LANGUAGE ARTS WITH LYN STONE

Taking literacy to the next level.

MODULE 1
LEARNING HOW WE LEARN

ESTABLISH

To establish an agreed upon, deeply understood, working definition of terms.

REFLECT

To act as a basis for reflection on what could be strengthened, improved and enhanced.

COLLABORATE

To provide a collaborative environment where good ideas can be shared and information and advice safely sought.

THREE OUTCOMES

MORE WAYS TO COLLABORATE

#LanguageArts

W Website
• **www.lifelongliteracy.com**

Twitter
• **@lifelonglit**
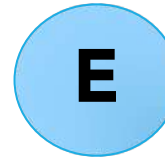
E Email
• **lynstone@lifelongliteracy.com**

Facebook
• **Lifelong Literacy**

N Newsletter
• **Language Fountain**

TODAY'S TOPICS

COGNITIVE LOAD THEORY

WORKING MEMORY

PROCESSING SPEED

ORTHOGRAPHIC MAPPING

MUSCLE MEMORY

TYPES OF PRACTICE

PHONOLOGICAL AWARENESS

ASSESSMENT

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AN INTEGRATED MODEL

COGNITIVE LOAD THEORY

WORKING MEMORY

PROCESSING SPEED

ORTHOGRAPHIC MAPPING

MUSCLE MEMORY

TYPES OF PRACTICE

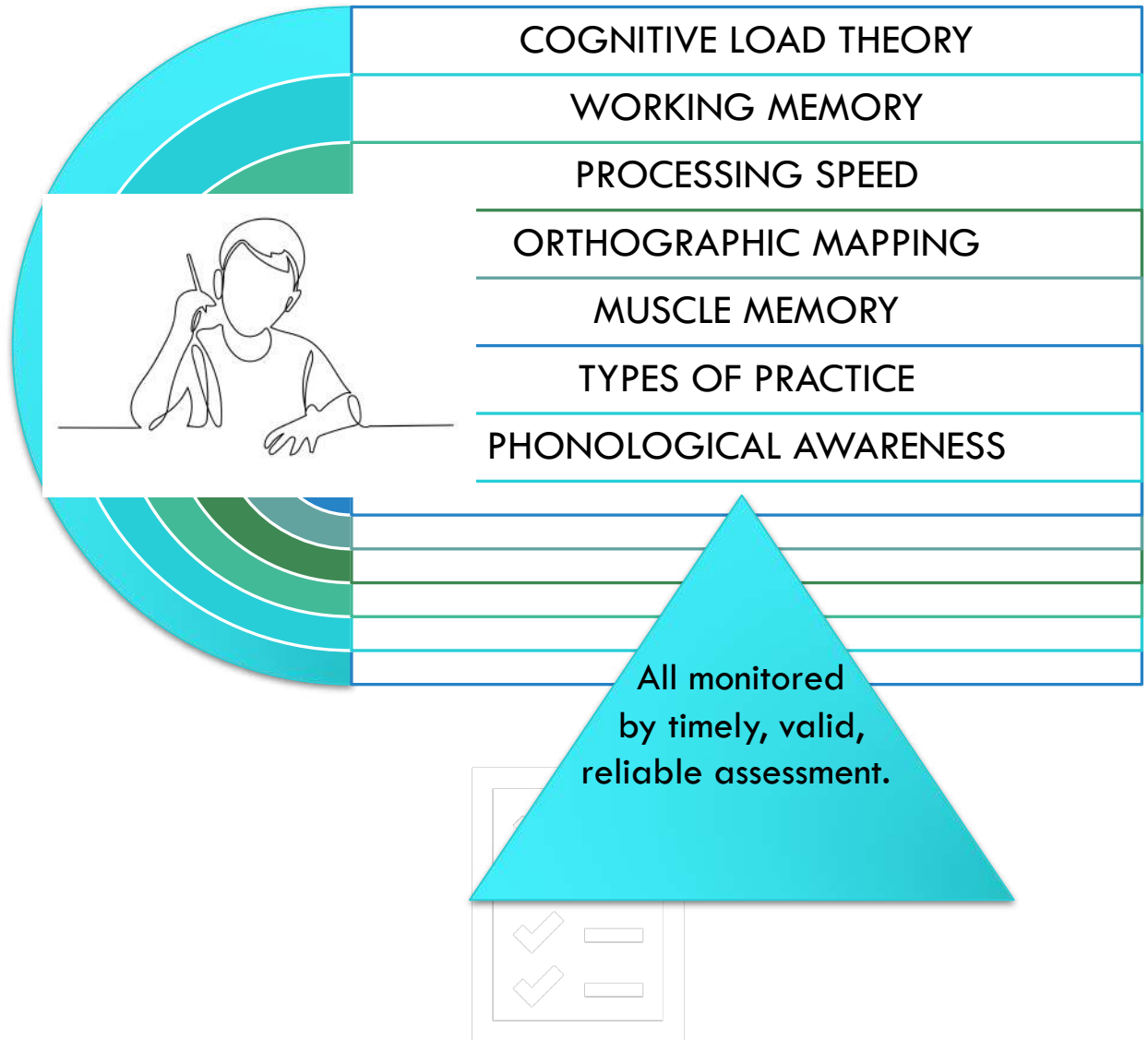PHONOLOGICAL AWARENESS

All monitored by timely, valid, reliable assessment.

COGNITIVE LOAD THEORY

'...the ultimate aim of cognitive load theory is to provide instructional effects leading to instructional recommendations'

➢ *Explain what you want them to know.*

➢ *Explain how they can learn that.*

➢ *Show them how and help them practise.*

➢ *Reduce pressure on working memory.*
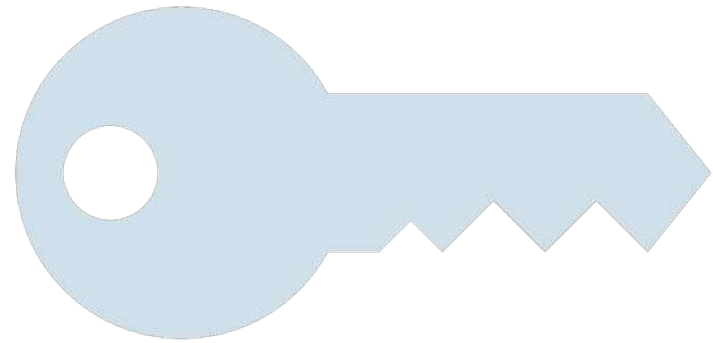
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WORKING MEMORY

"Working memory is the term used by psychologists to refer to the ability we have to hold and manipulate information in the mind over short periods of time. It provides a mental workspace or jotting pad that is used to store important information in the course of our everyday lives."

Gathercole & Alloway (2008)

➤ 4-8 pieces of information at one time

➤ Highlights the difference between novices and experts

➤ Automaticity is key

➤ Schema building is critical

➤ Feeds into the idea of knowledge-rich systems

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The Language Arts approach seeks to reduce demands on working memory by encouraging practices that make writing transcription increasingly automatic, so that ideas can flow unhindered and so that learning can take place in an ideal setting.
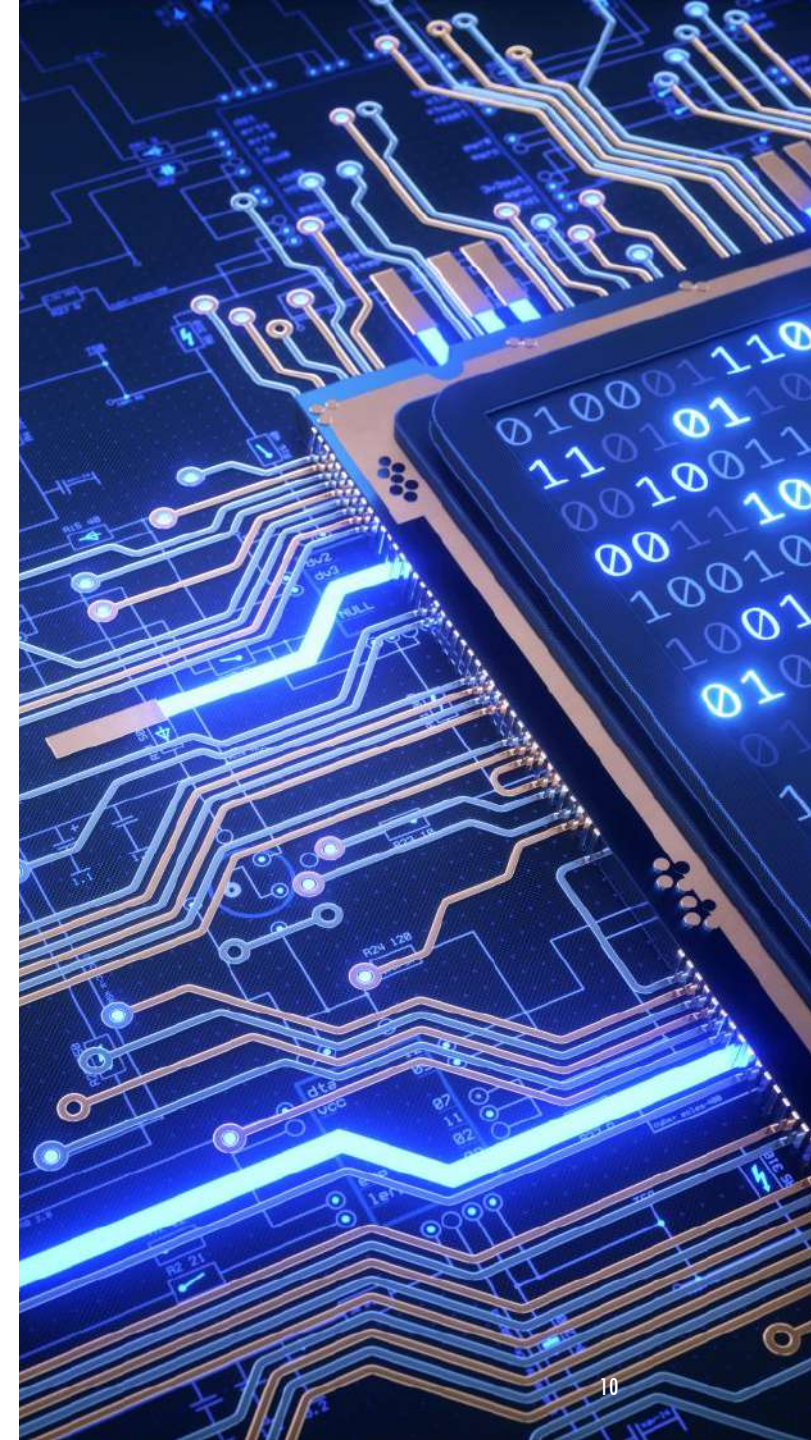
KEY PRINCIPLE

PROCESSING SPEED
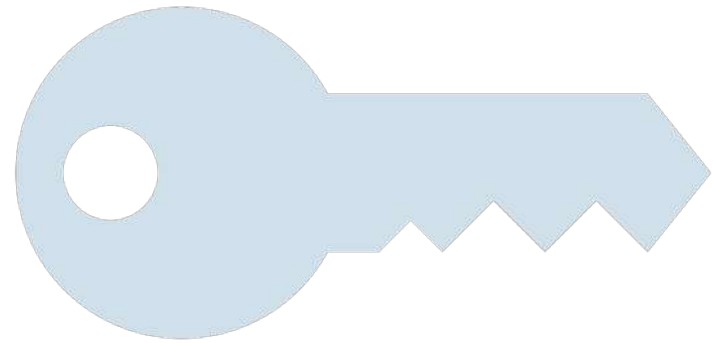
Response to information not quantity of information

Fast processing =advantage of practice.

Complete the loop

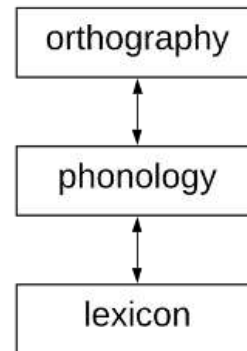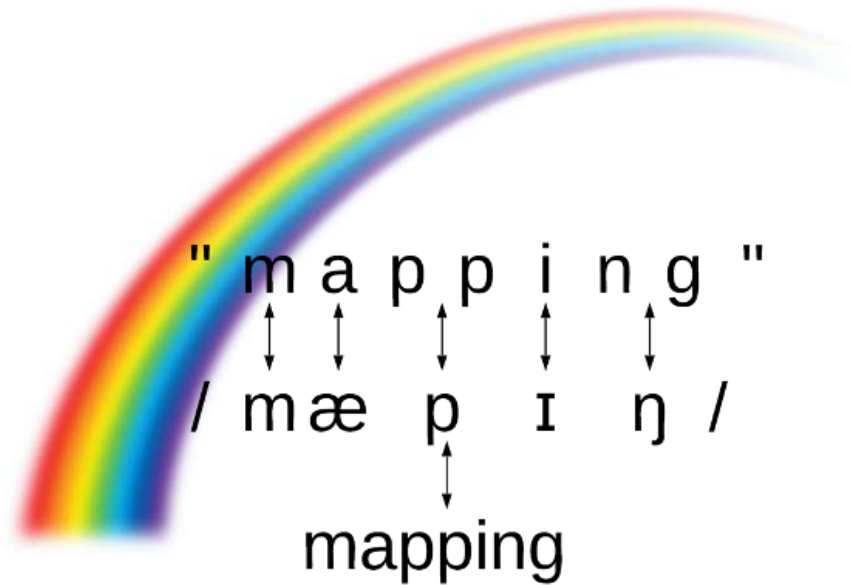Principles of EDI level the playing field for slow processors.

The Language Arts approach seeks to help children of all levels of processing get the most out of their lessons.
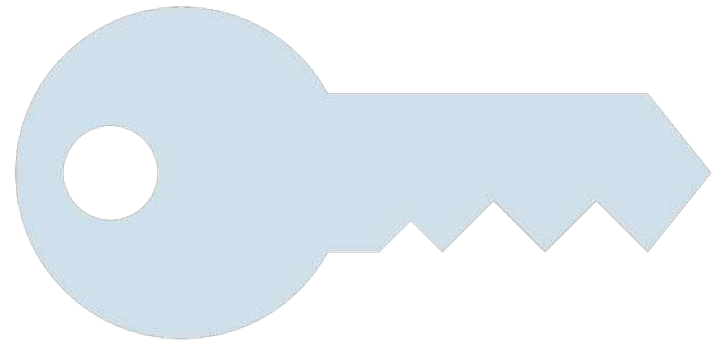
KEY PRINCIPLE

ORTHOGRAPHIC MAPPING

ortho (correct, straight) + graph (that which is written)

+ mapping (matching one representation to another)

The Language Arts approach seeks to enhance orthographic mapping at every opportunity for every child.
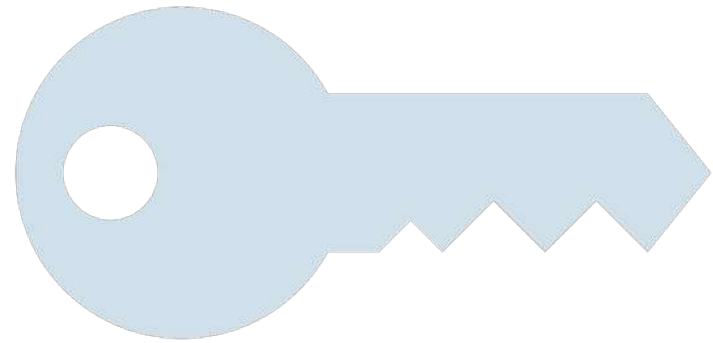
KEY PRINCIPLE

MUSCLE MEMORY

"The ability to reproduce a particular movement without conscious thought, acquired as a result of **frequent repetition** of that movement." (emphasis added)

OED

In Language Arts, emphasis is placed on advocating strongly for excellent, corrective, vigilant instruction in all aspects of transcription right from the start.
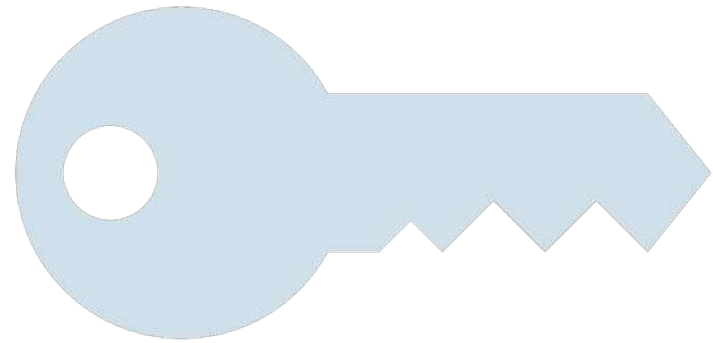
KEY PRINCIPLE

- Retrieval practice: The act of strengthening pathways in the mind.

- Interleaved practice: The act of mixing ideas and problem types during study.

- Spaced practice: The act of leaving time between study points.
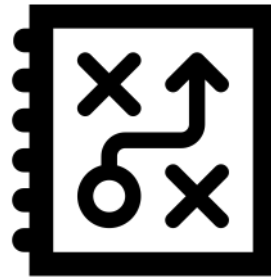
TYPES OF PRACTICE

The Language Arts approach builds effective practice structures around every child, based on interleaved, spaced and retrieval practice activities in all aspects of learning.

KEY PRINCIPLE

PHONOLOGICAL AWARENESS

PA is the ability to perceive and manipulate the following word parts:

syllables

onsets

rimes

phonemes

TEACHING CONSONANT CLUSTERS AS UNITS: WHY THIS IS A TERRIBLE IDEA

Being able to blend phonemes is not the same as learning so-called 'blends'.

If you present 'blends' as units, you violate:

1. Cognitive load principles

2. Phonological awareness development

3. The underlying structure of the writing system

I guarantee that you will produce poor spellers this way.

sk-
gr-
st-
sm-
fl-
sl-
tr-
gl-
cl-
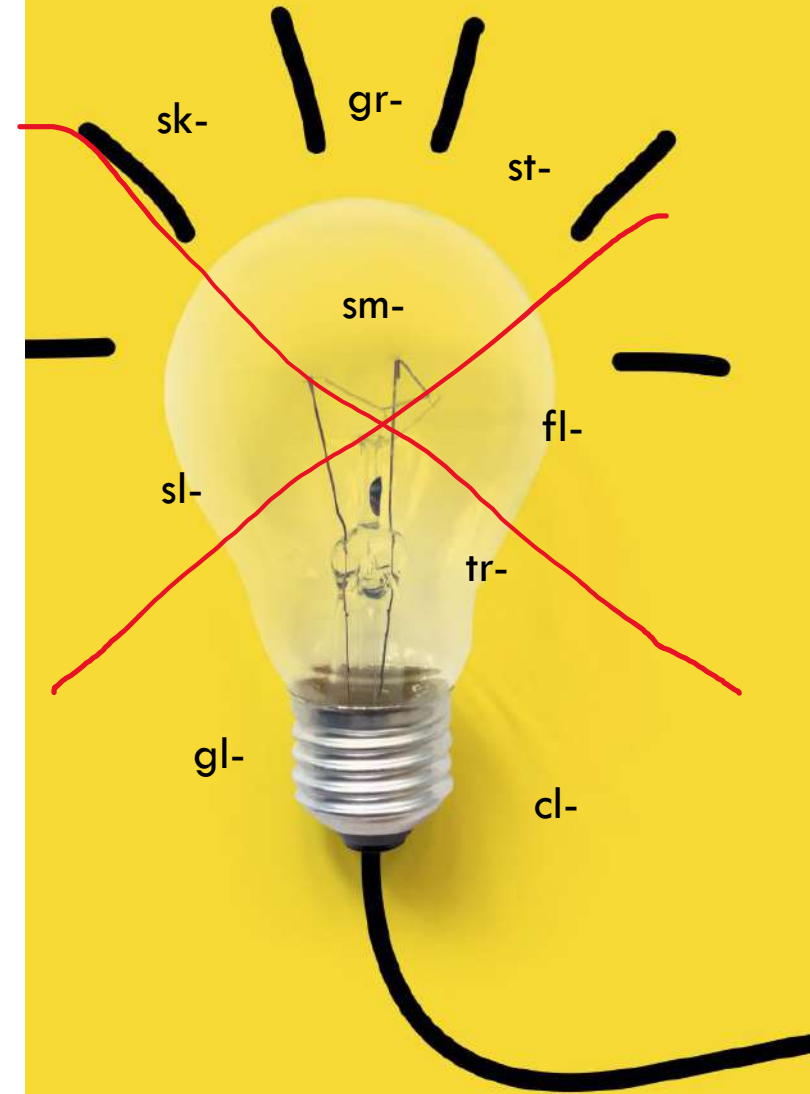
The Language Arts approach acknowledges that phonological awareness and proficiency are key drivers of early reading and writing success and that development of this awareness alongside high quality grapheme instruction is ideal.
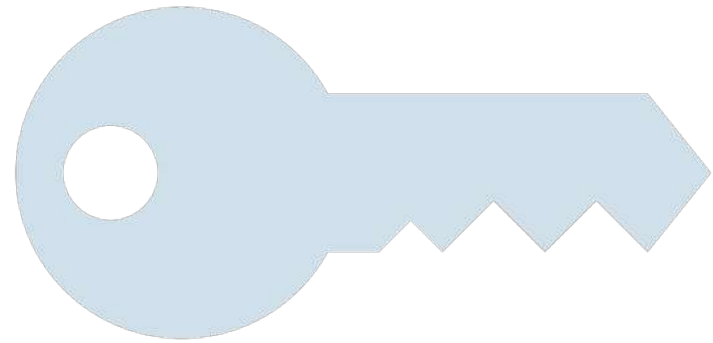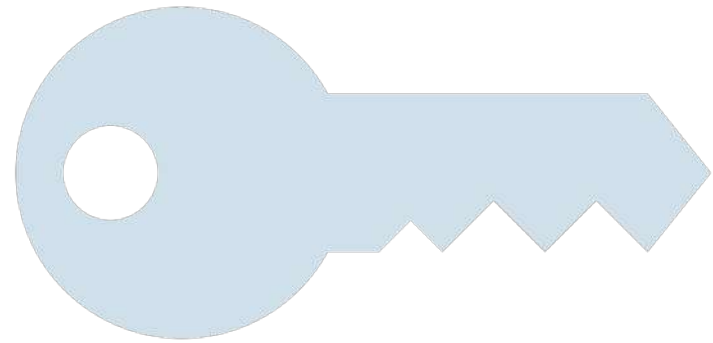
KEY PRINCIPLE

ASSESSMENT

The two key definitions in any assessment are:

validity and

reliability.

In Language Arts, being able to identify what a child struggles with leads to targeted, effective intervention.

Knowing a child's working memory and attentional capacity alongside their transcription and text generation ability, helps predict response to intervention.

KEY PRINCIPLE