Systematic and explicit teaching of a balanced and integrated literacy program

Bronwyn Parkin: Program Manager, Literacy Improvement, Programs and Resources 3-12
Goals for today

• To establish a model of language and literacy (from Australian Curriculum)

• To explore what a *balanced and integrated literacy program* means across year levels

• To define ‘explicit’ literacy teaching

• To put it all together into a system
What does it mean to be literate?

• Students become literate as they develop the skills to learn and communicate confidently at school and to become effective individuals, community members, workers and citizens. These skills include listening, reading and viewing, writing, speaking and creating print, visual and digital materials accurately and purposefully (and critically) within and across all learning areas.

http://www.australiancurriculum.edu.au/English/General-capabilities
Australian Curriculum’s view of literacy: underpinning theories

- Vygotsky
- Halliday and Hassan
- Gee
- Freebody and Luke
Model of language and literacy

Culture/Discourse

Situation

Topic

Relationships

Written/oral

whole text level

sentence level

Graphophonetic level

Handout p1
Discourse (communities of practice)

Discourses are ways of coordinating and integrating words, signs, acts, values, thoughts, beliefs, attitudes, social identities, as well as gestures, glances, body positions, objects and settings.

James Gee (1996) ‘Literacy and Social Minds’
In Bull, G. and Anstey, Michele, eds The Literacy Lexicon Sydney: Prentice Hall

Activity 1: think of of one Discourse (or community of practice) of which you are a member. How do you behave, what do you value, how do you dress, what do you say? Where do you go? How do you sit? How do you recognise another member of that Discourse?
Discourses of schooling

In school, Discourses are recognised through the learning areas

eg Mathematics Science History
English Geography Economics Health
Physical Education Technology etc

Activity 2:
Think of one learning area that you teach and the Discourse to which it relates eg Science:
What do scientists do, what do they value, how do they dress, what do they talk about? Why? What do they write about? How would you recognise a piece of scientific writing? How would you recognise a group of scientists?
Making meaning

Culture/Discourse

Situation

Topic

Written/oral

Relationships

whole text level

sentence level

Grapho-phonetic level

Comprehending meaning making skills, i.e., listening to, reading, and viewing texts.

Composing meaning making skills, i.e., speaking, writing, creating visual texts.
MODELS OF BALANCED LITERACY PROGRAMS

**MODES:** Speaking & Listening, Reading & Viewing, Writing & Representing, Multi-modal

**LITERATE RESOURCES:** Code breaker, Text participant, Text user, Text analyst

**TEXT TYPES:** Recount, Procedure, Narrative, Report, Explanation, Persuasion, Review

**SKILLS:** Oral language, phonemic awareness, phonics/spelling/sight words, fluency, comprehension/vocabulary

**MULTI-LITERACIES MAP:** Functional, Meaning Maker, Critical, Transformer
Where do the ‘modes’ fit?

Culture/Discourse

Situation

Topic

Relationships

Written/oral/visual

whole text level

sentence level

Graphophonic level

• Listening/speaking
• Reading / writing
• Viewing/creating
• Multi-modal
Balance across the modes

<table>
<thead>
<tr>
<th>comprehending</th>
<th>composing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td><strong>Speaking</strong></td>
</tr>
<tr>
<td>to texts valued in the learning areas</td>
<td>texts valued in the learning areas</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>texts valued in the learning areas</td>
<td>texts valued in the learning areas</td>
</tr>
<tr>
<td><strong>Viewing</strong></td>
<td><strong>Creating</strong></td>
</tr>
<tr>
<td>texts valued in the learning areas</td>
<td>texts valued in the learning areas</td>
</tr>
</tbody>
</table>
Activity: Is there a right order?

- comprehending to composing?
- Reading / listening / viewing first?
- Writing / talking / creating first?
- ANALYSIS TO SYNTHESIS
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## Balance in the literate resources

<table>
<thead>
<tr>
<th>Code breaker</th>
<th>Text participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Decoding (comprehending) and encoding (composing) texts</td>
<td>• Students participate in making meaning from (comprehending) and with (composing) texts as members of communities of practice</td>
</tr>
<tr>
<td>• Linguistic structures and features</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text user</th>
<th>Text analyst</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students make use of spoken, written, and visual texts for real purposes (comprehending and composing)</td>
<td>• Students understand the purpose of a text, author’s intent, and reason for author’s choice of genre, structures and words. They work out their own stance to the text.</td>
</tr>
</tbody>
</table>

Handout p3
Where do the ‘four roles’ fit?

Culture/Discourse

Situation

Topic

Written/oral

whole text level

sentence level

Relationships

Graphophonic level

• Code breaker
• Text user
• Text participant
• Text analyst
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Genres: from commonsense to learning area specific

• Activity 3: Each site jointly decides on and constructs one thing out of paper (e.g., plane, boat, pin wheel, origami, paper chain) (5 minutes only)

• One person is observer and transcribes the language he/she hears during construction
Genres: from commonsense to learning area specific

Each site jointly constructs one of the following responses:

1. The time we made a ....

2. How to make a .... (for mathematicians, for Early Years students)

3. Paper construction amongst DECS educators

4. Cutting versus tearing: a discussion
The time we made a pinwheel

- This morning we made a pinwheel. First we chose some pretty paper. It was blue, my favourite colour. Then we drew some lines from the corners to the middle and we had to cut them almost to the middle but not all the way. If you cut all the way it doesn’t work. Then we pulled four corners to the middle, and stuck it with glue. Stacey wrecked it because she wanted to make it fly too early.
How to make a pinwheel

Materials

- A square piece of paper
- Scissors
- Glue
- Pop stick
- Drawing pin

Method

- Draw two diagonal lines from corner to corner of the paper.
- Measure 1 cm along each line from the intersection and make a mark.
- Cut along each line from the corner to the mark. Do not cut to the centre of the paper.
- Take the right-hand side of each corner and pull down towards the central point. Attach to the centre point with a small dab of glue. Do this for each corner.
- When dry, pierce the centre of the pinwheel with a drawing pin, and attach to the end of a pop stick. Leave enough room so that the pinwheel can rotate.
- Take outside and face into the wind.
Paper construction by DECS educators

*Paper construction is a favourite past-time amongst the DECS staff. These talented people are able to construct many cherished artefacts with which to adorn their homes. This report will describe three of the most popular: pinwheel, pirate hat, and plane construction.*

*Pinwheel construction is generally undertaken by the younger teachers. Brightly coloured square papers are used. The paper is carefully marked out, cut and folded to form the blades of the pinwheel.*
Paper construction is a favourite past-time amongst staff in the South Australian Department of Education. A variety of processes are used to create an end product. Two of the most popular are cutting and tearing the paper. This paper will discuss the benefits and issues of each process.

Cutting of the paper is mostly used in the production of pinwheels. Pinwheels require precise measuring and cutting to ensure that the centre point is not compromised by excessive cutting which would render the pinwheel inoperable. For this reason, cutting is the most effective method, particularly if sharp scissors are employed as a tool…
So what?

These factors impact on choice of text types and word choice:

• Learning area (Discourse)
• Purpose
• Topic
• Relationships (stance)
• Mode (most spoken-like to most written-like)
Does your school have a genre map?

Does the map reflect the increasing complexity of language choices?

Does it move from common-sense to more academic?
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**MULTI-LITERACIES MAP:** Functional, Meaning Maker, Critical, Transformer
Where do the ‘skills’ fit?

Culture/Discourse

Situation

Topic

Written/oral

Relationships

whole text level

sentence level

Grapho-phonetic level

• Oral language
• Phonemic awareness
• Phonics / spelling / high frequency words
• Fluency
• Comprehension / vocabulary
## The big 6 (PALL)

<table>
<thead>
<tr>
<th>Alphabeticics</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological (phonemic) Awareness</td>
<td>Vocabulary Development</td>
</tr>
<tr>
<td>Phonics</td>
<td>Comprehension</td>
</tr>
<tr>
<td></td>
<td>Fluency</td>
</tr>
<tr>
<td></td>
<td>Oral language</td>
</tr>
</tbody>
</table>
Sources of information

- National Reading Panel Executive Summary (2001)
- Handbook of Research on Literacy and Diversity (2009)
- Handbook of Early Literacy Research (2001)
- International Handbook of Literacy Instruction (2005) (Ehri, Pressley, Stahl, Adams)
- National Inquiry into the teaching of Literacy (2005)
ALPHABETICS:

Phonological awareness
Phonics
Phonological Awareness

- The ability to reflect on units of spoken language smaller than the syllable, including blending, segmentation, deletion, word-to-word matching.
- Involves spoken, not written language (cf phonics)
- Involves awareness of phonemes or onsets and rimes and rhyming words.  
  
(Stahl, S. 2001. Handbook of Early Literacy Research)
Phonemic Awareness

• A subset of phonological awareness:
• The ability to distinguish and manipulate the smallest sounds in spoken words called ‘phonemes’ (eg. there are four phonemes in s – t – o – p; three phonemes in ch – e – ck)

  (Ehri, 2009 *Handbook of Research on Literacy and Diversity*)
(Grapho) Phonics

• Phonics instruction teaches students how to use letter-sound relations to read or spell words (National Reading Panel Executive Summary, 2001)
Activity 4

tummy

cycle

singer

photograph

funny

among

honey

phonological
Purpose of phonics

• The end goal of phonics instruction is not children sounding out words

• The end goal of phonics instruction is automatic recognition and writing of words

• Automaticity in decoding/encoding leaves space in the brain for meaning making
National Reading Panel: Phonics Findings

• Systematic phonics instruction enhances children’s success in learning to read and that systematic phonics instruction is significantly more effective than instruction that teaches little or no phonics. (National Reading Panel Executive Report p9).
Balance in spelling development

<table>
<thead>
<tr>
<th>Prephonetic</th>
<th>Phonetic</th>
<th>Transitional (Early)</th>
<th>Transitional (Late)</th>
<th>Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic awareness (sound)</td>
<td>Phonics (sound-symbol)</td>
<td>Spelling by analogy (visual)</td>
<td>Morphemic knowledge</td>
<td>Word origins</td>
</tr>
</tbody>
</table>

COMPREHENSION

Vocabulary development
Comprehension of text
Vocabulary development

Effective approaches  (Taff et al 2009)

1. Concept-rich, language-rich, and word-rich environment

2. Students are taught meaning of individual words, focusing on deep understanding and lasting retention

3. Students are taught strategies for becoming independent word learners
Vocabulary development

• Vocabulary development belongs within the learning areas: each has its own focus

• comprehending and composing skills: vocabulary development requires production of coherent texts within the learning areas

• LONG TURNS

• (Word walls can just become wallpaper)
Successful vocabulary learning is successful language learning.
Text comprehension for diverse learners: what matters?

Strategies that have correlation with improved comprehension:

1. Determining importance (e.g., gist, topic sentences, theme)
2. Summarizing information
3. Drawing inferences
4. Generating questions
5. Monitoring comprehension
How do you teach inference?

Determining importance: is the burnt shell important? Why is it important? Is the water inside the canoe important? Why?

Summarise everything you know about this artwork.

What do you infer about the artist’s intentions?

Generate your own questions: eg what did the artist want to tell us? Why did the artist put the water inside the canoe? Why did the author burn the canoe?

Monitoring comprehension: do I get it?
OR… (from Pressley)

Components that affect comprehension:
1. Decoding
2. Vocabulary
3. Prior knowledge
4. Wide reading
5. Monitoring for meaning
Culture/Discourse

- Situation
  - Topic
    - Relationships
      - Written/oral
        - whole text level
          - sentence level
            - Graphophonetic level

- Vocabulary
- Wide reading
- Prior knowledge
Some caveats:

1. Teaching comprehension strategies not all that useful for students who don’t have automatic decoding skills
   Willingham, D. 2010

2. Build background and vocabulary knowledge, teach students how to decode the text, as well as use comprehension strategies to pull it all together.
FLUENCY
Getting it all together (Kuhn)
What is fluency?

Fluency is

• the bridge between decoding and comprehension

• Accurate, automatic word recognition, coupled with the appropriate use of prosody (stress, intonation and phrasing)
Why is it important?

• Automaticity in decoding frees up readers’ attention for making meaning

• Expression and phrasing helps to determine and construct shades of meaning

• Strong correlation between fluency and comprehension
Implications

• Students should engage in scaffolded, supported reading of connected text

• Practice should include instructional and challenging texts

• Repeated reading: wide and deep
Activity

- Who does most of the reading in your class?
- How often should students be reading fluently?
- What activities can you plan for your class to support fluency (including secondary students)?
What balanced literacy is:

- Deliberate and planful, delivered by a teacher who can stick to her or his plan (that does cover the entire scope and sequence expected in the primary grades) but also can respond to the moment-to-moment needs of individual students. (Pressley, 2005)
What balanced literacy is not:

• Delaying of reading and writing and talking of real texts in favour of learning phonemic awareness and phonic skills (remnant of behaviourism) (Pressley, 2005)

• Teaching of skills if and when a student demonstrates a need to learn a skill (remnant of whole language) (Pressley, 2005)
Enjoying, appreciating, interpreting and creating literary works in a variety of modes and media:
- picture books
- chapter books
- graphic novels
- short stories
- novels
- plays
- poetry
- films
- multimodal texts
- speeches
- biographies

Responding to a range of creative works:
- Personal responses
- Reviews
- Character analyses
- Thematic interpretations

Language for comprehending, creating, discussing and responding to literary/creative works.

Handwriting / spelling / punctuation / grammatical accuracy

How language works in its various modes and settings for different purposes and audiences, from the level of the text through to the word.

Comprehending, composing, using and critically engaging with texts:
- for a variety of purposes (eg describing, explaining, arguing, recounting)
- interacting with a range of audiences (from familiar through more formal)
- in different modes and media (oral, written, digital and multimedia)
- from a variety of sources (eg popular media, textbooks, workplaces, community)
- to build knowledge across all areas of the curriculum
- using appropriate strategies and processes

AN INTEGRATED LITERACY PROGRAM
• An *integrated* literacy program works so that the literacy aspects are connected within and across the learning areas within purposeful contexts.
Integration occurs on three levels:

- within literacy
- across learning areas
- within the community.
Integration within literacy: no cases of elementitis (Perkins 2009)

• In the *primary* years, how integrated are the elements of your literacy block?
  – Are your spelling / phonics activities connected to text?
  – Can they read and talk about the meaning of words before they spell them?
  – Do students read and analyse and talk before they write?
  – Do your oral language activities relate to and support the reading and writing they’re doing?
  – Are they integrated within a learning area?
Integration within literacy: no elementitis

– In the secondary years, what is the relationship between student talk, reading and writing?

– When you set summative written tasks, have you analysed a similar well written text?

– When you set summative oral tasks, have you developed vocabulary from talk and written text?
Activity 6: Integration across the learning areas

<table>
<thead>
<tr>
<th>Learning Area Science</th>
<th>Achievement Standards- Year 5</th>
<th>Possible genres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: electricity</td>
<td>They recognise, describe and give simple explanations for a range of cause-and-effect relationships and interactions within systems</td>
<td></td>
</tr>
<tr>
<td>Relationship to community:</td>
<td>They begin to have an understanding of the properties of electricity and start to consider the microscopic structure of materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>They suggest ways in which science has affected society (eg work, health, leisure and space exploration)</td>
<td></td>
</tr>
</tbody>
</table>
Integration within the community

• Use literacy for real purposes to achieve common goals
• Use literacy in ways aligned with communities of practice
• Re-orient students from an everyday common-sense view of their world to a Discourse view
EXPLICIT TEACHING
• **Explicit** literacy teaching makes the invisible visible. The teacher carefully unpacks how the English language system works, why language choices are made and how to use language in powerful ways both in formal learning and in the wider community.
Explicit teaching: linking the layers

Culture/Discourse

Situation

*Topic*

*Relationships*

Written/oral

whole text level

sentence level

*Graphophonemic level*
Explicit learning goals

• Why are we doing this?
• What do I want you to learn
  – For the whole lesson?
  – For each part of the lesson?

Explicit feedback linked to learning goals
Making the links in English: so what?

Activity 7:

• Down the road and over the hills

lived a little red hen.
Making the links in Tech Studies: so what?  (How to make a dustpan)

To make the handle:
1. Mark out handle from metal using template
2. Cut to length
3. File one end to a round shape
4. File the other end on a taper to attach to the bottom of the pan.
5. Drill two holes as indicated on the template and countersink.
6. Using the bar bender, bend handle as indicated on template (Figure 2).

To join the handle to the pan:
1. Line handle up with the pan so that the holes are in line. (Figure 3)
2. Place rivet into hole and use rivet gun or hammer and bang flat.
3. Repeat with other hole.
4. File any rough edges.
5. Paint
SYSTEMATIC TEACHING
Putting it all together

Assessment – knowing the learner

Pedagogy – how to teach

Curriculum – what to teach
A systematic teacher:

- Knows the curriculum well
  - Knows what comes before
  - Knows what comes afterwards
  - Understands the developmental processes
  - Understands, identifies and can talk about appropriate learning goals for the students in their class.
A systematic teacher:

- Uses assessment
  - As a tool for planning (what do they need to learn next?)
  - As a tool for student reflection, using criteria from explicit teaching (how well did I learn?)
  - As a tool for evaluation (how effective was my teaching? Do they get it? How do I know? Do I move on, or do we need to do it again?)
A systematic teacher:

- Plans for, and provides the right level of scaffold for all students
- Works systematically from high levels of scaffold, gradually reducing the support
- Works systematically from analysis to synthesis
- Works systematically from common-sense to subject specific texts
- Knows when and why to use whole class and group activities
- Ensures that all explicit teaching is followed by many opportunities for practice and consolidation.
Systematic scaffolding

**The Gradual Release of Responsibility**

<table>
<thead>
<tr>
<th>Demonstration</th>
<th>Shared Demonstration</th>
<th>Guided Practice</th>
<th>Independent Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little/No Control</td>
<td>High Support</td>
<td>Low Control</td>
<td>Moderate Support</td>
</tr>
</tbody>
</table>

Level of TEACHER Support

Level of LEARNER Control

Figure 3: Gradual release of responsibility (Pearson, P. David, Gallagher, CM. 1983)
Getting it all together (TfEL)

What are they expected to learn and why is it important?
- EY Learning Framework
- Australian Curriculum
- SACE

What do they bring?
- Prior skills, knowledge, and understandings
  - TfEL 4.1, 4.2

What does the expected learning look like at this level?
- EYLF Learning Outcomes
- AC Achievement Standards
- SACE Performance Standards

How am I going to assess their learning?
- How will they show me what they know and can do?
  - Assessment in authentic contexts
  - TfEL 4.3

The learning plan..
- Design, sequence, activities
  - TfEL 1.6

How will I know if they got it?

So what will we do to get there?

What will engage, challenge, and support them in their learning?
- TfEL D 2, 3 & 4
Deepening professional learning: New Literacy Secretariat resources

Planning for Classroom Literacy Improvement

1-hour professional learning packages:

- Genre mapping
- Genres in primary schools
- Genres in secondary schools
- Explicit and systematic teaching
- Balanced and integrated literacy program
References:


Stahl, S. Phonics They Really Use: Findings of the National Reading Panel. Georgia: Center for the Improvement of early Reading Achievement (www.ciera.org/library/presos/.../stahl/csi-stahl-phonics.pdf Accessed 18/10/10

National Reading Panel (2001) Teaching Children to Read: an Evidence-Based Assessment of the Scientific Research Literature on Reading Accessed 15/10/10
