

Starting Out Right:

Literacy and Language Strategies for Early Childhood



Tina Pelletier

Language Arts Consultant

MTSS Symposium



Session Goals:

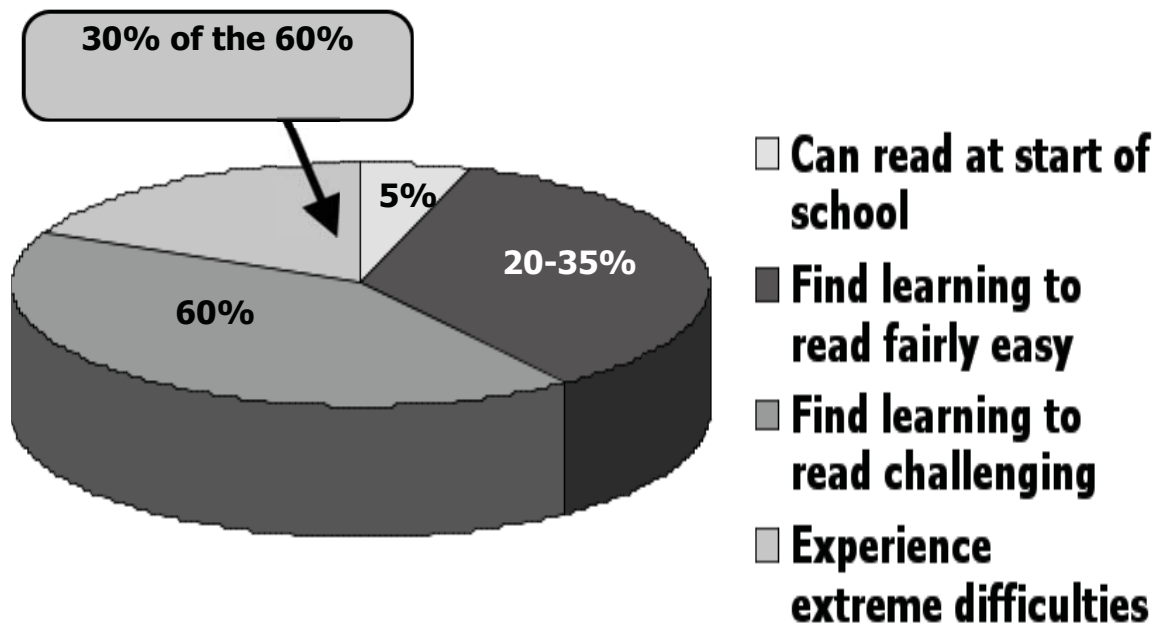
- **Examine the foundational supports for early literacy development**
- **Understand key goals of literacy and language development**
- **Acquire strategies matched to research for supporting early learners.**

The Challenge

Our nation's schools today are educating the largest most diverse student population to higher standards than ever before.

Reading Reality

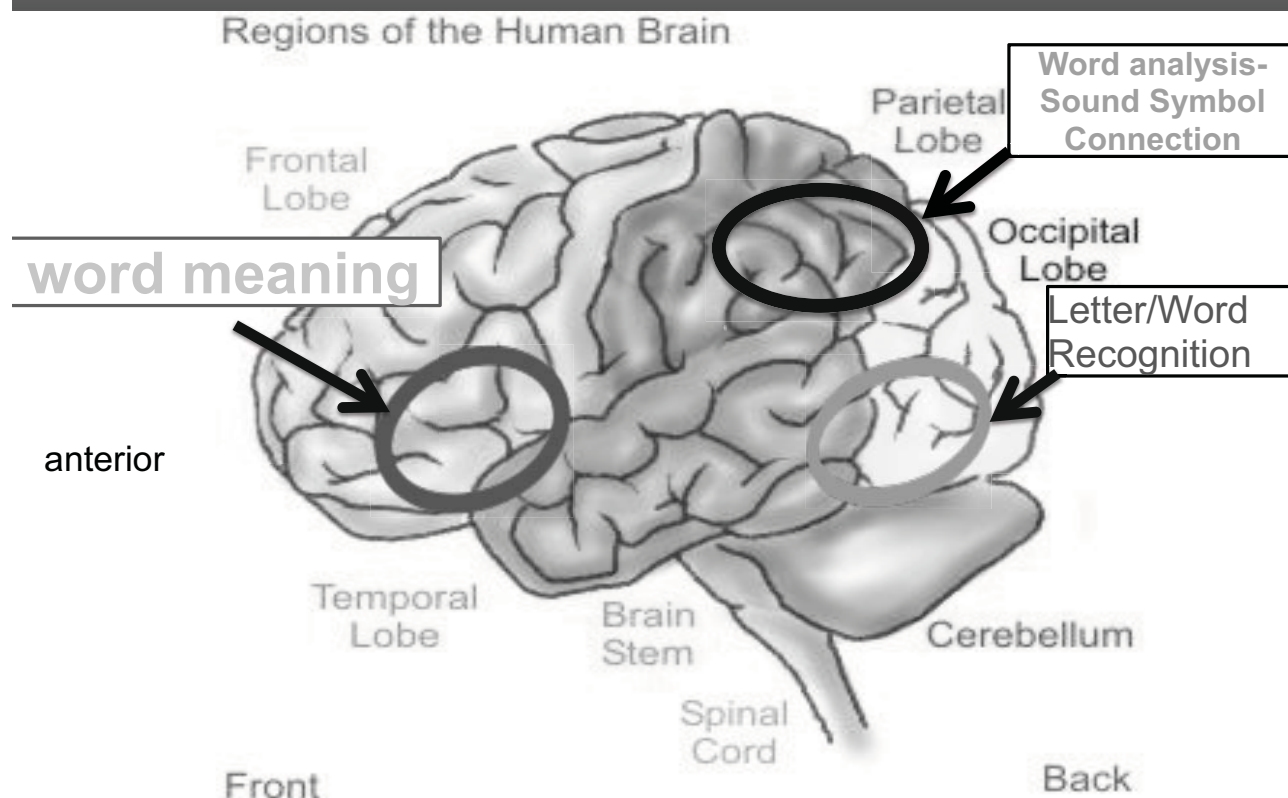
NAEP National Assessment of Educational Progress (1998)



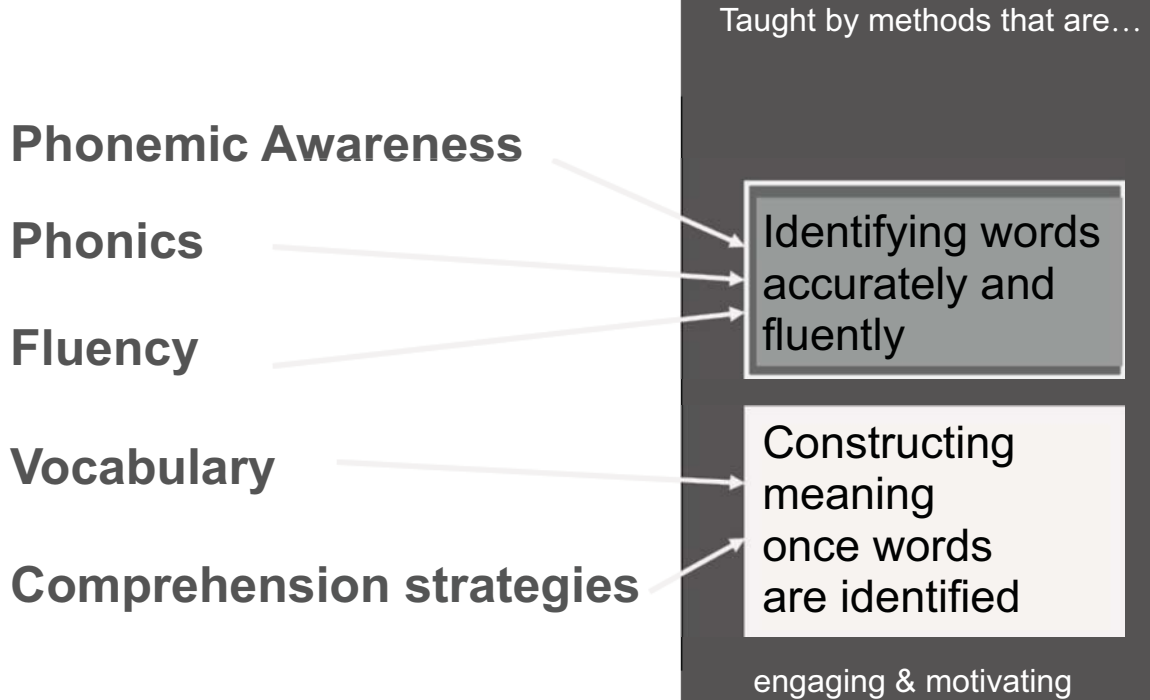
Goals According to Torgeson:

- We want students to be able to read grade level text with a reasonable level of understanding
- Typically, we also mean we want them to be able to do this fluently, so that reading the text doesn't take an inordinate amount of time.
- And we would like them to find pleasure in reading, which also means we would like them to be able to read a book like we read books, without having to struggle with the words, and be able to focus on the meaning -Torgeson FCRR


How the Brain Works While Reading Words



Critical Areas of Instruction:

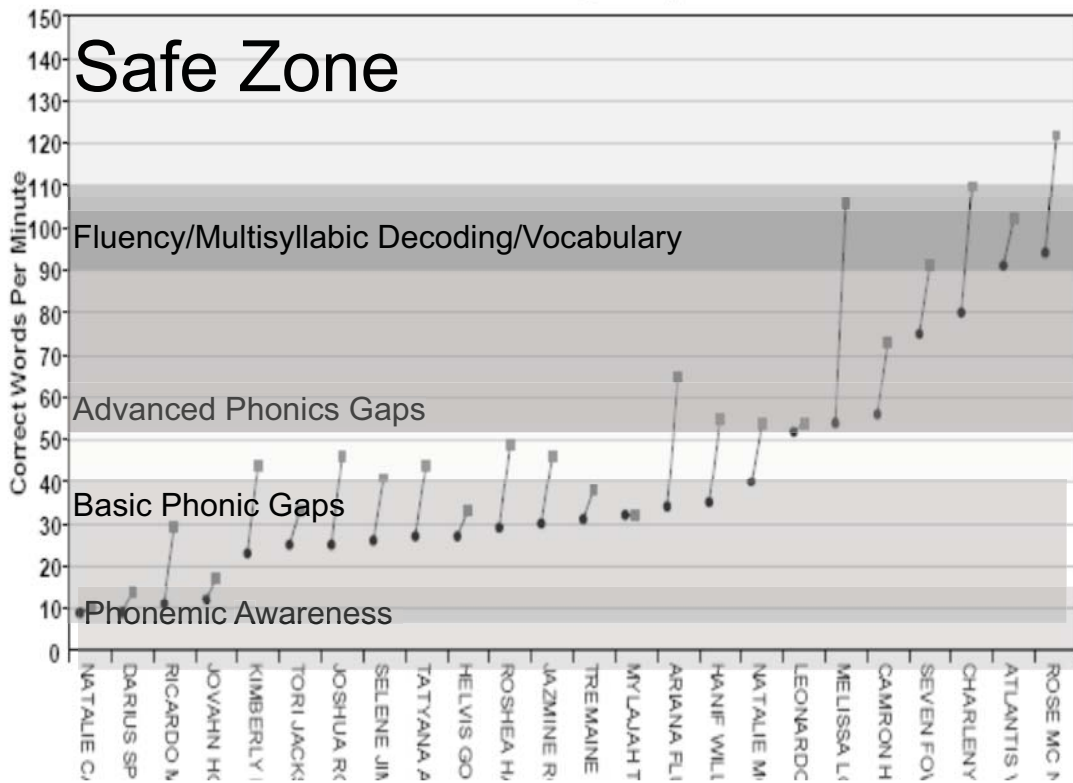


Stages of Reading Development

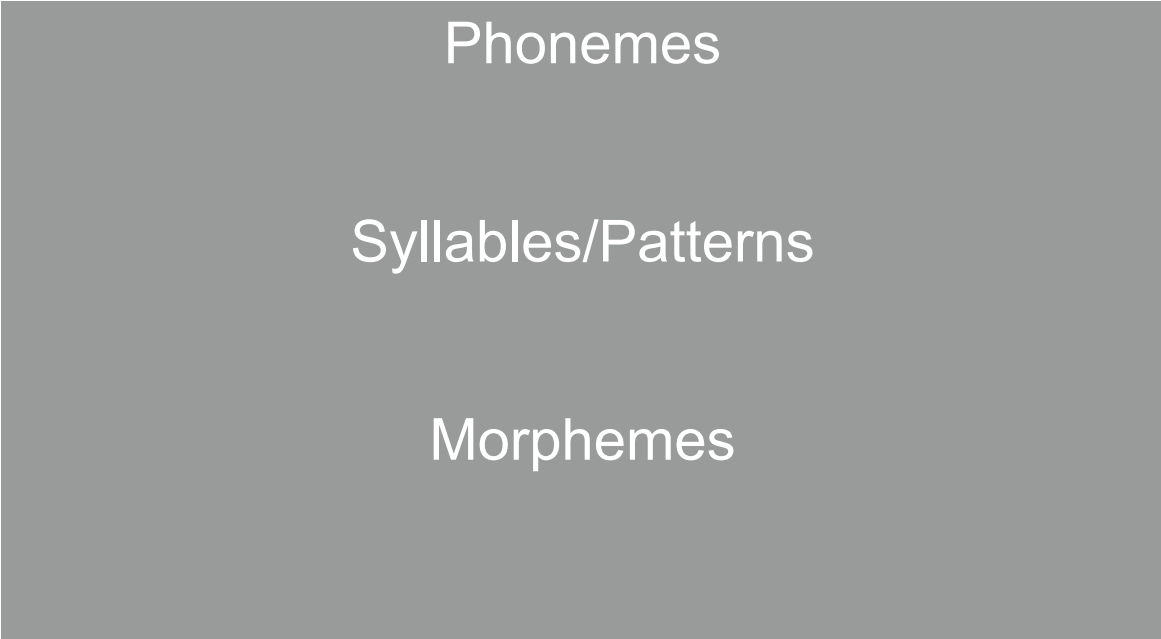
Logographic		Pre-K
PARTIAL or EARLY ALPHABETIC	mat log rug rim	Late K ~ Early Grade 1
FULL or LATE ALPHABETIC	tree cake hoping hopping	Late Grade 1 ~ Early Grade 2
CONSOLIDATED ALPHABETIC or ORTHOGRAPHIC	un-de-ni-a-ble un-deni-able	Late Grade 2 Grade 3 +

Ehri 1995, Moats 2000

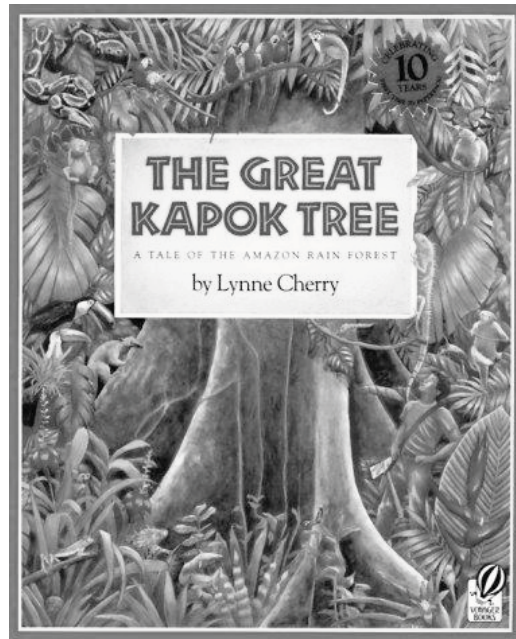
Oral Reading Fluency



The Structure of Language



The Great Kapok Tree



Implicit vs. Explicit Phonics

A teacher reads aloud *If You Give a Moose a Muffin*. When she gets to the word *moose*, she stops and tells the students that *moose* starts with /**m**/. She also tells them that the /**m**/ **sound** is spelled with the **letter m**. She asks if any of them know any other words that begin with /**m**/. She then continues reading the story stopping occasionally to point out other /**m**/ words.

Implicit vs. Explicit Phonics

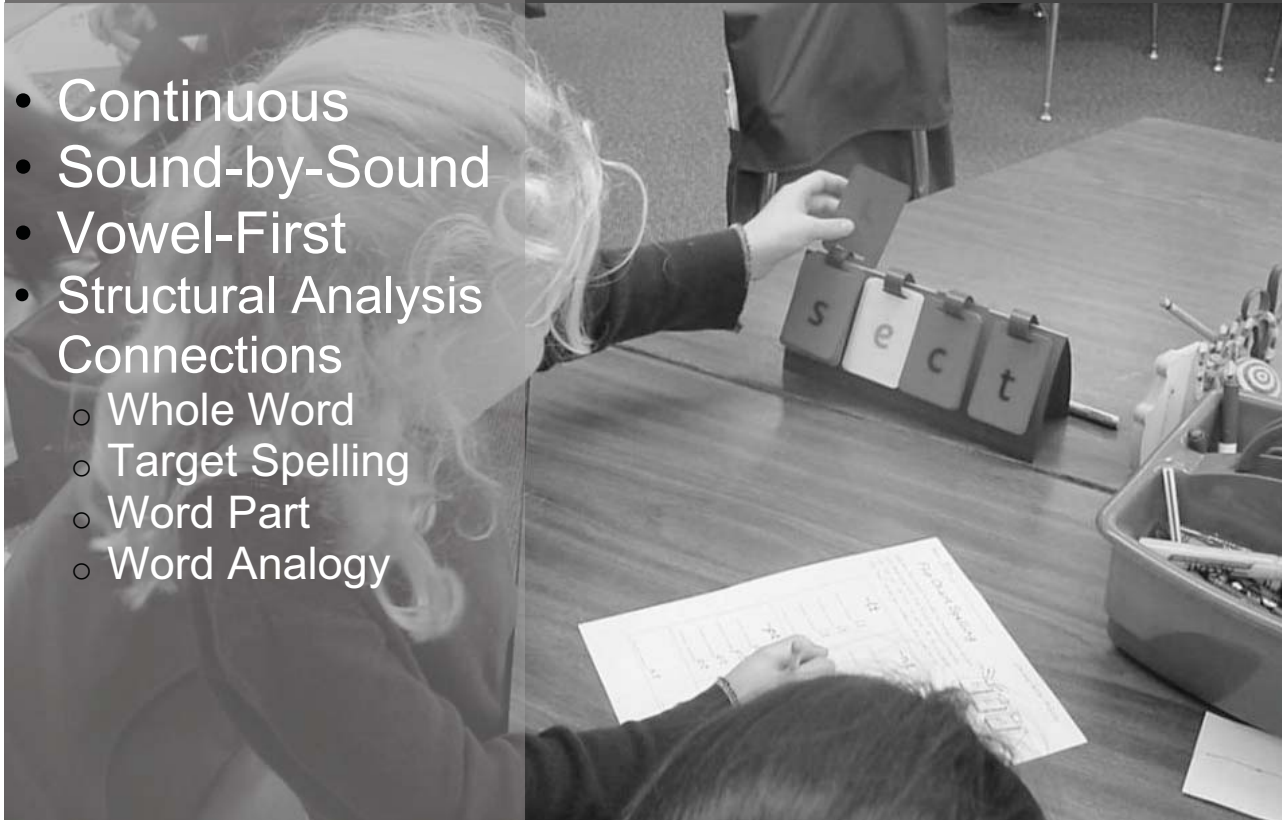
A teacher introduces the /m/ sound by playing some initial **phoneme matching games**. She then introduces the letter *m* and **tells** the students that ***m* makes the /m/ sound**. She names other **words starting with /m/** and asks students to produce some. She **writes *m* on the board as students write it in the air**. She **blends** some words beginning and ending with *m* on the board. The students then practice reading the **decodable book *Mom Makes a Map***. Afterward, the teacher **dictates** and students write words with the letter *m*. Later, the teacher leads the students in a **making words** activity using words that start and end with *m*.

Explicit Phonics Lesson Format

- Phonemic Warm-Up
- Teach Sound/Spelling
- Blending Instruction and Practice
- Apply to Decodable Text
- Dictation and Spelling
- Word Work

Blending Routines

- Continuous
- Sound-by-Sound
- Vowel-First
- Structural Analysis Connections
 - Whole Word
 - Target Spelling
 - Word Part
 - Word Analogy



What I Need is...

***Intensity
and
Density***

**of instruction to
be successful!**



Intensity or Focus Boards

M R S G D

S	R	M	D	G
R	M	D	S	G
D	R	S	G	M
M	D	G	D	R

Closing the Achievement Gap

- It is now well accepted that the chief cause of the achievement gap between socioeconomic groups is a language gap.

E.D. Hirsch 2003



When we have trouble communicating...



Explore and develop
ORAL LANGUAGE
as a key scaffolding
and intervention strategy!



Vocabulary Development

- Teach word learning strategies
- Teach specific words
- Increase independent reading
- Provide multiple exposures
- Develop a school-wide incentive program
- Develop word consciousness

Steps in Explicit Strategy Instruction

- Direct explanation
- Modeling
- Guided practice
- Feedback
- Application





Thank you for your
time and attention!
tina@pelletierconsulting.net

Assessment/Intervention “Touch Points” for Language Arts

Grade Level	K	1	2	3	4	5-6
Language Arts: Minimal Skills Students Must Have	<ul style="list-style-type: none"> ✓ Book handling skills ✓ Recognize most upper/lower case letters by midyear ✓ Identify words beginning with the same initial sound by midyear ✓ Retell a familiar story by midyear ✓ Speak in complete sentences 	<ul style="list-style-type: none"> ✓ Identify words that end with same sound by midyear ✓ Blend/segment real and nonsense cvc words by midyear ✓ Recognize common irregular high freq words ✓ Read aloud fluently by end of year (40wpm) ✓ Retell main ideas of narratives ✓ Speak in complete sentences 	<ul style="list-style-type: none"> ✓ Accurately decode regular, multisyllabic words ✓ Recall facts and details of narrative & expository text ✓ Identify story elements ✓ Read aloud fluently about 90 wpm by end of the year ✓ Speak and write in complete sentences 	<ul style="list-style-type: none"> ✓ Read with ease real and nonsense multisyllabic words ✓ Restate facts and details in texts- ✓ Infer word meaning from roots, prefixes, and suffixes ✓ Read aloud fluently and accurately (114 wpm by spring) ✓ Speak in and write complete sentences 	<ul style="list-style-type: none"> ✓ Read fluently & comprehend at the 3rd grade level ✓ Speak in/write complete sentences ✓ Distinguish main idea and supporting details ✓ Decode multisyllabic words 	<ul style="list-style-type: none"> ✓ Read fluently with understanding at the 4th grade level ✓ Speak in/write complete sentences ✓ Read in a minimum range of 115-120 wpm
In-class Interventions Strategies	<ul style="list-style-type: none"> ✓ Teacher led small group instruction ✓ Pre-teaching critical concepts ✓ Extended practice with sound awareness ✓ Explicit instruction 	<ul style="list-style-type: none"> ✓ Teacher led small group instruction ✓ Pre-teaching critical concepts ✓ Extended practice with sound awareness ✓ Explicit instruction with blending and segmenting ✓ Repeated reading ✓ Partner reading 	<ul style="list-style-type: none"> ✓ Teacher led small group instruction ✓ Pre-teaching critical concepts ✓ Practice with decodable text ✓ Blending and syllabication instruction ✓ Explicit instruction 	<ul style="list-style-type: none"> ✓ Teacher led small group instruction ✓ Pre-teaching critical concepts ✓ Practice with instructional level text ✓ Blending/syllabication instruction ✓ Explicit instruction ✓ Strategy instruction ✓ Vocabulary building 	<ul style="list-style-type: none"> ✓ Teacher led small group reading strategy instruction ✓ Repeated reading ✓ Pre-teaching critical concepts ✓ Re-teaching vocabulary 	<ul style="list-style-type: none"> ✓ Teacher led small group reading strategy instruction ✓ Repeated reading ✓ Pre-teaching critical concepts ✓ Re-teaching critical concept: ✓ Pre-teaching
Supplemental Instructional Options	<ul style="list-style-type: none"> ✓ Speech Therapists may be used to do work on oral language and phonology 	<ul style="list-style-type: none"> ✓ Speech Therapists may be used to do work on oral language and phonology ✓ Cross grade grouping 	<ul style="list-style-type: none"> ✓ Supplemental program materials may be necessary for reinforcement of previous skills 	<ul style="list-style-type: none"> ✓ Supplemental program materials may be necessary for reinforcement of previous skills ✓ Provide intersession or after school reteaching. 	<ul style="list-style-type: none"> ✓ Supplemental program materials may be necessary for reinforcement of previous skills 	<ul style="list-style-type: none"> ✓ Supplemental program materials may be necessary for reinforcement of previous skills

Basic Language Arts Skills that students must have

- ✓ Read fluently and with basic comprehension at the 4th grade level (5th grade level for grades 7 and 8).
- ✓ Write using complete sentences and simple transitions between sentences.
- ✓ Punctuate and capitalize sentences and dialogue correctly.

- ✓ Read fluently with understanding at the 7th grade level.
- ✓ Write with complete sentences and compose appropriate paragraphs.
- ✓ Punctuate sentences, dialogue, addresses, and salutations correctly.
- ✓ Written works reflect correct English usage.

- ✓ Read fluently with understanding at the 9th grade level.
- ✓ Raise the bar on writing: multi-paragraph compositions, especially research-type papers.
- ✓ For research, focus on the ability to synthesize information and create a new document: the real work of research. Provide articles to avoid spending time looking for material. Focus on the synthesis process.

In-class Interventions Strategies

- ✓ Use direct instruction of comprehension skills: guided practice in learning independent comprehension of text.
- ✓ Provide access to texts that are written at the 4th or 5th grade level.
- ✓ Work on oral language development of sentence structure; require speaking of complete sentences in your class.
- ✓ Use response routines to get students speaking academic language in class.
- ✓ Work specifically on writing that is not first person, but objective and uses academic language.
- ✓ Attack frequently misspelled high frequency words; use spell aloud process.
- ✓ Encourage wide reading.

- ✓ Use direct instruction of comprehension skills: guided practice in learning independent comprehension of text
- ✓ Provide texts that are written at the 7th-8th grade level.
- ✓ Work on oral language development of sentence structure; require speaking of complete sentences in your class.
- ✓ Use response routines to get students speaking academic language in class.
- ✓ See Writing Interventions supplement.
- ✓ Attack frequently misspelled high frequency words; use spell aloud process.
- ✓ Require that written work meet standards.

- ✓ Teach summarizing, synthesis and writing with academic language.
- ✓ Use direct instruction, guided practice in how to form complex sentences, formulate and express complex ideas.
- ✓ Use response routings to continue the consistent use of academic language in class.
- ✓ Require that students read widely. Provide choice with selection of independent reading texts.
- ✓ Provide oral language prompts or starters that force students to use non-social language.

Supplemental Instructional options

- ✓ For students who are 3+ years behind (or scoring Far Below Basic), supplementary programs such as Corrective Reading or Language! may be needed to address reading deficiencies.

- ✓ For students who are 3+ years behind (or scoring Far Below Basic), a supplementary program like Corrective Reading or Language! may be needed to address reading deficiencies.
- ✓ Create a Writer's Academy: after school program that meets once a week and works on writing articles for the school newspaper.

- ✓ If students are in Special Education or ELD programs, the focus should be on building academic language skills, both in oral and written work.
- ✓ Classroom activities should require active participation from students-but with high standards for language and content.
- ✓ Directly teach the standards: provide constant guided practice doing complex activities, but with readable texts.

Research-based Instructional Techniques That Work

Learning with a purpose

Engaged Learning/Response Routines

Learning at the Appropriate Level (ZPD)

<p><input checked="" type="checkbox"/> Use organizational structures such as comparison/contrast, cause/effect, Venn Diagrams etc. to help students organize information in reading and writing.</p>	<p><input checked="" type="checkbox"/> Provide short periods of direct instruction followed by immediate response by all students, with accountability for response</p>	<p><input checked="" type="checkbox"/> Provide reading practice at the independent level.</p>
<p><input checked="" type="checkbox"/> Teach effective strategies for taking notes, creating outlines, and writing summaries. Demonstrate using effective models for students to emulate. <input checked="" type="checkbox"/> Provide study guides.</p>	<p><input checked="" type="checkbox"/> Use whole group response strategies. For example, use small whiteboards (or pieces of white paper) to hold up answers to a question about the learning. Teacher checks to see how well the class is attending and “getting it.”</p>	<p><input checked="" type="checkbox"/> Adjust learning goals so knowledge building is completed in incremental steps. <input checked="" type="checkbox"/> Provide strategies and opportunities for activation of prior knowledge. <input checked="" type="checkbox"/> Provide teacher time for reading aloud at higher reading levels.</p>
<p><input checked="" type="checkbox"/> Ensure that all students are very clear on the learning goals. <input checked="" type="checkbox"/> Reinforce the What, Why, When and How of strategy use for independent application. <input checked="" type="checkbox"/> Do ‘think aloud’ reading to provide modeling of cognitive processes.</p>	<p><input checked="" type="checkbox"/> In early learning of a new skill/concept, this same process can be done in a small group, so students can confer on the answer; they hold up one paper per group. Use small groups for preteaching and reteaching of learning goals.</p>	<p><input checked="" type="checkbox"/> Use higher level questioning consistently. <input checked="" type="checkbox"/> Teach students to make connections between concrete and abstract concepts. <input checked="" type="checkbox"/> Allow students to ‘alert’ you to potential areas of difficulty.</p>
<p><input checked="" type="checkbox"/> Provide students with plenty of time to practice and get feedback on clear learning targets with models and examples of proficiency. <input checked="" type="checkbox"/> Allow opportunities for repeated readings of the same passage to build fluency, word recognition, text chunking, and vocabulary.</p>	<p><input checked="" type="checkbox"/> There are only two circumstances for independent seatwork: guided practice, which requires that the teacher be monitoring carefully to ensure that each student is doing (whatever) correctly OR assessment of independent learning, which only comes after a <i>ton</i> of practice with feedback.</p>	<p><input checked="" type="checkbox"/> Know the taxonomy and how to get your questioning and the students’ thinking at the higher levels.</p>
<p><input checked="" type="checkbox"/> Provide daily work on vocabulary regardless of what content is being taught. Focus on words that are generative and connected to learning goals. <input checked="" type="checkbox"/> Post new essential vocabulary in a prominent place. <input checked="" type="checkbox"/> Use word banks grouped conceptually.</p>	<p><input checked="" type="checkbox"/> Group oral recitation: Key ideas, skills should be “rehearsed” orally to help build oral academic language and to build to automaticity. <input checked="" type="checkbox"/> If oral reading is used to process text, allow students time to pre-read small sections before whole group read aloud.</p>	<p><input checked="" type="checkbox"/> Summarize and synthesize information in incremental steps. <input checked="" type="checkbox"/> Assign small amounts of text at a time and alternate between oral, paired, and silent reading.</p>
<p><input checked="" type="checkbox"/> Reinforce effort and provide recognition for incremental accomplishments.</p>	<p><input checked="" type="checkbox"/> Use of graphic organizers to create visual categories of abstract concepts/ideas. <input checked="" type="checkbox"/> Provide opportunities to construct/view visual representations of text in the form of drawings, photos,</p>	<p><input checked="" type="checkbox"/> Provide opportunities for a quick text prereading, or ‘text tour’ focusing attention on illustrations, chapter title and subtopics, bold faced words, italicized text, etc.</p>
<p><input checked="" type="checkbox"/> Making connections across curricular areas. Provide explicit strategy instruction that is connected to learning goals.</p>	<p><input checked="" type="checkbox"/> Use of wait time and ensuring that all students are called on randomly: When posing a question to the whole class say “Raise your hand when you think you know the answer” and wait until many hands are raised.</p>	<p><input checked="" type="checkbox"/> Introduce a new strategy using previously read text until concept is mastered. Then apply to new text.</p>

Pelletier Consulting

tina@pelletierconsulting.net

Build background connecting student experience.

Be sure students are “set” to learn; stimulate interest in a topic and/or connect the topic to previous learning.

Get students physically involved with the text using highlighters, sticky notes, etc.

Using *Focus Boards* to Catch Up Missing Skills

- Start with 3 known letters and 2 new; put them in a box at the top of the board and tell students the names of each. Below the box, make rows of the letters, being careful not to duplicate a letter immediately below itself. After 3 times of getting 100%, move 2 of the known letters off the board and recreate with 2 new letters.
- Teach student a signal you will use as a routine with the *focus board* process (tapping under the letter) and be consistent.
- If a student makes a mistake, stop, correct the error by modeling the correct response, then back up 3 letters and watch to see if they remember the correction.
- With this kind of targeted consistent instruction, it should only take 3-4 weeks to learn all the letter names. Once all the letter names are learned, can re-use the boards to teach/reinforce the sounds of the letters.
- *Focus boards* can also be used to teach high-frequency words, phonic sounds (ai, oa, a-e, etc), any language element that needs repeated review in a quick and snappy way!
- Focus boards can be moved to centers to continue to practice once students have moved on to another board. Put the letters in 6 lines for review and students work with a partner and a die. One rolls, one reads...

	M R S G D					
R	M	G	D	S		
G	R	S	M	D		
D	S	M	R	G		
S	G	D	M	R		
M	D	R	S	G		
R	M	G	D	S		

Steps in planning for intervention:

1. Consider the data:

- Use DIBELS data
- Phonics Survey
- Lesson Assessments

2. Group students according to focused needs:

- Plan for groups to be flexible and intensely focused on filling gaps

3. Consider materials:

- Supplements that support core instruction
- Reteaching/preteaching of core instruction
- Replacement instruction

General guidelines for intervention instruction:

- Start intervention at the lowest deficient skill
- Make sure children reach automaticity or mastery at each level before increasing the complexity
- Use a scope and sequence with proven validity
- Provide individualized practice as much as possible so students do not copy or recite without thinking for themselves
- Move along the skills continuum as rapidly as possible.

Intervention Lesson Template

Lesson Component	Instructional Focus	Notes
Fluency Rereading	Students spend 4-5 minutes rereading text from previous lessons. Teacher listens in and takes anecdotal notes.	Students should read individually 'quietly out loud' ~start students on different pages to avoid choral reading
Phonemic Awareness Warm Up	Use active participation with routines and prompts to focus students on hearing sounds in words and blending sounds in words.	Develop word set. Use Phoneme Blending routines
Teach Sound/Spelling MODEL!	Use 'Intensity Boards' to review previous sound /spellings Explicitly state new sound to be taught/practiced Use Sound by Sound Blending to practice sound in words	Develop word set for review Use sound spelling review routines Develop word set for blending practice Use Sound by Sound blending routines
Practice/Application	Connect using decodable text focused on new sound spelling. Be sure to use sequenced set of books and introduce necessary high frequency words	Find connected text. (Reading A-Z.com is a good resource) Or create sentences with words containing targeted sound in a story chart
Dictation	Dictate words in sentences using words with targeted sounds and high frequency words previously taught.	Develop sentences for dictation
Wrap Up/Follow Up	Provide follow up practice activity in centers	Website resource: www.fcrr.org/student activities

Intervention Lesson Template-Phonic Skill Focus

Lesson Component	Instructional Focus	Notes
Fluency Rereading		
Phonemic Awareness Warm Up		
Teach Sound/Spelling		
Practice/Application		
Dictation		
Wrap Up/Follow Up		

Steps in Developing Robust Vocabulary Connections Using Read Alouds in Kindergarten/First Grade

(Based on Isabel Beck's Text Talk)

Step 1:

Choose 3-4 significant words from the story.

Step 2:

Develop short, student friendly definitions that can be orally repeated and discussed.

Step 3:

Use a sentence from the story to describe the context for the word.

Step 4:

Provide several interactive examples for students to compare/contrast and make decisions about the words. Provide opportunities for all students to participate in the interaction around the words.

For ELL students provide a visual representation or relate to a word in primary language for an anchor. Have students draw or share examples.

Step 5:

Have students repeat the word and the student friendly definition before going on to the next word. Post words on the board for frequent review.

Example for Kindergarten/First Grade Read Aloud

Story focus: Lily's Purple Plastic Purse by Kevin Henke

Vocabulary words chosen for focus:

tasty

deluxe

glittery

jaunty

Use synonyms during the reading for other words that will be difficult but were not chosen for specific study.

TASTY:

"And he always provided the most *tasty* snacks-things that were curly and crunchy and cheesy."

Tasty is a word that describes something that is yummy or good to eat. If it is something we like to eat, it tastes good, it is *tasty*.

What is the word? (*tasty*)

What does *tasty* describe?
(something that is yummy or good to eat)

I'll say some items~if you think they would be tasty say 'tasty' if you don't think they would be tasty say 'not tasty'
cake, sand, salt, sugar

Which of these things might be tasty?
cookies or spinach
dirty earthworms or cheesy potatoes

Whisper something you think is *tasty* to your partner
What is the word we are talking about? *tasty*

DELUXE:

"Lily even wanted her own set of *deluxe* picture encyclopedias."

Deluxe is a word that describes something really big or special.

Examples:

If you were really hungry, you might want to have a *deluxe* hamburger.

If you wanted an especially warm blanket you might get the one that says it is a *deluxe* blanket. If your grandmother gave you a big storybook for your birthday you could call it a *deluxe* book.

If you had a *deluxe* stuffed animal, would you save it or throw it away?

What is the word we are talking about?

What does *deluxe* describe?

GLITTERY:

"The glasses were so *glittery*."

Glittery is a word that describes something shiny or sparkly.

What is the word we are talking about?

What does *glittery* describe?

Which of these might be *glittery*?

Stars in the sky or rocks on the beach?

Leaves on a tree or fireworks on the fourth of July?

Pillows on a bed or shiny beads on a chain?

If the item I say can be glittery say '*glittery*' if not say 'not *glittery*'

Stars

New pennies

Christmas decorations

A cat

Tell your partner something you have or have seen that is

glittery.

What is the word we are talking about?
What does it describe?

JAUNTY:

"And, best of all, she had a brand new purple plastic purse that played a *jaunty* tune when it was opened."

Jaunty is a word that describes something quick and bouncy and lively.

The girl walked with a *jaunty* step.

If you were going to the circus would you walk in a *jaunty* way or a bored way?

If you were going to the doctor because you didn't feel well would you walk with a *jaunty* step? Why not?

If you saw Lily walking with a *jaunty* step, would she think she was happy or sad? Why?

Show me a *jaunty* step. Show me a bored step.

Review:

Let's say all the words we are talking about:

Tasty, deluxe, jaunty, glittery

Would a cookie be *tasty* or *jaunty*?

If I am happy to go to school, do I have a *jaunty* step or a *deluxe* step?

If my mom gives me a special big blanket, would I say it was *deluxe* or *tasty*?

If I were describing a shiny new shirt would I say it was *glittery* or *jaunty*?

What are the words we talked about?

NOTES: