



pennsylvania
DEPARTMENT OF EDUCATION

BUILDING BLOCKS OF LITERACY

Learning Path Journal

As you progress along this Learning Path, you will be presented with several opportunities to reflect on videos and readings. The richness of your experience in this learning path and the effectiveness of this learning environment will be greatly enhanced by your engagement and critical thinking. We have included this journal for your convenience.

For more information please visit
PDE's website at
www.education.pa.gov

You may email questions or
comments to RA-EDPASLP@pa.gov.

Building Blocks Learning Path Journal

Slide 5 Journal Entry – Introduction

Take a moment to reflect on your first memories of reading. What skills, strategies, and supports did you need to read the text?

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Building Blocks of Literacy Pre-Assessment

1. Oral Language is:
 - speaking words
 - connecting phonological sounds to make words
 - listening and speaking (listening and speaking (receptive and expressive language)
 - all of the above
2. Phonological Awareness is:
 - connecting letter sounds to letter symbols the same as oral language
 - manipulating the sounds of language all of the above
3. Phonological Awareness involves:
 - rhyiming
 - onset-rhyme blending and
 - segmenting sentence segmentation
 - all of the above
4. Phonics and orthography can be defined as:
 - learning the relationship between graphemes and phonemes reading words in isolation
 - syllable segmentation and blending
 - the only thing needed to be able to read and write
5. What supports word fluency?
 - context clues, phonological awareness, phonics
 - pictures, phonics, oral language
 - phonological awareness, phonics, oral language
 - development none of the above
6. Fluency is:
 - reading quickly
 - reading accurately, with appropriate rate and prosody reading accurately and fluently
 - not necessary

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7. Which tier of vocabulary should be systematically and explicitly taught in all content areas?

tier 1

tier 2

tier 3

tier 4

8. Comprehension involves:

the reader the

task

the context all

of the above

9. True or False: The amount of conversational talk in a household is more highly correlated with literacy success than the level of poverty.

true

false

10. True or False: Comprehension is highly correlated with vocabulary knowledge.

true

false

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Slide 18 Journal Entry – Pennsylvania State Literacy Plan (PaSLP)

Take a moment to reflect on how the Guiding Principles and Essential Elements impact literacy instruction in your classroom. What are the strengths and needs of literacy instruction in your classroom/school/district?

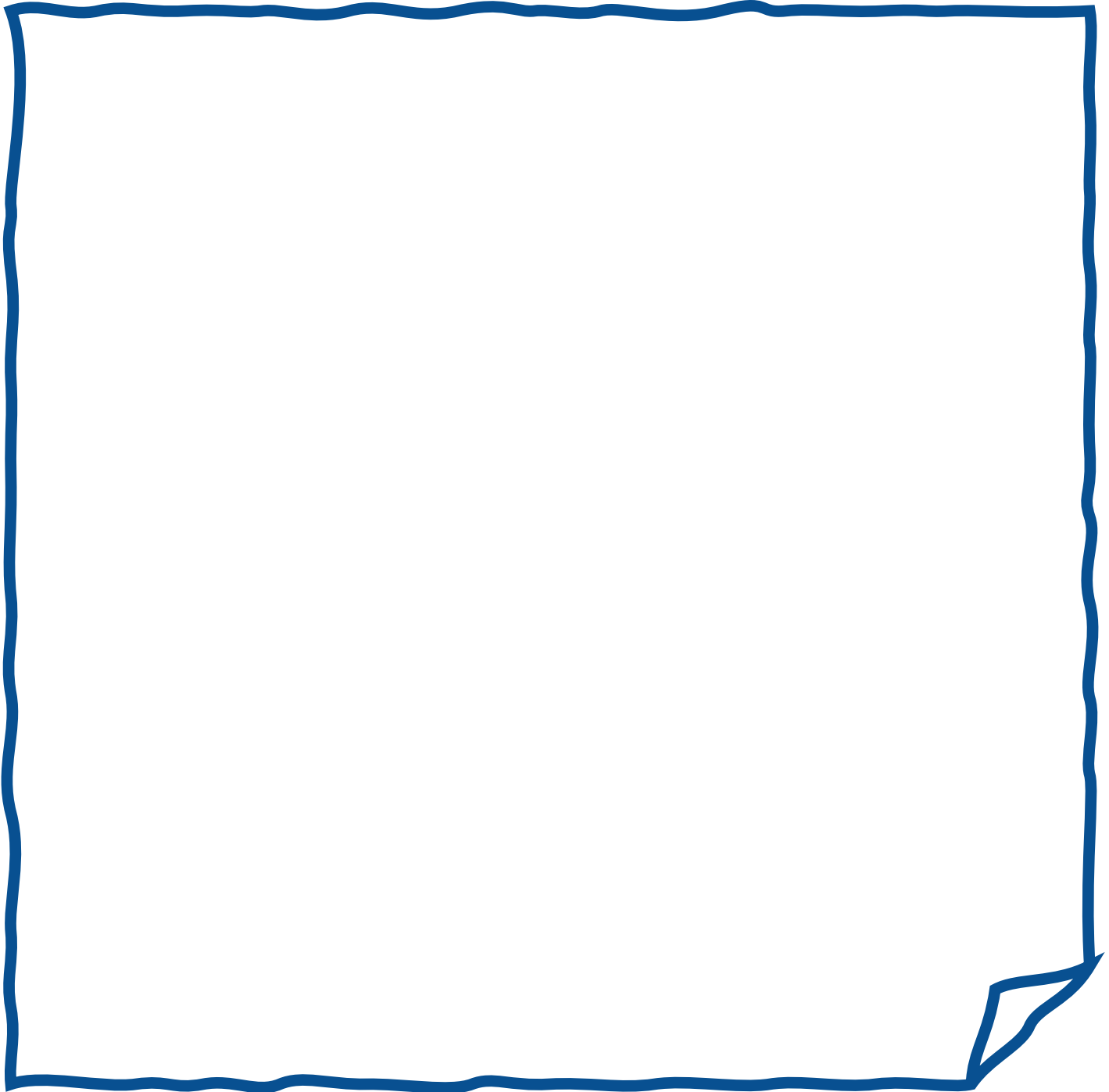
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Slide 20 Journal Entry – Reading and the Brain

Take a moment to reflect on the following questions:

- What did you have to know and be able to do to read and comprehend the quotes?
- What skills did you need?
- What strategies did you use?



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Slide 21 Journal Entry – Why is Oral Language Important?

Use the Evidence Interpretations Chart to add some additional research findings addressed in the video that validate the importance of oral language development.

Evidence <i>Textual Evidence / Quote</i>	Interpretation <i>Analysis</i>

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Slide 22 Journal Entry – Development of Oral Language

Take a moment to reflect on the following questions:

- Why do we have language?
- Why do we learn language early?
- What is the progression of learning a language?
- What other interesting points did you discover?

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Slide 23 Journal Entry – Components of Oral Language

Take a moment to reflect on the following questions:

- How can you create an environment that supports development of these components?
- How can you help parents/families create this environment in the home?

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Slide 24 Journal Entry – Language-Rich Environments & Summary

Take a moment to reflect on the following questions:

- What should oral language "look like/sound like" in your classroom?
- What do you currently have in place, and what do you currently want to add/modify?

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Slide 30 Journal Entry – Phonological Awareness Instruction & Assessment

Take a moment to reflect on the question:

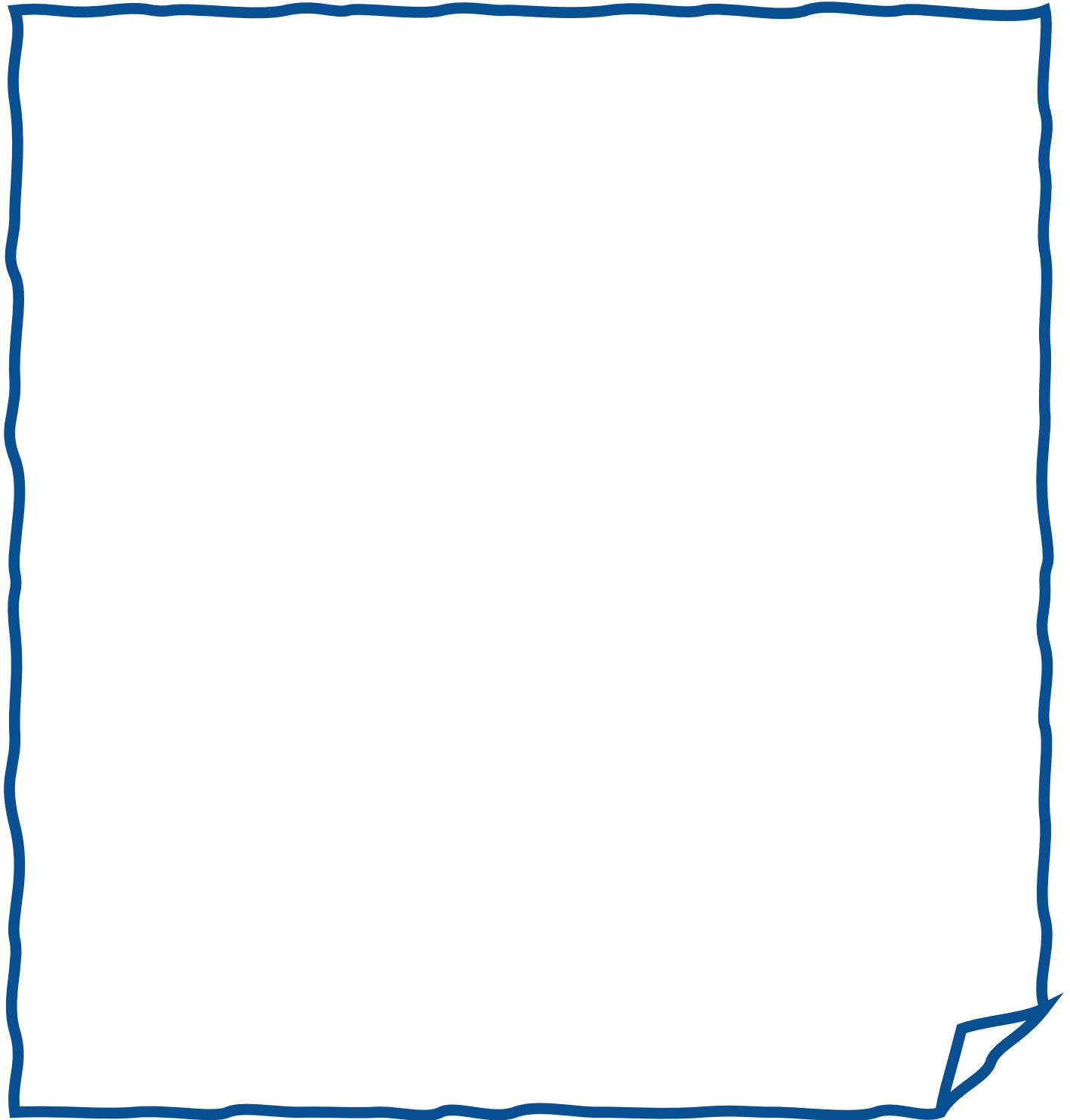
- What strategies for teaching and assessing phonological awareness could you apply to your practice?

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Slide 32 Journal Entry – Exploring Resources

Take a moment to reflect on the reading and record some activities you found that are pertinent to your grade level.



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Slide 33 Journal Entry – Phonological Awareness Instruction Summary

Take a moment to reflect on the following questions:

- What should phonological awareness instruction "look like/sound like" in your classroom?
- What do you currently have in place, and what do you currently want to add/modify?

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Slide 35 Journal Entry – Phonics and Letter-Sound Correspondence

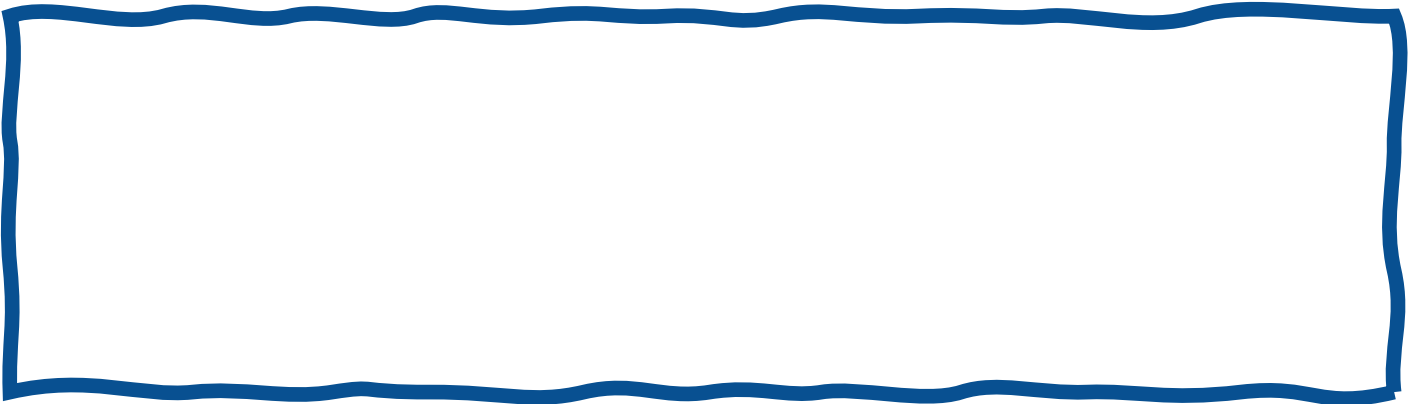
As you view the video, consider the following questions:

1. How does the brain's processing of phonemes impact the facility with which students learn to read?

Key Words:

- Phonological representations
- Fuzzy representations – acoustic confusions
- Broad representation (/b/ /d/ /g/ confusions) of phonemes

Your Thoughts:

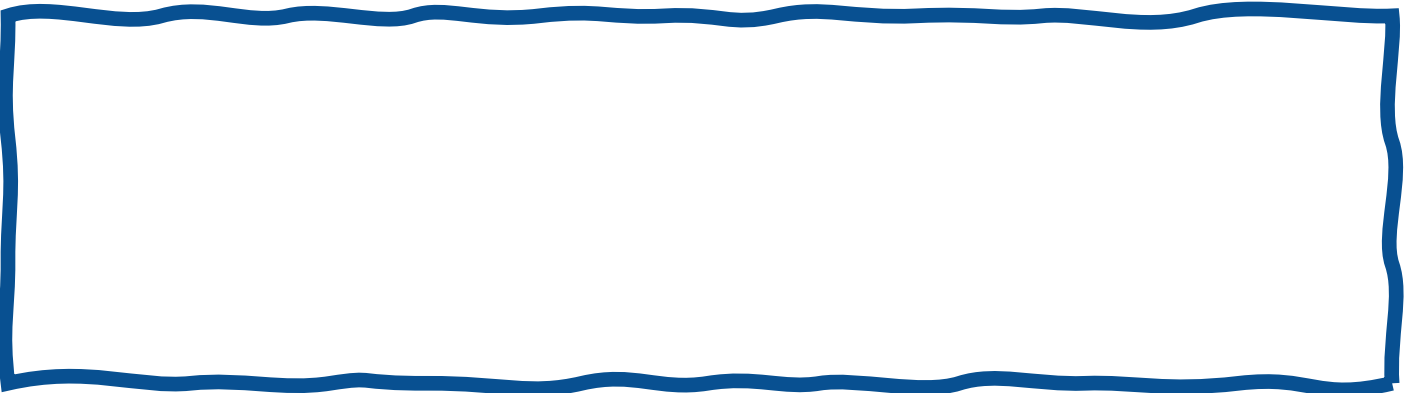


2. According to Dr. Tallal, what is the most effective and efficient way to teach foundational reading skills? Do you think the reading approach matters? Should we teach to a child's strengths or a child's weaknesses?

Key Words:

- Reading wars
- Whole language/Immersion in rich language environment
- Mechanically/explicitly teach the phonics of the language
- Comprehensive instruction (combination of both approaches)

Your Thoughts:



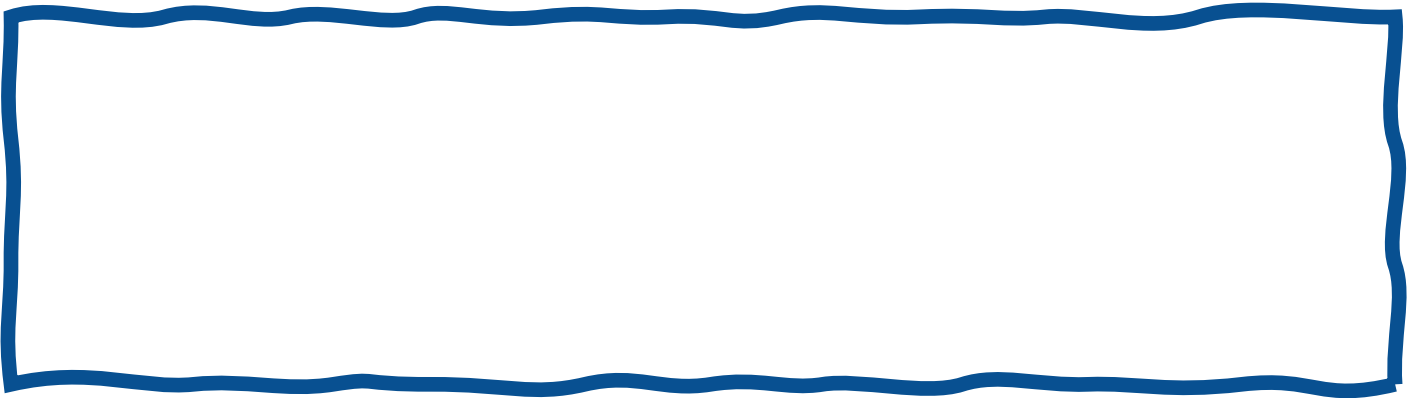
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3. Dr. Tallal states that...“Public schools primarily are not in the business to teach people how to talk; they are in the business to teach children how to read.” Should we be directly teaching oral language in our schools?

Key Words:

- Inherent oral language weaknesses
- Second language learners
- Reading remediation
- Formal Oral language evaluation
- Continuum of oral language skills

Your Thoughts:



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Slide 37 Journal Entry – Phonics & Orthography Exploration - Activity #1

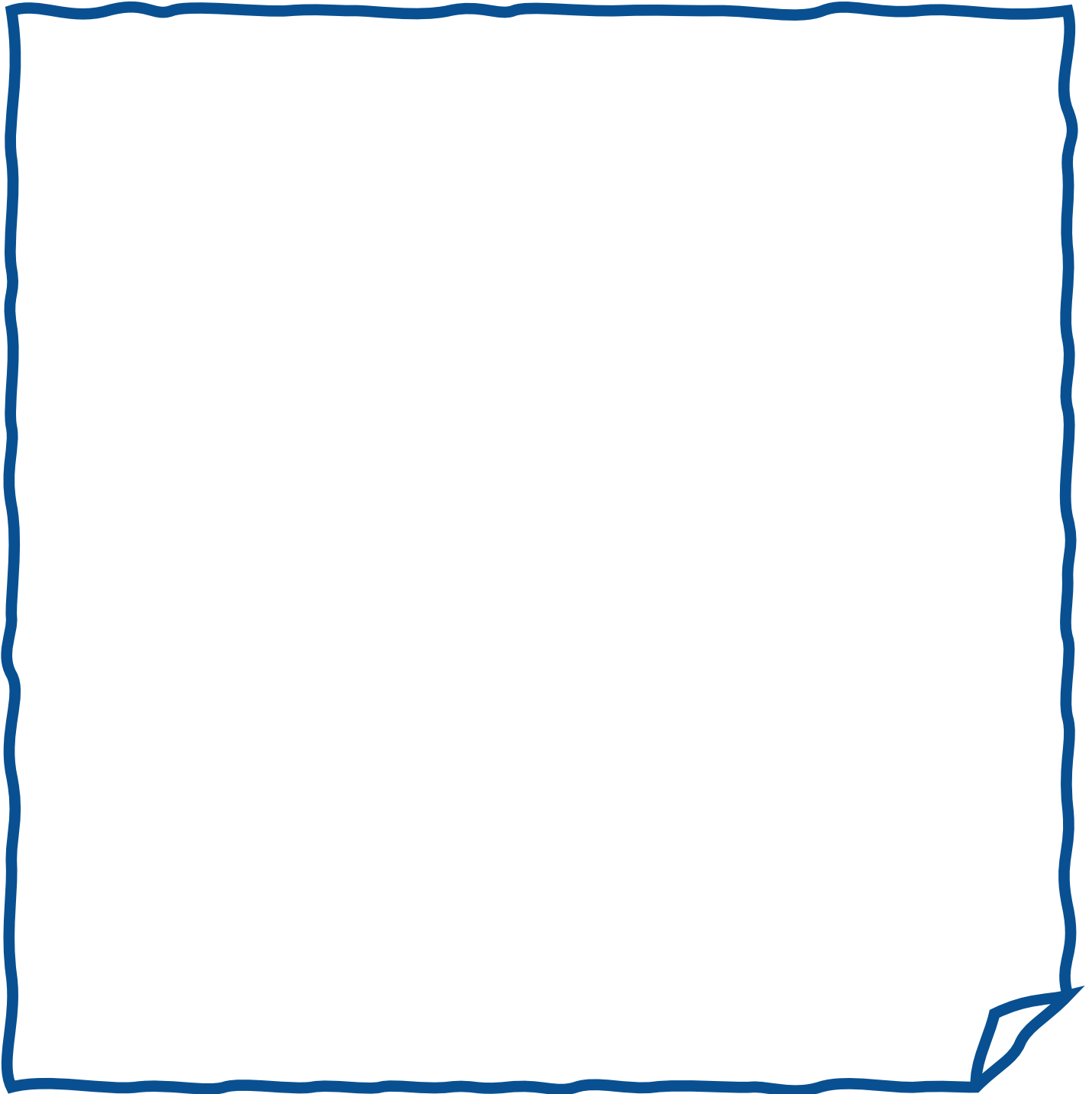
Take a moment to reflect on the document Spiraling PA Core Standards: Foundational Skills and record similarities and differences below.

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Slide 38 Journal Entry – Phonics & Orthography Exploration – Activity #2

PaSLP Notes on Phonics & Orthography



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Slide 39 Journal Entry – Phonics & Orthography Exploration Summary

Take a moment to reflect on your notes from the previous two activities.

Thinking about your classroom and your students, answer the following questions:

- What should phonics & orthography instruction "look like/sound like" in your classroom?
- What do you currently have in place, and what do you currently want to add/modify?

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Slide 42 Journal Entry – Accuracy and Fluency Activity

Record the number of words you were able to read within the sixty seconds for each text.

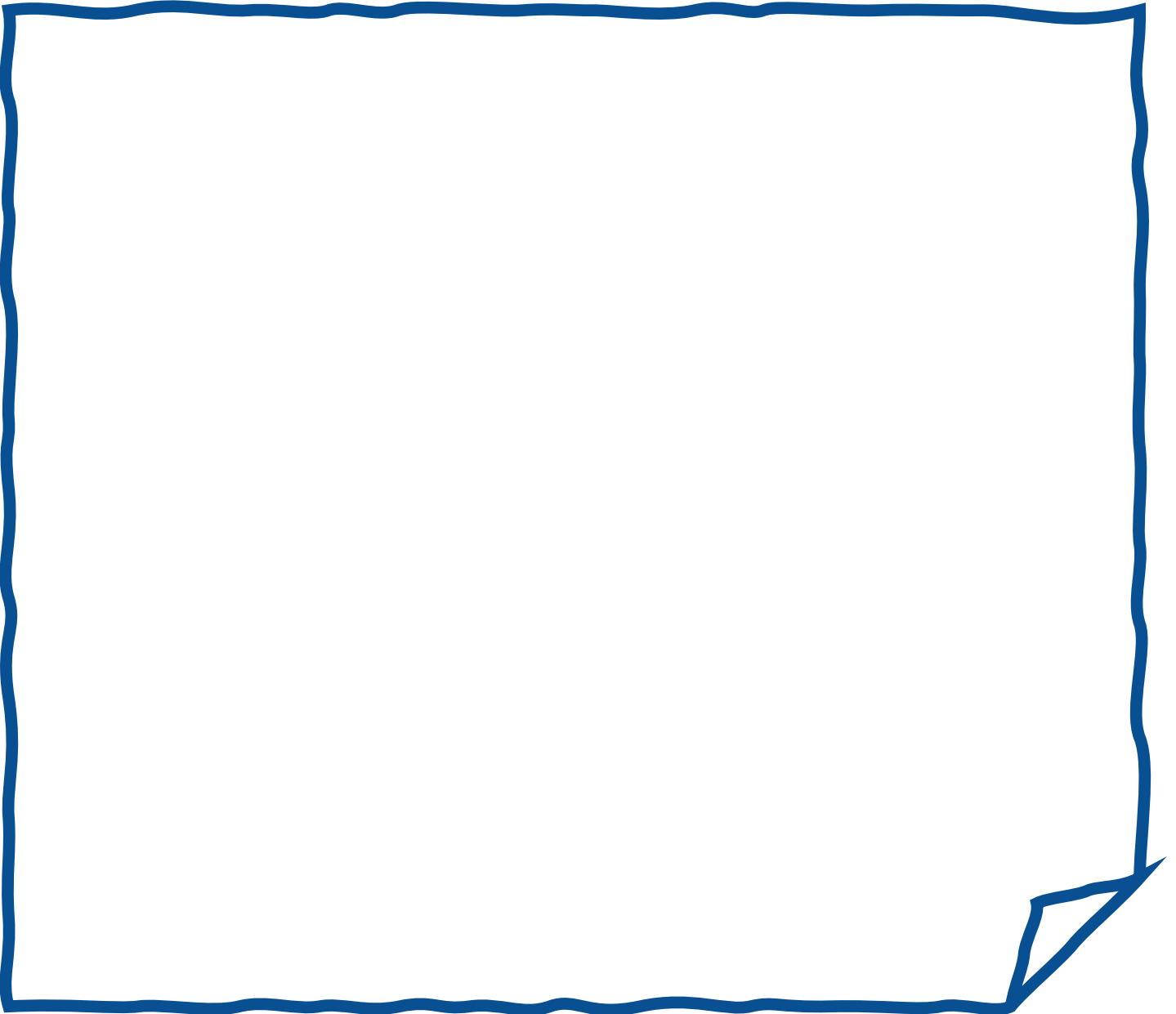
Take a moment to reflect and answer the following questions:

What happens to your **accuracy** when you read fiction vs. expository text?

How does **accuracy** impact our ability to read?

How does **accuracy** affect the **rate**?

How does **accuracy** affect **prosody**?



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Slide 43 Journal Entry – Going Deeper with Fluency & Summary

Take a moment to reflect and record ideas that you can incorporate in your instructional setting. Respond to the following questions:

- What should fluency and accuracy instruction "look like/sound like" in your classroom?
- What do you currently have in place, and what do you currently want to add/modify?

<p>Evidence <i>Textual Evidence / Quote</i></p>	<p>Interpretation <i>Analysis</i></p>
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Slide 45 Journal Entry – The Importance of Vocabulary

Take a moment to reflect on the selection and respond to the following questions:

What makes this text so challenging to read?

What knowledge is needed to comprehend this text?

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Slide 46 Journal Entry – Choosing Words to Teach

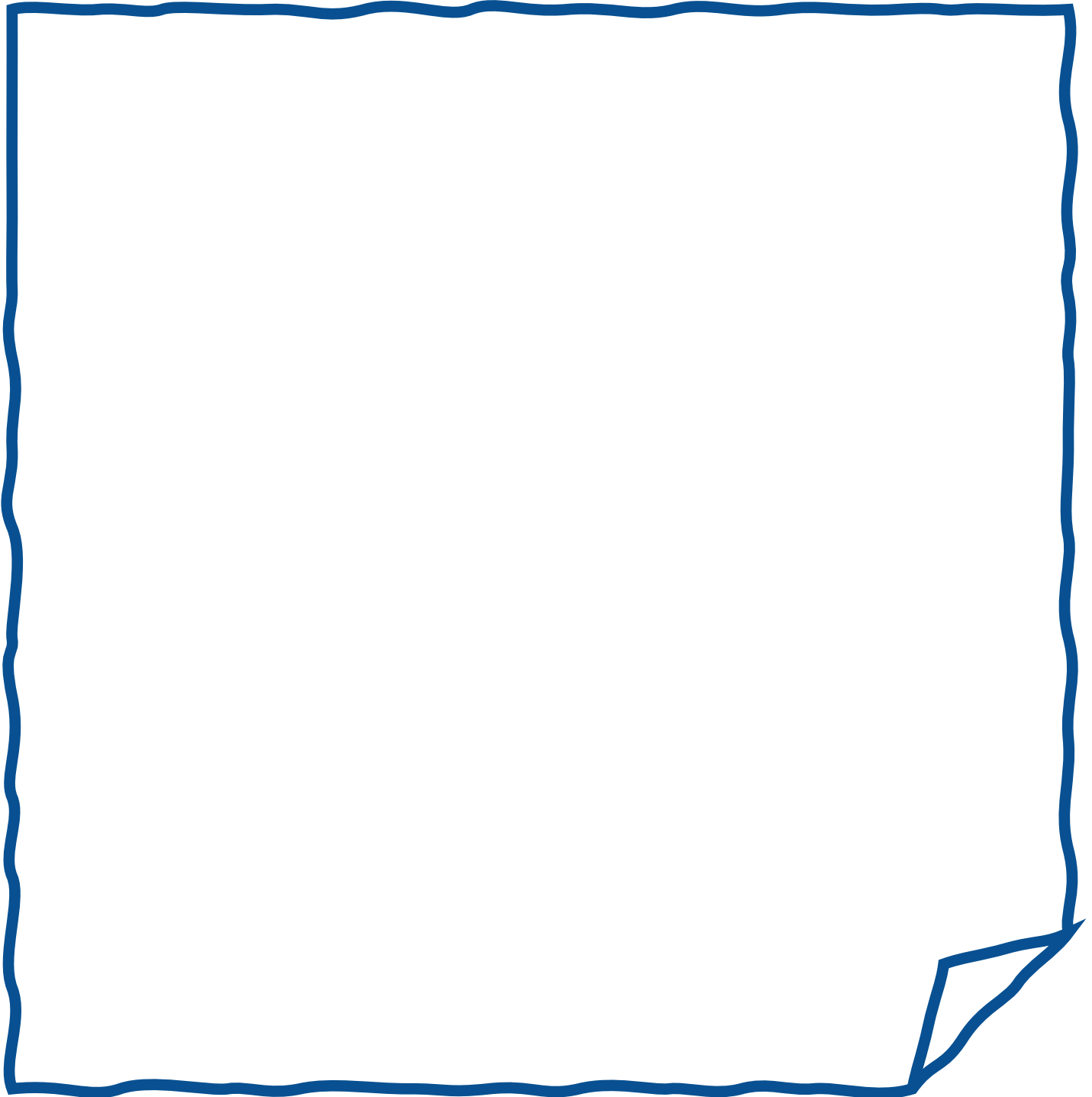
As you read, try the activities embedded within the chapter to practice selecting tier two words from the samples of text provided. Compile your thoughts in the chart below.

Evidence <i>Textual Evidence / Quote</i>	Interpretation <i>Analysis</i>

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Slide 48 Journal Entry – Academic Vocabulary Activity

Record your process and how you could integrate this tool into your instructional planning.



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Slide 49 Journal Entry – Vocabulary Activities & Summary

Record your thoughts from the two activities. Take a moment to reflect and respond to the following questions:

- What should vocabulary instruction "look like/sound like" in your classroom?
- What do you currently have in place, and what do you currently want to add/modify?

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Slide 51 Journal Entry – Comprehension Report

Record your thoughts on the importance of considering the reader, text, and activity when designing instruction -- and the potential impact if these elements are not considered.

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Slide 52 Journal Entry – Comprehension Strategies

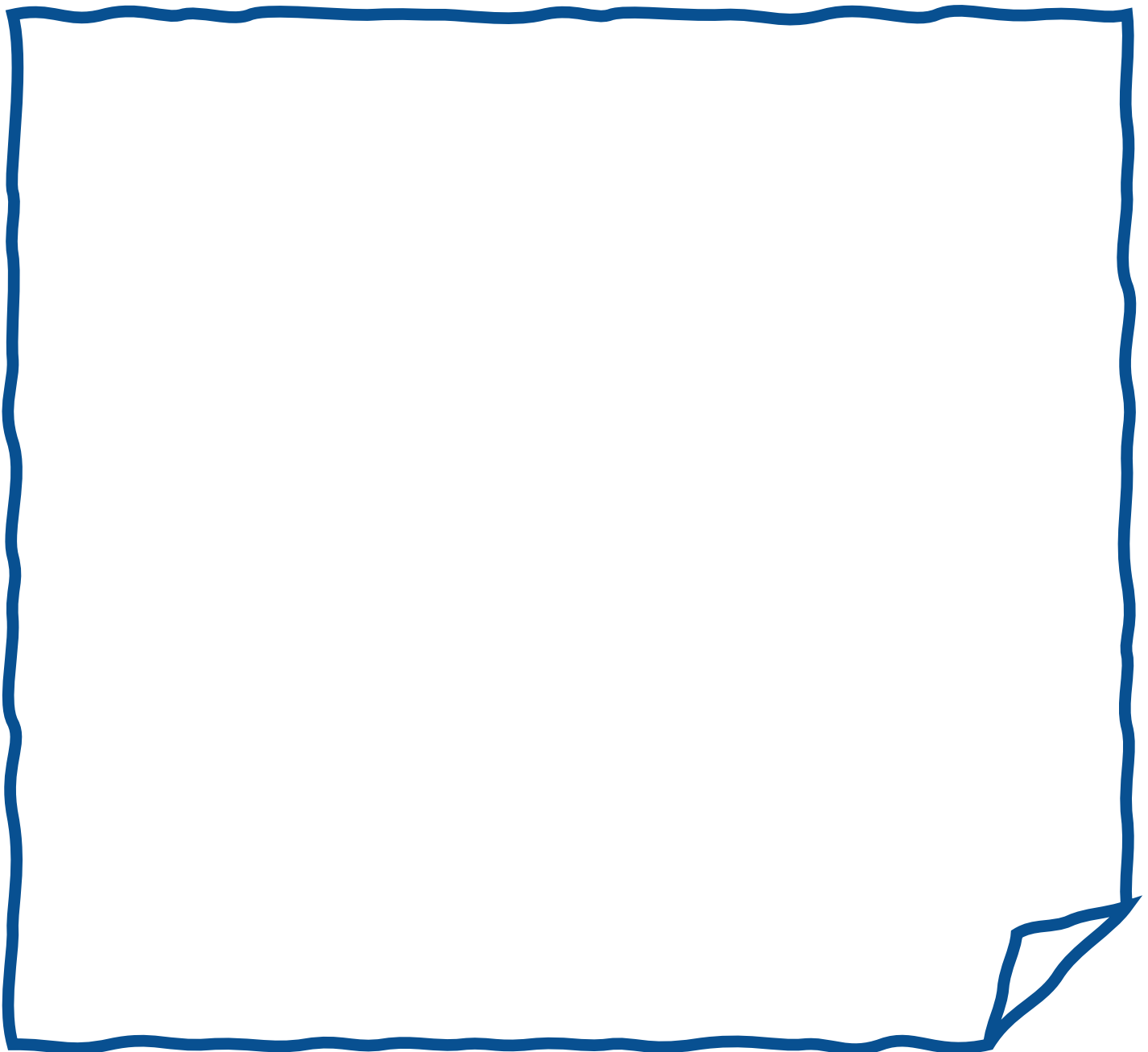
Take a moment to reflect on video, consider the importance of comprehension strategies and embedding these strategies in every content area. Explain how the information in the video will impact your instruction.

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Slide 53 Journal Entry – Comprehension Instruction & Summary

Take a moment to reflect on the previous activity and how it applies to your classroom and students. Respond to the following questions:

- What should comprehension instruction "look like/sound like" in your classroom?
- What do you currently have in place, and what do you currently want to add/modify?



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Slide 55 Journal Entry – Building Blocks of Literacy in Action

Consider the information that you compiled throughout this learning path.

Respond to the following questions:

- How can the information you have compiled be used in your classroom (role)?
- What information do you still need to gather?
- What components do you need to strengthen in your classroom environment?

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Slide 56 Journal Entry – Tools / Information

Take a moment to reflect on the process of goal setting, and the data you have available. Respond to the following questions:

- What tools/information do you currently have available to support action planning?
- What additional tools/information do you need to learn to be prepared to engage in the action planning process for the purpose of improving student learning?

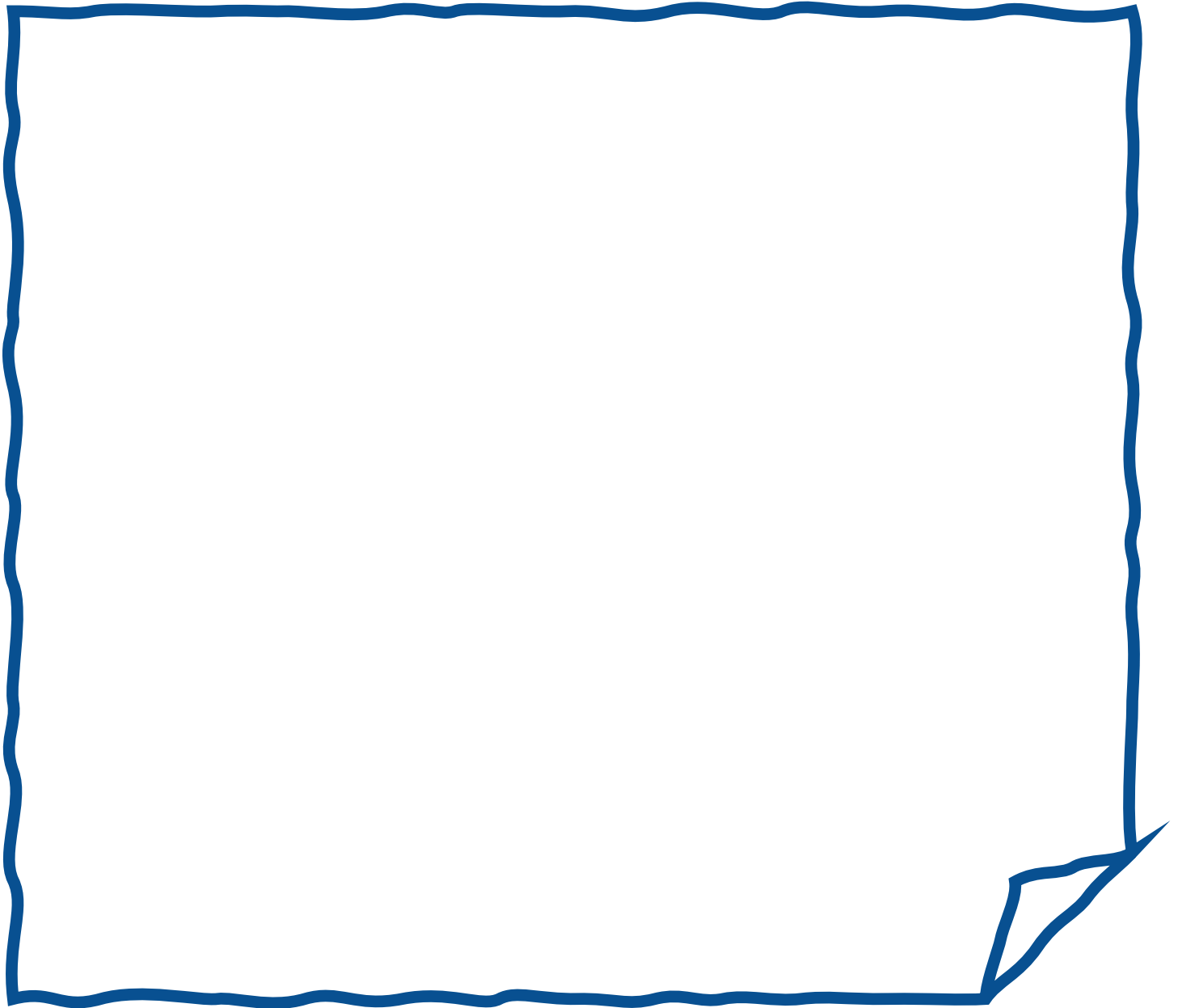
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Slide 57 Journal Entry – SMART Goals

Consider these basic, but fundamental, questions regarding student literacy achievement:

- Where are my students currently?
- Where do they need to be at the end of the year?
- How will I support them in reaching their goal?
- If I don't have this information, how can I find it?

Using the *Building Blocks of Literacy SMART Plan* template on the next page in your journal, design an action plan that is connected to data and is focused on student success.



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- What literacy components do my students need to be successful in my content/classroom?
- What is the goal to ensure this happens?

Building Blocks of Literacy: SMART Goal

S	Student-Centered/Specific	
M	Measurable (How will it be measured?)	
A	Action-Oriented (List your action steps)	
R	Realistic (How do I ensure success/achievement toward this goal is realistic?)	
T	Timely (When will this take place? How long will it take?)	