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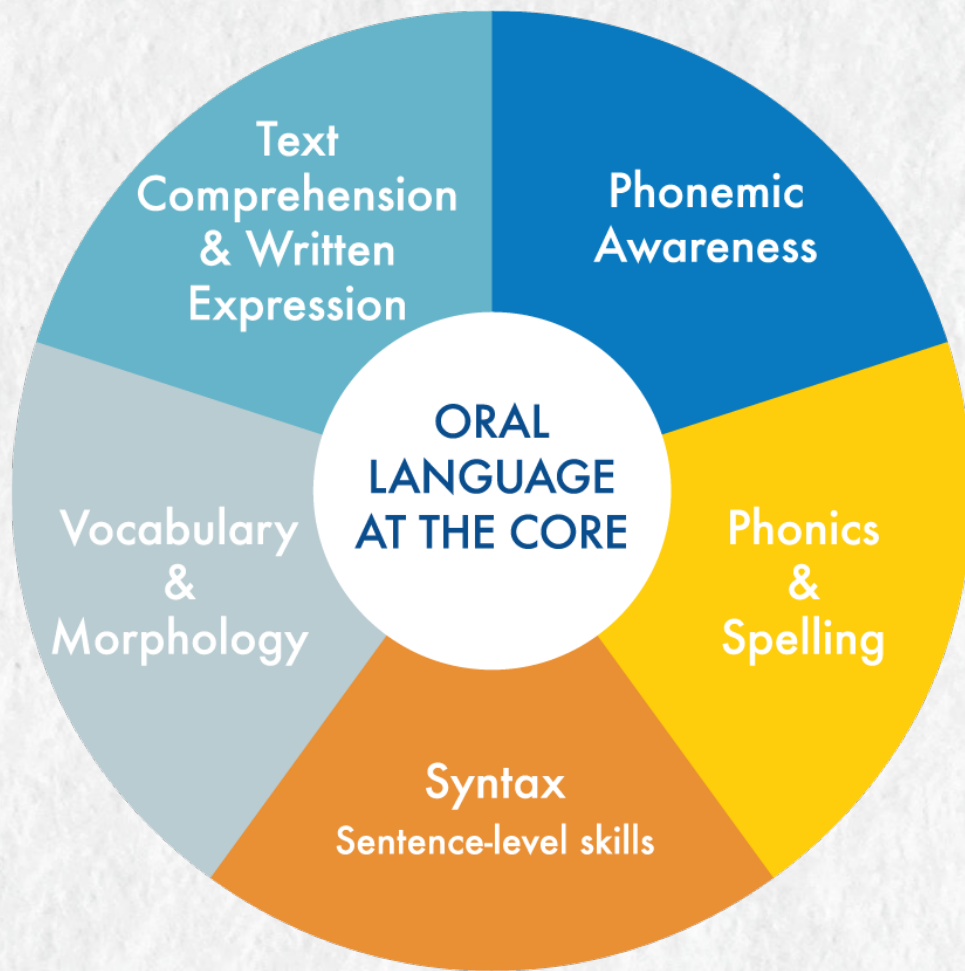
October Newsletter: The Literacy How Model

At *Literacy How* we believe that literacy is the key to opportunity and that **every child has the right to read**. We also believe that teachers, not programs or products, teach students to read, write and spell, and we are committed to helping teachers find the best ways to teach. Over the next few editions of our newsletter, we will share some of the research and tools we know will be helpful to teachers through the school year. We begin by sharing:

The Literacy How Reading Wheel

The purpose of the Literacy How reading wheel is to provide a framework for conveying all the elements of literacy required for a child to become a reader, a writer, and a speaker. The Literacy How Reading Wheel represents these elements. The model builds on the work of Louisa Moats (1999) and the findings of the National Reading Panel (2000). Importantly, it features a core emphasis on **oral language** in recognition that a young child's oral language skills provide the foundation for all aspects of literacy development. In this regard, the Literacy How reading wheel goes beyond the National Panel recommendations and includes spelling, morphology, syntax, and written expression as significant elements of literacy

education.



What is Oral Language?

Oral language, sometimes called spoken language, includes speaking and listening —the ways that humans communicate with one another. Oral language skills provide the foundation for word reading and **comprehension**; they are at the heart of listening and reading comprehension, serving as a predictor for both.

Small group instruction is essential because we are better able to focus on students' strengths and weaknesses using diagnostic assessments. As quarantines and pandemic precautions are still a reality this school year, we understand the challenges of working with fluctuating groups of students, but we encourage teachers to continue aiming for small group instruction as much as possible, for assessment and observation, but also to encourage Oral Language development.

Video

This video shows a classroom teacher using the think, pair, share (turn and talk) technique during a math lesson, demonstrating the powerful way to incorporate thinking "wait time" and oral language across subjects.



Tips and ideas

Tips for Principals: Beware of a quiet classroom!

You should hear the hum and buzz of children talking to one another and engaging with the teacher throughout the day.

Teacher Tip: Pair-up Purposeful Partners

Establish classroom routines for oral language practice by assigning “purposeful partners” as talking and working buddies. Think carefully about how to pair students to increase rigor and cognitive output. This may take up to three weeks of trial and error. Consider your students’ behavior and cognition—e.g., will pairing two quiet

students prompt each to speak up, while pairing chatty students help them be better listeners? Formally train partners to turn toward each other, to look each other in the eye, to each take a turn answering a prompt, and to be alert for a call back signal. Integrate a brief purposeful partner task into every activity to increase numbers of students participating and to develop an efficient, familiar routine.



Something to read

Read more to learn more!

Hirsch, E.D., Jr. (Spring 2003): [Reading comprehension requires knowledge—of words and the world.](#) *American Educator* 27 (1), 10-22, 28-29, 44.

[Read article here!](#)

Resources

For further research and activities, you can purchase our **Comprehension: Knowledge to Practice** professional series book. The *Literacy How Professional Learning Series* translates the latest reading research into how-to instructional practices. Based on the current and comprehensive Literacy How reading model, the Series draws upon the authors' decades of expertise and experience working with thousands of general and special education teachers.

Organized for the busy educator who may be trying to find specific information, as well as for the professional seeking deeper understanding of literacy instruction and learning, the Series emphasizes Pre-K-3 conceptual and skill development. Teachers of older emerging or struggling readers will also find these tools useful.

[Purchase the LH Comprehension Book on Amazon](#)



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