

My Experiences: New Teacher & University Instructor

Excerpts from Courses

Collaborations with Community & UA Colleagues

http://bit.ly/TF_26Nov18_Kardash



SCHOOL OF EDUCATION

University of Alaska Fairbanks

**Diane Kardash, Faculty
UAF School of Education
Elementary Programs
diane.kardash@alaska.edu**

Diane Kardash

Alaska Licensed Elementary Teacher

Alaska Licensed K-12 Administrator



After graduating college in 1990, Diane taught in California (Grades K, 1, 6) and in Alaska (Grades K-1, 2-3, Reading).

In 1998, Diane was hired at UAF to teach in the Elementary Education department teaching courses related to the following areas: Elementary and Secondary Language Arts, Media Literacy, Assessment, and Health Education.

Diane also now serves as the CAEP accreditation coordinator for the School of Education.



SCHOOL OF EDUCATION

University of Alaska Fairbanks

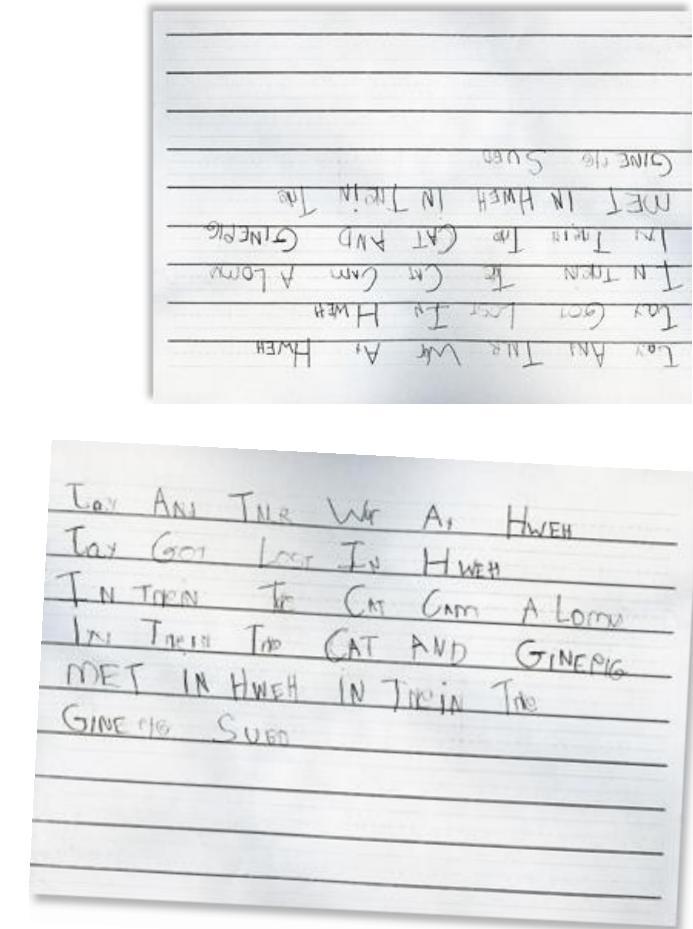
CAEP | ACCREDITED PROVIDER
EXCELLENCE IN EDUCATOR PREPARATION ACCREDITATION

Joy of Literacy

Sharing with Families



At a parent conference, this young girl gently took her writing from her mom, and turned to the correct direction to read it to her in English and then translate to the home language ... the family was from Southeast Asia.



*Note: Image of writing comes from ReadingRockets.org and is used as an example of 1st grade writing; it is not Somsant's writing.

Diane Kardash

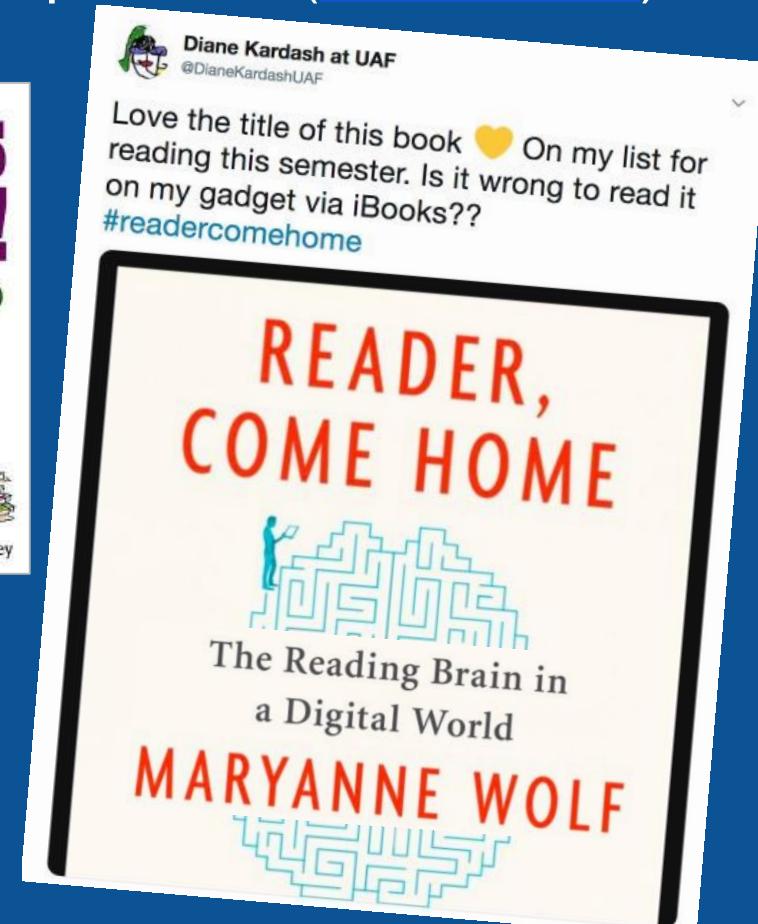
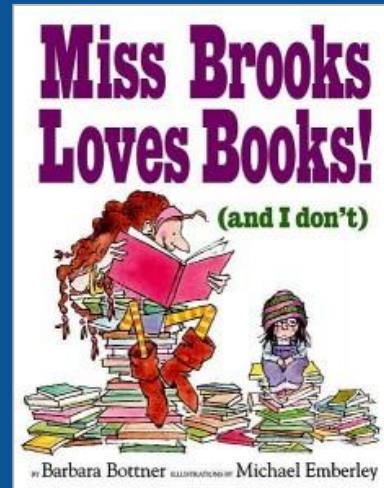
<https://twitter.com/DianeKardashUAF>



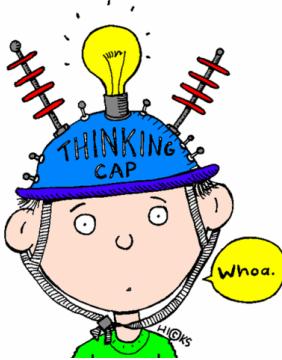
SCHOOL OF EDUCATION

University of Alaska Fairbanks

The Peter Effect in Teacher Preparation: One cannot give what one does not possess (2004, 2014)



Memory Work

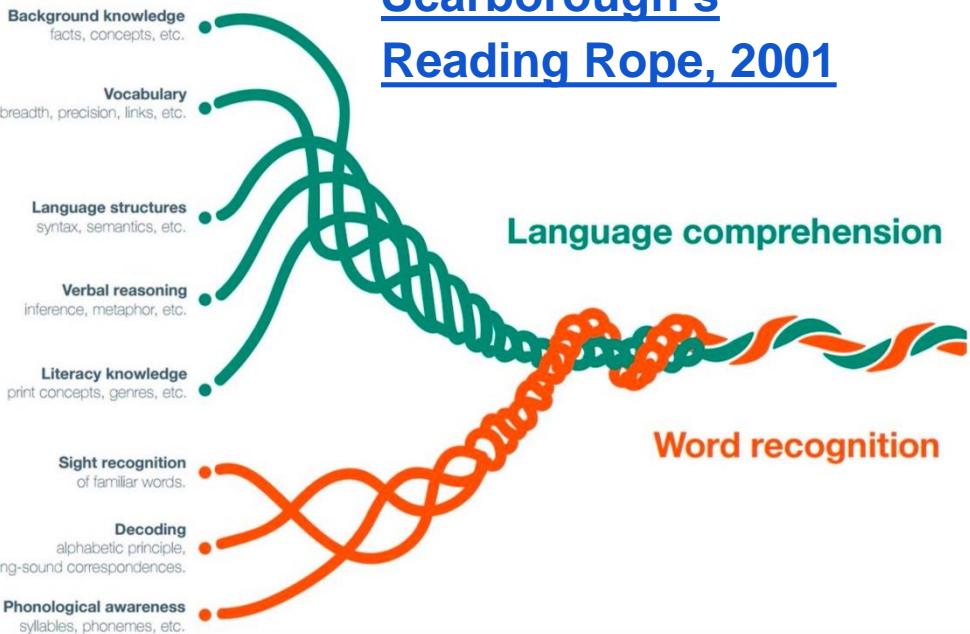


ED344 ED626 ED411 Quiz Items – Memorize and Write

Scarborough's Reading Rope, 2001

Language comprehension

Word recognition



ED344, ED626 & ED411 Quiz Items – Memorize and Write

This memory work will provide you with a *mental framework or schema* with which you can organize your accumulating knowledge, skills and understanding from coursework and field experience.

5



Goals for Developing Readers and Writers

Adapted from *Becoming a Reader: A Developmental Approach to Reading Instruction* by Michael O'Donnell and Margo Wood

Emergent Level (GR PreK-K)

1. Seek out and enjoy print
2. Become familiar with the language/organization of literature and informational text
3. Understand text read aloud
4. Gain print awareness
5. Approximate reading and writing
6. See themselves as readers and writers
7. Gain phonemic awareness: hear specific speech sounds in a word

Initial Level (GR K-1)

1. Understand that reading and writing are meaning-making processes
2. Acquire sight vocabulary
3. Use strategies based on *cues* to identify unknown words (phonics, morphology, spelling, syntax, semantics)

Transitional Level (GR 1-2+)

1. Increase fluency in reading and writing
2. Increase motivation to read and write
3. Focus on meaning in reading and writing

Basic Literacy Level (GR 2+)

1. Expand breadth of experience in reading and writing
2. Comprehend and create increasingly complex text
3. Extend meaning vocabulary

Essential Components of Reading Instruction

From the *Teaching Reading Sourcebook*. Starred = the "Big 5" or the "Five Pillars"

Print Awareness	Phonics	Fluency
Letter Knowledge	Irregular Word Reading	Vocabulary <input type="checkbox"/>
Phonological Awareness	Multisyllabic Word Reading	Comprehension
Phonemic Awareness		

Traits of Writing

From <http://educationnorthwest.org/traits>

Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions	Presentation
-------	--------------	-------	-------------	------------------	-------------	--------------



Foundations of Literacy Courses



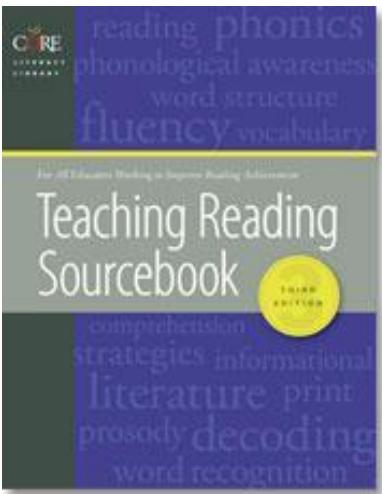
School of Education

ED344 Foundations of Literacy course for Undergraduate Elementary Students

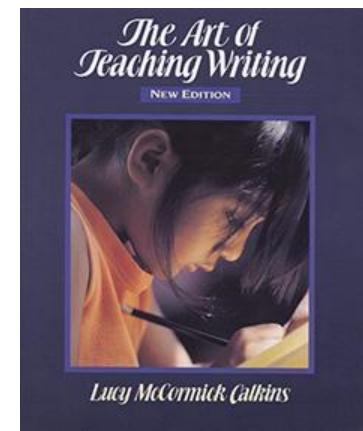
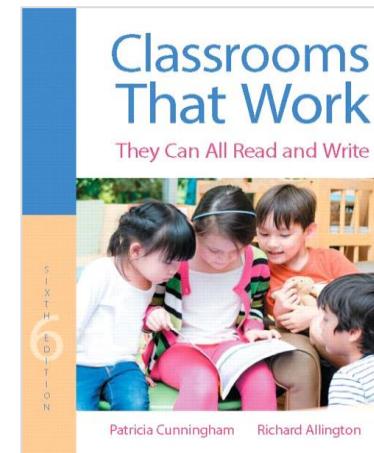
- Full semester course offered on-campus every Spring & as needed for off-campus students through distance delivery
- Recommended to be completed the semester before the year-long elementary internship

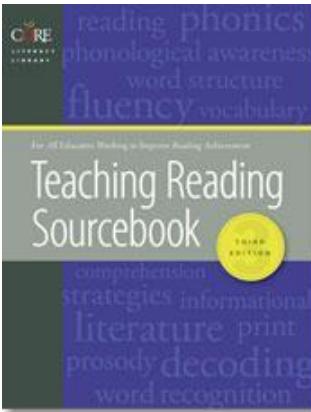
ED626 Teaching Reading, Writing, Language Arts course for Post-Bac Elementary students

- Summer course completed just before year-long elementary Internship

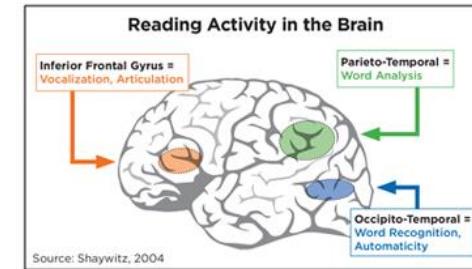


- 2nd Edition aligned with the International Dyslexia Association Knowledge & Practice Standards for the Teaching of Reading
- NCTQ Recommended Textbook for Early Reading Instruction
- Study Guide from CoreLearn





The Big Picture

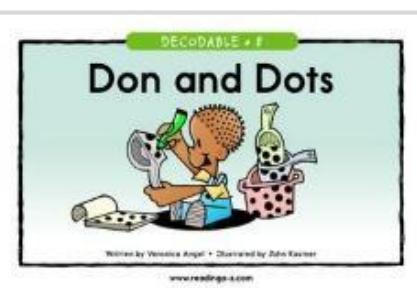


“Democracy can survive and flourish only with a literate citizenry” - Thomas Jefferson

- Research-based instructional methods
 - Independent Peer Review
 - Replication of results by other researchers
 - Consensus with the research community
- Systematic and Explicit Instruction

AND

Reading, reading, reading!
Writing, writing, writing!



ONES
I HAD
I STRA
BEER
PIENT
AND
IT GROD
STRA
BEER
INT'L
BAGS
KEM
ATTA
BLRT

Section I: Structure of English & Phonics

Alphabetic Principle: In English, there are systematic and predictable relationships between written letters and spoken sounds.

Phonics is the connection between the 44 phonemes or sounds & the 26 letters.



Phonics = Sounds + Letters

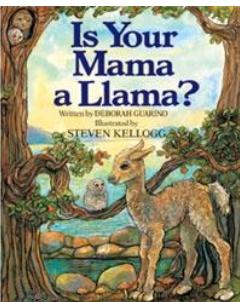
Early Literacy Phonological Awareness

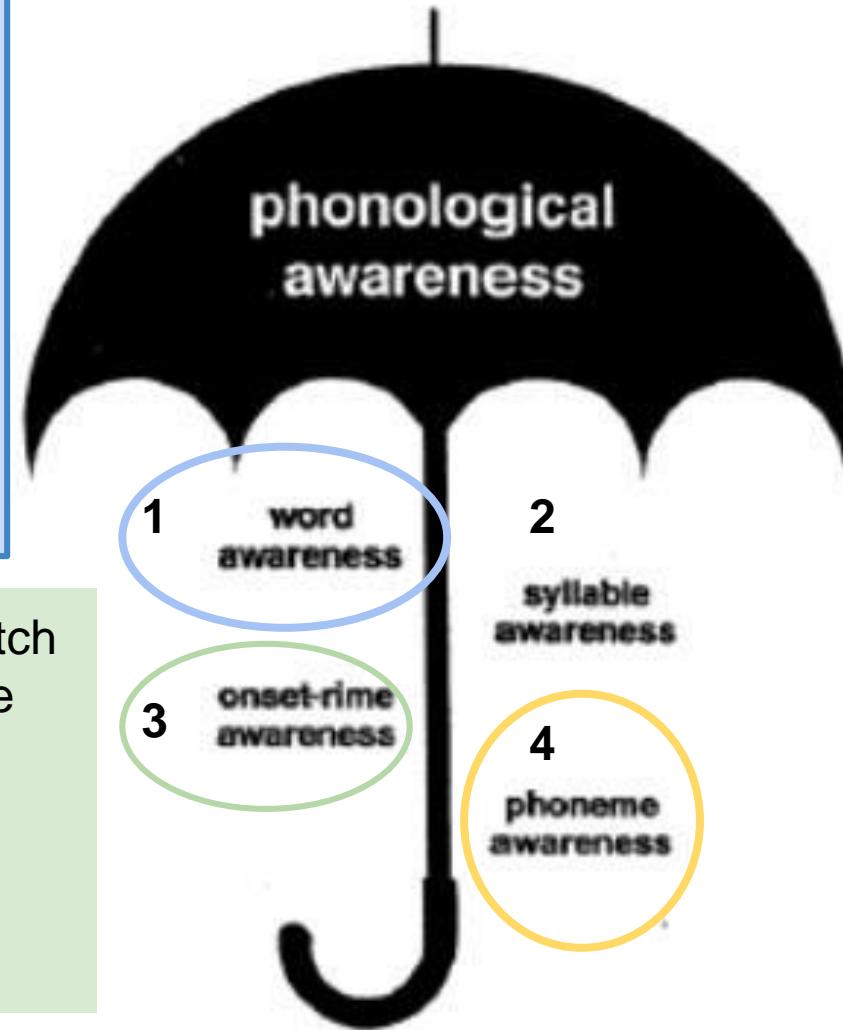
Section II

MORE than phonemic awareness....

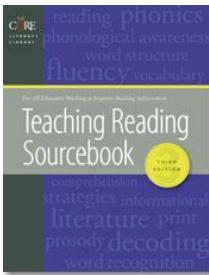
Yugtun Igat (Yup'ik Alphabet)
with Jackie




Being able to match
the endings of the
words (the rime),
you are
demonstrating
phonological
awareness.



Phonemic
awareness
is the
ability to
hear the
separate
speech
sounds in a
word - what
are the
sounds in
llama?



Decoding and Word Recognition - Section III

Phonics **NO!**
“Phonics is a method of instruction...”

There are MANY different methods to teach phonics!

For our class,
Phonics =
Letters + Sounds

Approaches to Phonics Instruction

Synthetic Phonics

Teaches systematically the sounds and letters, how to blending sounds and letters into words, and then reading decodable books.

Analogy Phonics

Using word families (rimes or phonograms) to teach new words

Analytic Phonics

Identifies sound in a word and then focuses on other words with the same sound.

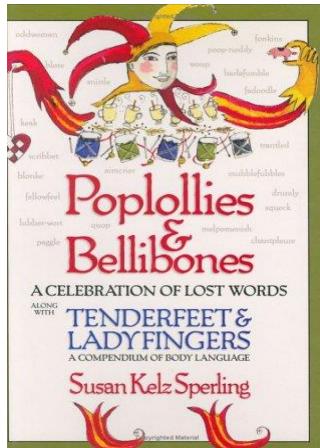
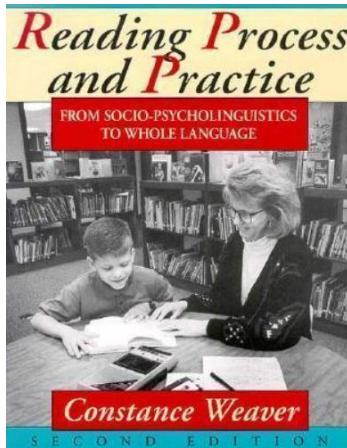
Embedded Phonics

Phonic elements are taught as they come up in reading and writing.

Reading Together

Let's read together....
volunteers?

Please open:
reading_activities.pdf



Reading Activities

#1

Spelling: SJ (1977). *Poplollies and Bellibones: A Celebration of Lost Words*. New York: Clarkson N. Potter.

The blonke was maily, like all the others. Unlike the other blonkes, however, it had spiss crinet completely covering its fairney clots and concealing, just below one of them, a small wam.

This particular blonke was quite drumly-lennow, in fact, and almost samded. When yerden, it did not quetch like the other blonkes, or even blore. The others blored very readily.

It was probably his bellytimber that had made the one blonke so drumly. The bellytimber was quite kexy, had a strong shawk, and was apparently venenated. There was only one thing to do with the venenated bellytimber: givel it in the flossh. This would be much better than to sparple it in the wong, since the blonkes that were not drumly could icchen in the wong but not in the flossh.

#2

(a) Weaver, Constance (1994). *Reading Process and Practice: From Sociolinguistics to Whole Language*. Second Edition. Portsmouth, NH: Heinemann

-nc- -p-n - t-m- th-r- w-s - h- nds-m- y-ng w-lf n-m-d L-b-
L-b- l-v-d w-th h-s m-th-r -nd f-th-r -t th- -dg- -f th- d-p,
d-rk w-ds. -v-ryd-y, L-b- w-nt t- h-nt -t th- n-rth -dg-
-f th- w--ds, n--r th- l-ttl- v-ll-g- -f C-1--s.

(b) ED344 Syllabus

A-e---a-e -o-i--

--u-e--- a-e e---e- -o a-e-- a- --a-e- a- -e a-i-e-- i-o-e- i- --a--
-i-u--io-- a- --a- --o-e--. l- -a-e o- a-e-e --u-e-s a-e -e-o-i-e
-o- -e-i-- i-o-a-io- --o- o-e- --u-e--.

Use strategies based on cues to figure out an unknown word.

Phonics

What sounds do the letters in a word make?

Spelling (Orthography)

Are there any familiar spelling patterns/phonograms in this word?



Syntax

How does this word fit in the grammar of the sentence?

Semantics

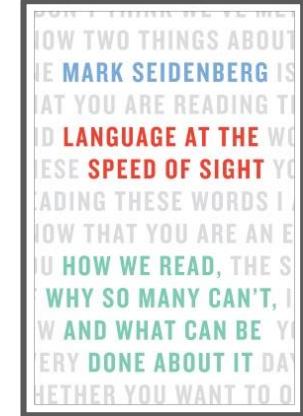
What do the other words mean?

This particular blonke was quite drumly-lennow, in fact, and almost samded. When yerden, it did not quetch like the other blonkes, or even blore. The others blored very readily.

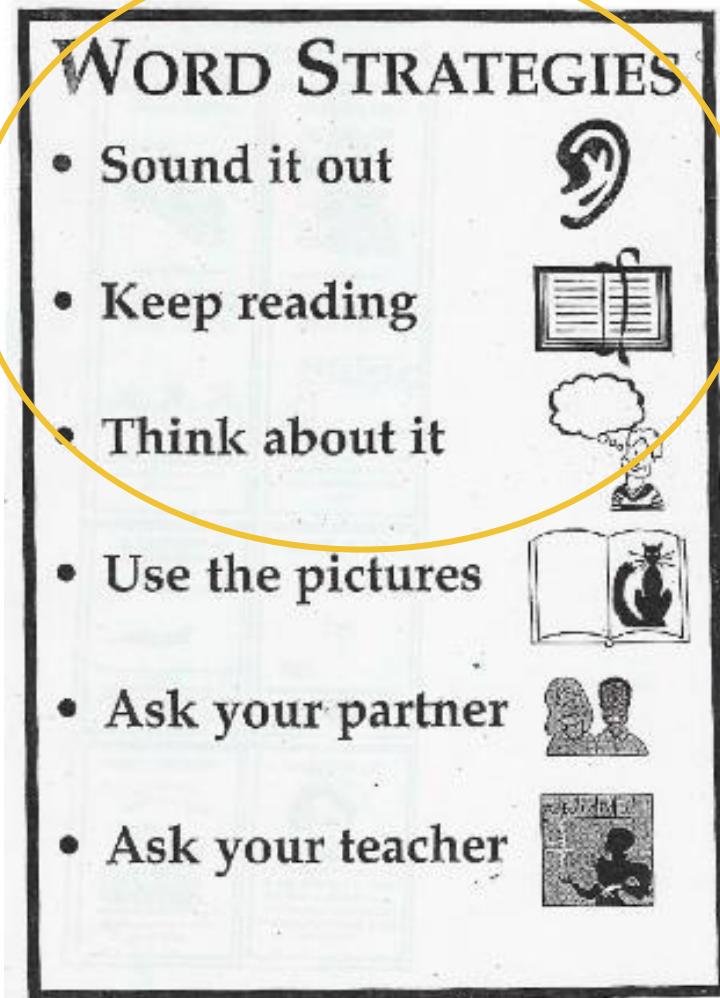
Which cues can you use to explain how the blonke was different from the other blonkes?

Morphology

Are there any known morphemes in this word?



Some Strategies for Using the Cues..



Often, the phonics cue is used first through the strategy of “sounding out.”

Skipping the unknown word, and continuing to read the other words sometimes helps us to figure out the unknown word through context cues (meaning/semantics or grammar/syntax).



Cues and Strategies

What do good readers do? (Strategies)

1. Recognize that a word is unfamiliar, and look at all the letters in order.
2. Search mental word bank for similar letter patterns, including phonograms, and the sounds associated with them.
 - a. For “big” words, look for familiar morphemes, and chunk the word by putting letters together that usually go together in the words you know.
3. Produce a pronunciation.
4. Reread the sentence to check to see if the pronunciation makes sense. If yes, keep reading. If not, try again or try #5.
5. Skip the word and use context to figure out meaning (syntax or semantics).

HOW TWO THINGS ABOUT
IE MARK SEIDENBERG IS
AT YOU ARE READING TH
ID LANGUAGE AT THE WO
ESE SPEED OF SIGHT YO
ADING THESE WORDS I
HOW THAT YOU ARE AN E
U HOW WE READ, THE S
WHY SO MANY CAN'T, I
W AND WHAT CAN BE Y
ERY DONE ABOUT IT DA
HETHER YOU WANT TO O

Cueing Systems Readers Can Use

Phonics - letter and sound patterns

Spelling (Orthography) - the spelling patterns in words (phonograms, rimes)

Morphology - the morphemes in a word (roots, affixes)

Semantics - meaning of the other words and text overall

Syntax - word order or grammar of a sentence

(ELL students may not be able to use syntax well.)

Section 1: Structure of English

Key Terms



Schwa /ə/ = vowel sound in unaccented syllable.

Umber Umbrella Bird from Zoo-Phonics

All the other vowels have learned to “sing” his song. Like in sofa, animal, system, gallop.

- Continuous and Stop Sounds - Do you have to make Umber sound?
- Syllables
- onset
- rime (phonograms) - often taught as “word families”
- Morphemes and Affixes

Key Terms

Ways to explain to children...

Phonemic Awareness = Ability to hear separate speech sounds in a word.



= 3 sounds

Vowels = a, e, i, o, u

Long Vowels = the vowel says its letter name like the a in name.

Short Vowels = Hard to describe – cut, cat, cot, set, sit

Consonants = Letters that are not vowels.

Digraphs = Two letters representing one sound like ph in digraph and th, ch, sh and ai, ee, oa.

Blends = Two letters that are pronounced closely together but retain their own sounds like the bl in blend.

R-controlled vowels = Vowel whose sound is strongly influenced by the r that follows like -ar in car & -er in per.

Schwa = The short u sound. All vowels can make this sound, like the a in sofa.

Phonogram = common spelling pattern or rime like the –at in cat, sat, mat, rat.

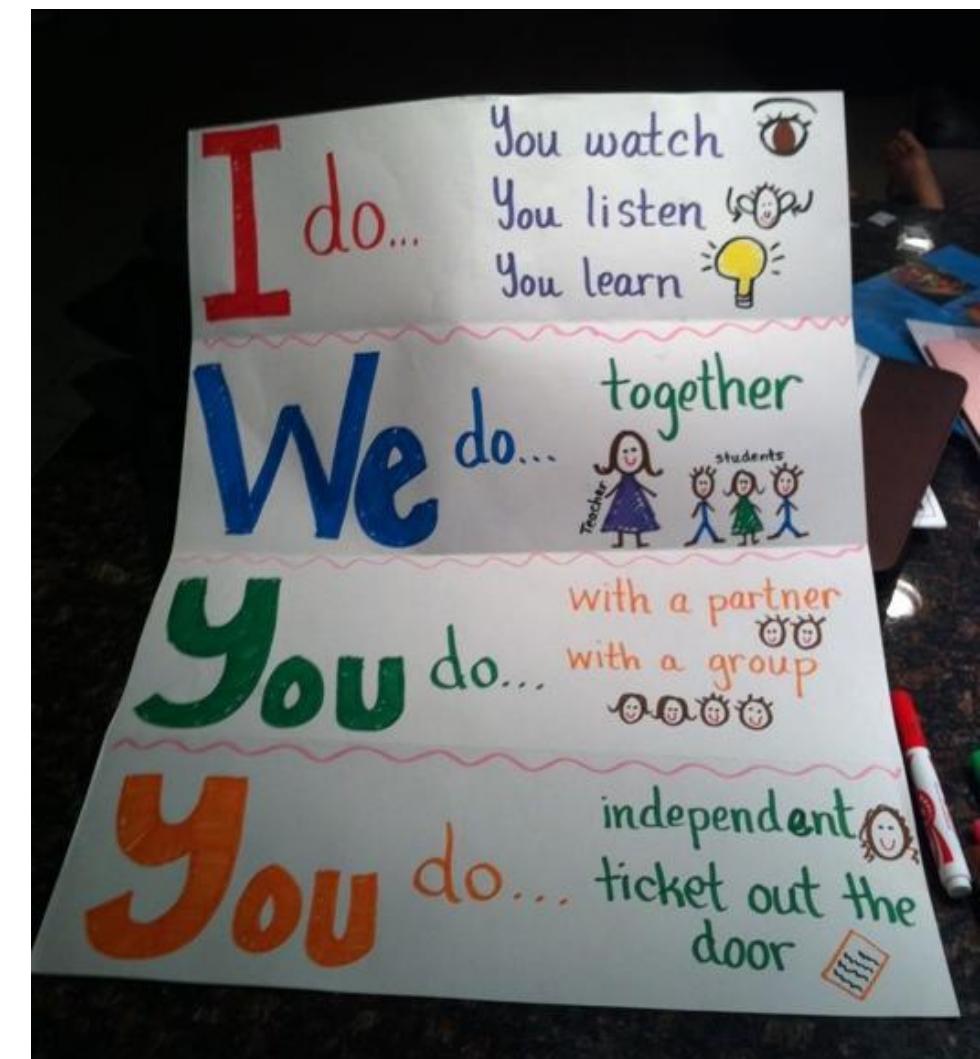
Morpheme = smallest meaningful sound part in a word like the **un** and **like** in unlike.

Decoding and Word Recognition

- Section III

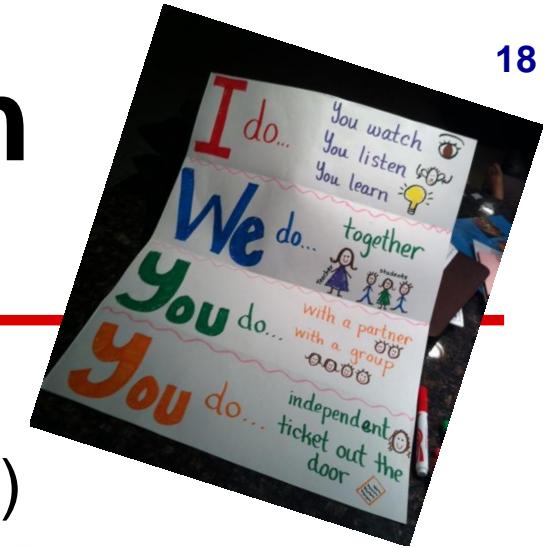
Explicit Teaching

Look for this pattern as you observe in classrooms. Think about this pattern as you work with students!

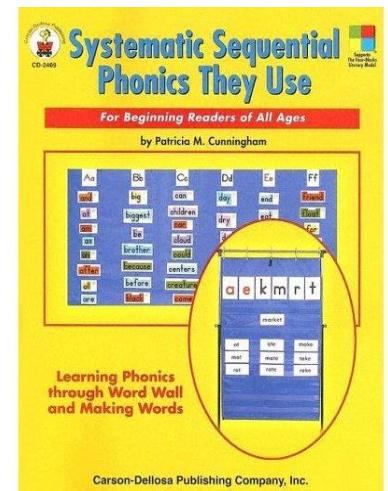
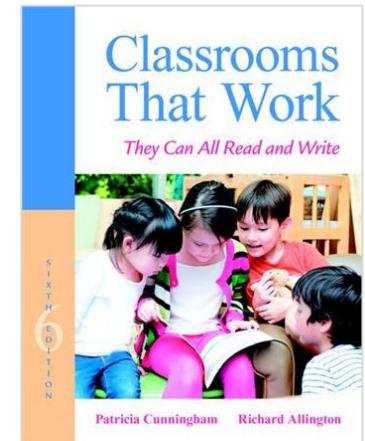
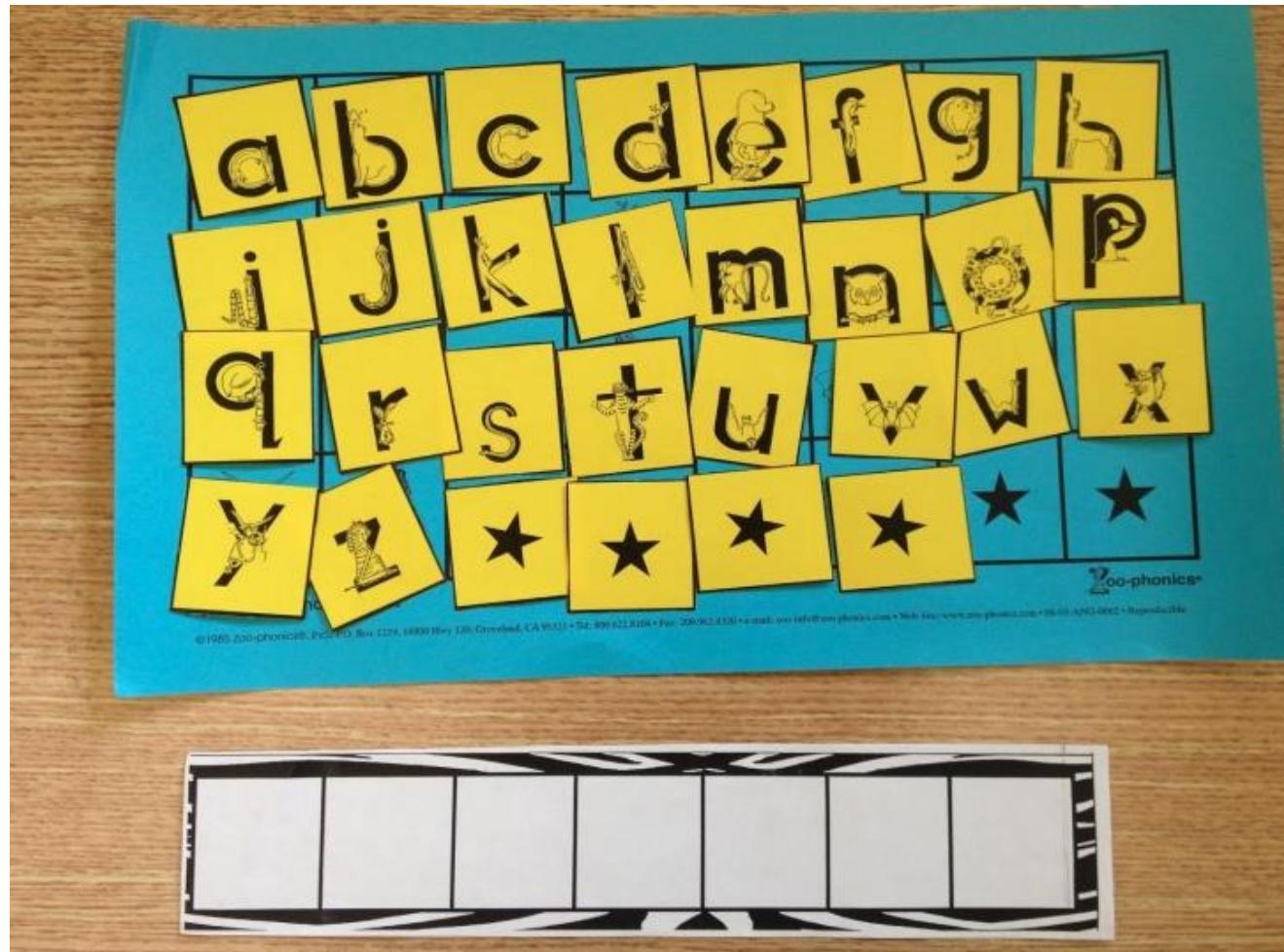


Explicit Teaching with Zoo Phonics

Multi-sensory phonics -
children see, hear and feel (move)



Making Words....



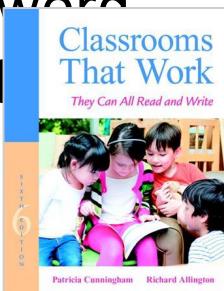
Carson-Dellosa Publishing Company, Inc.

Decoding and Word Recognition

- Section III

- Good Phonics Instruction
- Decoding Regular Words - 50% of words
- General Sequence for Teaching Elements
 - Beginning Consonants
 - Common Phonograms or Spelling Patterns
(See also CW6 pg 67 - 37 high-frequency patterns = over 500 words)
 - Beginning Consonant Blends and Digraphs
 - Ending Consonant Blends and Digraphs
 - Short Vowels
 - Long Vowels
 - Multisyllabic Words

These need to be in our "mental word" bank



Decoding and Word Recognition- Ways to sound out words...

The Blending Routines...

- Sound by Sound
- **Continuous**
- Whole Word
- Spelling

Look at the whole word first for familiar patterns
before sounding out each letter individually!
cake rain ship chair

bi - g for big

Caution with the schwa!

ta - b for tab

NOT buh - i - g

ca - t for cat

NOT tuh - a - g

NOT cuh - a - t

Don't let Umber
sneak in!!

See again TRS
for Stop Sounds!



Decoding and Word Recognition -

Section III Decodable Text

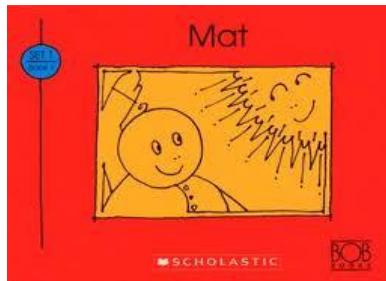
Compare and contrast the book series using the links below. With your partners, choose the most useful series and identify the least useful series. Be ready to share your choices and rationale.



[K12 Level 1](#)

[K12 Level 10](#)

[K12 Level 21](#)



[Bob Books Set 1](#)

[Bob Books Set 2](#)

[Bob Books Set 3](#)



Tom saw a pot.

Reading A-Z

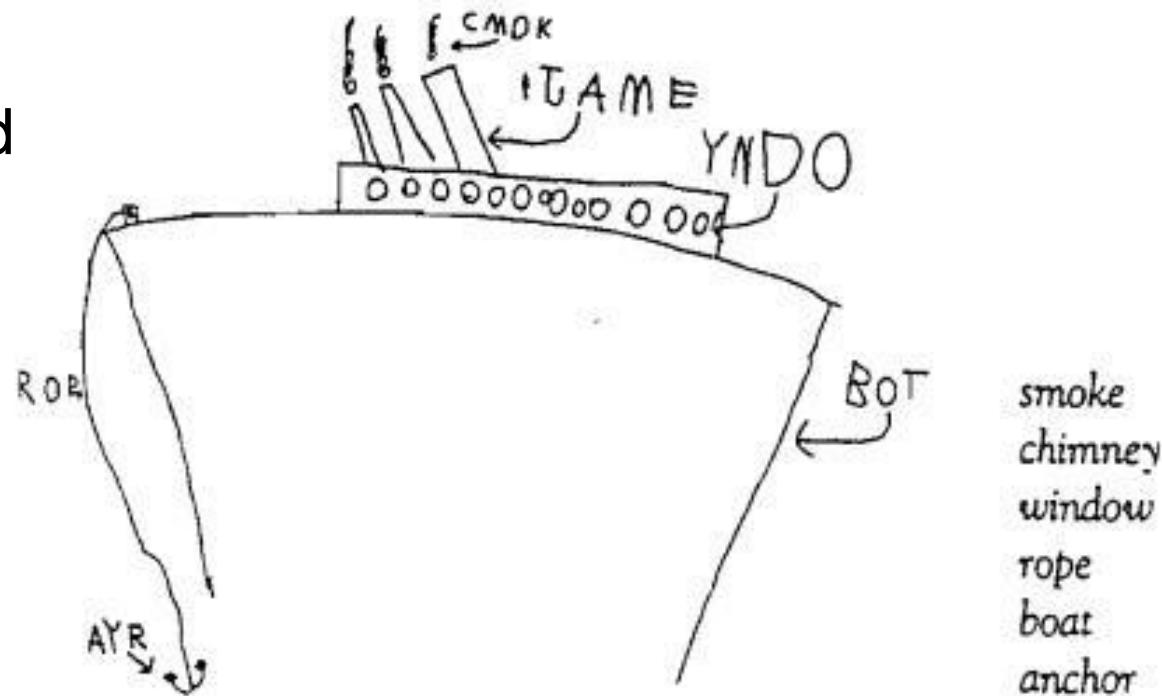
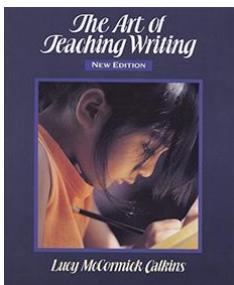
<http://www.readinga-z.com/books/decodable-books/?context=phonics>

Early Literacy - Section II

Letter Knowledge

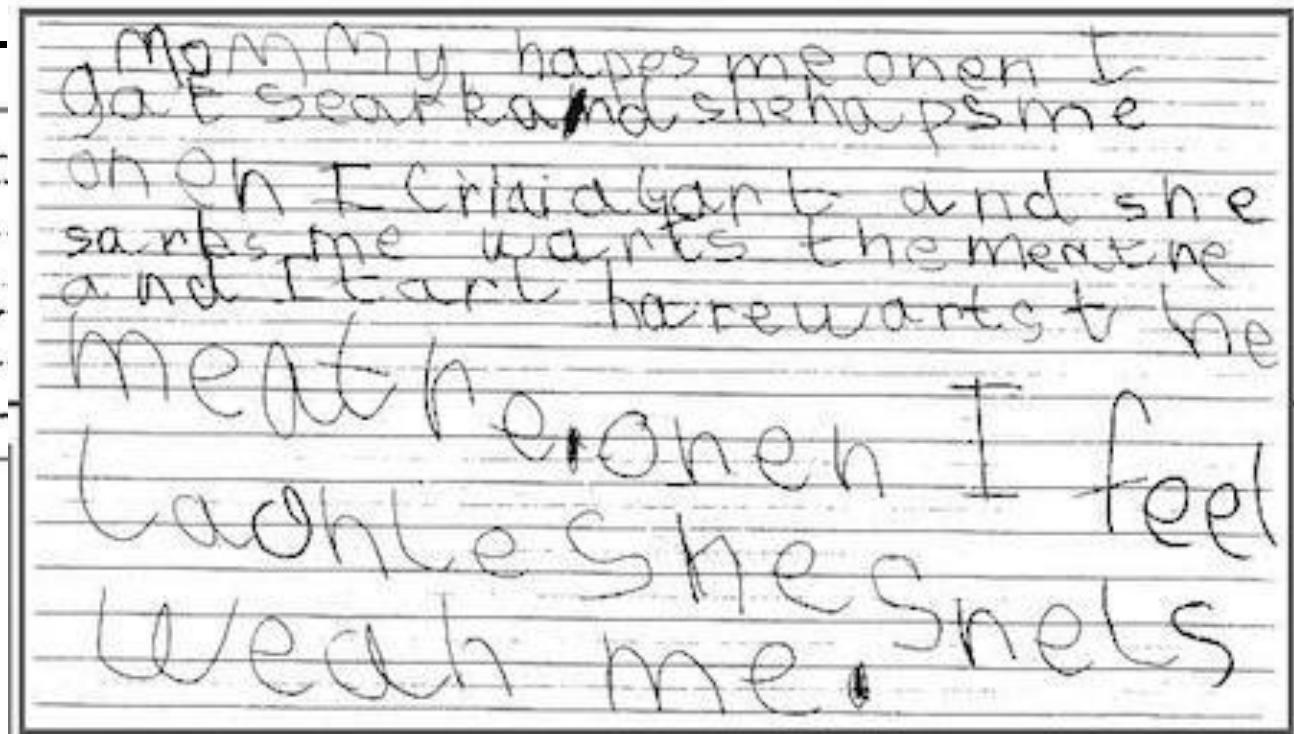
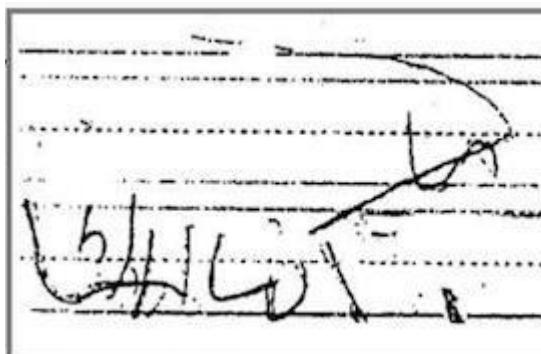
- Letter **iconicity**
- Letter shapes and **handwriting**
- Letter name and sound (Phonics)

From ATW CH 6



Student Writing

As student gain more and more understanding about phonics, gain more sight word vocabulary, and learn handwriting, the meaning of their writing will become more and more clear...



Mommy gives me when I
eat meat and she gives me
when I eat meat and she
gives me wants the meat
and I eat her wants to the
meat he when I feel
bad she she
weak me.

Student Writing

As student gain more and more understanding about phonics, gain more sight word vocabulary, and learn handwriting, the meaning of their writing will become more and more clear...

My favorite place is my grandpa's house.
because I play with my kins
and we go out side to play out side.

Friends are Always Stupendous!

A friend is someone you play with at recess.
You need to have at least one or two things in
^{common} common. They need to share toys and if you are
at recess and your friend wants to play, it is not
nice to say you can't play. A friend is someone

The Importance of Handwriting

The Importance of Teaching Handwriting

...labored handwriting creates a drain on mental resources needed for higher-level aspects of writing, such as attention to content, elaboration of details, and organization of ideas.

...when handwriting is perceived as arduous and time-consuming, motivation to write may be **greatly reduced**, leading to a lack of practice that may further compound difficulties with writing.

...handwriting is a basic tool used in many subjects — taking notes, taking tests, and doing classroom work and homework....

...handwriting in the earliest grades is linked to basic reading and spelling achievement; for example, when children learn how to form the letter *m*, they can also be learning its sound. Attention to the linkages among handwriting, reading, and spelling skills can help to reinforce early achievement across these areas.

What does this writing sample tell me about what the child knows?



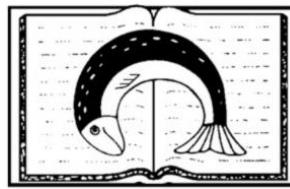
Tay Ani Tne Wr A, HWEH
Tay Got Lost In HWEH
IN TNEIN Tne Cat Cam A Long
In Tnein Tne CAT AND GINEPIG
MET IN HWEH IN TNEIN Tne
GINEPIG SUEO

*Note: Image of writing comes from ReadingRockets.org and is used as an example of 1st grade writing; it is not Somsant's writing.

Transcript:

Jay and Taylor were at Hawaii. Jay got lost in Hawaii. And then the cat came along. And then the cat and guinea pig met in Hawaii. And then the guinea pig ____.

Working with the Community Reading & Dyslexia



Lower
Kuskokwim
School
District



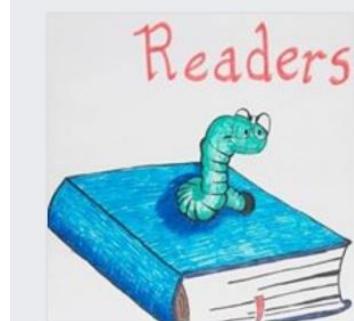
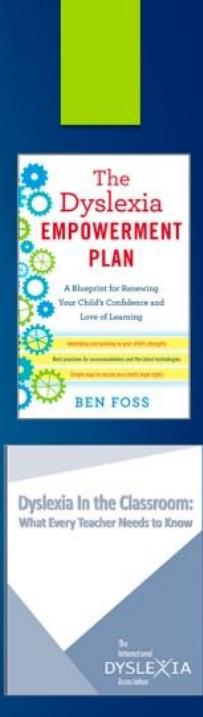
Literacy Council of
Alaska
@literacycouncilofalaska

Boys & Girls Club of
Fairbanks
@BGCfairbanks

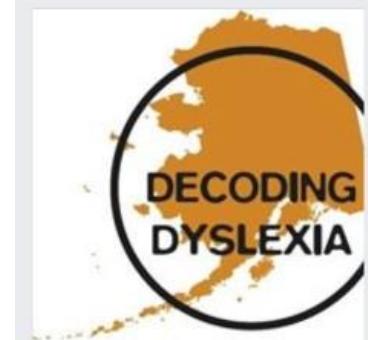
How Our Family Joined the Dyslexia Club:

You too can become a member,
even without the secret handshake

JENNIFER ATHEY (mom, geologist, wife, non-profit volunteer)



Alaska Reading
Coalition
@alaskareadingcoalition



Decoding Dyslexia-
AK

Working with Colleagues

Dyslexia

Deb O'Connor

mdoconnor@alaska.edu

FNSBSD Special Education
Department

UAF Faculty



School of Education

Full semester courses offered both on-campus & off-campus students through distance delivery for undergraduate Elementary students.

- **ED 245 Child Development** course for Undergraduate Elementary Students
- **EDSE 316 Intro to Spec Ed for Elementary Teachers**

Summer Course offered on-campus for post-bac Elementary students.

- **ED 625 Exceptional Learners and Child Development: Individual and Cultural Characteristics**

Working with Colleagues

Dyslexia

30

Deb O'Connor

mdoconnor@alaska.edu

FNSBSD Special Education
Department

UAF Faculty



School of Education

- **ED 245 Child Development**
- **EDSE 316 Intro to Spec Ed for Elementary Teachers**
- **ED 625 Exceptional Learners and Child Development: Individual and Cultural Characteristics**

Dyslexia Focus:

- ED245/ED625: Course readings regarding IDEA 2004, including the Specific Learning Disability (SLD) in the area of Reading (dyslexia) and exam includes items regarding dyslexia.
- EDSE 316/ED625, Specific Learning Disabilities are covered in depth. The classes watch [How Difficult Can This Be](#), participate in simulations on their computers making them feel dyslexic, complete a case study that problem solves issues related to SLD, and create a [Universal Design for Learning](#) lesson plan to differentiate for students who struggle to read. UAF students are also assessed on the topic through projects, essays and multiple choice exams.

Working with Colleagues



Alaska College of Education: University of Alaska Teacher Education Council (TEC)

Katy Spangler, Elementary
klspangler@alaska.edu

Cathy Coulter, Elementary
cacoulter@alaska.edu

Diane Kardash, Elementary
diane.kardash@alaska.edu

Lisa Richardson, Reading Specialist M.Ed. Program
lrichardson3@alaska.edu

Working with Colleagues Reading & Dyslexia

**Cathy Coulter,
Ph.D.**
cacoulter@alaska.edu

Professor of Language and
Literacy

Graduate Certificate in
Language Education

Elementary Education



School of Education
UNIVERSITY of ALASKA
ANCHORAGE

EDEC 303 Young Children in Inclusive Settings

Students engage in assignments in which they identify evidence-based strategies and interventions to support a child with learning disabilities (including dyslexia). Students have the following assigned readings that address learning disabilities:



- Brilliante, P. (2017). Learning disabilities. In *The Essentials for Supporting Young Children with Disabilities in the Classroom*. Washington, DC: National Association of Education for Young Children.
- Two chapters from: Mather, N., Goldstein, S., & Eklund, K. (2015). Learning Disabilities and Challenging Behaviors, 3rd Edition. Baltimore, MD: Brookes Publishing. (includes recent research on phonological dyslexia, assessment and instructional approaches)

EDEC 310 Dev. Approach to Assessment in Early Childhood

Students practice gathering assessment data and interpreting a number of assessments, of which include the Phonological Awareness Skills Screener and the HM Phonics Screener.

Working with Colleagues Reading & Dyslexia

**Cathy Coulter,
Ph.D.**

cacoulter@alaska.edu

Professor of Language and
Literacy

Graduate Certificate in
Language Education

Elementary Education



**School of Education
UNIVERSITY of ALASKA
ANCHORAGE**

- **EDFN 301 Foundations of Language & Literacy Dev.**

Examines how children learn oral and written language. Integrates structure of language (including phonemic awareness, phonics, vocabulary, fluency, comprehension in reading) and its application to the development and assessment of literacy.

- **EDEL 325 Teaching Literacy in Elementary School**

Students do a semester-long case study on a dysfluent reader, assessing phonemic awareness, grapho-phonetic knowledge (for both decoding and spelling), reading fluency (rate, inflection, phrasing, attention to punctuation), writing fluency and reading comprehension levels (both literal and inferential) for both narrative fiction and expository informational texts. Students then plan and engage in weekly instructional sessions, that include both reading and writing skill and strategy foci, to address their case study student's needs.

- **EDSE 482 Inclusive Classrooms for all Children**

Students practice gathering assessment data on student proficiency in the Big 5 (phonological awareness, phonics, vocabulary, fluency, comprehension) and designing appropriate intervention and IEPs. Students learn to identify and address the needs of struggling readers, including those with dyslexia.

Working with Colleagues

Dyslexia

Katy Spangler

UAS Faculty Elementary

klspangler@alaska.edu

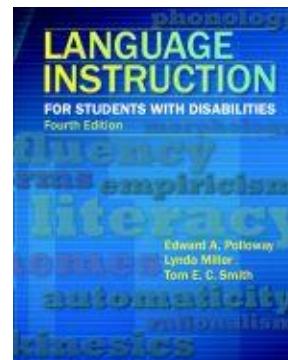


**UNIVERSITY
of ALASKA
SOUTHEAST**

**ALASKA COLLEGE
OF EDUCATION**

ECE 420 Developing Literacy in the Early Years

**EDSE 483 Language and Literacy:
Assessment & Intervention**



Specific Learning Disabilities are covered in a variety of ways throughout the courses using a variety of media resources supporting language and literacy development. Candidates engage in data collection, interpretation and/or analysis of the data resulting in a responsive teaching plan which informs their language and literacy intervention.

The courses above are taken in the same semester and linked. They are geared specifically to the transition from oral language development to print literacy with a focus on working with continuous text. Candidates use assessment data on student ability in the area of phonological awareness, phonics, vocabulary, fluency, and comprehension interpreting a number of assessments and designing appropriate interventions.

Continued Professional Learning for Teachers: UAS M.Ed. in Reading³⁵

Lisa Richardson
lrichardson3@alaska.edu

Reading Specialist
Graduate Program



The Reading Specialist program is affiliated with the **International Literacy Association**. A sample of the standards (ILA, 2017) addressed and enacted through this program include:

- Understand the nature of literacy and its various components;
- Develop and implement instruction focused on the foundational skills of reading and the unconstrained skills of vocabulary and comprehension;
- Develop and implement language instruction;
- Differentiate instruction to meet the needs of individual learners, including, but not limited to English learners, students with literacy learning disabilities, physical disabilities, dyslexia, emotional needs, the gifted and talented.

Continued Professional Learning for Teachers: UAS M.Ed. in Reading³⁶

Lisa Richardson

lrichardson3@alaska.edu

Reading Specialist
Graduate Program



**EDRE 674 Foundational Theories of
Reading**

EDRE 675 Reading and Cognition

**EDRE 680 Reading Instruction and
Assessment I**

**EDRE 681 Reading Instruction and
Assessment II**

EDRE 679 Content Area Literacy

**EDRE 678 Literature and Reading:
Supporting Readers at All Levels**

Working with Colleagues

UAA



Elementary Licensure

Cathy Coulter

cacoulter@alaska.edu

EDFN 301 Foundations of Language and Literacy

EDEL 325 Teaching Literacy in Elementary Schools (6 Credits)

EDSE 482 Inclusive Classrooms for all Children

Early Childhood Licensure

EDEC 404 Literacy for Young Children

EDEC 408 Children's Literature

UAF



Elementary Licensure

Diane Kardash

diane.kardash@alaska.edu

ED 344 Foundations of Literacy

ED 204 Children's Literature

ED 626 Teaching Reading, Writing, Language Arts

ED 411 Elementary Language Arts Methods

ED 476 Assessment of Literacy

UAS



Elementary Licensure

Katy Spangler

klspangler@alaska.edu

ED 302 Foundations Language & Literacy Development

ED 416 Teaching Literacy in K-8 Curriculum

ED 405 Children's Literature in the Alaska Context

ECE 661 Literacy and Young Children

ED 615 Literacy in the Intermediate & Middle School Grades

ED 603 Alaska Children's Literature for Young People

Working with the Task Force



Alaska College of Education: University of Alaska Teacher Education Council (TEC)

Katy Spangler, Elementary
klspangler@alaska.edu

Cathy Coulter, Elementary
cacoulter@alaska.edu

Diane Kardash, Elementary
dlkardash@alaska.edu

Lisa Richardson, Reading
Specialist M.Ed. Program
lrichardson3@alaska.edu

Lisa Richardson lives & works in Juneau. She is available to participate in-person with legislative working groups as needed.