

Building Essential Decoding & Encoding Skills for Learners Grades 4-9+

APLC Student Reading Video Project

Kim Tackaberry, M.Ed, Designer of Professional Learning, The Consortium
Co-created with Camille Lezubski (Consultant Elementary ELAL Calgary Catholic,
M.Ed, OG Certified)



Today, we acknowledge that this land is part of the traditional, ancestral territory of the Niitsitapi of the Blackfoot Confederacy, made up of the Siksika, Piikani, Amskapi Piikani and Kainai First Nations. This land is also important to the Nakoda Wîcastabi First Nations, comprising of the Chiniki, Bearspaw, and Goodstoney First Nations; and the Dene people of the Tsuut'ina First Nation. This is also homeland to the historic Northwest Métis and to the Otipemisiwak Métis Government Nose Hill Métis District 5 and Elbow Métis District 6. We also acknowledge all urban Indigenous people who call Calgary their home.

Am-ska-pi: Ahm-skah-pee

Iethka: ee-YETH-kah

Tsuut'ina: SOO-tin-uh

Otipemisiwak: Oh-teh-pim-swak

Wicastabi: WEE-che-stah-bee

Your Hosts



**Camille
Lezubski**
*Literacy
Consultant,
Calgary Catholic
School District*



**Kim
Tackaberry**
Designer of
Professional
Learning,
The
Consortium

Check out our e-news: www.aplc.ca



The Consortium
Alberta Professional Learning Consortium

Session Overview (9:00-10:30 am)

1. Why are we here?
2. Purpose and Structure
3. Benefits of this Resource
4. Let's dig in- How it Works
5. Time to Explore our Website
6. Questions and Wonderings

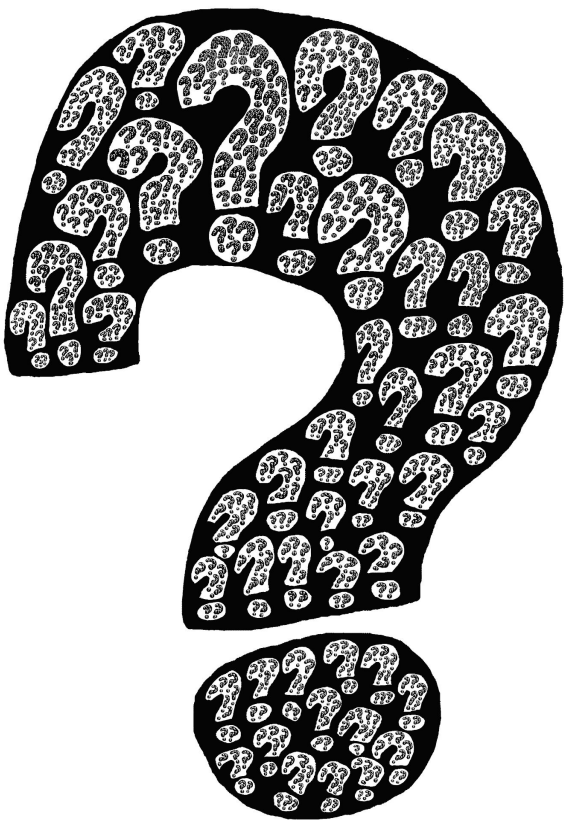




Consider the top reading instruction priorities for students in grades 4 and up. Add to the chat which reading components you find most challenging to embed into your instruction.



The Consortium
Alberta Professional Learning Consortium



What is our Challenge?



Some students in Grade 4 and beyond lack essential foundational reading skills.

Students who have emerging reading skills but require additional support to continue progressing.

Limited time in the classroom to instruct students in foundational skills.

Classroom teachers may be uncertain about how to teach foundational skills effectively.

What is the Goal?

Help students in their middle years who are struggling with the foundations of reading



One Possible Tool

- **Student Reading Video Project**
 - a student-centred digital approach
- Intended for Tier 3
- Composed of OG reading lessons
- No cost





Overview of Student Reading Video Project

Purpose:

To support the teacher in helping students who struggle with decoding (sounding out words) and encoding (spelling). They require additional reinforcement of foundational skills introduced in the early grades.

Structure:

Students receive foundational reading lessons by watching and interacting with short 5 - 8 minute video.

After the video is completed, the teacher follows up by reading the same word list and sentences the student practiced. This step is essential, as it provides an opportunity to offer corrective feedback and reinforcement.



Benefits of This Resource

- Students need range from 4-20 repetitions (UFLI, 2024)
- It's as discreet as possible
- Embeds differentiation
- Eliminates much of the need for teachers/EAs to create separate plans for diverse learners.
- Promotes student agency
- **If not now, then when?**



The Consortium
Alberta Professional Learning Consortium

5-10 Minutes a Day of Direct Instruction Adds Up!

$5 \times 5 = 25$ min of instructional time

$25 \times 4 = 100$ min of instructional time

$10 \times 5 = 50$ min of instructional time

$50 \times 4 = 200$ min of instructional time

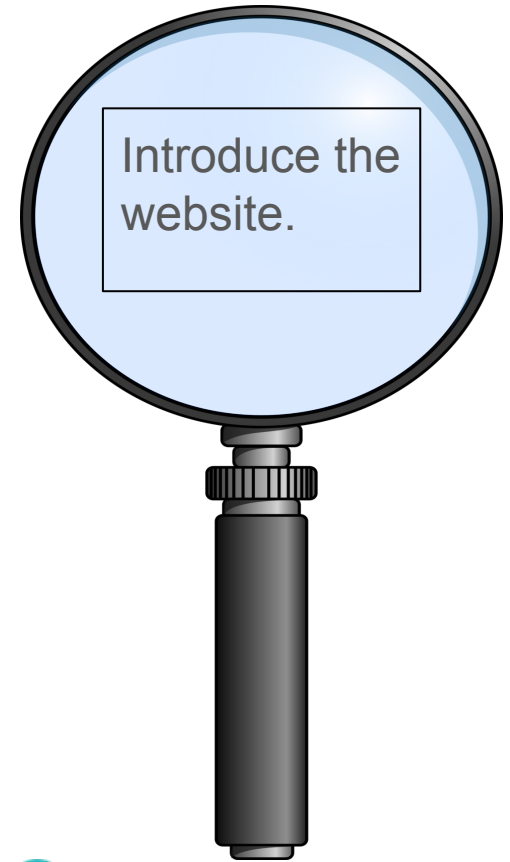
“Small disciplines repeated with consistency every day lead to great achievements gained slowly over time.” - John C. Maxwell



The Consortium
Alberta Professional Learning Consortium

Let's Examine How it Works

1. How do I find out the specific skills they need support with?
2. How do I know which student video to start with?
3. When will the student engage with the videos?
4. How do I track their progress?
5. How do I align this with what they are learning day-to-day?



The Consortium
Alberta Professional Learning Consortium

Share link to Slides

Student Reading Video Website LINK on slide 20

1. How do I find out what specific skills the students need support with?

[LINK](#) to Phonics Progression Survey

Phonics Progression Survey Recording Sheet

Students Name: _____ Date: _____

Task 1: Grapheme / Phoneme identification																			
Names			Score	Sounds															
a	i	d	f	th	a	r	k	l	Score	a	i	d	f	th	a	r	k	l	Score
/26				/21				/21											
a	b	c	b	a	i	g		a	b	c	b	a	i	g		Short vowels			
p	m	y	w	ph	qu	x	z	p	m	y	w	ph	qu	x	z	Digraphs			
Task 2: VC & CVC																			
an	map	pen	sun	top	cop	Sound by sound? Automatic? Confusion?	Regular												
on	run	ten	net	pot	its		Nonresponse												
un	leaf	off	wash	put	dog														
Task 3: Digraphs																			
Cash	when	chop	thug	pack	phd	Sound by sound? Automatic? Confusion?	Regular												
Quilt	them	shop	phish	rack	check		Nonresponse												
Chad	math	phip	rick	quash	thap														
Task 4: CVCC & CVCC																			
band	soft	let	sent	dump	Sound by sound? Automatic? Confusion?	Regular													
grab	clog	clan	prim	fed		Nonresponse													
hid	aid	prep	glaw	mang															
Task 5: Suffixes CVC & CVCC																			
tape	side	poke	Pale	cube	Sound by sound? Automatic? Confusion?	Regular													
role	milk	pole	note	Steve		Nonresponse													
made	sock	kiss	fun	girl															
Task 6: r-controlled																			
card	fern	air	hurt	fork	Sound by sound? Automatic? Confusion?	Regular													
fern	basin	fern	horn	curl		Nonresponse													
enjoy	jeep	pond	hug	sort															



The Consortium
Alberta Professional Learning Consortium

2. Using Scope and Sequence: Two Options

Reading Lesson Scope and Sequence Module A / B

	Module A	Module B
1	m	• student is not able to read CVC words then start in module A.
2	a (short a)	
3	t	
4	s	• student is missing short a or short i start in module A.
5	p	
6	c	
7	i	• If the student is reading but has difficulty reading multi-syllable words start in Module B lesson 10.
8	f	
9	b	
10	n	n Introduce VCCV Syllable Division

[LINK](#)



The Consortium
Alberta Professional Learning Consortium

Module A

- Student has gaps in foundational skills
- Missing consonant and short vowel sound
- Sounding out CVC or CCVC words
- Lacking automaticity

Module B

- Student has most of their short vowels
- Is able to read CVC Words or CCVC word with automaticity
- Reading slows when encountering more complex vowel patterns
- Has difficulty reading cle words correctly



Question to Determine Module A or B

If the student is struggling to blend cvc words?	A
If the student is missing short a and i?	A
If the student can read with automaticity but is confused about syllable types? I.e. uses long vowel sound in closed syllable rob is robe	B
If the student has automaticity but struggles with multisyllabic words?	B



2. How do I know which video to start with?

Phonics Progression Survey

Phonics Progression Survey Recording Sheet

Students Name: Student 1

Date: September 23, 2024

Task 1: Grapheme / Phoneme Identification			
Names s t d f m a r k i o h c b n j l g u p w y e v qu x z	Score / 26	Sounds s t d f m a r k i o/u h c/s b n j l g u/y p w y/w e/i v qu/k x z sh ch th wh ph ck	Score: Consonants / 21 Short vowels / 5 Digraphs / 6

Comments			
Task 2: VC & CVC	an map pen sun lip cop on run tan net job tin un hef dif wab yuz pog	Sound by sound? Automatic? Confusions? pen - pin un - yun cop - cope hef - heef net - neat wab - wab job - jobe yuz - yuz tin - time pog - poje	Regular / 12 Nonsense / 6
Task 3: Digraphs	Cash whim chop thug peck phil Quit them shop phish rack check Chud muth phop yick quosh thap	Sound by sound? Automatic? Confusion whim -	Regular / 12 Nonsense / 6

Task 4: CVCC VCC	band soft list tent dump	Sound by sound? Automatic? Confusion	Regular / 10
------------------	--------------------------	--------------------------------------	-----------------

Analyze Student Sample:

- What letter/sound correspondence is this student struggling with?
- Would you start this student on Module A or B?



The Consortium
Alberta Professional Learning Consortium

Walk Me Through What This Would Look Like in My Class

1. EA/teacher meets with a student(s) to explain the purpose/goal of the videos
2. Student & teacher arrange a daily time to view and interact with a video
 - a. Student clicks on the [website](#) and views/interacts with a video (ie video #7)
 - b. When the video is complete, the student meets with an EA/teacher to read supplementary words & sentences connected to the skill they just learned.
 - c. EA/teacher offers corrective feedback
3. EA/teacher can use the scope and sequence to make notes of their observations.
4. Cycle repeats as daily as possible.



Corresponding Word List and Connected Text

Student meets with
teacher/EA following each
video!

Lesson 26- short e

fed	led
met	pet
hem	red
net	sent

•

The red hen is lost.

Can Ben and Ted see the lost red hen?

Ben can see the lost red hen.

Can Ted grab the red hen and put it in
its pen?



The Consortium
Alberta Professional Learning Consortium

Reading Lesson 1

Module B-1
VCCV



0:01 / 8:15

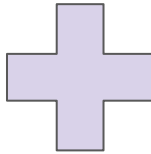


Singapore Education
Singapore Ministry of Education

4) How do I track their progress?

Reading Lesson Scope and Sequence Module A / B

	Module A	Module B
1	m	student is not able to read CVC words then start in module A.
2	a (short a)	
3	t	
4	s	student is missing short a or short i start in module A.
5	p	
6	c	
7	i	If the student has short vowels is able to read but has difficulty reading multisyllabic words start in Module B lesson 1
8	f	
9	b	



Lesson B -1 VC/CV

Student name and date

picnic

catnap

mantis

insist

dismiss

SCOPE AND SEQUENCE

Phonics Progression Survey
Phonics Progression Survey Recording Sheet
Students Name: Student 1 Date: September 23, 20

Task 1: Grapheme / Phoneme Identification			
Names		Sounds	
a t d f m a i k		a t d f m a i k	
g h c b n j l g u		ou h c b n j l g u	
p w y e v u x z		p w y e v u x z	
		sh ch th wh ph ck	

Task 2: VC & CVC			
an	map	pen	sun
at	fat	net	job
un	hat	web	yoze
Sound by sound? Automatic? Confusion?			
pen - pin	un - yun	net - het	job - hob
map - gap	hat - hat	web - heb	yoze - yoz
sun - sun	sun - sun	sun - sun	sun - sun
Task 3: Digraphs			
Cash	whim	chop	thug
peck	phil		
Sound by sound? Automatic? Confusion?			
Regular	Regular	Regular	Regular



The Consortium
Alberta Professional Learning Consortium

The **BIG** Question:

How do I fit this into my daily routine?

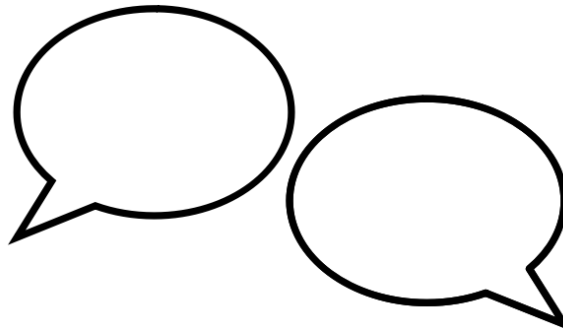
- When do you think you could incorporate these lessons?



The Consortium
Alberta Professional Learning Consortium

Time to Explore

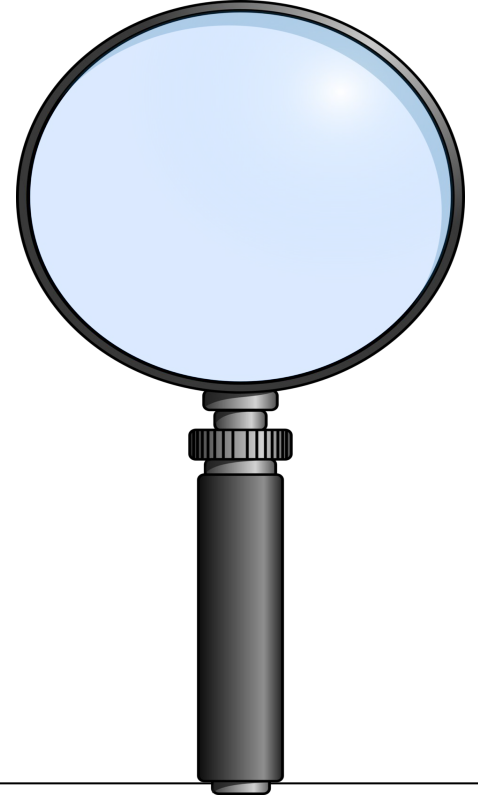
- How could you realistically use this resource in your classrooms? Benefits and roadblocks?
- What does this look like in different subjects? How can we support each other with implementation?



Time to Explore (10 minutes)



[Student Reading](#)
[Video Website](#)



Going Forward/Next Steps

- We recommend you start with **one student!**
- Think about your school team- are there others who could support with post-video student meetings?
- Please reach out to Kim Tackaberry - kim.tackaberry@aplc.ca anytime with feedback, success stories, questions or concerns.

Exit Slip

The following information was helpful...	This learning makes me wonder...

References

Gillingham, A., & Stillman, B. (1936). *The Gillingham Manual: Remedial Training for Children with Specific Disability in Reading, Spelling, and Penmanship.* Educators Publishing Service

Related Articles:

<https://hechingerreport.org/many-kids-cant-read-even-in-high-school-is-the-solution-teaching-reading-in-every-class/>

<https://www.readingrockets.org/helping-all-readers/why-some-kids-struggle/self-esteem>

<https://www.shanahanonliteracy.com/blog/im-a-high-school-reading-resource-teacher-what-should-i-do>



The Consortium

Alberta Professional Learning Consortium

APLC Post Session Survey

Thank you for attending this session. To help us enhance the delivery of future sessions, we ask that you complete this short survey. **Your feedback is important and appreciated!** *Note: Your survey will be submitted anonymously.*

Survey URL: <https://aplc.ca/survey/?id=15805>

