

Moreland University

M28U1A2 – Discrete to Integrated Skills Assignment

Individual Reflection

- Joel Pope

Please see the link to our discrete skills lesson [here](#).

Please see the link to our integrated skills expansion [here](#).

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In our discrete skills activity, our key learning outcome is as follows:

- *Students will read and decipher a short cloze sentence that describes the beginning of a story.*

For this learning outcome, students need to be able to decode and read words, using a combination of direct blending of sounds and sight word recognition. The goal is related to both phonics and fluency, important for reading, as students needed to be able to decipher the words and then work with their group to read them out loud. In the transition phase between the discrete activity and the integrated expansion, students must also mime out the sentence, incorporating comprehension.

Phonics, fluency and comprehension are all important for reading as outlined in Irujo (n.d.)

For the integrated expansion, the focus is student's writing their own sentence to follow the first sentence in the story.

Wright (2015) for example describe the importance of early writing in linking spoken, written and read forms, which in turn develops literacy.

The key point is that writing can in turn, support reading. As students are writing, they will need to practice decoding the words they want to spell and practice writing sight words, which can use muscle memory to increase familiarity with these. These skills will feed back into phonics, essential for reading, and indeed our goal here. The increasing familiarity they will be able to gain with sight words through the writing of these, and increased automaticity in blending words to read them as the decoding and spelling here can practice, can also support fluency, important for reading and our second reading goal.

Beyond simply practicing the writing and decoding, because students are needing to think of a next sentence for the story, following that that they have read, they are also practicing comprehension. They need to ensure that the sentence they are choosing to write follows on logically from the first sentence. While comprehension isn't a direct reading goal from the original discrete skills task, students were beginning to focus on it in the transition. In addition, increasing skill at reading comprehension can support fluency and reading out loud, the development of which was a reading goal, as less focus is needed on comprehension. Hence, practicing it (comprehension) can in turn support the development of fluency.

The benefits of writing on general literacy and language development has been explored by many.

For example, Peregoy and Boyle (2017) discuss that reading in response to writing can help with comprehension and the building of meaning making. Saunders and Goldenberg (1999) state the same, focusing on both writing and discussion. Indeed, although this extension activity is one of writing, discussion will no doubt be included talk and support each other as they work and do peer reviews.

McCarrier, Pinnell, and Fountas (2000) directly discuss how shared or interactive story writing, including continuing a story, as we are doing now, can have benefits in supporting students to think about narrative structure and accurate sentence formation. This could in turn support reading fluency, through greater familiarity with sentence patterns.

Skills will be practiced further as students then peer review each other in the final part of the integrated skills extension.

Students will practice decoding words written by their partner, comparing this with either their own knowledge of how words are spelt, or with how they think it should be spelt by decoding it themselves. This

will further practice their phonics skills, again, important for reading. During this activity, they will have the opportunity to practice reading each other's sentences out loud together, for further practice in reading fluency. Again, this was a reading goal for the lesson.

As students are peer reviewing, they may come across words for which they see they may have slightly different or inaccurate spellings in their schemata for sight words, or by decoding words in slightly different way, which could lead to practicing and reviewing phonics blending skills and letter to sound relations together. This could involve critical analysis, an important skill to be developing in its own right, but which could also allow them to identify any of their own errors and misconceptions in phonics, to practice and enhance their decoding skills together, and to consolidate knowledge as necessary, all relevant to the reading goal of phonics.

References

- Irujo, S. (n.d.). *What does research tell us about teaching reading to English language learners?* Reading Rockets. <https://www.readingrockets.org/topics/about-reading/articles/what-does-research-tell-us-about-teaching-reading-english-language>
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