components of the four part processor model
Relationship Between Oral Language and the Reading Process

- Refer to Handout #1.
- Write ideas about relationship between oral language and the reading process in the first box.
## Facts about Language

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Language appeared…</td>
<td>2 million years ago</td>
</tr>
<tr>
<td>Written forms of language appeared…</td>
<td>1 ½ million years ago</td>
</tr>
<tr>
<td>Number of oral languages today…</td>
<td>3,000 to 6,000 (depending on dialect)</td>
</tr>
<tr>
<td>Number of <strong>literate</strong> languages today…</td>
<td>78</td>
</tr>
</tbody>
</table>
Large numbers of children at school entry lack the critical oral language skills necessary for them to benefit from early literacy instruction.

Lucy Hart Paulson (2001)
What is Oral Language?

- Oral Language is the listening and speaking part of communication.
- It is a process that develops naturally.
What is Receptive and Expressive Language?

- **Receptive language** is the language we listen to and understand.

- **Expressive language** is the language we use when we speak.
To Clarify Further...

- **Receptive Vocabulary:** The words we understand.
- **Expressive Vocabulary:** The words we use when we speak.
- **Listening:** Attending to spoken language.
- **Speaking:** The ability to express thoughts orally.
Oral Language Links to Literacy
Activity: Language Sort

- Using the Venn Diagram (handout #3), work as a team of 3 to sort the cards into the categories: receptive, expressive or both.
- List at least 3 additional activities that would fit into each category.
- You will have 10 minutes, before sharing out.
Before we can expect ELL students to read, they need abundant opportunities for aural/oral (listening/speaking) language development.

Image trying to learn to read a language you do not understand.

Enhancing English Language Learning in Elementary Classrooms (Center for Applied Linguistics)

Colorado Reading First, 2005
Written language is invented; it is code based. To become literate, students must become masters of the code.

Lyon, 1998
Activity: Discovering the Code

\[ v = \text{apple} = /a/ \]

\[ \omega = \text{map} = /m/ \]

\[ \beta = \text{sun} = /s/ \]

\[ x = \text{spinning top} = /t/ \]
Activity: Discovering the Code

€ = = /e/
K = = /k/
Ψ = = /d/
Я = = /r/
Activity: Discovering the Code

Ю = /i/
Π = /n/
Ψ = /p/
Ψ = /h/
Activity: Discovering the Code

Ф = /l/

Ђ = /th/

Љ = /sh/

Ж = /ch/
Activity: Discovering the Code

Sight Words

ЋЄ = the

νЯЄ = are
<table>
<thead>
<tr>
<th>Symbol</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ι = /a/</td>
<td>ω = /m/</td>
</tr>
<tr>
<td>Κ = /k/</td>
<td>Χ = /h/</td>
</tr>
<tr>
<td>Ε = /e/</td>
<td>Ρ = /r/</td>
</tr>
<tr>
<td>Χ = /t/</td>
<td>Λ = /sh/</td>
</tr>
<tr>
<td>Ύ = /i/</td>
<td>Μ = /s/</td>
</tr>
<tr>
<td>Ψ = /d/</td>
<td>Ζ = /ch/</td>
</tr>
<tr>
<td>Φ = /l/</td>
<td>Π = /n/</td>
</tr>
<tr>
<td>Ψ = /p/</td>
<td>Θ = /th/</td>
</tr>
</tbody>
</table>
Activity: Reading the Code

1. Я в х \rightarrow rat
2. Ж Ю П \rightarrow chin
3. Б в Ψ \rightarrow sad
4. Π в Ψ К Ю П \rightarrow napkin
Activity: Reading the Code

- Use handout #5 and read Russian coded sentences.
- Answers:
  - Sam can sit.
  - Sam let Tim sit.
  - Tim and Sam chat.
  - Tim and Sam are mad at dad.
  - The sad dad let them sit.
Activity: Spelling and Dictation

- Use handout #5.
- Spelling Test
- Sentence Dictation
- Work alone and transcribe the sentences.
1. am → υ ω
2. math → ω ν Ζ
3. rich → Я Ю Ж

Sentence Dictation: ΕξυΠ ΖΕ ΖνωΨ ΖνΠ υ ΦЮωΨ.

Sentence Transcription:
• Tim has a hat.
• Dan and his dad are at the Mint.
• Are Pat and Kim pals?
Activity: Reflection on the Code

- Discuss responses to the code activity at your table.
- Discussion guide:
  - What were your feelings as you did this exercise?
  - How much more practice would you need to become automatic?
  - What kinds of practice would help you the most?
  - What strategies did you use?
  - Were you able to read and comprehend at the same time?
Reflection:
Record Your Thoughts About the Code Activity

- Fill in the second box in your reflection sheet (handout #1).
- Note three important learnings from this exercise.
Working Memory and Automaticity

Processing Task

Working Memory

Processing Task

Less Fluent Reader

More Fluent Reader
Reading and the Brain: The Four Part Processor

Adams, 1990

- Orthographic Processor
- Phonological Processor
- Meaning Processor
- Context Processor
Mommy likes a cup of coffee.

Context Processor

Meaning Processor

Phonological Processor

Orthographic Processor

Adams, 1990
The Phonological Processor

The system that processes the speech sounds of language:

- Recognition of speech sound
- Production of speech sounds
- Comparisons of words
- Memory for sound sequences
- Phonological awareness skills
- Segmenting, blending and manipulation of phonemes
The Orthographic Processor

- Organizes written language visually.
- Perceives and recognizes letters, patterns, words, spacing between words and punctuation.
- Stores information about print.
- Rate of accessing this information influences fluency and comprehension.
The Meaning Processor

- Organizes and stores information about word meanings.
- Attaches meanings to printed words.
- Organizes words in terms of word structure and relationships.
The Context Processor

- Accesses and applies context and background knowledge to what is being read.
- Closely tied to the meaning processor.
Activity: The Four Part Processor

- Divide into groups.
- Lay out the four “processor cards.”
- Place the “activity cards” in the middle.
- Take turns flipping over cards.
- Decide as a group which processors are used in the activity.
- Trace the path with yarn.
Reflection:
The Reading Process

Complete the third box on handout #1 with at least three new learnings about how students learn to read.
“There is no use trying,” said Alice; “one can’t believe impossible things.” “I dare say you haven’t had much practice,” said the queen. “When I was your age, I always did it for half an hour a day. Why, sometimes I’ve believed as many as six impossible things before breakfast.”

Lewis Carroll
References

- *Beginning to Read: Thinking and Learning about Print* (A Summary) by Marilyn J. Adams (pp. 17-35)
- *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level* by Sally Shaywitz, M.D. (Chapter 7: The Working Brain Reads)

Colorado Reading First, 2005