LITERACY ESSENTIALS: THE JOURNEY FROM SPELLING TO READING

Literacy Essentials is an explicit, systematic, Orton-based phonics and literacy program which teaches students to read through the logic of spelling. Reading skills progress from writing and spelling to reading in a sequence. Each skill is introduced and practiced until mastered from accuracy to fluency. Students journey along a reading continuum in which concepts are first introduced; then, the concepts are supported by repetitive practice; finally, teachers assess these concepts for mastery. The multisensory techniques employed by Literacy Essentials include explicit instruction, interactive analysis, and graphic organization.

LITERACY ESSENTIALS INCORPORATES THE ELEMENTS OF HIGHLY EFFECTIVE, STRUCTURED LITERACY PROGRAMS TO MEET THE NEEDS OF ALL LEARNERS.

PHONEMIC AWARENESS SKILLS

 Literacy Essentials sequences phonemic awareness instruction from the easiest to most difficult skills. Students learn to identify beginning, final, and medial sounds; segment and blend sounds; rhyme; delete and substitute sounds.

SOUND SYMBOL ASSOCIATION

- In Literacy Essentials, handwriting begins early in literacy because students need to write letters to spell the sounds they hear in words. Handwriting is a complex skill that is taught systematically by breaking instruction into subskills. Students practice handwriting extensively in order to achieve mastery. Cursive instruction begins in the middle of second grade. Writing is integrated into every literacy lesson.
- Through a multi-sensory process, Literacy Essentials explicitly teaches children how the **spoken** English language is **written** with **42** sounds represented by **26** letters that are combined differently to form **72** spelling patterns, which are referred to as **phonograms**.

LITERACY ESSENTIALS TEACHES THE ALPHABETIC PRINCIPLE BY
BEGINNING WITH SPELLING INSTEAD OF READING. THIS PROCESS
IS KNOWN AS ENCODING—TAKING SOUNDS AND MAPPING THEM
TO PRINT. CHILDREN GAIN A FIRM UNDERSTANDING OF THE
CODE OF THE ENGLISH LANGUAGE BY LINKING SPELLING AND
READING THROUGH THE USE OF PHONOGRAMS AND
APPROXIMATELY 44 ENGLISH SPELLING RULES.

SYLLABLE INSTRUCTION

- Students learn that syllables are parts of a word that contain one vowel sound and all the consonants associated with the vowel sound.
- Words are syllabicated for spelling. Students learn a total of eight syllable types that include compound words and affixes, which usually form their own syllable for spelling.

MORPHOLOGY

- The spelling word lists in Literacy Essentials move systematically through English by beginning with the Anglo-Saxon portion of the language and advancing into its Greek and Latin side.
- Literacy Essentials teaches students how words change in spelling and meaning by adding prefixes and suffixes to root words.

SYNTAX AND SEMANTICS

- Literacy Essentials contains instructional sequence for grammar and composition. The sequence
 commences with kindergarteners learning the four different sentence types; by the end of
 second grade, students have been introduced to compound sentences, compound subjects, and
 compound predicates. Moreover, the concepts outlined in the grammar scope and sequence
 spiral in kindergarten, first, and second grade.
- Since writing is the most effective form of integrated practice, students practice different kinds of grammatical structures by writing varying sentence types. Each day, students also practice spelling by writing one or two original sentences using the spelling words provided. These spelling words have been grouped in a manner that reduces their cognitive load and allows them to focus on correct spelling.
- Students begin to read and comprehend written text using a set of controlled readers that are aligned to the sequence of phonogram instruction within Literacy Essentials. Beginning in the middle of first grade, students move into uncontrolled and leveled texts to practice comprehension independently.
- Teachers read aloud to students daily using high-quality texts and literature.

LITERACY ESSENTIALS DOES NOT:

Teach students to read by using sight words.

Teach students to read by using letter names.

Teach students to guess while reading or writing.

Literacy essentials is a comprehensive literacy program that integrates phonemic awareness, phonics, reading, read-alouds and literature, handwriting, spelling, grammar, and writing.

Bibliography

- Adams, M. J. Beginning to Read: Thinking and Learning about Print. Cambridge, MA: MIT Press, 1990.
- Anderson, Richard C., Elfrieda H. Hiebert, Judith A. Scott, and Ian A. G. Wilkinson. Becoming A Nation of Readers. The Report of the Commission on Reading. Washington, D.C.: National Institute of Education, 1985.
- Beck, I. L., and M. E. Beck. *Making Sense of Phonics: The Hows and Whys.* New York: The Guilford Press, 2013.
- Bishop, Margaret. The ABC's and All Their Tricks. Milford, MI: Mott Media, Inc., 1986.
- Bus, A. G., and M. H. van IJzendoorn. "Phonological awareness and early reading: A meta-analysis of experimental training studies." *Journal of Experimental Psychology* 91, no. 3 (1999): 403-414.
- Hempenstall, K. "A history of disputes about reading instruction." *National Institute for Direct Instruction* (blog). Nov. 6, 2013. https://www.dropbox.com/sh/olxpifutwcgvg8j/AABU8YNr4ZxiXPXzvHrrirR8a?dl=0.
- McGuinness, Diane. "A Prototype for Teaching the English Alphabet Code." *RRF Newsletter* 49 (Autumn 2002). http://www.rrf.org.uk/archive.php?n_ID=95&n_issueNumber=49.
- McGuinness, Diane. Why Our Children Can't Read and What We Can Do About It. New York: The Free Press, 1997.
- Moats, L. C. "How Spelling Supports Reading." American Educator (Winter, 2005/06).
- Moats, L. C. Speech to Print: Language Essentials for Teachers. 2nd ed. Baltimore, MD: Paul H. Brookes Publishing Co., 2010.
- Moats, L. C. "Still Wanted: Teachers with Knowledge of Language." *Journal of Learning Disabilities* 42, no. 5 (2009). 387-391. https://doi.org/10.1177/0022219409338735.
- National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific literature on reading and its implications for reading instruction. NIH Publication no. 00-4754. Bethesda, MD: National Inst. of Child Health and Human Development, 2000.
- Ocal, T., and L. C. Ehri. "Spelling pronunciations help college students remember how to spell difficult words." Reading and Writing 30, no. 5 (2017). 947-967. https://doi.org/10.1007/s11145-016-9707-z.
- Orton, Samuel Torrey. Reading, Writing and Speech Problems in Children and Selected Papers. International Dyslexia Association, 1999. First published 1937.
- Santoro, L. E., M. D. Coyne, and D. C. Simmons. "The Reading–Spelling Connection: Developing and Evaluating a Beginning Spelling Intervention for Children at Risk of Reading Disability." *Learning Disabilities Research and Practice* 21, no. 2 (2006). 122-133. Accessed March 2, 2018. http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5826.2006.00212.x/pdf.

- Vellutino, F. R. "Introduction to Three Studies on Reading Acquisition: Convergent Findings on Theoretical Foundations of Code-Oriented Versus Whole-Language Approaches to Reading Instruction." *Journal of Educational Psychology* 83, no. 4 (1991). 437-443.
- Vellutino, F. R. "Components of Reading Ability: Multivariate Evidence for a convergent Skills Model of Reading Development." *Scientific Studies of Reading* 11, no. 1 (2007). 3–32.