

# Structured Literacy

## TASK CARD, NOVEMBER 2022

### Bringing Words to Life

by Isabel Beck

- Read Chapter 1: Rationale for Robust Vocabulary Instruction
- Think about the attributes of each of the three tiers of vocabulary words.
  - » How can this help educators narrow the focus of which words specifically to teach to their students?
- Why is independent reading not adequate in order for students to develop their vocabularies?
- Thinking of the Multi-Tier System of Supports, how can we support struggling readers to reinforce vocabulary they need in order to be successful in the regular education classroom?
- Fill out the chart on page 12. Reflect on how a person could use these words in multiple ways in order to “own” their new word.

### Speech to Print

by Louisa Moats

- Read Chapter 1 - Guiding Questions Section 1: Why Start with Speech Sounds? (p.26)  
Dr. Moats starts the chapter by providing three reasons for a focus on the role of phonemes in learning to speak, read, and spell:
  1. Phonemes determine the identity of words
  2. English orthography represents language at the phoneme level
  3. Automatic manipulation of phonemes is related to proficient reading and spelling.
- Q1: What are the implications for curriculum, instruction and assessment?
  - » What would you see in classrooms that base practices on these understandings?

» How are those practices contrasted to whole word approaches to teaching reading?

- Guiding Questions Section 2: Becoming Metalinguistic (p.27)  
Skilled readers' knowledge of print and the way words are spelled can be an obstacle to thinking about speech sounds.
- Q2: Does this make it difficult for teachers to understand how important phonological awareness is?
- Q3: How would you respond to a colleague who says, "I learned to read without being explicitly taught about phonemes?"
- Guiding Questions Section 3: Counting Phonemes (p.27-28)  
Exercise 2.1 asks you to count phonemes in words like "mix" "quake" and "measure."
- Q4: What could cause two educators to have different answers to the question... How many phonemes are in the word mix?

### Speech to Print Workbook

by Louisa Moats

- Complete Exercises 1-3 (pages 12 and 13)  
\*These activities correspond to pages 27, 28, and 30 in the textbook Speech to Print

### Rising Strong

by Brene Brown

- Read *Owning Our Own Stories* (pgs.39-97):
- Reflect on a time where you “owned your story”.
  - » Where did your story fall in the process discussed in the pages you read?
  - » Did you “reckon and rumble”?
  - » What was your outcome?

