



# LANGUAGE ARTS WITH LYN STONE

*Taking literacy to the next level.*

## MODULE 2 THE SIMPLE VIEWS OF READING AND WRITING

## 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.

# SOME THEORY/SOME PRACTICE

# TODAY'S TOPICS



THE SIMPLE VIEW  
OF READING



THE SIMPLE VIEW  
OF WRITING



SIGHT WORDS



IRREGULAR  
WORDS



A 4-STEP  
PROCESS



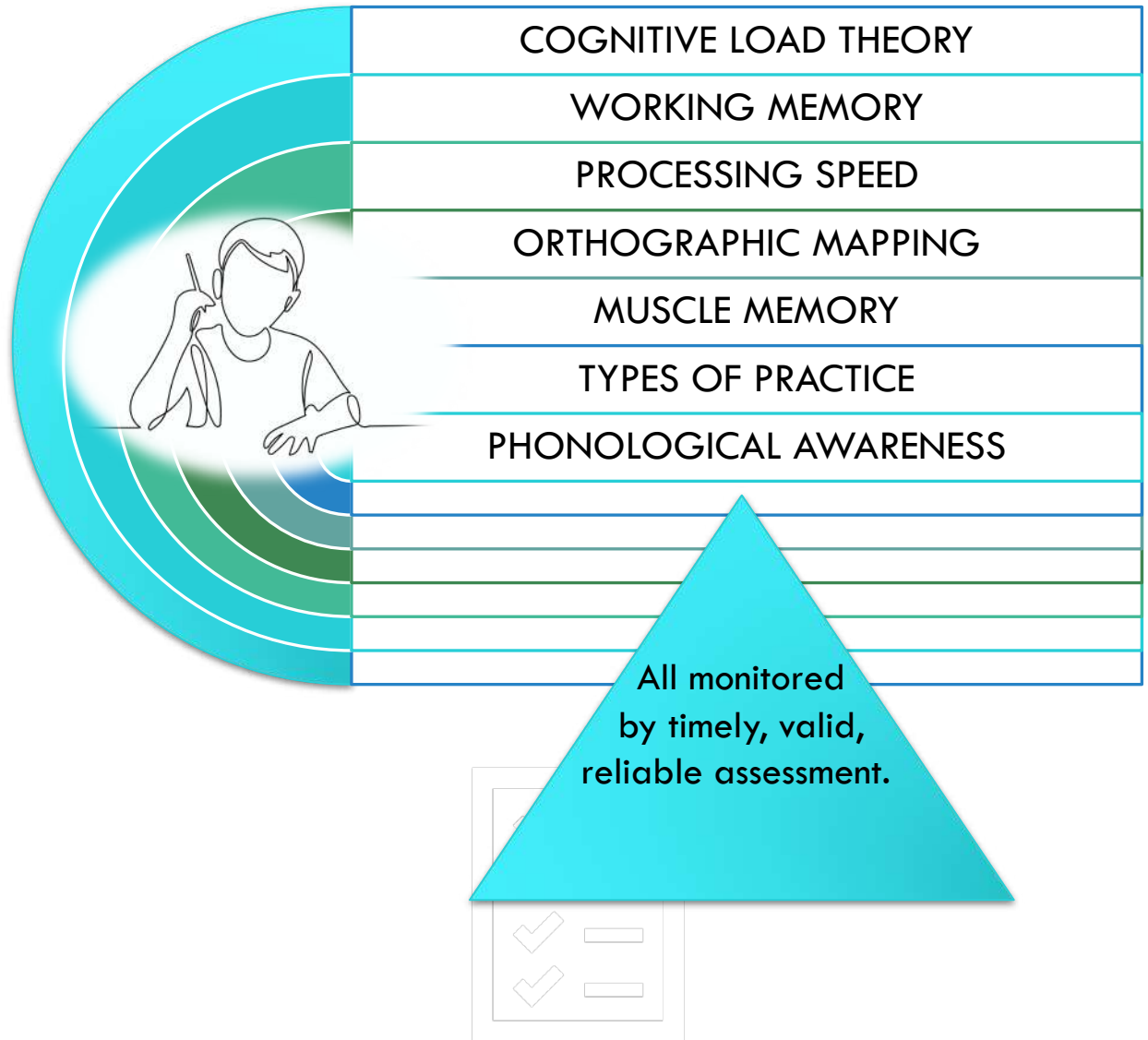
THE MARKING  
SYSTEM



A KNOWLEDGE-  
RICH CURRICULUM

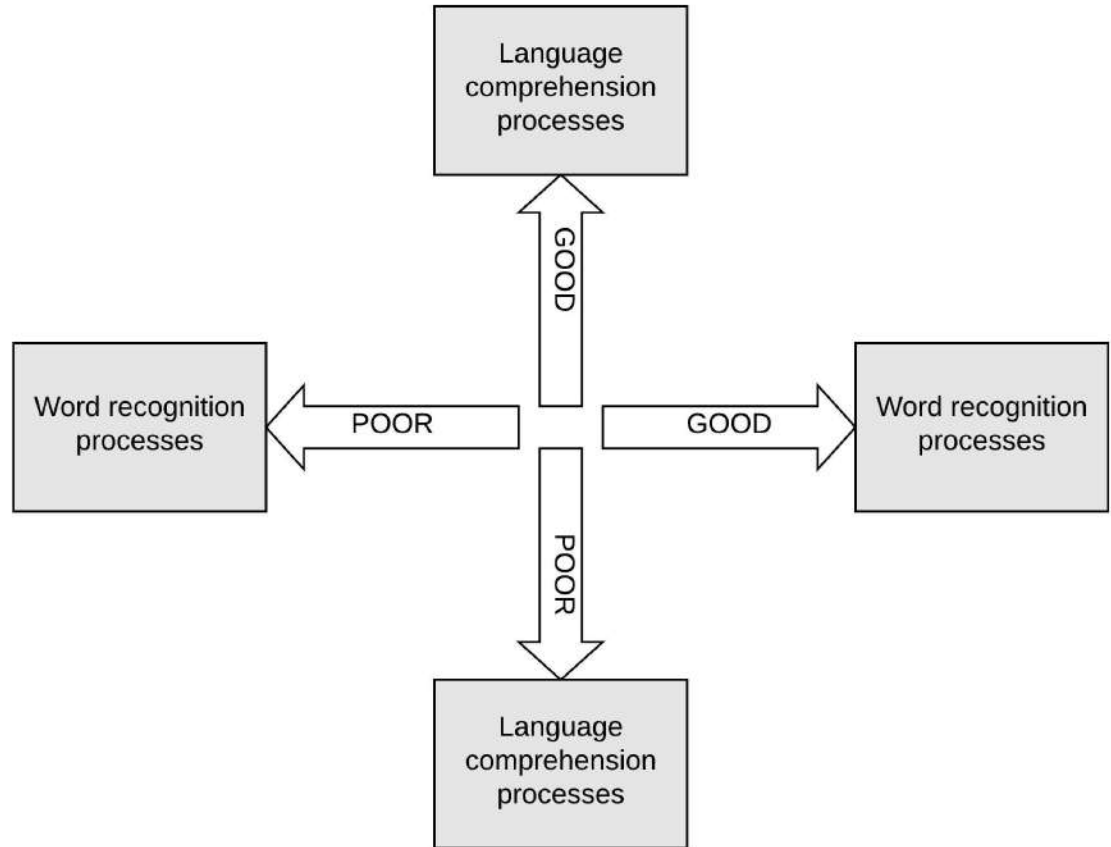


# AN INTEGRATED MODEL

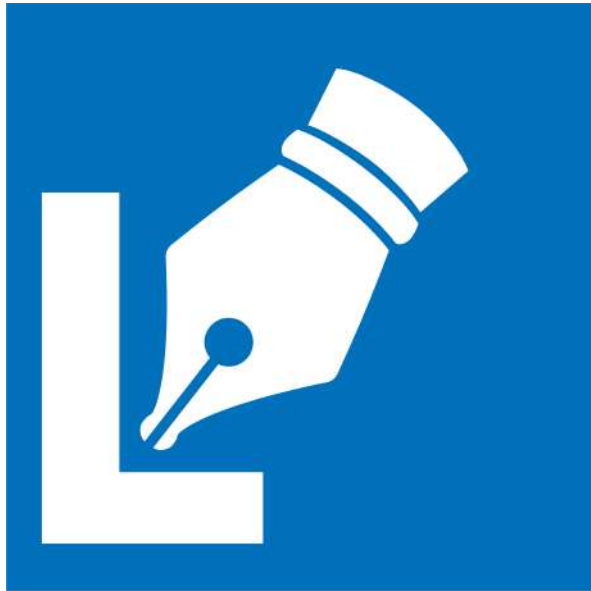


# THE SIMPLE VIEW OF READING

*Agnes, Bethany, Calvin & David*



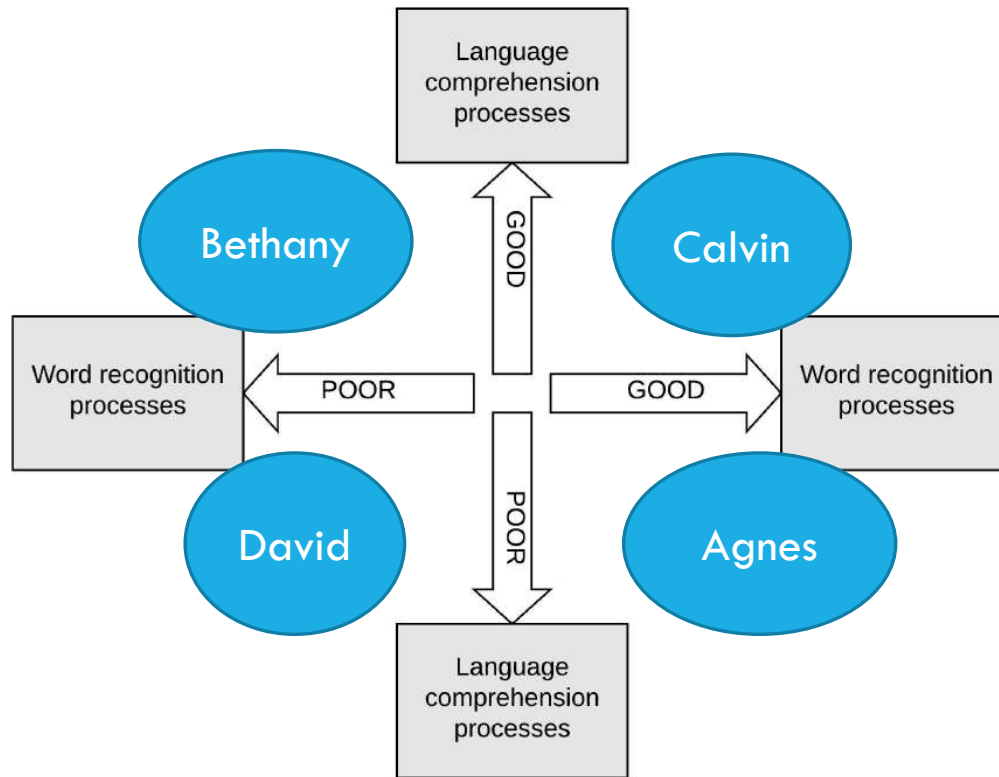
# THE SIMPLE VIEW OF READING BREAKOUT



**LANGUAGE ARTS**  
WITH LYN STONE

Take a moment to place those students on the diagram (it's not drawn to scale – an approximate quadrant is fine) and discuss your findings.

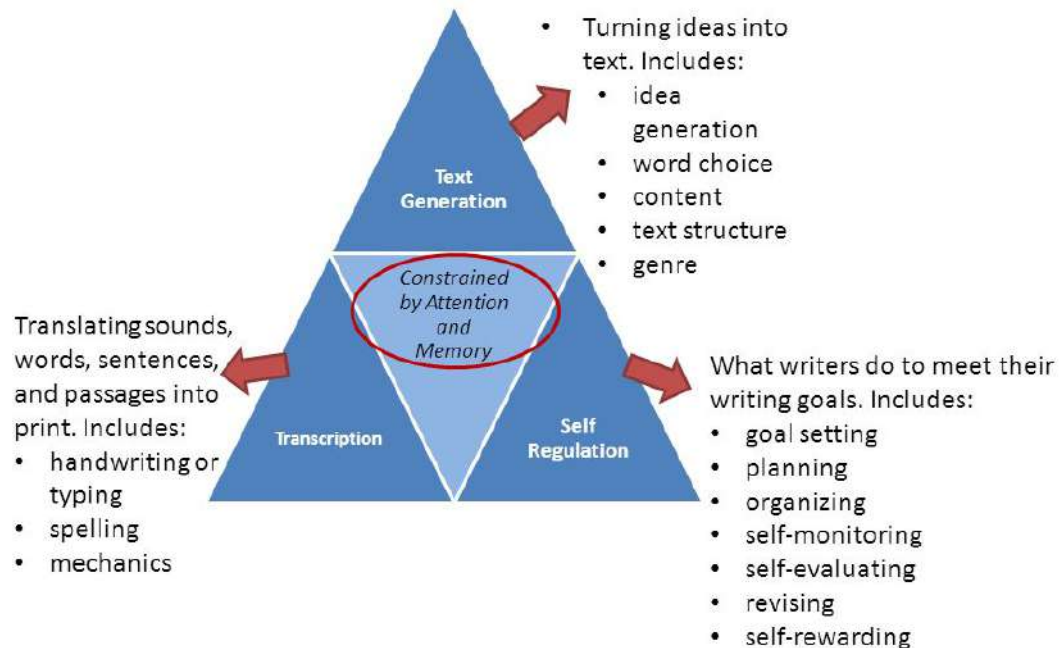
It's a good idea to cast your mind back to the discussion of assessment from the last module.



# THE SIMPLE VIEW OF WRITING

## Simple View of Writing

(Berninger & Amtmann, 2003)





# DYSGRAPHIA, DYSLEXIA, AND OWL LD ARE ALL WRITING DISABILITIES

But they are different kinds of writing disabilities at different levels (units of language) subword → word → syntax/text:

Handwriting Disability

Dysgraphia

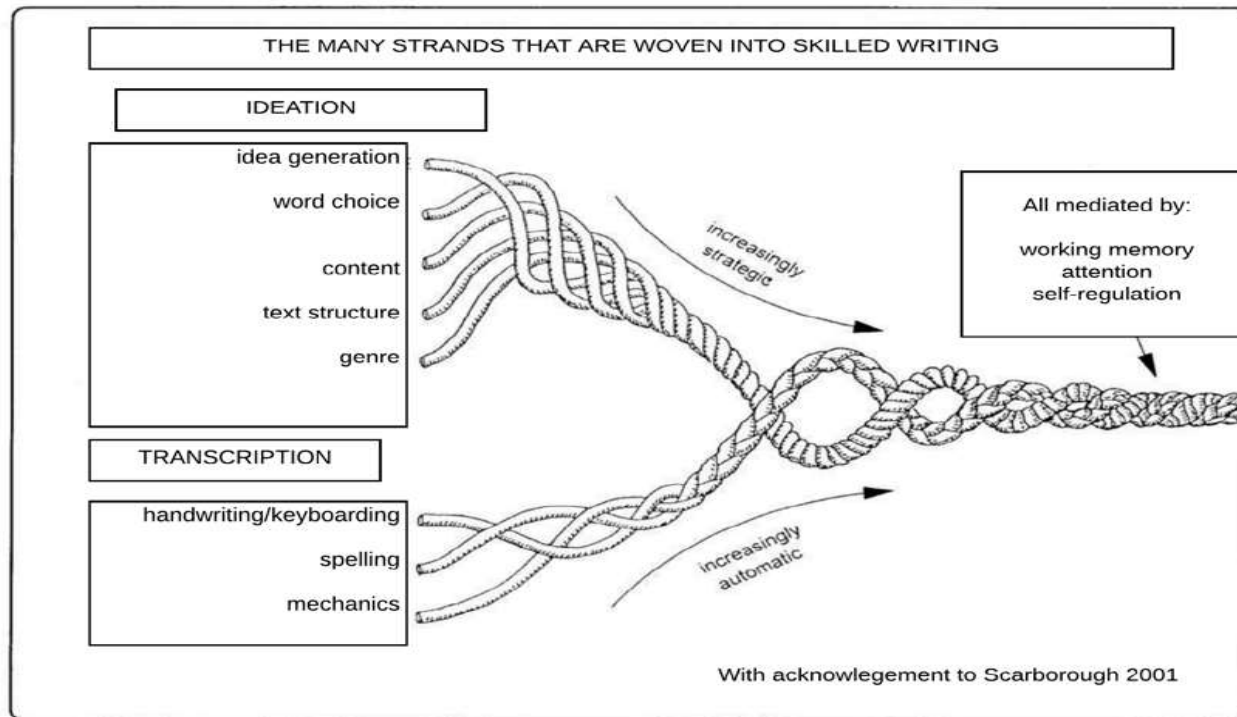
Spelling Disability

Dyslexia

Sentence and Text Composing    OWL LD

So focus on reading only not sufficient to help students overcome specific learning disabilities—need to also take into account writing and aural/oral language. See next slide for four language systems involved in learning to write.

# A WRITING ROPE



**FIGURE 9.1 BERNINGER (2015) INTERDISCIPLINARY FRAMEWORKS:  
4 LANGUAGE SYSTEMS (CONNECTED TO SENSORY INPUT OR MOTOR OUTPUT SYSTEMS) AND  
DEVELOPMENTAL DOMAINS USED IN RULING OUT DEVELOPMENTAL DISABILITIES AND  
IDENTIFYING LITERACY LEARNING PROFILES**

**Attention and  
Executive  
Functions:  
Mental  
Government of  
the Cognitive,  
Language,  
SensoriMotor,  
Social, and  
Emotional  
Domains**



**Language By  
Ear :**

- Subword
- Heard Words
- Multi-Word
- Text--Multi-  
Utterances



**Language By  
Mouth**

- Subword
- Spoken Words
- Multi-Word
- Text--Multi-  
Utterances

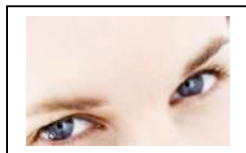


SS



**Language  
By Eye:**


- Subword
- Viewed Words
- Multi-Word
- Text--Multi-  
Sentences



**Language  
By Hand:**

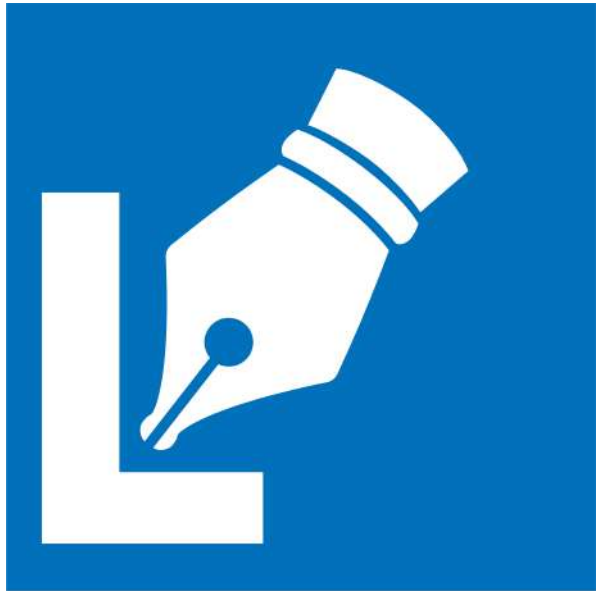
- Subword
- Written Words
- Multi-Word
- Text--Multi  
Sentences





**Conclusion:** Writing is complex in terms of the processes involved, but if teachers understand these processes and how to teach them, then learning to write can seem simple to developing writers!

# THE SIMPLE VIEW BREAKOUT



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Take 5 minutes to:

1. Discuss the model(s) you prefer/wish to explore further.
2. Discuss the model(s) you could confidently share with others.

Reminder:

The Simple View of Reading

The Simple View of Writing

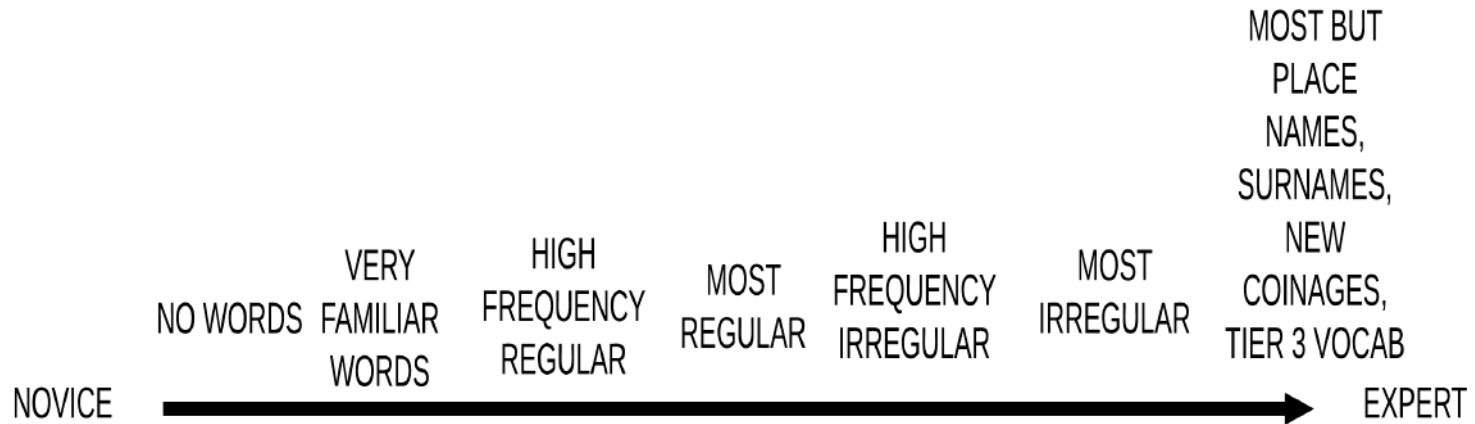
The Writing Rope

The 4 Language Systems

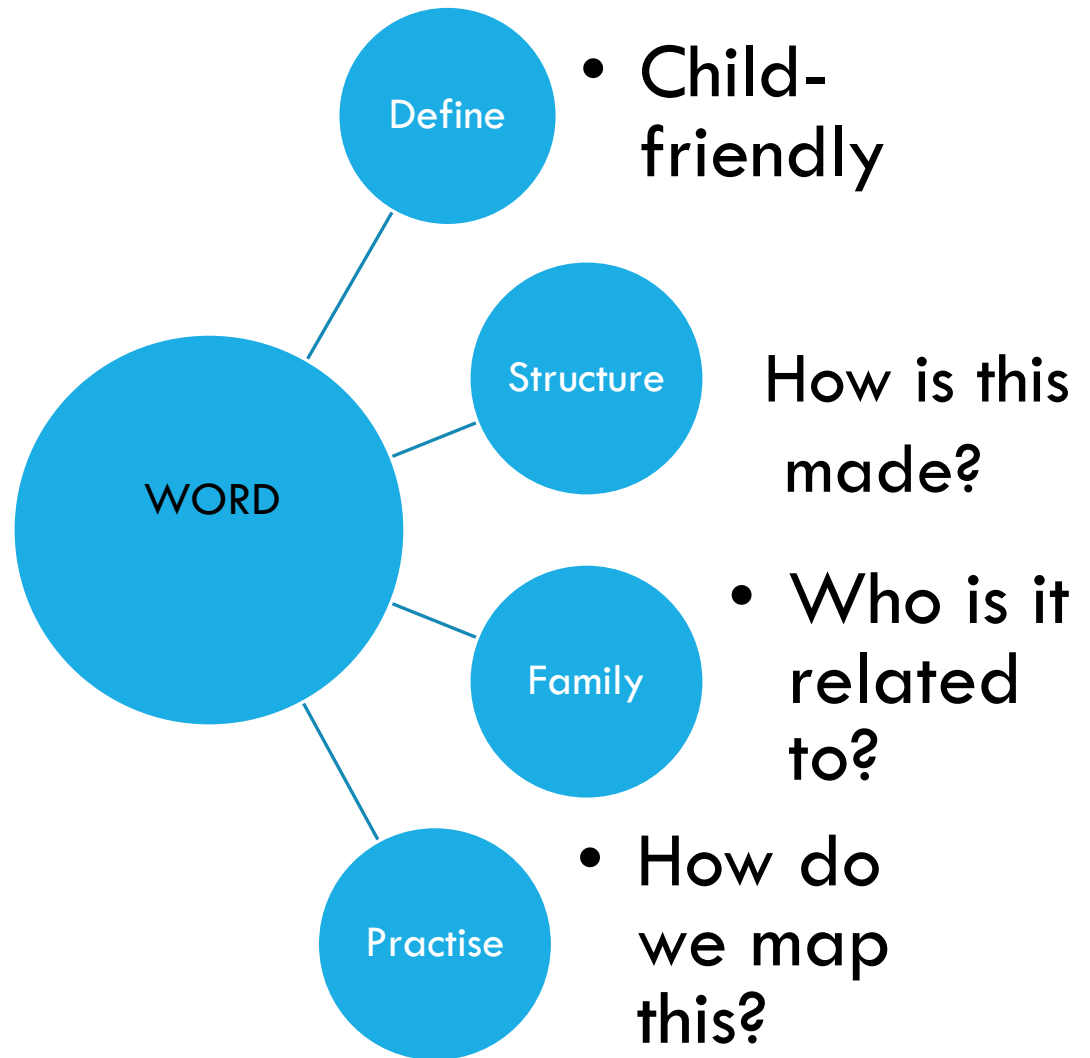
# SIGHT WORDS: THREE BIG MYTHS

1. “Sight words are irregular words that cannot be sounded out.”
2. “Sight words are words that need to be learned as wholes and not a sum of their parts.”
3. “Sight words are stored in visual memory.”

# IRREGULAR WORDS: A SCALE OF UNDERSTANDING



# A 4-STEP PROCESS





# THE MARKING SYSTEM

Spalding does this well, if a little complex.

We want to:

Maximise mapping

Reduce split-attention

Promote internalisation of mental shorthand

Connect theory to practice



NAME \_\_\_\_\_

4-STEP PROCESS WORKSHEET FOUNDATION-1

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# MARKING SYSTEM BREAKOUT

ROOM 1

ROOM 2

ROOM 3

<b>said</b>	<b>she</b>	<b>they</b>
<b>all</b>	<b>there</b>	<b>some</b>
<b>little</b>	<b>now</b>	<b>long</b>
<b>very</b>	<b>around</b>	<b>going</b>

# A KNOWLEDGE- RICH CURRICULUM

The whole point of education is to impart knowledge.

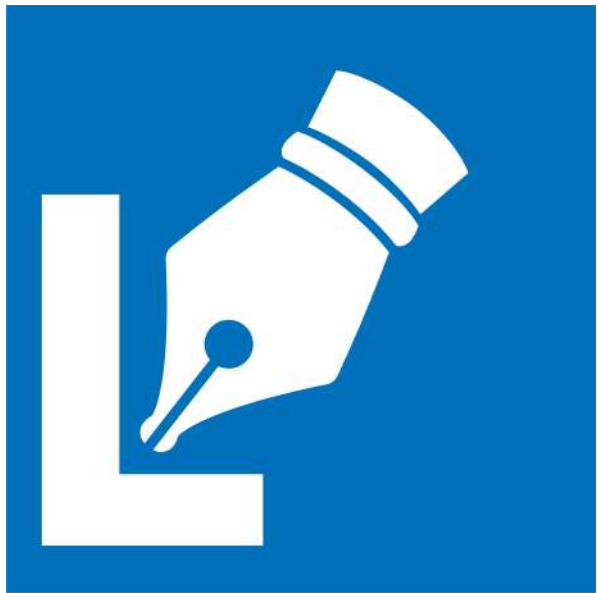
Most of us do well at the sound/symbol level.

Some of us do well at the underlying system level.

Now to focus on knowledge.

What are our students getting least of?

# KNOWLEDGE BREAKOUT



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Let's take 3 minutes to:

1. Discuss ideas about aligning our practice with the delivery of knowledge.
2. Think about what core knowledge you deem important.