Welcome!

The R's Have It!
Rigorous Reading Strategies for Help with the Reading
Law – Grades K-3

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Teacher Education & Professional Development
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CMU | *The* Literacy Center
CENTRAL MICHIGAN UNIVERSITY

Today's Agenda

▶ RBG3 Legislation

▶ The Essentials, Grades K-3

▶ Strategy Work
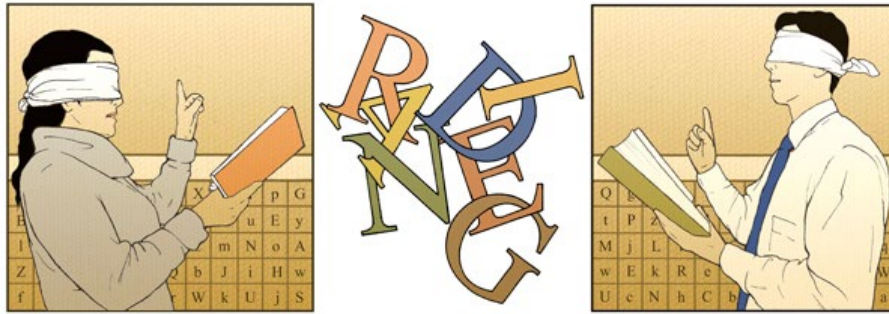
▶ Executive Function and Literacy

Working Agreements

Signal for Attention

Parking Lot

We Have a National Reading Crisis

—Steve Braden for Education Week

Why American Students Haven't Gotten Better at Reading in 20 Years

Schools usually focus on teaching comprehension skills instead of general knowledge—even though education researchers know better.

NATALIE WEXLER   APR 13, 2018

CULTURAL COMMENT

CAN READING MAKE YOU HAPPIER?

By Ceridwen Dovey   June 9, 2015

Opinions

If Americans won't read Mueller's report, spoon-feed it to them

State rejects Upper Arlington appeal on student dyslexia aid

State education officials aren't budging from their finding that Upper Arlington schools failed to help more than a dozen students with reading disabilities.

Hard Words

Why aren't kids being taught to read?

Why Are We Still Teaching Reading the Wrong Way?

Teacher preparation programs continue to ignore the sound science behind how people become readers.

By Emily Hanford

The Economic & Social Cost of Illiteracy

A snapshot of illiteracy in a global context

Published on April 22, 2019 — Comments 5

Can reading problems affect mental health?

written by James Murphy

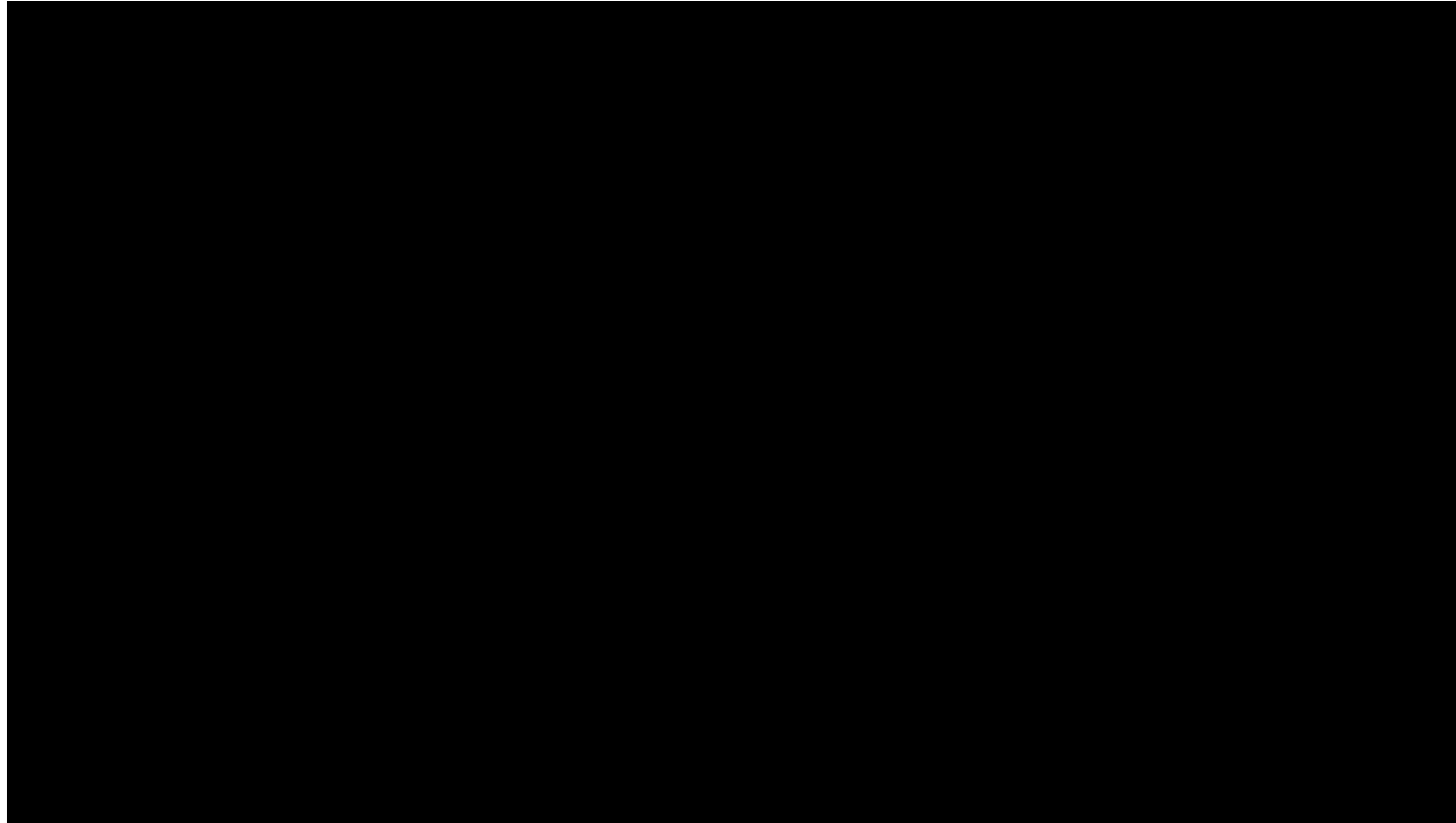# Read by Grade Three (RBG3) Legislation
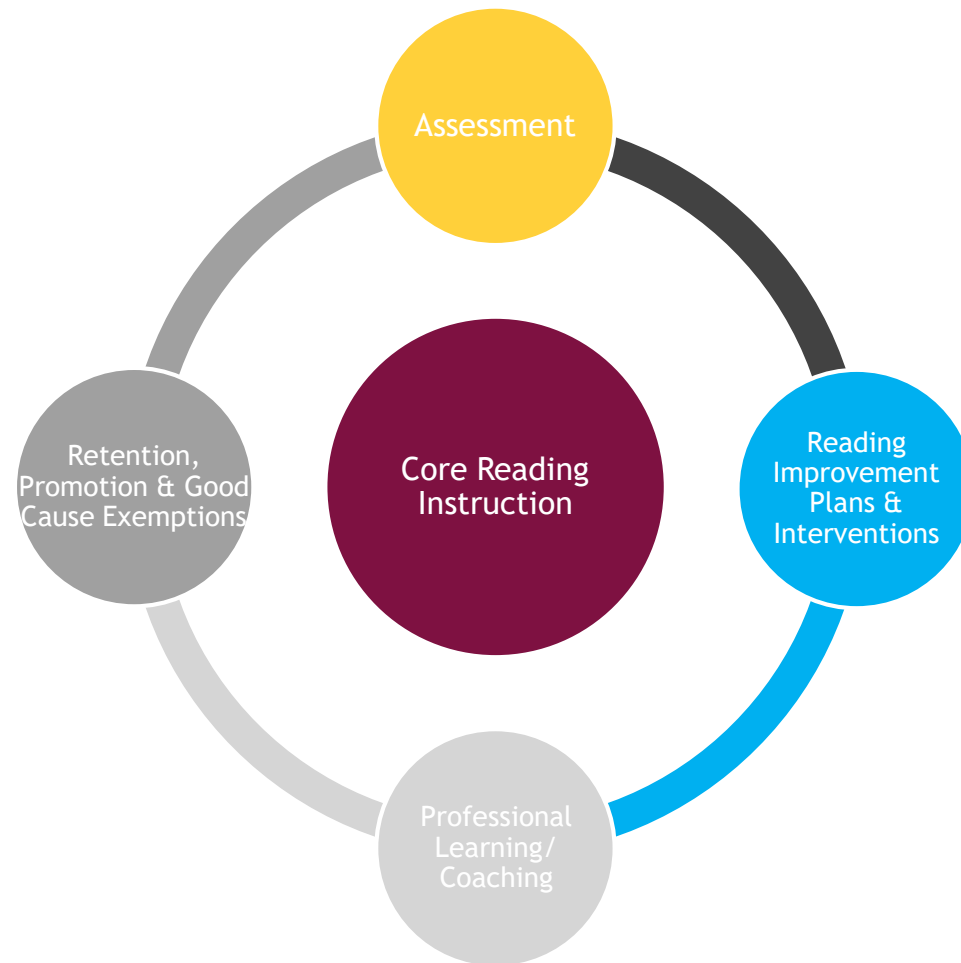
Read by Grade Three:
A Guide For Parents

THE MICHIGAN DEPARTMENT OF EDUCATION

OFFICE OF PARTNERSHIP DISTRICTS (OPD)

OFFICE OF EDUCATIONAL SUPPORTS (OES)

Read by Grade Three

Components of the Law

Assessment

Core Reading Instruction

Reading Improvement Plans & Interventions

Retention, Promotion & Good Cause Exemptions

Professional Learning/ Coaching

What Is An IRIP?

Individual Reading Improvement Plan

A plan created for any student exhibiting a reading deficiency.

The plan:

- Is created within 30 days of identifying the deficiency
- Outlines reading interventions to support the student
- Is a collaboration between parent/guardian, teacher, Principal and other pertinent school personnel

Read at Home Plans

What is the "Read at Home" plan?

A "Read at Home" plan is developed between the school and family to develop efforts you will take to support your child at home. Resources and activities are provided to families.

Promotion to Grade 4

For all 3rd grade students, the district must ensure <u>ONE</u> of the following before students move onto the next grade:

≫ Has a reading score that is less than <u>one</u> grade level behind on the Grade 3 M-Step ELA test

≫ Demonstrates Grade 3 reading level through performance on an alternative standardized reading test approved by the Superintendent of Public Instruction

≫ Demonstrates a Grade 3 reading level through a portfolio demonstrating competency in all Grade 3 state ELA standards

Retention

Beginning with the 2019/2020 school year, students enrolled in Grade 3 who are determined to be <u>one or more</u> years behind based on the Spring 2020 ELA State Summative Assessment **<u>may</u>** *be eligible to be retained.*

Good Cause Exemptions

A student <u>may</u> qualify for a Good Cause Exemption if they:

o   Have an Individualized Education Program (IEP) or 504 Plan

o   Are an English Learner with less than <u>three</u> years instruction in an English Learner Program

o   Have been previously retained, received intensive reading intervention for <u>two</u> or more years and still exhibit a reading deficiency

o   Have been enrolled in their current school for less than <u>two</u> years and did not have an IRIP in their previous school

<u>OR</u>

o   The student's parent or legal guardian has requested, in the appropriate timeframe, the student not be retained, and the superintendent, chief administrator, or his or her designee has determined that promotion is in the best interest of the student.
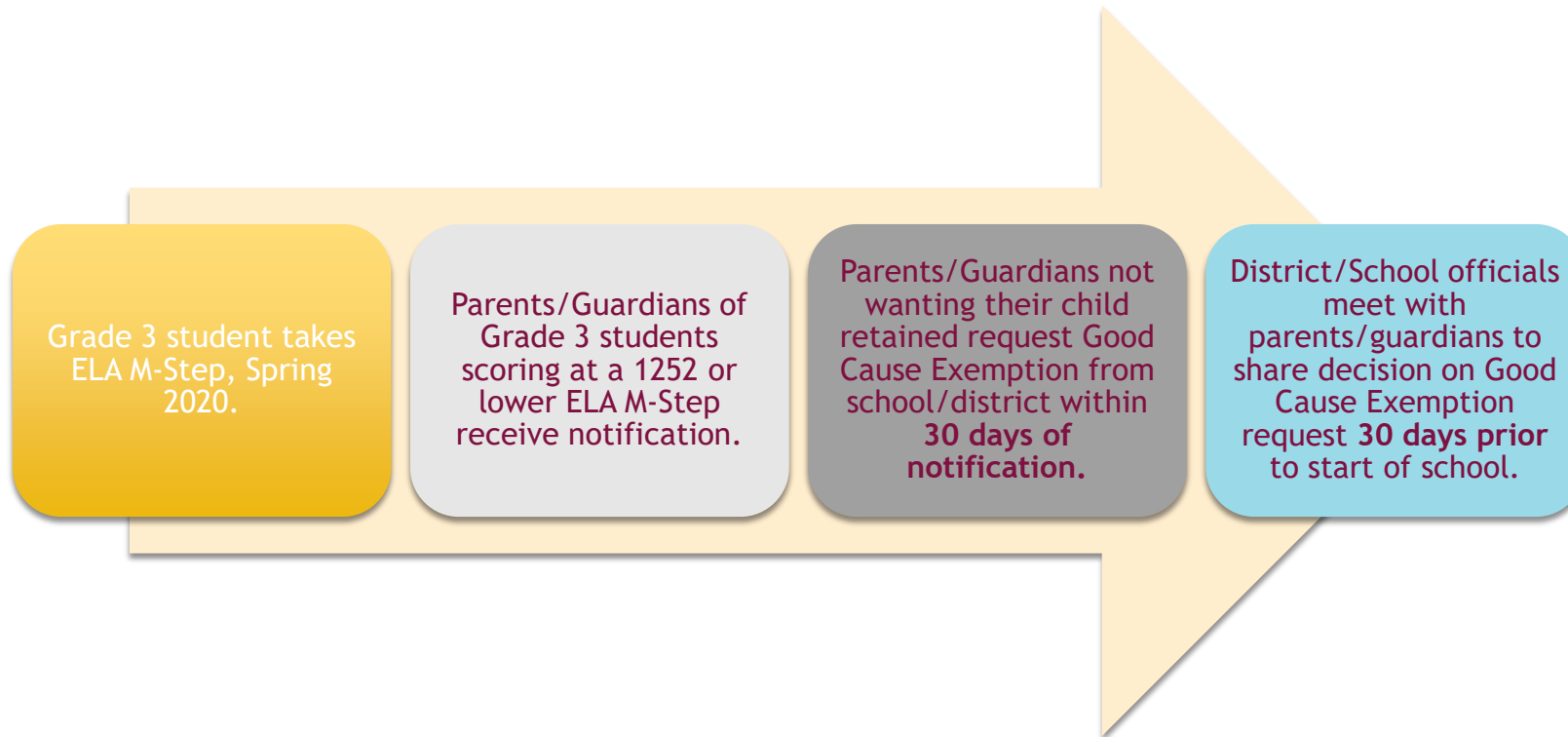
Other Ways to be Promoted

Proficiency on the Math portion of the State Summative Assessment

And

Proficiency in Science and Social Studies as demonstrated through a pupil portfolio, as determined by the teacher that provided instruction in Grade 3 Social Studies and Science.

Retention & Good Cause Exemption Steps

Grade 3 student takes ELA M-Step, Spring 2020.

Parents/Guardians of Grade 3 students scoring at a 1252 or lower ELA M-Step receive notification.

Parents/Guardians not wanting their child retained request Good Cause Exemption from school/district within **30 days of notification.**

District/School officials meet with parents/guardians to share decision on Good Cause Exemption request **30 days prior** to start of school.

KEY QUESTIONS:

Impact analysis of RBG3 on student outcomes and retention:

- Did the law improve student reading outcomes on average for all Michigan students?

- Did students who were retained in particular see improvements?

- Were there any unintended consequences?

Implementation study:

- Did districts implement RBG3 as the law intended?

- Were IRIPs, Good Cause Exemptions, and classroom practice utilized with fidelity?

- What successes or challenges affected RBG3 implementation?

Cost effectiveness analysis:

- Did state and local investment in RGB3 have outcomes/benefits commensurate to costs?

- What implementation strategies were more or less effective relative to costs?

WE NEED YOUR HELP:

High educator survey response rates are critical to the evaluation's success

IES has asked us to target **70%** as a **response rate** statewide.

In our evaluation of the Partnership Model, with MDE's help, we received responses from about 40% of participants.

Educators are already pressed for time, and surveys from MDE, EPIC, and other entities add burden and fatigue.

How can we partner together to hear educators' voices through a high response rate, and still respect time constraints and capacity?

EPIC

OVERVIEW AND PURPOSE

- The Education Policy Innovation Collaborative (EPIC) is the strategic research partner to the Michigan Department of Education (MDE).

- EPIC provides technical research support to the MDE to improve education outcomes for Michigan students.

- To support the administration of the Read by Grade 3 law (RBG3), the MDE has asked EPIC to estimate retention rates for Michigan public school students.

- In response, we have estimated statewide retention rates, retention rates for sub-group classifications of tested students, and tested students in different school types and geographic locales.

- We have also calculated upper and lower bound estimates of RBG3 retention rates to provide a range of potential outcomes under the law.

EPIC

ESTIMATION METHOD:

- We use 2017-18 Grade 3 M-STEP ELA results to estimate the percentage of tested students who would be retained under RBG3 Category 1 with a score of 1252 or lower.

- We estimate lower bounds by assuming all Category 1 English Learner (EL), students with disabilities (SWD), students with 504 plans and previously retained students are promoted via Good Cause Exemptions.

- We provide sub-group estimates by student characteristics. Student subgroup percentages are based on the total number of student who took the test within each subgroup:
  - Race/Ethnicity;
  - Gender;
  - Economic disadvantage (ED);
  - English learners (EL); and
  - Students with disabilities (SWD).

- We provide estimates by school characteristics:
  - Partnership status and ELA achievement quartile;
  - Public School Academy versus Local Education Agency; and
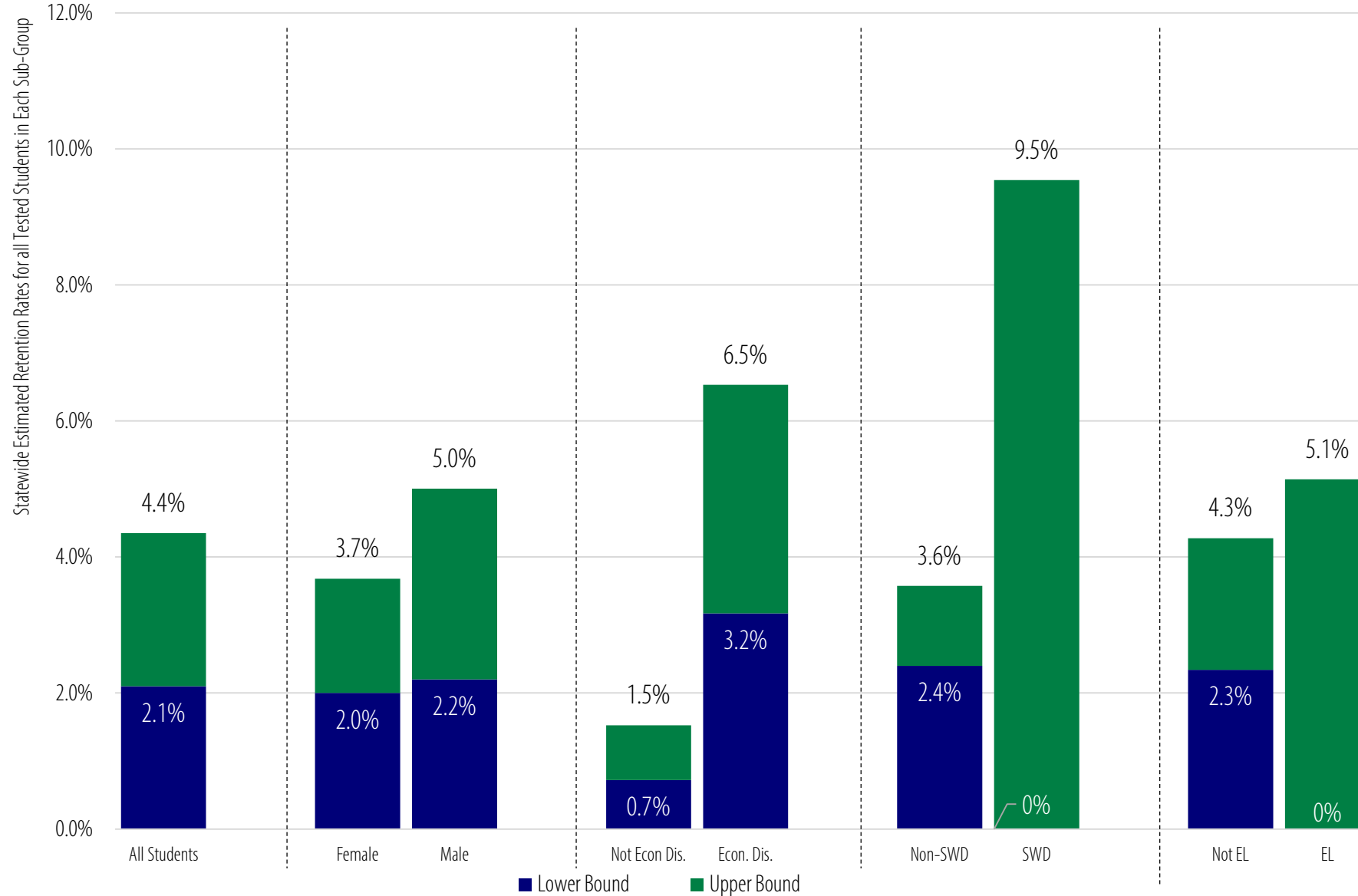 - Urban locale.

EPIC

LOWER BOUND ESTIMATES:

- Students whose test scores fall into Category 1 but are in one of the following categories may be promoted to 4th grade with the approval of the district superintendent through a Good Cause Exemption:

  - *English Learners* (11.65% of Category 1 students);

  - *SWDs* (28.19% of Category 1 students);

  - *Students with a 504 plan* (0.90% of Category 1 students); and

  - *Previously Retained Students* (24.40% of Category 1 students).

- We estimate lower bounds by assuming all Category 1 EL, SWD, students with 504 plans and previously retained students are promoted under the Good Cause Exemption.

- Estimates do not account for students receiving a Good Cause Exemption due to switching schools within the last two years, parent requests, or portfolios demonstrating proficiency.

EPIC

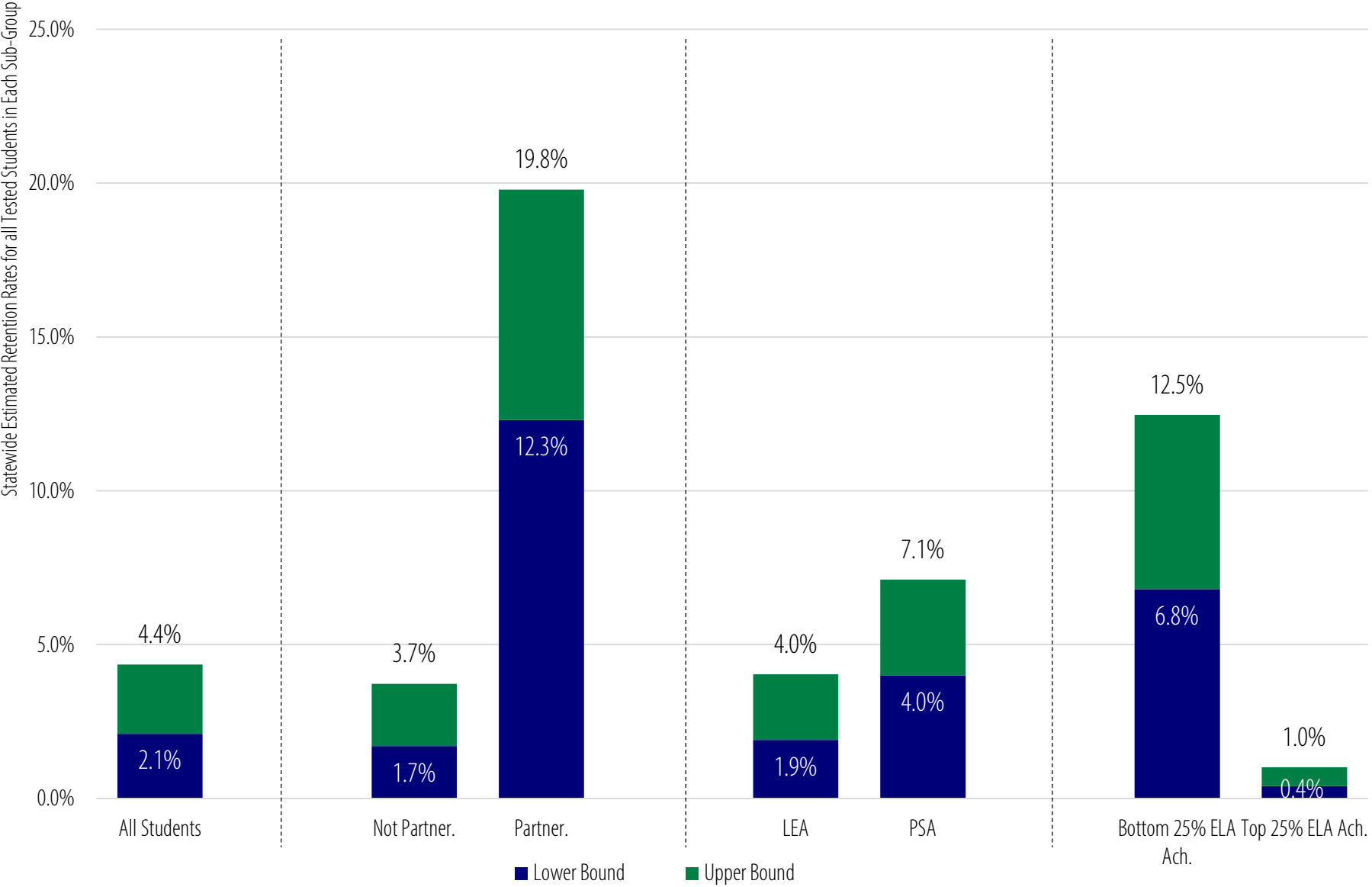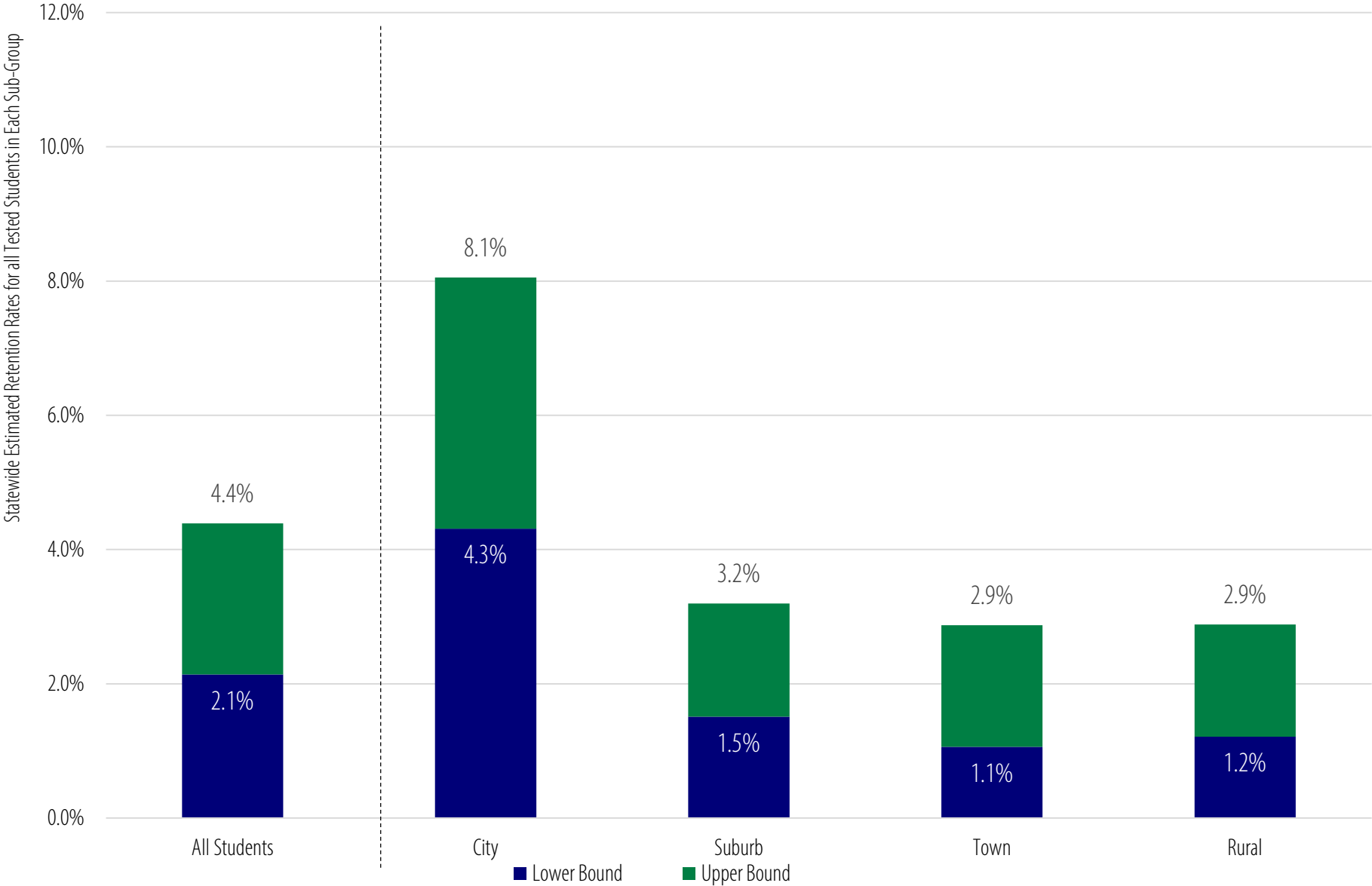# Estimated Upper and Lower Bounds of RBG3 Retention Rates by Race/Ethnicity
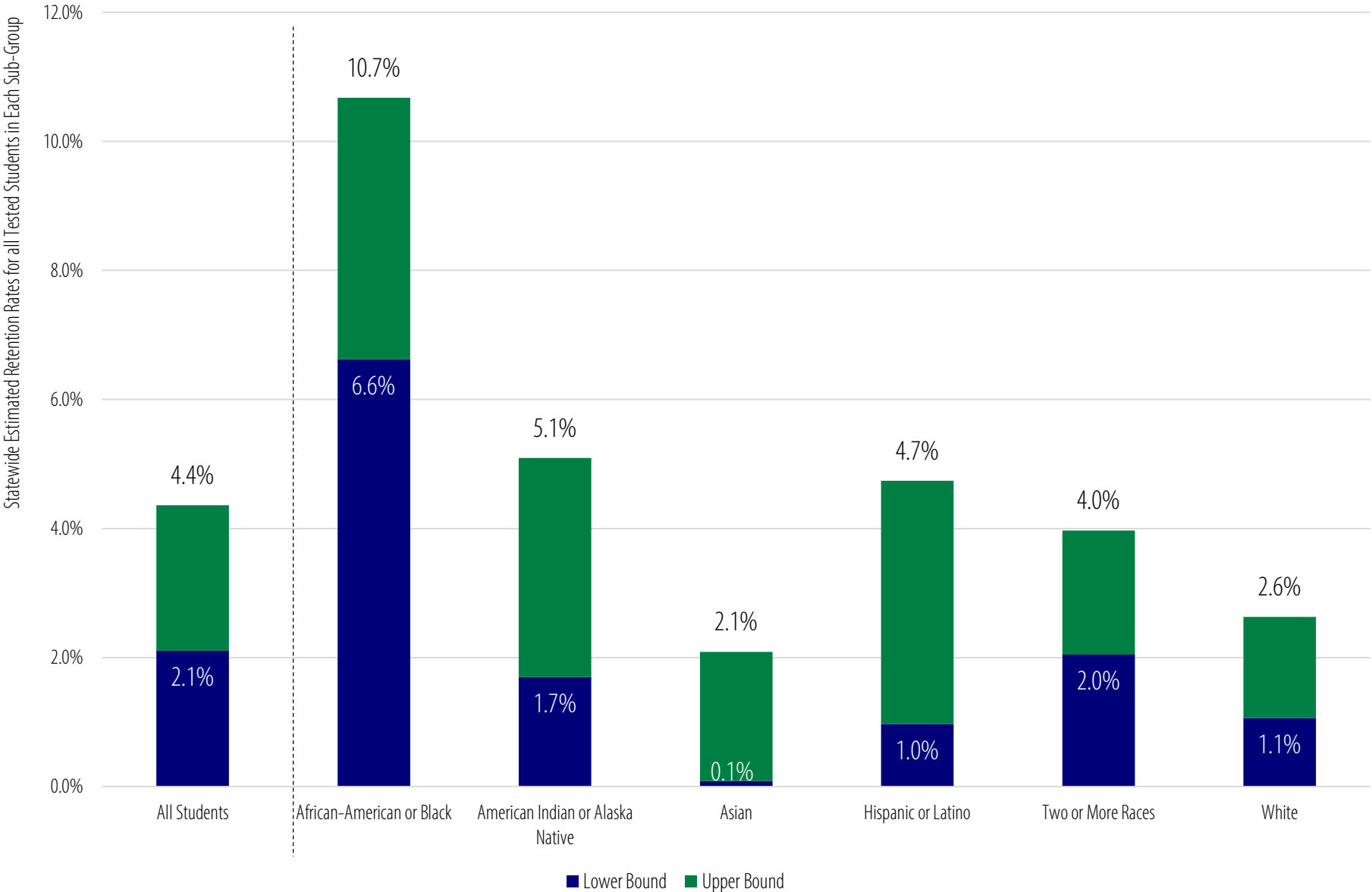
Note: Lower bounds are created by assuming all EL, SWD, students with 504 plans, and previously retained students in Category 1 are promoted under a Good Cause Exemption outlined in statute.

Estimated Upper and Lower Bounds of RBG3 Retention Rates by Student Characteristics

Note: Lower bounds are created by assuming all EL, SWD, students with 504 plans, and previously retained students in Category 1 are promoted under a Good Cause Exemption outlined in statute.

Estimated Upper and Lower Bounds of RBG3 Retention Rates by School Characteristics

Estimated Upper and Lower Bounds of RBG3 Retention Rates by School Urbanicity

Statewide Estimated Retention Rates for all Tested Students in Each Sub-Group

	All Students	City	Suburb	Town	Rural
Total	4.4%	8.1%	3.2%	2.9%	2.9%
Lower Bound	2.1%	4.3%	1.5%	1.1%	1.2%

Legend: ■ Lower Bound ■ Upper Bound

Note: Lower bounds are created by assuming all EL, SWD, students with 504 plans, and previously retained students in Category 1 are promoted under a Good Cause Exemption outlined in statute.

25

KEY TAKEAWAYS:

Depending on how many students receive Good Cause Exemptions, estimates suggest that:

- Between 2% and 5% of 3rd graders may be retained as a result of Read by Grade 3.

- Between 7% and 11% of African Americans may be retained.

- Up to 10% of Special Education students may be retained.

- Between 12-20% of students in Partnership Schools may be retained.

- Between 2-4% of students in Traditional Public Schools may be retained and between 4-7% of students in Public School Academies may be retained.

The Literacy Essentials, K-3

What are the Essentials?

» The Essentials are "research-supported instructional practices that can have a positive impact on literacy development. The use of these practices in every classroom, every day could make a measurable positive difference in the State's literacy achievement. They should be viewed, as in practice guides in medicine, as presenting a minimum 'standard of care' for Michigan's children" (MAISA-GELN Early Literacy Task Force, 2016).

Why?

- About one out of every six children who is not yet reading proficiently in the third grade does not graduate from high school on time. That is a rate four times greater than that of their proficient peers (Hernandez, 2011, p. 3).

- Almost 80% of students who were reading on and above grade level in third grade enroll in college, only about 20% of students reading below grade level do so (Lesnick, Goerge, & Gwynne, 2010).

And…

- On the 2016-2017 M-STEP (ELA), 46,000 third-grade students scored at or above the proficient level

- …but 58,252 fell short of the mark.

A Caveat:

- *Literacy instruction* does not need to and should not dominate your day.

- *Literacy* should permeate all parts of your day.

  - *"[Each of the] language arts [are] strengthened by integrated literacy experiences in print-rich active learning environments in homes, neighborhoods, outdoor play spaces, and in all formal and informal early learning settings…Intentional learning experiences which support the early learning expectations outlined below will help young children become motivated and efficient communicators who listen, speak, read, write, and view effectively for meaningful purposes and for the pure joy of being literate"* (Michigan Department of Education, 2013, p. 30).

Purpose

- To increase Michigan's capacity to improve literacy by identifying a small set of effective literacy practices based in research.

- Minimum standard of care

- Help teachers prioritize instruction

Does this replace my curriculum?

- No. The *Essentials* are curriculum agnostic, and designed to work within any curriculum.

- The *Essentials* do not reflect a particular theory of teaching or learning. Rather, they are series of research-based, concrete practices that have been shown to improve literacy outcomes across multiple settings and studies.

Strategy Work

Word Study

How should we teach phonics?

**Through multisensory and multimodal
research-supported instructional techniques**

Research says letter-sound relationships
should be taught through:
✓ Explicit instruction
✓ Modeling
✓ Guided practice
✓ Independent practice

✓ synthesis
✓ analysis
✓ manipulations
of graphemes and morphemes within and across words

There must be an emphasis on **application in meaningful reading and writing…**

➢ *consonant,*

➢ *vowel,*

➢ *hard c/g,*

➢ *soft c/g*

➢ *r-controlled vowel*

➢ *blend*

➢ *digraph*

➢ *trigraph*

➢ *tetragraph/quadgraph*

➢ *diphthong,*

➢ *types of syllables*

➢ *schwa*

**THINK
PAIR
SHARE**

Why are broad phonics generalizations a problem?

An example of a broad generalization:

"When two vowels go walking the first one does the talking."

This generalization applies **less than HALF** of the time!!!

Can you think of other generalizations that mislead us? TURN & TALK

1. Letter names in English can cause confusion.

- Some letter names do not include a sound that the letter commonly represents.

- Most letter names contain a sound in addition to the letter (the names of the vowels are an exception).

- The placement of the sound the letter commonly represents in the name varies from letter name to letter name.

Block & Duke, 2015

2. English is more systematic than we think

- Systematicity does not mean simplicity.
  - Example: **ghoti** (Venezky, 1999)
- Important not to make simple generalizations in situations in which generalizations are not warranted
- Many generalizations commonly taught to elementary children are too simplistic (Clymer, 1996).

Block & Duke (2015)

3. English orthography is complex for good reason

- English is a language in which morphology, as well as phonology, drives orthography (Venezky, 1967).

- In a purely phonological orthographic system we would spell words exactly as they sound.

  - *Bugs* might be spelled *bugz*

- In a partially morphological orthographic system, we use *–s* to indicate plurality.

- A morphological orthographic system can be challenging in early stages of literacy development but can be a big help in later stages. (Examples: magic/magician, sign/signature)

4. Some letters can represent either one of two (or more) sounds.

Two examples: *c* and *g*

- Two sounds often referred to as *hard* and *soft.*

- Activity: pronounce *celient and gantin*

- Rather than teach elementary students the rules, best to help students use strategies
  - Try both sounds
  - Using known words to figure out new words

- Early on, introduce both sounds for those letters that commonly represent multiple sounds.

5. Some sounds can be represented by either of two (or more) letters.

Scenario: A young child spells "*wuz*" for the word *was. Her teacher tells her to say the word again and listen harder to the sounds she hears in the word.*

- Phonemes in the word *was* can be reasonably represented by the letters the child wrote.
- Experience with the correct spelling of the word is important. However, estimating spelling also has many benefits, including helping to develop phonemic awareness.

6. Sometimes pairs or groups of letters represent a single sound

- Digraphs are pairs of letters that represent a single phoneme.
  - Consonant digraphs and vowel digraphs
- In English, we also have trigraphs—three letter representing a single sound (e.g., *sch, dge, igh)*.
- One quadgraph: eigh
- Blends are a combination of the sounds the letters represent (e.g., *gr, sl, cr)*

7. Sometimes pairs of letters represent a special kind of sound

- Dipthongs are two letters that represent a single phoneme, but the phoneme sounds more like a glide or a 'sound-and-a-half.'
  - Examples:

  oi in *soil*

  oy in *boy*

ow in *cow*

8. The letter or letters that follow or precede a letter matters

- <u>R-controlled vowels:</u> a vowel precedes an *r*, the vowel sound is lost to the *r* sound.

- <u>Letter *b*:</u> *B* is unsounded when it precedes *t* as in *doubt* or *m* as in *comb.*

- <u>Letter *h*:</u> *H* is often unsounded when it follows *g, k, r*, and any vowel (Fox, 2010).

- <u>Teaching phonograms</u> (examples: *–er, -all*, or *–tch)* can be useful in helping children avoid attempting to read these using common sounds associated with the individual letters

9. A letter's position in a word matters

Scenario: A teacher observes a child trying to spell the word funny . When the child gets to the *y*, he represents the sound */y/* as in *yellow.*

- Although *y* can represent the sound */y/* in *yellow*, it never does so at the end of the word.
- *Y* can be both a vowel or a consonant. At the beginning of a word, *y* is typically a consonant; in the middle or at the end of a word, *y* is often a vowel.
- Because position matters, decoding by analogy is an important technique (Gaskins et al., 1997; Goswami, 1986). For example, children may decode the */y/*sound in *easily* because they know the */y/* sound in *happily.*

10. Any vowel can be a schwa

- A schwa is the sound a vowel often makes in the unstressed syllable of a word.
  - Difficult for young children because it makes reading and spelling multisyllabic words more difficult.
  - Examples: *a* in *maneuver*, *o* in computer, *i* in *pencil, e* in *select*
- Being aware of the schwa can help teachers identify parts of words that may be difficult for children to spell.
- When helping young children spell, it's important not to slow down the word and pronounce the sound as though it were not a schwa

Is this example familiar?

A student in your class:

- ❖ **is highly successful on every spelling test** ✓
- ❖ **completes every grammar worksheet with 100% accuracy** ✓
- ❖ **rarely spells the same words correctly in independent writing** ✗
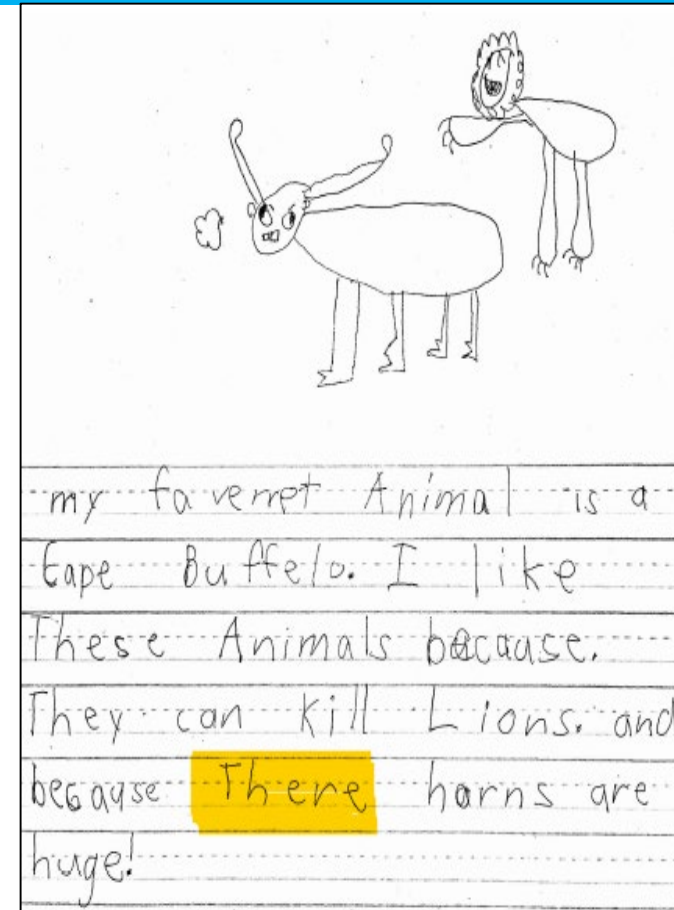
Skill to teach: Homophones there, their, they're - they all sound the same but are spelled differently and mean different things.

Approach 1 for independent practice:

A worksheet to cut out the correct form of the word to complete the sentences

Name _____

CUttiN' UP

☐ dog is black.

Is that ☐ bus?

☐ best friends.

I like that ☐ big.

☐ are no socks.

We left them ☐.

| They're | there | There |
| their | Their | they're |

Skill to teach: Homophones there, their, they're - they all sound the same but are spelled differently and mean different things.

Approach 2 for independent practice:

Reread something you wrote in your recent work to see if you used the correct form of the homophone

my favernt Animal is a Eape Buffelo. I like these Animals because. They can kill Lions. and because There horns are huge!

What is word study?

- Word Study is a learner-centered, conceptual approach to instruction in phonics, spelling, word recognition, and vocabulary.

- Types of Word Study
  - Whole group
  - Small group
  - Partner
  - Individual

QUICK NOTE: <u>Words Their Way</u> practices are examples of word study, but not all word study has to be done with <u>Words Their Way</u>

Three Major Types of Word Sorts

- **Three Major Types**
  - Sound
  - Pattern - spelling patterns of syllable types (short vowel vs. long vowel)
  - Meaning – affixes, Greek roots, Latin stems

Possible Lesson Plan Format for Word Study

- **Demonstrate** – teacher introduces the concept by naming pictures, pronouncing words, introducing categories, and modeling comparing and contrasting the categories.
- **Sort and Check** – done independently or with a partner, students sort and compare with the key words and then reread column to check.
- **Reflect** – students look at the similarities in sound, pattern, and meaning to move from specific knowledge to generalizations.
- **Extend** – students apply what they learned in steps 1, 2, & 3 through a variety of different activities (e.g., speed sort, blind sort, word hunt, game, etc.)

Getting Started

Week 1

➢ Everyone does the same sort

➢ Build the routines

➢ MODEL everything very explicitly

➢ Get your students used to the weekly routine and expectations for each day

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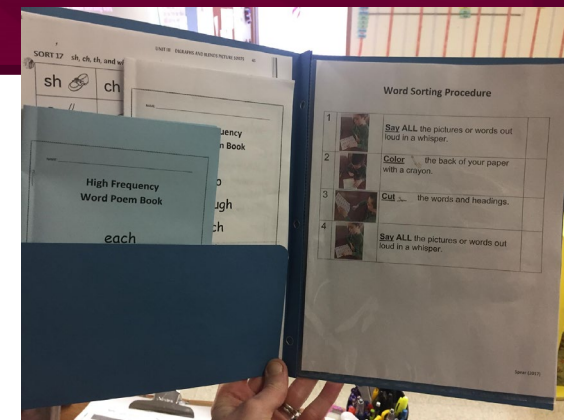
Examples of E1 for Word Study

Students look for patterns they are studying in texts rather than do worksheets that focus on the patterns

Students choose application activities to work on their patterns in engaging ways

C.A.O.R.
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Prepared by Annie Spear, MAT, M.Ed.

K-1 Early Literacy Coach

Word Hunting Procedure

1. **Choose** a text (poem, book, etc.)
2. **Read** the entire text 3 times.
3. **Hunt** for words that match the pattern(s) you are studying.
4. **Write** the words (in a notebook, on an organizer, etc.)
5. **Reread** each column you wrote.
   - Do they look right?
   - Do they sound right?

Menu for Word Study

Build, Mix, Fix

Build, Mix, Fix

Play Memory

me	me
it	it
to	to
so	so

Word Hunt or Letter Hunt

ABCDEFG
HIJKLMN
OPQRST
UVWXYZ

Word Sort

Sounds like /K/	Sounds like /S/
camera	City
cut	citizen
Coca-Cola	cent
caterpillar	notice
decorate	bicycle
cup	motorcycle

Sound Sort or Letter Sort

M words | P words

Play Slapjack or Go Fish

Making Words
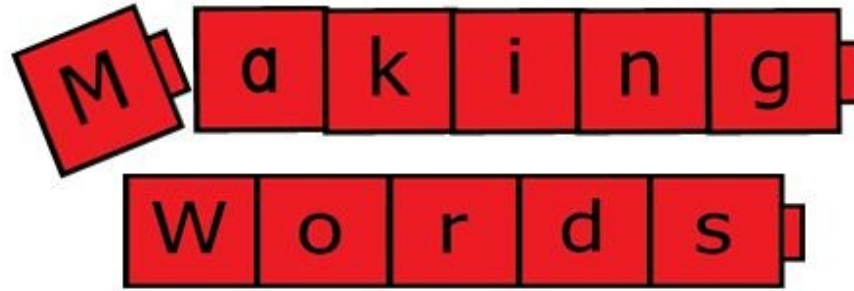
- Supports phonological awareness and phonics together
- Requires students to:
  - ➢ manipulate sounds
  - ➢ attach letter symbols to sounds
  - ➢ apply patterns of spelling
  - ➢ start with smaller words and build on them

Do you do anything similar in your practice?

Vocabulary and Interactive Read Alouds

Strong Research that Read Alouds Support Literacy Development

- Strong, strong, strong research consensus!
- Start reading aloud to young children (from birth) and continue reading aloud (into middle school and beyond)
- Children learn about reading (and writing) from read alouds
- Children learn words and concepts that they could not access independently
- Children learn more when read alouds are enhanced with explicit teaching (i.e., of word meanings, strategies about print) or discussion

The Disconnect Between Research & Practice

MICHIGAN STATE UNIVERSITY College of Education

Important Ideas about Read Alouds

- Read alouds are critically important for children's literacy development
- We should read aloud to children multiple times per day, across the school day
- We should read aloud to children for a broad range of instructional purposes
- We should continue to read aloud to children even when they have started to read independently

What's happening in classrooms?

Read alouds literature: **8.36** minutes per day

Read alouds informational text: **1.36** minutes per day
(Wright & Neuman, 2014)
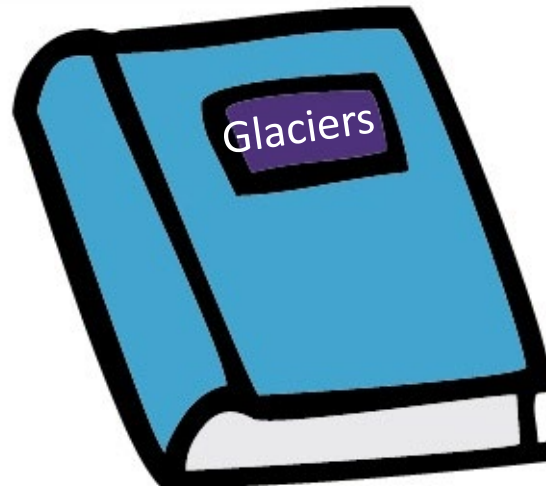
Not a Text Set

Essential 2, Bullet #1
Text Sets

Coral Reefs

The Sun

Wolves

Glaciers

Birds

Tanya S. Wright

Text Set

What's the Weather?

Shapes in the Sky
A Book About Clouds
by Josepha Sherman
illustrated by Omarr Wesley

Is It Hot or Cold?
Learning to Use a Thermometer
Carrie Stuart

Essential 2, Bullet #1 Text Sets

What is temperature?
Robin Johnson

What is precipitation?
Robin Johnson
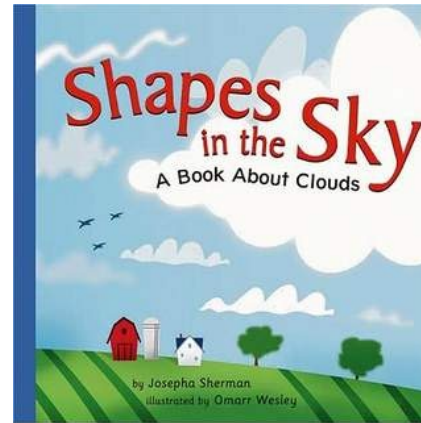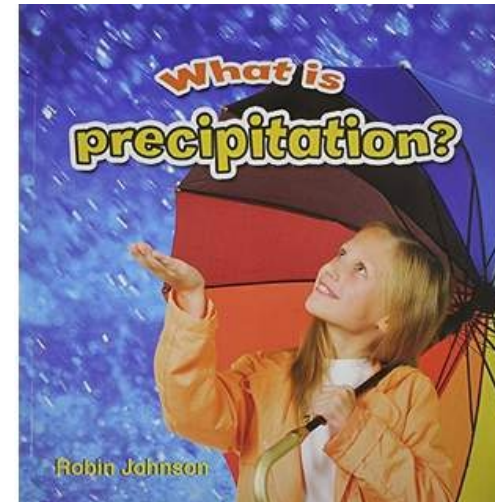
Benefits of Text Sets

- Natural repetition of vocabulary and ideas across texts
- Deepening of knowledge about a topic or theme

Recent Study of Text Sets

- Older kids (4th graders, independent reading)
- Reading conceptually-related texts led to:
- More incidental word learning
- More topic knowledge
- Better retelling after reading a new but related text
- Text set read alouds have been used as part of successful read aloud interventions with pre-k and kindergarten students (to increase vocabulary and oral language interactions)

Cervetti, Wright & Hwang, 2016; Neuman, Kaefer & Pinkham, 2016; Pollard-Durodola et al., 2011

Why Use Interactive Read-Alouds

- Builds vocabulary

- Supports alphabet and print knowledge

- Develops comprehension processes

- Increases knowledge of the world

- Promotes genre knowledge

Bennett-Armistead, Duke, & Moses (2005)

Steps to Planning Effective Interactive Read-alouds

1. Carefully select texts
2. Preview and practice
3. Set a clear **purpose**
4. Utilize **open-ended questions** before, during, and after the read-aloud
5. **Link** ideas in the book to children's lives and experiences
6. Focus upon unfamiliar **vocabulary**
7. Involve m**ultiple opportunities to interact** with the language and ideas in the book

Adapted from Bennett-Armistead, Duke, & Moses, (2005); Flood, Fisher, Lapp, & Frey (2004)

Select Appropriate Books

<u>Variety</u>

Different genres:

- Promote different vocabulary

- Activate different reading processes

- Employ different text structures

- Motivate and interest different children

Reading aloud an assortment of genres (e.g., storybooks, ABC books, wordless books, informational books, procedural texts, poetry) prepares children to enjoy a variety of texts once they're able to read independently.

Selecting Books

<u>Quality</u>

Look for books with:

- Vivid illustrations or photographs

- Rich language

- Engaging content

- Diversity and cultural sensitivity

- Accuracy of content

- Connections to your content areas or themes

Adapted from Bennett-Armistead, Duke, & Moses, (2005);

Duke, Halvorsen, & Knight (2012); Moss (1995)

Preview and Practice

Previewing and practicing enables you to:

- read with appropriate expression and pausing
- recognize concepts or words that may challenge children
- think about how this book contributes to our learning goals

Note: With informational books, don't feel pressured to read the text in its entirety. You can read small segments just like adults do.

Effective read-alouds demand the same thoughtful planning you give to any other lesson in your day.

Establish Your Purpose

Do you want children to:

- learn particular content?

- focus on text structure?

- examine print functions?

- connect to a theme?

Your purpose for the read-aloud will inform the questions you ask and to where you draw children's attention.

Establish Your Purpose

With informational books, try taking an **inquiry stance** (Pantaleo, 2007) and work together to figure things out.

You might:
- cover up a photograph and make a prediction
- have a discussion before reading the page
- use a book to answer questions from a shared experience

Questioning

- Stop at **strategic points** in the book to give children the opportunity to share their thinking, make predictions, ask questions, and talk about what's happening.

- When teachers use **higher-order, open-ended questions** rather than simple recall, we draw children into the conversation and read-aloud which can reduce management issues (Dickinson & Tabors, 2001)

"The problem with [close-ended] questions is that they constrain children's responses to a fact here and a detail there....

all the responses are correct, and thus it is easy for a teacher to assume that understanding is in place. But dealing with these local issues does not add up to developing understanding of a story" (Beck & McKeown, 2001, p.12)

Types of Questions to Consider

Questions that ask children to:

- Compare and contrast
  (e.g., "How are frogs and toads the same and how are they different?")

- Wonder
  (e.g., "I'm not sure what this word means: lackadaisical. What do you think?")

- Make connections
  (e.g., "This book says squirrels eat fruits and seeds. What did we notice squirrels eating yesterday?")

More Questions to Consider

Questions that ask children to:

- Make inferences
  (e.g., "Why do you think Fran's flower isn't growing?")
- Form Opinions
  (e.g., "What do you think Swimmy and his fish friends should do?")
- Summarize
  (e.g., What did we learn about sloths from this book?)

Print-based Questions

Questions that ask children to:

- Label important features
  (e.g., [pointing to illustration] "What is this called?")

- Direct their attention to print
  (e.g., "Why is this word, 'Whoosh!', written with such large letters?")

- Develop concepts of print
  (e.g., "Where do I start reading on this page?")

Follow-Up Questions

Questions that ask children to:

- Elaborate
(e.g., "Can you tell me more about that?")
- Clarify
(e.g., "What do you mean?" "Why do you think that?")

Why teach vocabulary to young children?

- Vocabulary measured at a young age predicts reading comprehension in the long-term.

- Vocabulary "gaps" by family socioeconomic status evident as early as 18 months of age.

- Young children learn vocabulary from adults in their environment including family and teachers.

Cunningham & Stanovich, 1997; Dickinson & Porche, 2011; Fernald, Marchman, & Weisleder, 2013; Weizman & Snow, 2001

Matthew Effects and Vocabulary

If children have limited vocabularies when they get to elementary school…

…even if they can sound words out, they won't know what those words mean.

…they won't be able to understand books.

…they won't enjoy reading or read frequently.

…over time they will struggle to gain new knowledge and new vocabulary from reading.

Why teach vocabulary?

- Vocabulary knowledge appears to both contribute to reading ability and be a consequence of reading ability.

- Vocabulary knowledge can often be equated with important conceptual knowledge; if you know a word, you know the concept behind it.

Big Ideas about Vocabulary Development

- For children to learn a new vocabulary word, they need multiple opportunities to hear and use a word.

- For children to learn a new vocabulary word in depth (multiple meanings, how it is used in multiple contexts), they need a lot of information about the word.

Vocabulary & Conceptual Knowledge

WORD

CONCEPT

PRECIPITATION

- Water released from the clouds
- Rain, freezing rain, sleet, snow, hail, fog, mist, drizzle
- Water cycle
- Evaporation and condensation
- Water vapor and cloud droplets
- Ways humans deal with precipitation (e.g., wear rain jackets, bring umbrellas, close schools)
- Ways of measuring precipitation
- Other meanings: sudden haste or (in Chemistry) the creation of a solid from a solution

"Poetry is life, distilled."

Gwendolyn Brooks

- Poetry in the CCSS, Essentials

- Reading Poetry

- Writing Poetry

POETRY IN THE COMMON CORE STATE STANDARDS

- ## Reading
  - Determine a theme of a story, drama of poem from details in the text.
- ## Reading Foundational Skills (K-5)
  - Print concepts, Phonological Awareness, Phonics, Word Recognition
  - Read grade-level prose and poetry orally with fluency.
- ## Speaking & Listening
  - Create engaging audio recordings of stories and poems.
- ## Language
  - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Writing

Creative Writing beyond Narrative

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

2. Read alouds of age-appropriate books and other materials, print or digital[6]

Read alouds involve:

- sets of texts, across read aloud sessions, that are thematically and conceptually related[7] and that offer opportunities to learn that children could not yet experience independently

8. Abundant reading material and reading opportunities in the classroom[29]

The classroom includes:

- a wide range of books and other texts, print, audio, and digital, including information books, poetry, and storybooks that children are supported in accessing

- books and other materials connected to children's interests and that reflect children's backgrounds and cultural experiences, including class- and child-made books

- books children can borrow to bring home and/or access digitally at home

READING POETRY

As children come to be more at home with poetry, they will begin to regard it as a normal use for language, as something that they can engage in themselves as readers and as writers.

- Build a core collection of poems.

- Create a poetry corner.

- Read a poem daily to students.

Reading, rereading and fluency strategies

- Teacher modeling
- Echo reading
- Choral reading
- Paired reading
- Independent reading

1 I Do

2 WE Do

3 YOU Do
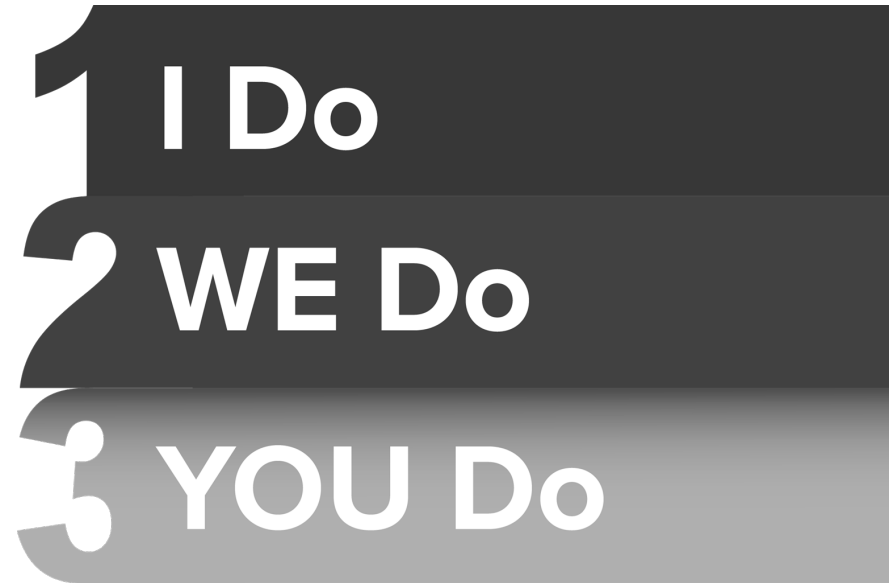
Teacher modeling is the critical first step. Read the text to students, modeling appropriate pace and expression. Do this more than once and as a strategy to review and revisit the text.

Echo reading is a rereading strategy designed to help students develop expressive, fluent **reading** as well as used for print knowledge. In **echo reading**, the teacher reads a short segment of text, sometimes a sentence or short paragraph, and the student **echo** it back.

Choral reading is a literacy technique that helps students build their fluency, self-confidence, and motivation in **reading**. During **choral reading** a student, or a group of students reads a passage together, with or without a teacher.

Paired reading is a research-based fluency strategy used with **readers** who lack fluency. In this strategy, students **read** aloud to each other. When using partners, more fluent **readers** can be **paired** with less fluent **readers**, or children who **read** at the same level can be **paired** to reread a story they have already **read**.

Sample Instructional Routine
(10 minutes per day)

- **Monday**:
  Display the poem, read once, read twice, echo read with students.

- **Tuesday:**
  Display the poem, echo read with students, choral read, discuss vocabulary.

- **Wednesday:**
  Display the poem, choral read, discuss word study opportunities

- **Thursday:**
  Display the poem, choral read, read in pairs, discuss poetic devices.

- **Friday:**
  Display the poem, choral read, read in pairs, writing response, try your own.

Words Are Ours

by Michael Rosen (b 1946)

In the beginning was the word
and the word is ours:
the names of places,
the names of flowers,
the names of names,
words are ours.
Page-turners
for early-learners
How to boil an egg
or mend a leg
Words are ours
Wall-charts
Love hearts
Sports reports
Short retorts
Jam-jar labels
Timetables
Words are ours
Following the instructions
for furniture constructions

Ancient mythologies
Online anthologies
Who she wrote for
Who to vote for
Joke collections
Results of elections
Words are ours
The tale's got you gripped
Have you learned your script?
The method of an Experiment
Ingredients for merriment
W8n 4ur txt
Re: whts nxt
Print media
Wikipedia
Words are ours
Sub-titles on TV
Details on your cv
Book of great speeches
Guide to the best beaches

Looking for chapters
on velociraptors
Words are ours
The mystery of history
The history of mystery
The views of news
The news of views
Words to explain
the words for pain.
doing geography
Autobiography
What to do in pay-phones
Goodbyes on gravestones
Words are ours.

Build poetry into every aspect of the curriculum, not just the literacy curriculum.

SINCE HANNA MOVED AWAY

Judith Viorst

The tires on my bike are flat.
The sky is grouchy gray.
At least it sure feels like that
Since Hanna moved away.

Chocolate ice cream tastes like prunes.
December's come to stay.
They've taken back the Mays and Junes
Since Hanna moved away.

"Math and poetry share a love of structure."—Mary Lee Hahn

Poetry and Mathematics
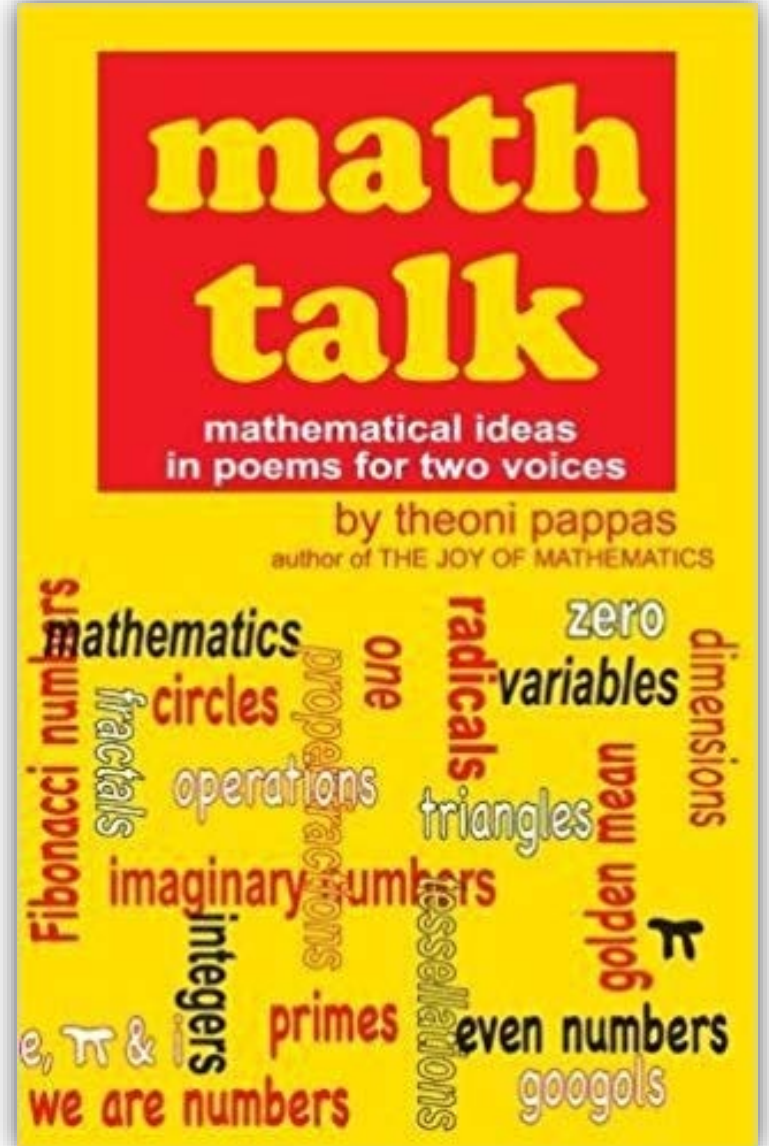
"Within both poetry and science beat the twin hearts of observation and imagination."—Heidi Mordhorst

Poetry and Science

Tell Me Mama

Poem from Dancing in the Rain by John Lyons

Tell me, Mama,
Where does the sun come from
in the morning?

Where does it go to
when it reaches the edge of the field?

Teacher said the world is round and spinning.
I am standing on the world, how come I don't feel dizzy?
And if the world is spinning,
why don't the seas and oceans spill out into space?

And if the world is round, as teacher said,
how come some fields and roads
remain flat for miles and miles and miles?

When we go walking in the moonlight
why does the moon follow us wherever we go?

Please Mama, tell me.
I want to know.
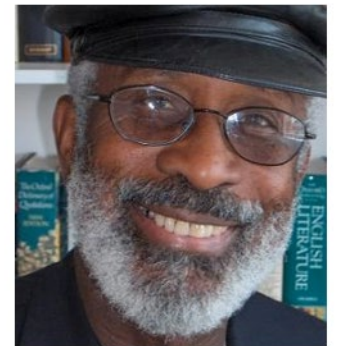
John Lyons

"Sports poetry provides students with intrinsically high-interest literature."
—Jacqueline Jules

**Poetry and Sports
Physical Education**

CASEY AT THE BAT
Ernest Lawrence Thayer

The outlook wasn't brilliant
for the Mudville nine that day:
The score stood four to two,
with but one inning more to play,
And then when Cooney died at first,
and Barrows did the same,
a pall-like silence fell
upon the patrons of the game.

Sharing poetry in the context of social studies is natural. The curriculum standards of the National Council for the Social Studies quickly reveal the poem connection possibilities, with thematic strands that focus on culture, people, places, identity, government, technology, society, and civic ideals.

-Sylvia Vardell

Paul Revere's Ride

Henry Wadsworth Longfellow, 1807 - 1882

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-Five:
Hardly a man is now alive
Who remembers that famous day and year.

Poetry and Social Studies/History

"Poetry and art together inspire creativity and action in the classroom."
—Paige Bentley-Flannery

Poetry and Art

HOW TO PAINT A DONKEY

Naomi Shihab Nye

She said the head was too large,
the hooves too small,
I could clean my paintbrush
but I couldn't get rid of that voice.
While they watched,
I crumpled him,
let his blue body stain my hand,
I cried when he hit the can.
She smiled. I could try again.
Maybe this is what I unfold in the dark,
deciding for the rest of my life,
that donkey was just the right size.
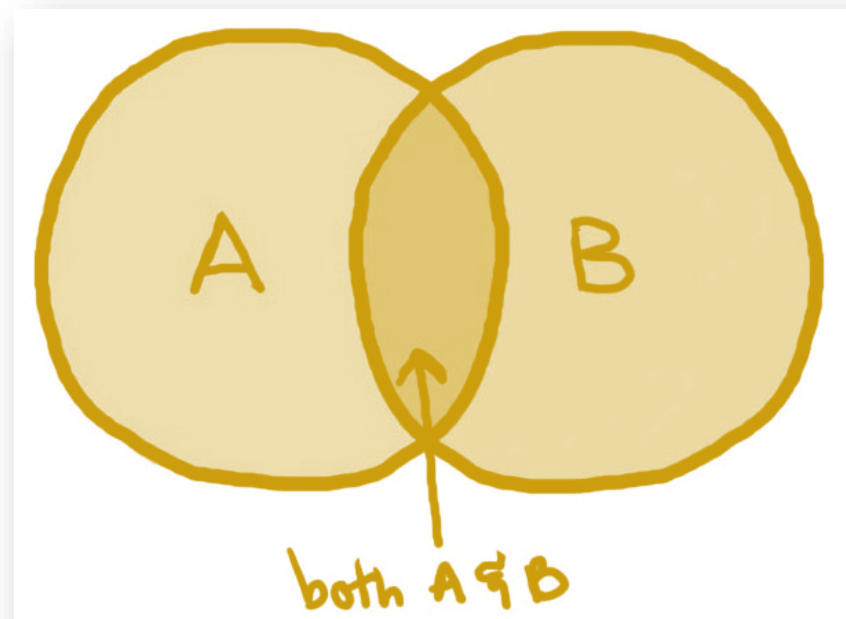
WRITING POETRY

Writing Poetry with English Language Learners

By: Kristina Robertson

This article discusses strategies for writing poetry with ELLs, presents an overview of poetry forms that can be used effectively in writing lessons, and suggests some ideas for ways to share student poetry.

From, Reading Rockets: http://www.readingrockets.org/

Writing

When Kids Aren't Motivated…

If I wear a snow man I wood ether and stay still.

When I am 100 Years Old
by: Henry B

When I am 100 Years Old! I will be very rotton and decomposed.
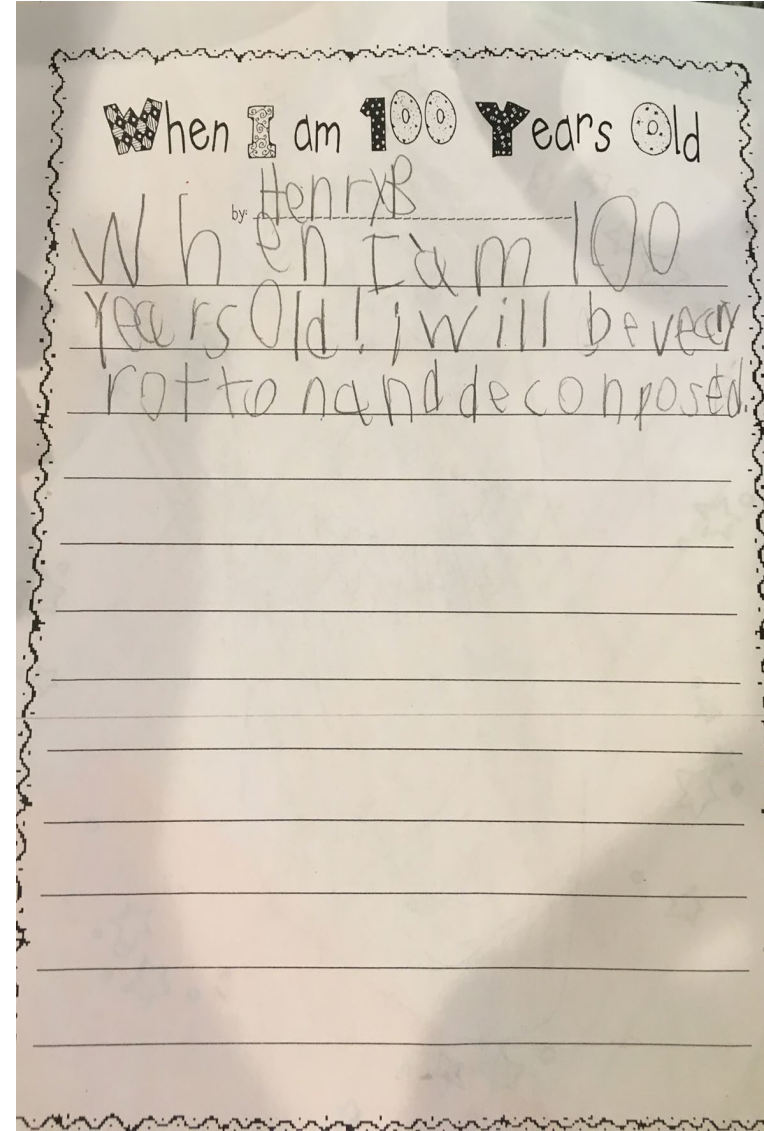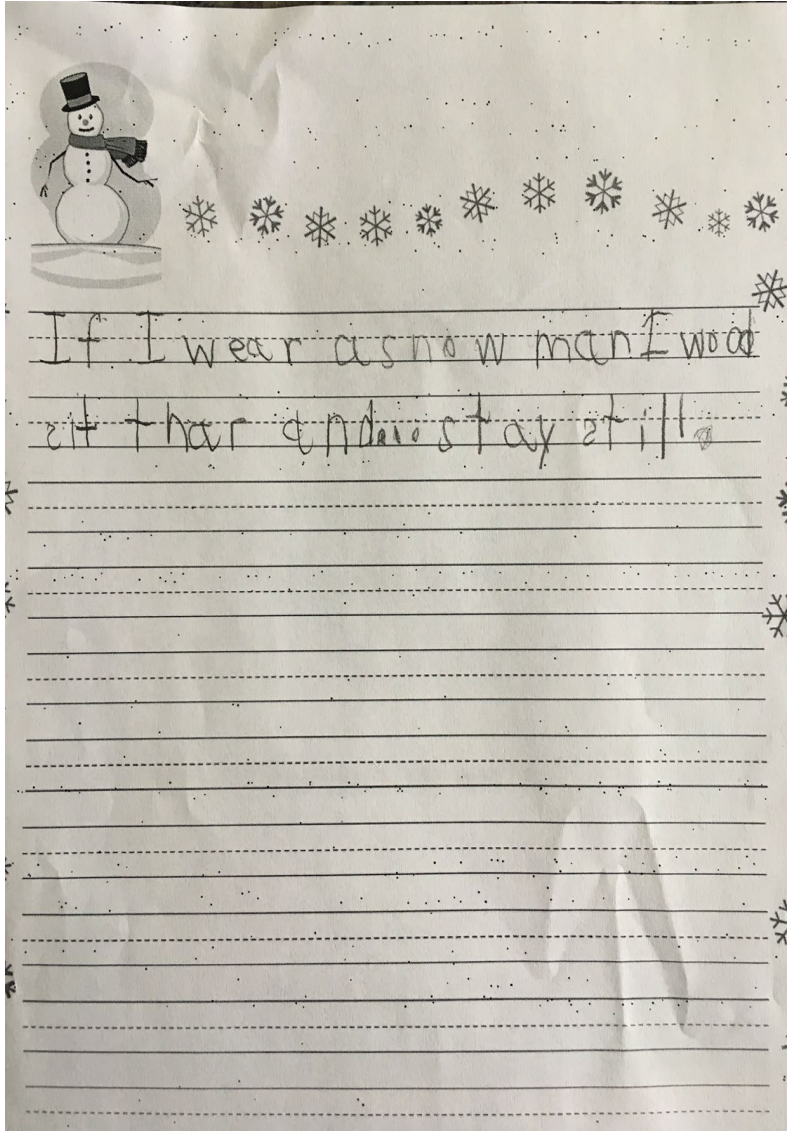
Amelia's how to mak a Persin!!!

1. ○ ○

2. ☺

3. ○ 🧍

4. _ _ ✿✿

5. ○

2/21/19
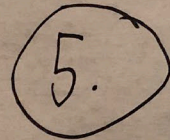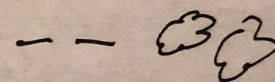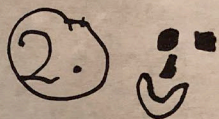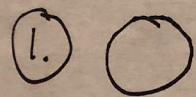
Dear Mom,
I believe I should be able to get a swiss army knife. First, I am mature enough I have cut bread cleanly. Next, I have had practice with a pocket knife at the christmas party at grandma's. Last, I need to carve soap with a pocket knife for Boy Scouts. For these reasons I would love for you to get me a swiss army knife.

Sincerly, Henry Black

What Do We Know?

- More motivated and engaged readers and writers comprehend and compose better, read more, and grow faster.

- Children can and do attend to the audience in their writing.

- Writing and reading for real-world purposes are motivating and engaging. (Essential #1)

- Writing and reading for authentic purposes and audience supports greater literacy growth.

Block & Strachan, 2019; Duke et al., 2012; Purcell-Gates et al., 2007

"Holy moly!" I was going so fast down a hill. But not for long because we had to turn. Still I have all the hills and bumpes of the trail.

"Be careful!" said mom

"Ok." I smerked.

So I started. I loved the twists and turns of this rocky trail. Then I saw the sharpest turn ever, and at that turn there was a tree. BOOM! CRASH!
"Darn!" said I.

"MOM! MOM! MOM!" I screamed.

Then she came, checked me out and checked my bike out. Everything was Ok.

"I'm glad you're ok." mom said.

"Me too."

"Wow!" mom said.

I felt like a race car driving along the trail. Twisting and turning. I felt alive. There were rocks and dirt, but the biggest danger was trees. I was scared for me and my shiny new 500 dollar bike.

"I hope he is ok". mom said.

"He's fine" dad said.

I sped up. There was a turn and a tree.

BOOM! CRASH!

My bike fell. My leg got stuck. I looked like road kill. I worried about the ticks and the triple E Mosquitos.

5 minutes later...

"Are you ok?" mom said.

"Yeah just soar"

"Is your bike ok?"

Provide Real Audience and Purpose

- Include opportunities for children to write for an audience outside of the classroom.
- Explicitly tell children the audience and purpose for each text.
- Provide opportunities to write for a variety of audiences and purposes.

Mallard Duck Example

- Kindergarten Writing
  - Class Book--What to Expect in Kindergarten

Kindergarten teacher's whole group drafting of ideas for class book
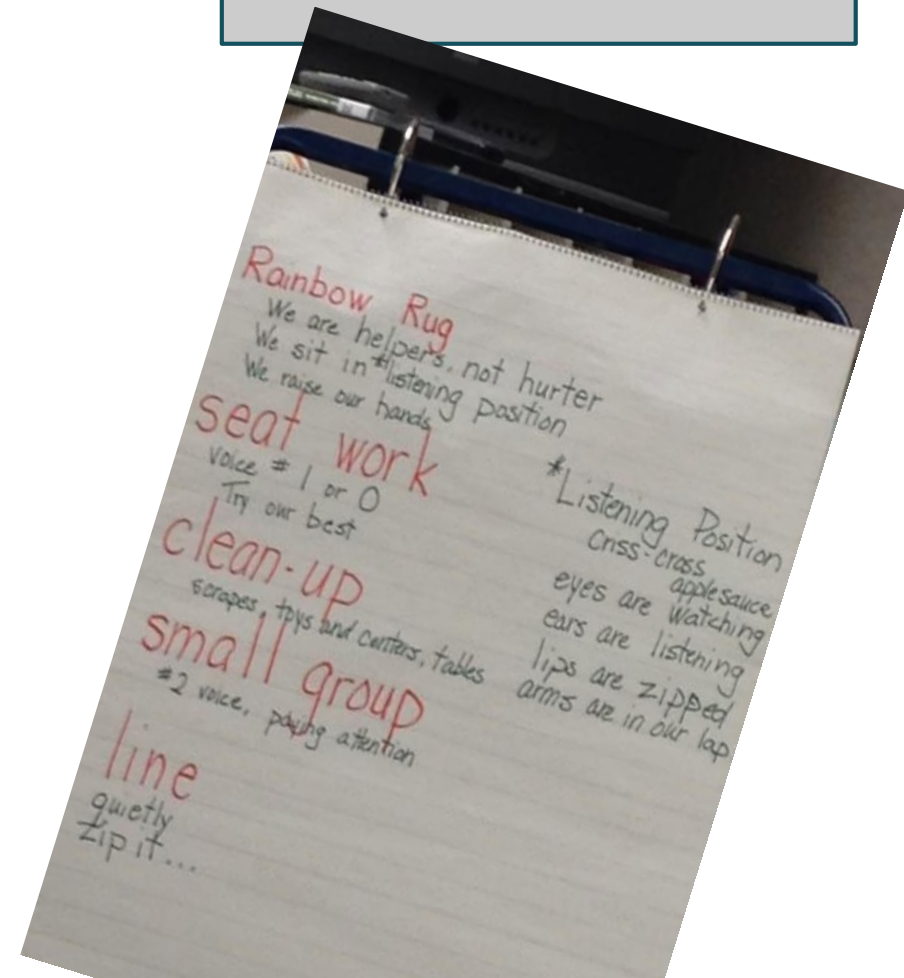
Page from Kindergarten Book

At our tables, we are quiet and try to do our best work.

When you go to music, take turns and learn beautiful songs. If you don't get a turn, don't be sad!

Page from Kindergarten Book

Second Grade Playground Games

Finished student games

Four square

RULES
1. If the ball bounces 2 times in your square your out.
2. Don't get in someone elses box.
3. Play fair.
4. No dribbling
5. Up to 100 players
6. Be a good sport.
7. Have fun.
8. one ball

HOW TO PLAY
1. 4 people get in the boxes, the rest line up.
2. The passer passes the ball to some one.
3. If the ball bounces 2 times in your square your out.
4. You move from box to box to the left.
5. If your out you go the back of the line.

How to get people out
1. failing to hit the ball
2. Hitting the ball out of turn
3. Hitting the ball in the wrong way
4. Hitting the ball out of bounds.
5. Letting the ball drop twice in a players square.
6. Holding the ball or carrying the ball.

Bad egg

RULES
1. Only one bad egg.
2. Don't throw the ball hard.
3. Don't throw the ball too high.
4. Be kind and play nice.
5. Don't catch the ball if you didn't get it right.
6. If got questions answers wrong ask again.

HOW TO PLAY
1. Choose a bad egg.
2. The bad egg turns their back at the group.
3. The bad egg ask a question about a thing.
4. The bad egg throws the ball over their shoulder and gives back a answer.
5. The one who said the answer catches the ball.
6. They are now the bad egg.

Materials
a ball
more or less people
a place to play

First Grade Writing Seed Packets

Researching Topic: Video interview about flowers with local nursery owner.

First Grade Writing Seed Packets

Writing Process: Rough draft, conferencing with peers and teacher, and final drafting.

First Grade Writing Seed Packets

Writing Process: Rough draft, conferencing with peers and teacher, and final drafting.
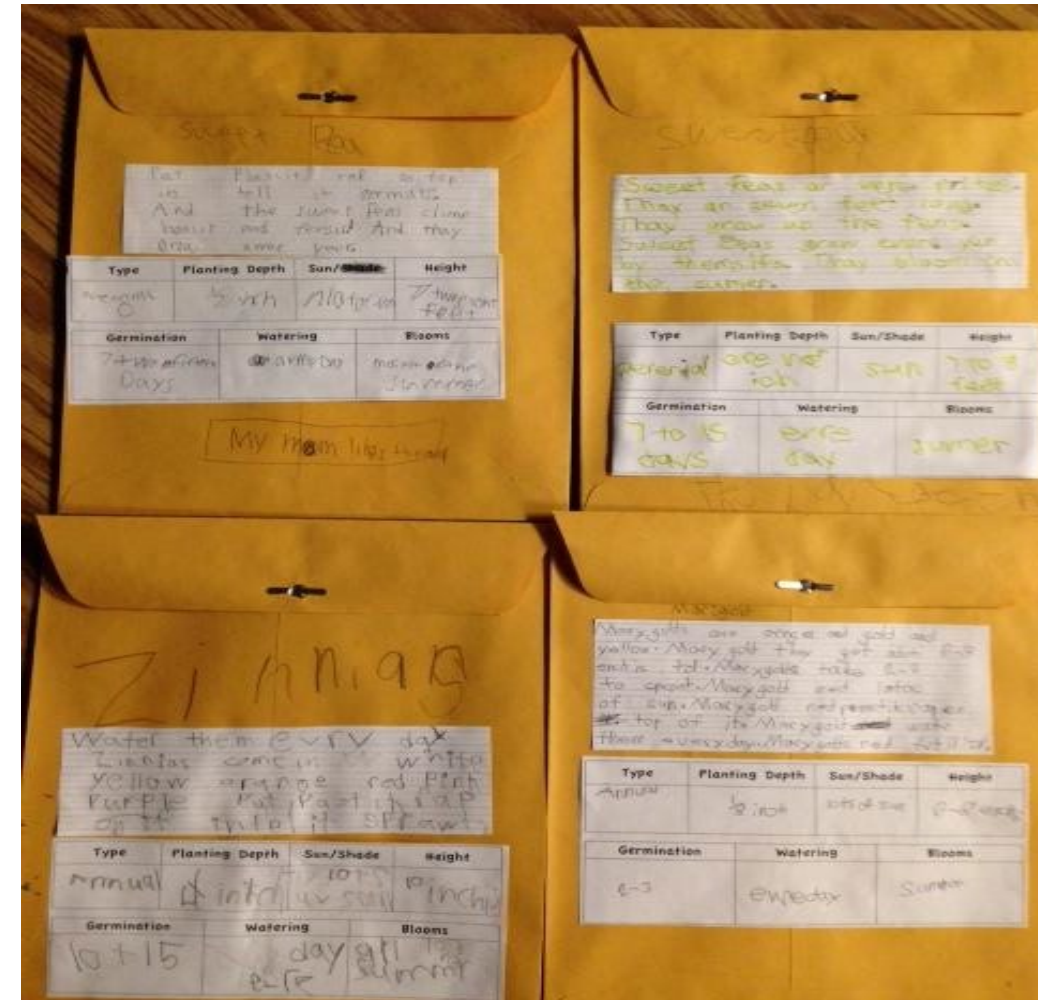
First Grade Writing Seed Packets

Finished seed packets with information and illustrations

First Grade Writing Seed Packets

Finished seed packets with information

Interactive Writing

- Interactive writing is an opportunity to involve children in the whole process of writing.

- Teacher and children compose the text together.

- Children take turns to come up and write the text.

wat Duc Et

What dacks
ete

Table of Contents

Parts OF a Duck

What ducks eat

WHAT dUCKS boo

Interactive writing should take about 10 minutes of time.

When Planning…

- Identify skills that children need to learn or practice (letters, sounds, digraphs, details, organization etc.)

- Be ready to respond to children's questions and needs as you work to collaboratively compose the piece.

How Do I Know What Skills to Address in Interactive Writing Experiences?

- Observe children's writing and literacy development.

- Assess the writing experiences happening in centers and across the day.

How Many Students?

Can be done whole group

But…

Likely more effective in small groups or even 1-on-1

What does IW look like?

Opinion Writing

CCSS.ELA-LITERACY.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.4.1.A

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCSS.ELA-LITERACY.W.4.1.B

Provide reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.4.1.C

Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).

CCSS.ELA-LITERACY.W.4.1.D

Provide a concluding statement or section related to the opinion presented.

Let's Look at an Example:
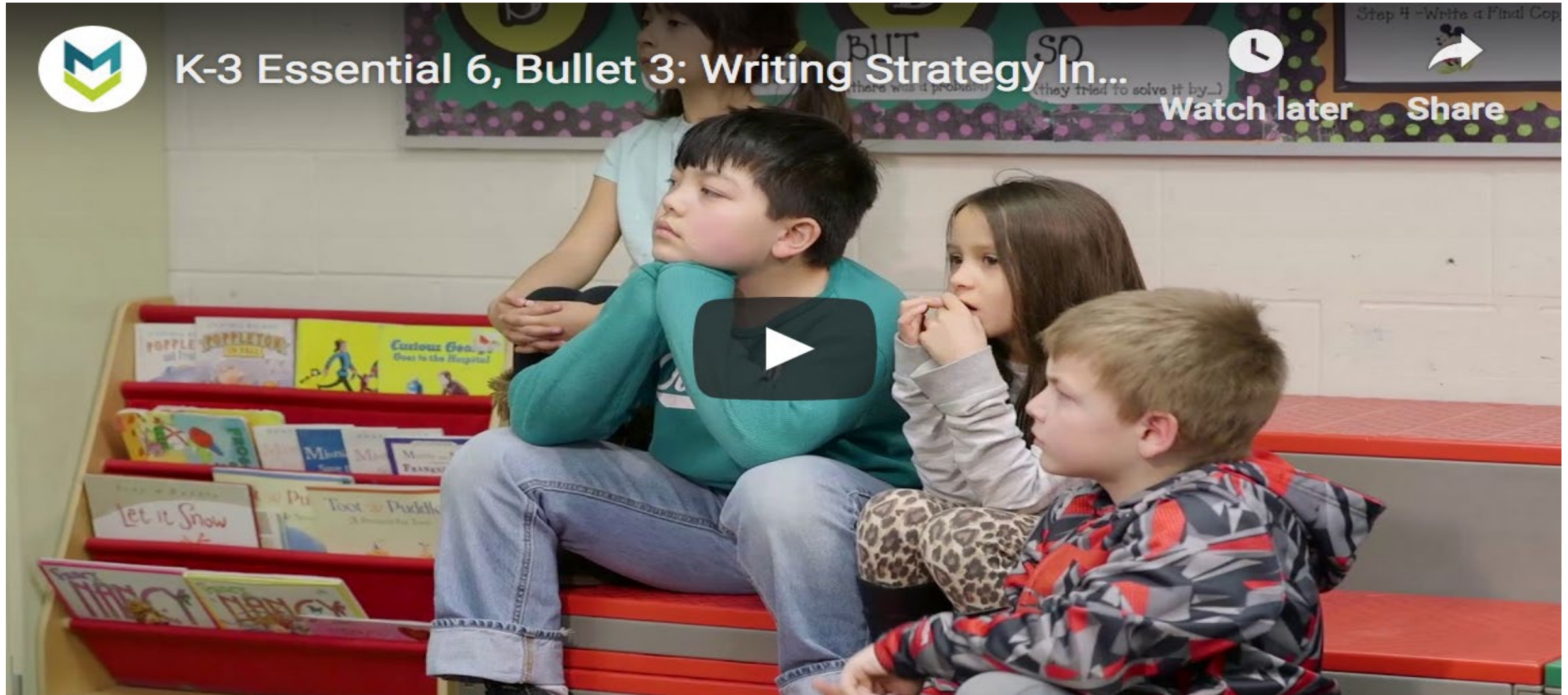
TREE

T: Topic Sentence (Tell what you believe)

_____
_____
_____

R: Reasons (Write 3 reasons and give evidence)

1_____
_____
2_____
_____
3_____
_____
_____

E: Ending

_____
_____
_____

E: Evaluate (Did you include all parts?)

Opinion Writing: Things to Consider

- Context and purpose are important.
- Avoid asking children to write persuasive texts for issues that don't exist (e.g., school uniforms).
- Explicitly teach the genre features
- Children need to have both exposure to and experience with opinion writing.

Important Characteristics of Opinion Texts

- Claim or argument
- Evidence/reasons/examples
- Warrant (how the evidence links to the claim)
- Appeal

Some Mentor Texts
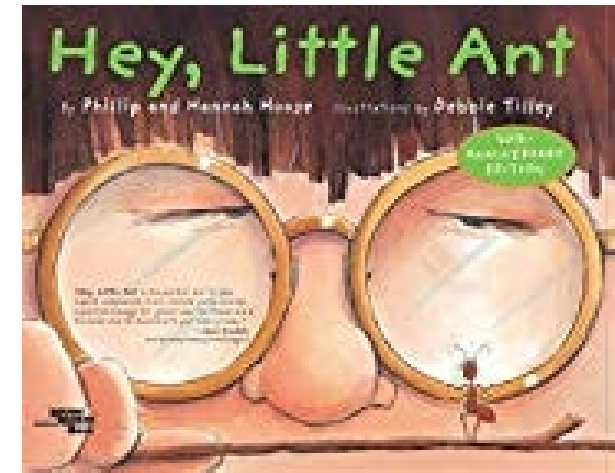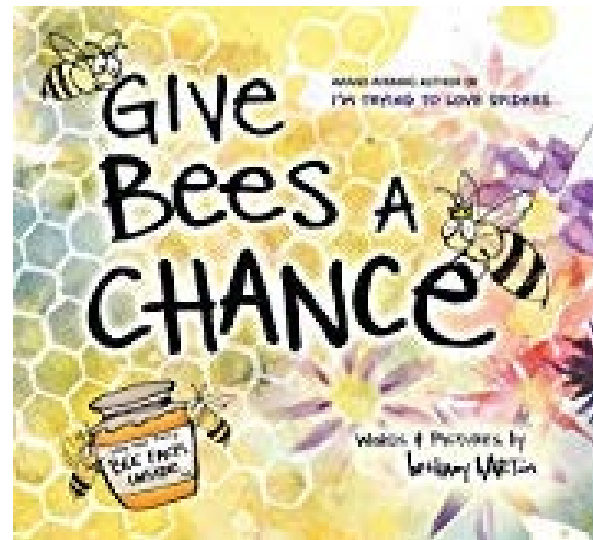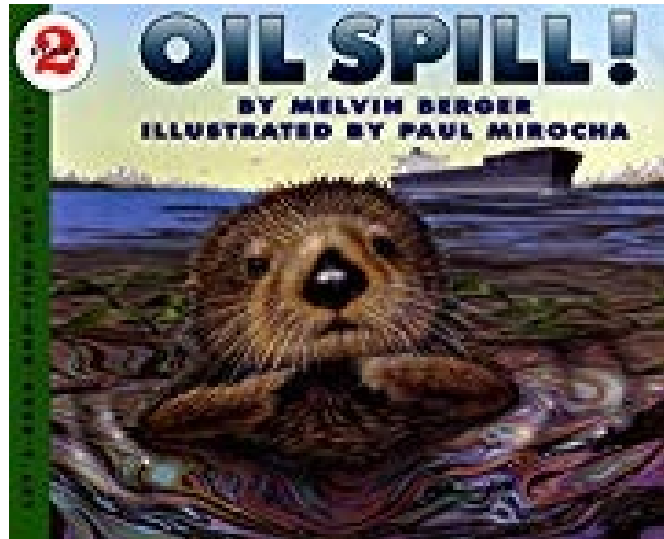
Informative Writing

CCSS-ELA.Literacy.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension

b. Develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic

c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)

d. Use precise language and domain-specific vocabulary to inform about or explain the topic

e. Provide a concluding statement or section related to the information or explanation presented.

Important Characteristics of Informational Texts

Opening

Navigational features (e.g., headings, index)

Graphical features (e.g., maps, timelines, diagrams, flowcharts)

Use of specialized vocabulary

Summary

Many types of text structures
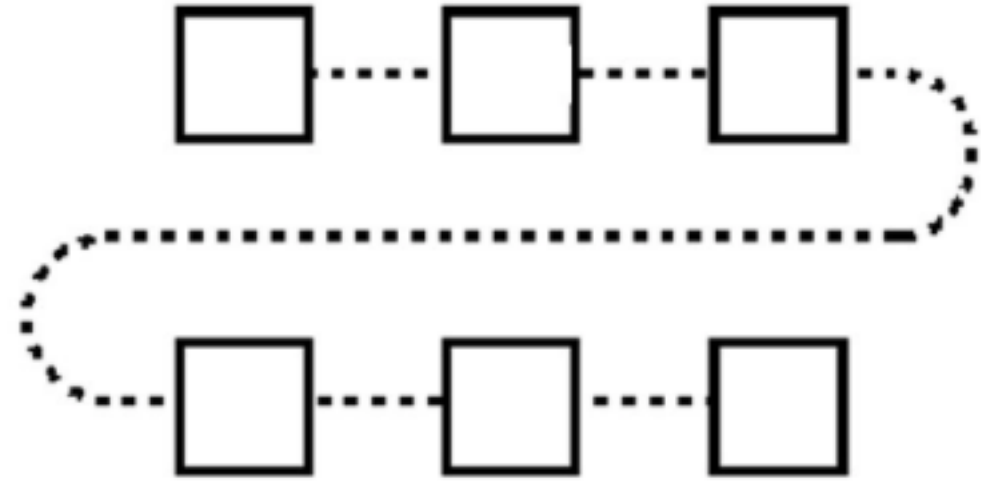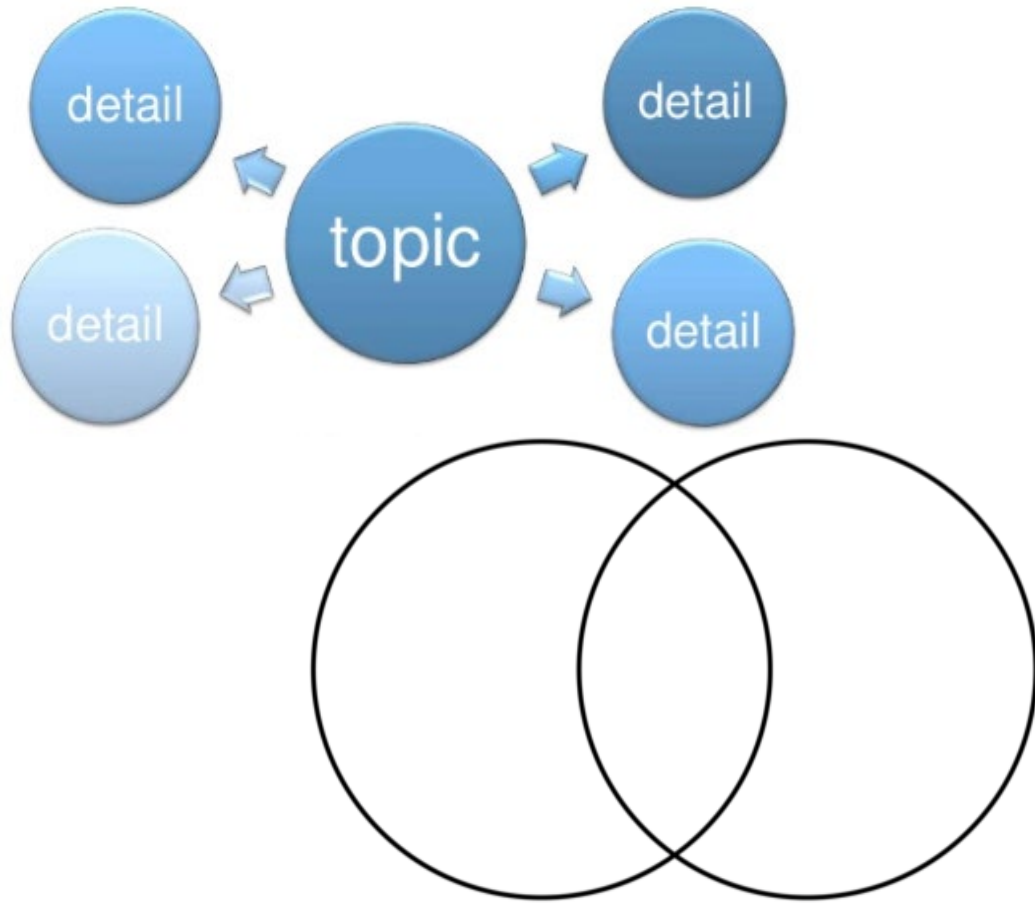
Many Types of Informational Texts

- Magazine articles
- Informational posters
- Pamphlets
- Brochures
- Field Guides
- Recipes (procedural)

Informative Writing: Things to Consider

- Context and purpose are essential.
- Can be effectively taught within inquiry science and social studies units
- Address genre features that are relevant to the topic, text structure, and particular type of informational text type (i.e., don't just teach genre features void of a bigger purpose)
- Children need to have both exposure to and experience with informative writing
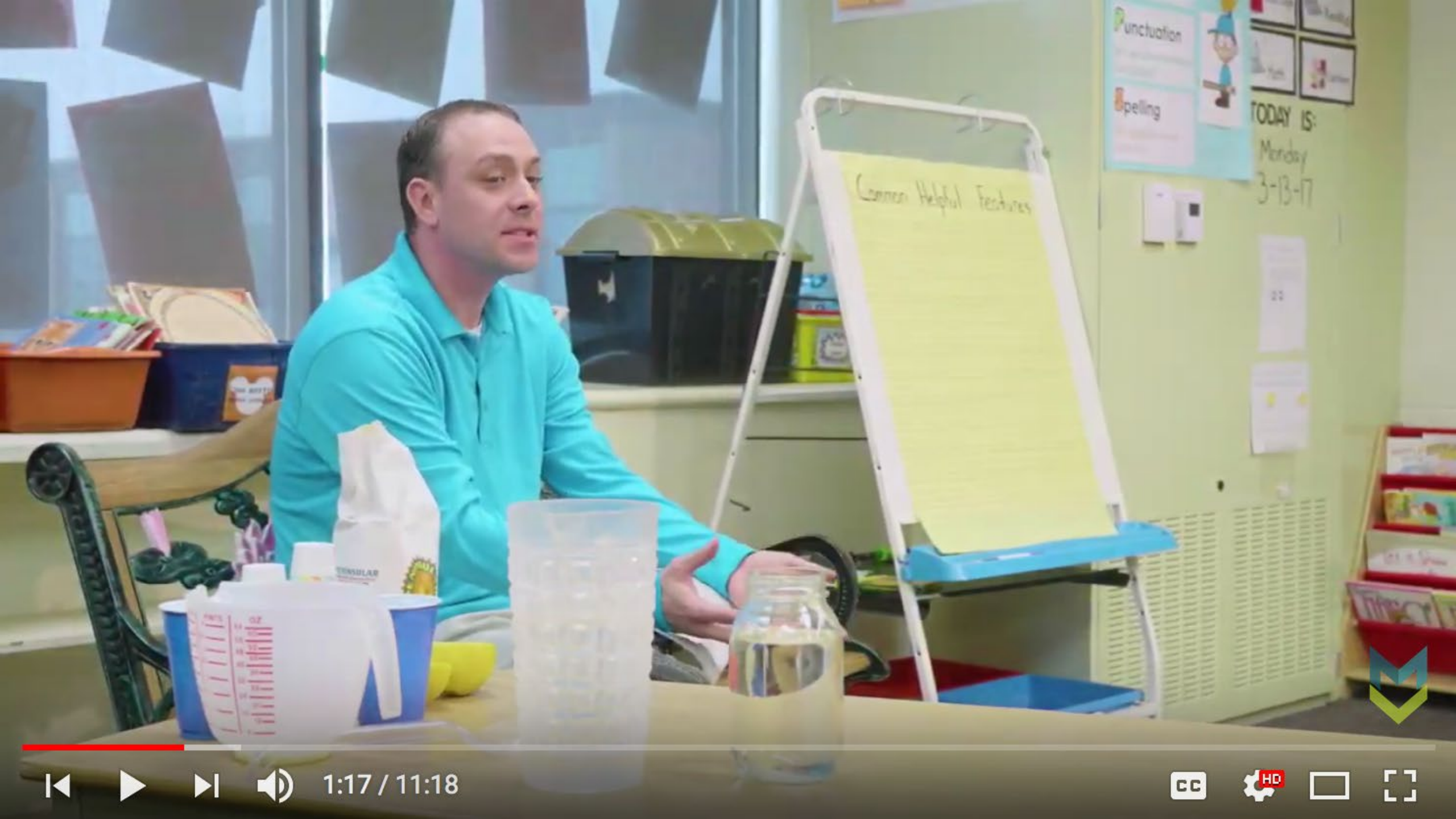
Narrative Writing

CCSS-ELA.Literacy.W.3.1

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.4.3.a

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-Literacy.W.4.3.b

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-Literacy.W.4.3.c

Use a variety of transitional words and phrases to manage the sequence of events.

CCSS.ELA-Literacy.W.4.3.d

Use concrete words and phrases and sensory details to convey experiences and events precisely.

Important Characteristics of Narrative Texts

- Settings
- Characterization
- Plot
- Theme
- Detailed descriptions
- Transitions (temporal and causal)
- Special language devices

(Duke, Caughlan, Juzwik, & Martin, 2012)

Using Mentor Texts
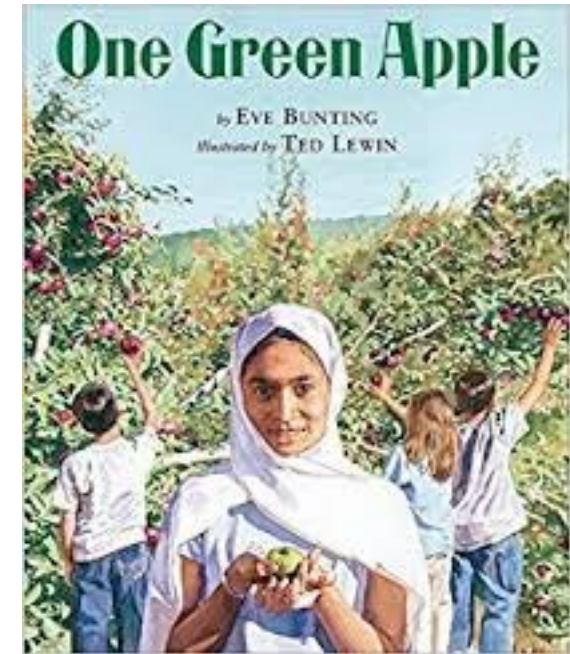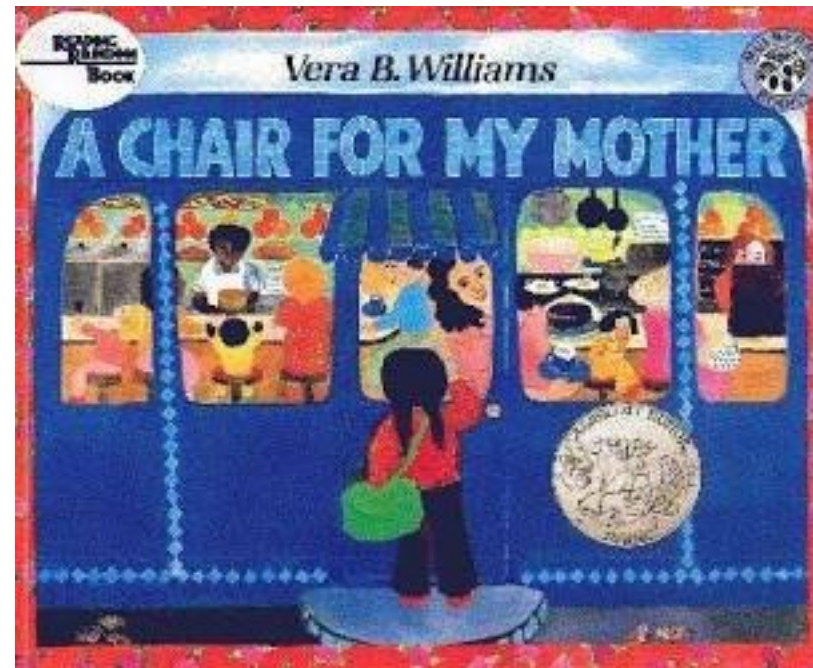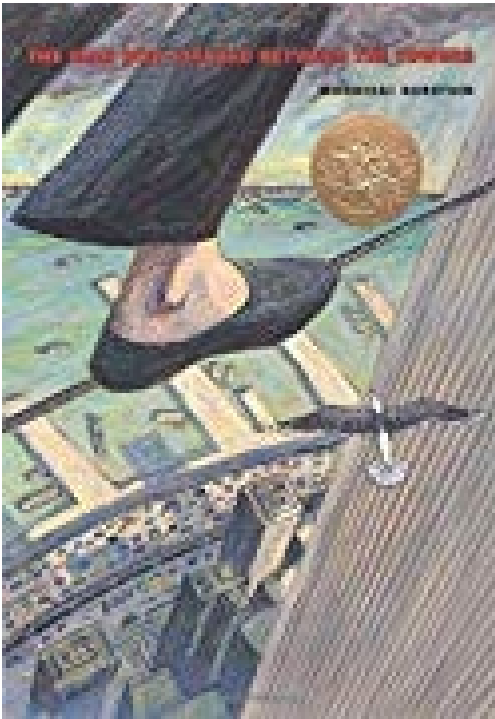
Purposes of Narrative Texts

- Designed to share and interpret a wide range of experiences (personal, family, communal, historical, and fictitious) with readers.
- Composed by someone who either lived through, conducted research about, or has deep vicarious knowledge about the experience being shared.
- Interpreted by someone who is interested in learning about others' past and present experiences.

(Duke, Caughlan, Juzwik, & Martin, 2012)

Issues to Avoid

Commonly students write personal narratives about an event from their lives.

Pitfalls that can be associated with such writing:

- Students don't study models
- The purpose is unclear (for students and teachers)
- Inquiry/research isn't involved
- Memories that children are expected to write about have faded

Building Core Capabilities for Life
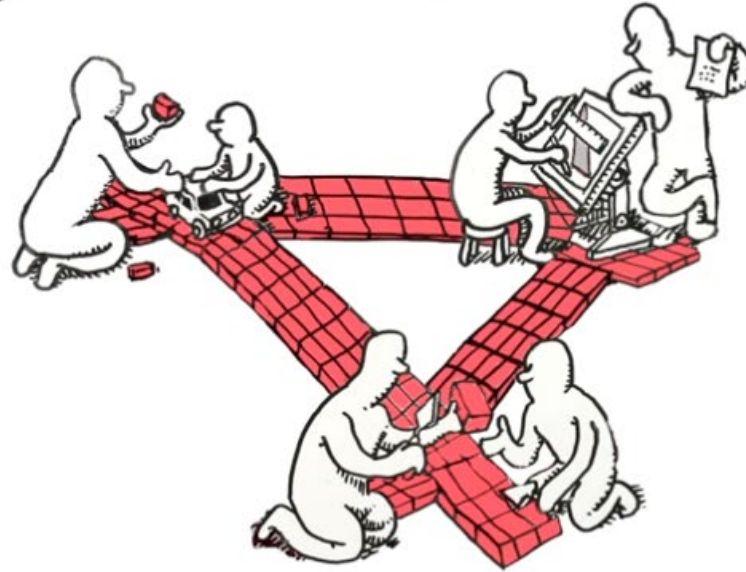
Record words, phrases, and ideas as you watch this 5-minute video.

Six-Word Summary

- Review what you have recorded from the video, thinking about what each word, phrase, idea prompts in your thinking.

- Your task is to develop a six-word summary of your video viewing. This summary could focus on EF in general, one particular concept, or a connection you've made about the topic.

Executive Function Subcategories
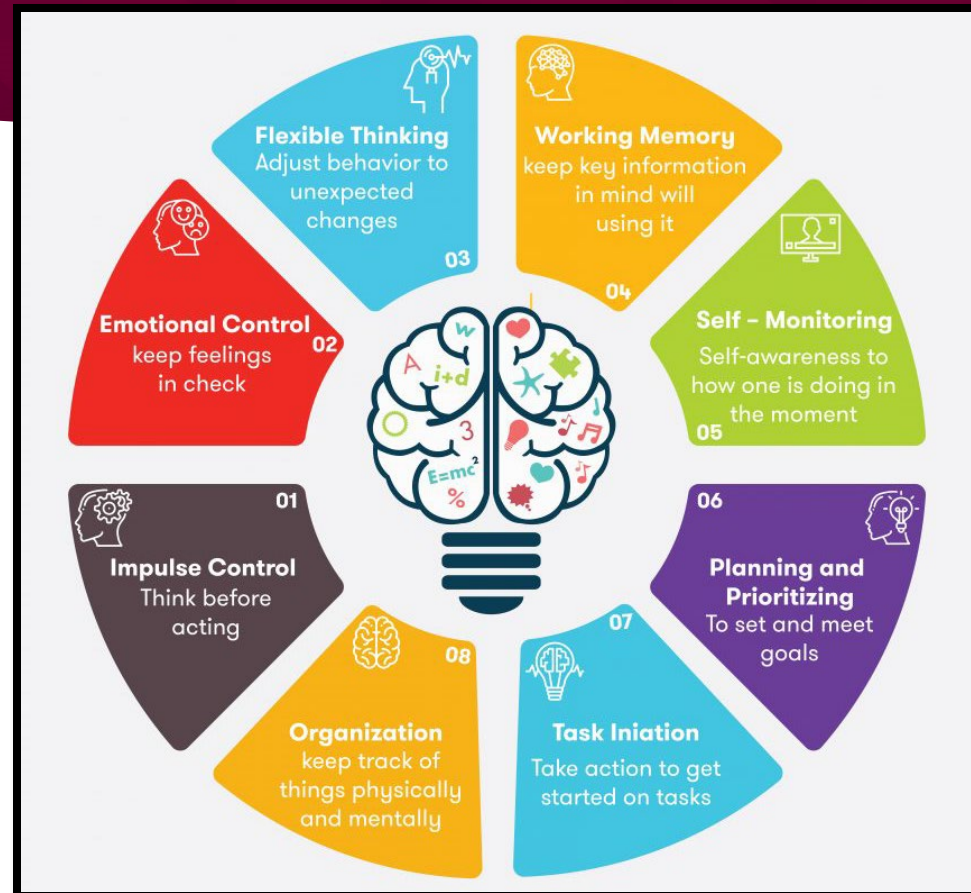
INHIBITION: The ability to stop one's own behavior at the appropriate time, including stopping actions and thoughts

WORKING MEMORY: Holding information in mind while performing complex tasks.

SUSTAINED ATTENTION: Ability to maintain attention despite distractibility, fatigue, or boredom.

SELF-MONITORING: The ability to monitor one's own performance and to measure it againstsome standard of what is needed or expected.

EMOTIONAL CONTROL: The ability to modulate emotional responses by bringing rational thought to bear on feelings.

FLEXIBILITY: To move freely from one situation to another and to think flexibly in order to respond appropriately to the situation.

ABSTRACT REASONING/CONCEPT FORMATION/SALIENCY DETERMINATION: The ability to make connections, synthesize and categorize information.

ORGANIZING/PLANNING/INITIATING: The ability to impose order on work, play, and storage spaces. The ability to manage current and future oriented task demands. The ability to begin a task or activity and to independently generate ideas, responses, or problem-solving strategies.
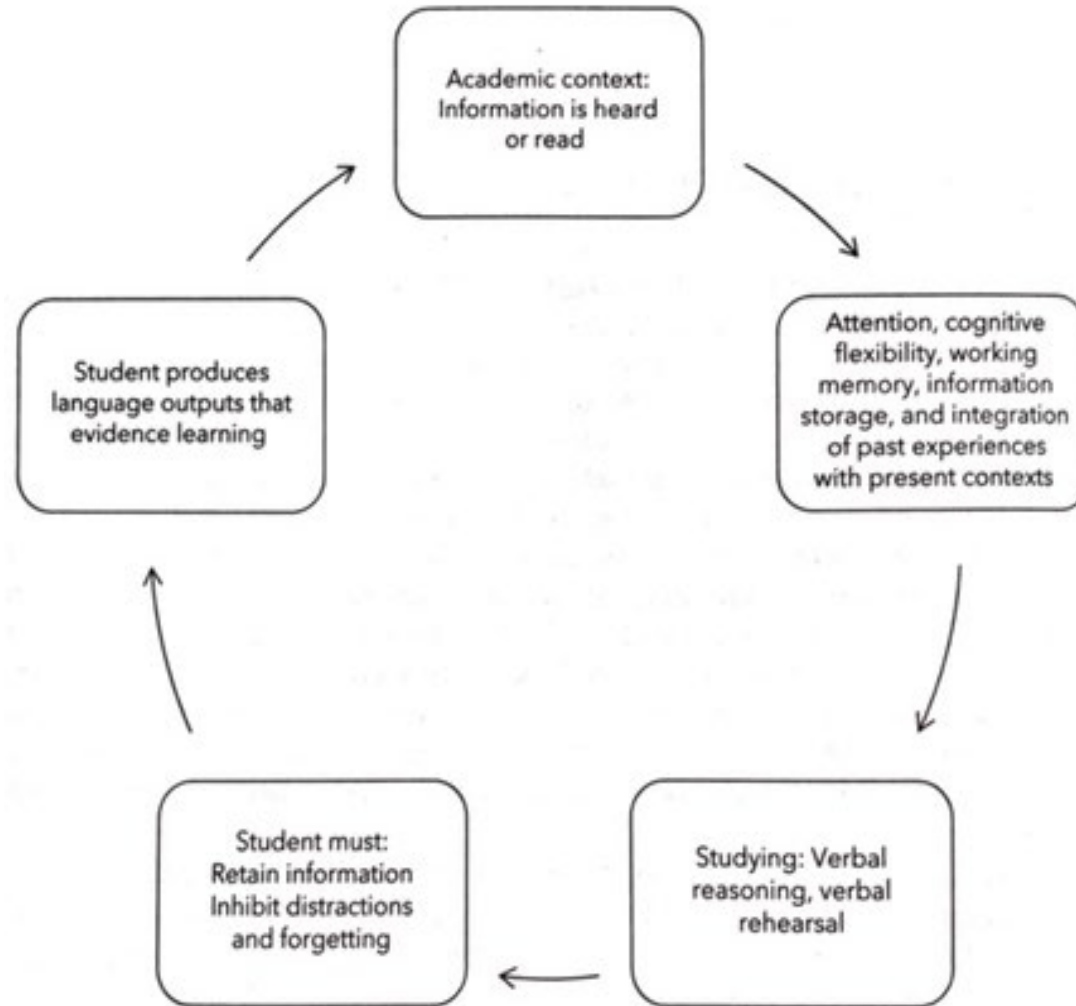
Executive Function and <u>Academic Learning</u>

Figure 8.2. How executive function and language are used during learning.

» Mental process used to perform activities of self regulation

» Paying attention, planning, organizing, strategizing, prioritizing, managing time and space, and reasoning.

» Cognitive inputs that facilitate decision-making

» Thinking processes that govern how individual to choose what to do and when to do it, how to do it, and why to do it

The Two Domains of Executive Self-Regulation: Metacognitive & Social Emotional
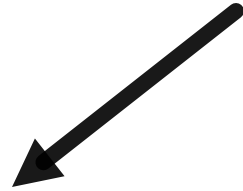
- Thinking about thinking
- Higher order thinking
- Critical thinking
- Inquiry
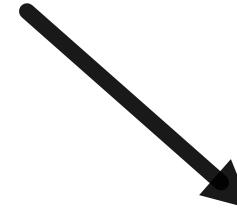
- Thinking about feelings
- Controlling behavioral impulses
- Current situation
- Consider alternatives
- Inhibit overtly quick reactions
  - Inhibit one course of action
  - Do something else
  - Do nothing

Checklist for Executive Function Skills

- Review the Elementary Checklist

- Individually, read the checklist.
  - Make note of things you want to remember.

- Discuss your notes.

Characteristics of Students Who Require Assessment of Executive Function and Language Performance

Deficits in Attention

Specific Learning Disabilities

Language Disorders
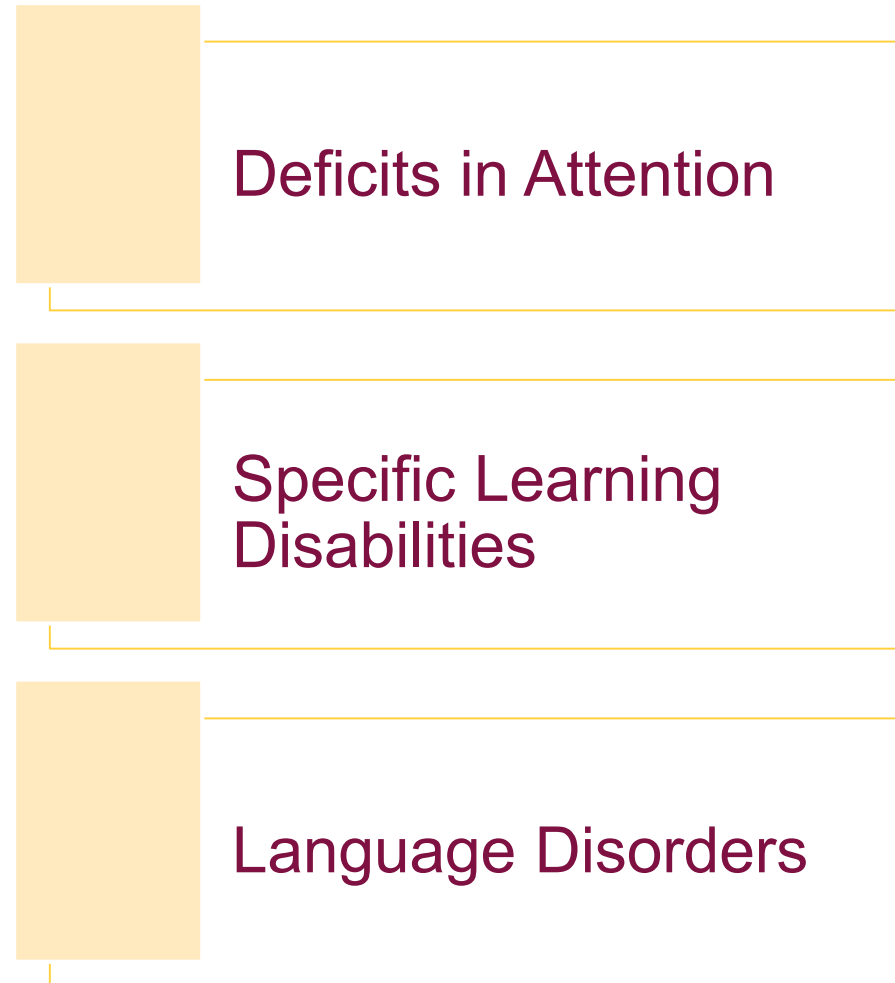
Improvement of Executive Function in the Context of Learning Language, Literacy, And/Or Academics

» **Active intervention at the point of performance**

» **Hypothetical situations only go so far to stimulate how to perform; saying what to do is different from conscious, real-time regulation of what an injured individual is doing.**

» **Saying it is just language. Self-regulation is a behavior that is mediated by language.**

» **Application to context means using the right language to go with the tasks. This entails using the language that unlocks the tasks and performing the task that unlock the language.**

Executive Function Toolbox

- Read and review pages 3-6 of your packet.

- First time through: Mark "cold" activities with a **C**; "hot" with **H**.

- Second time through: Make notes of the activities you already do and ideas you have about where to incorporate new strategies (e.g., what part of the day, in what curricular area, in what routines, etc.)
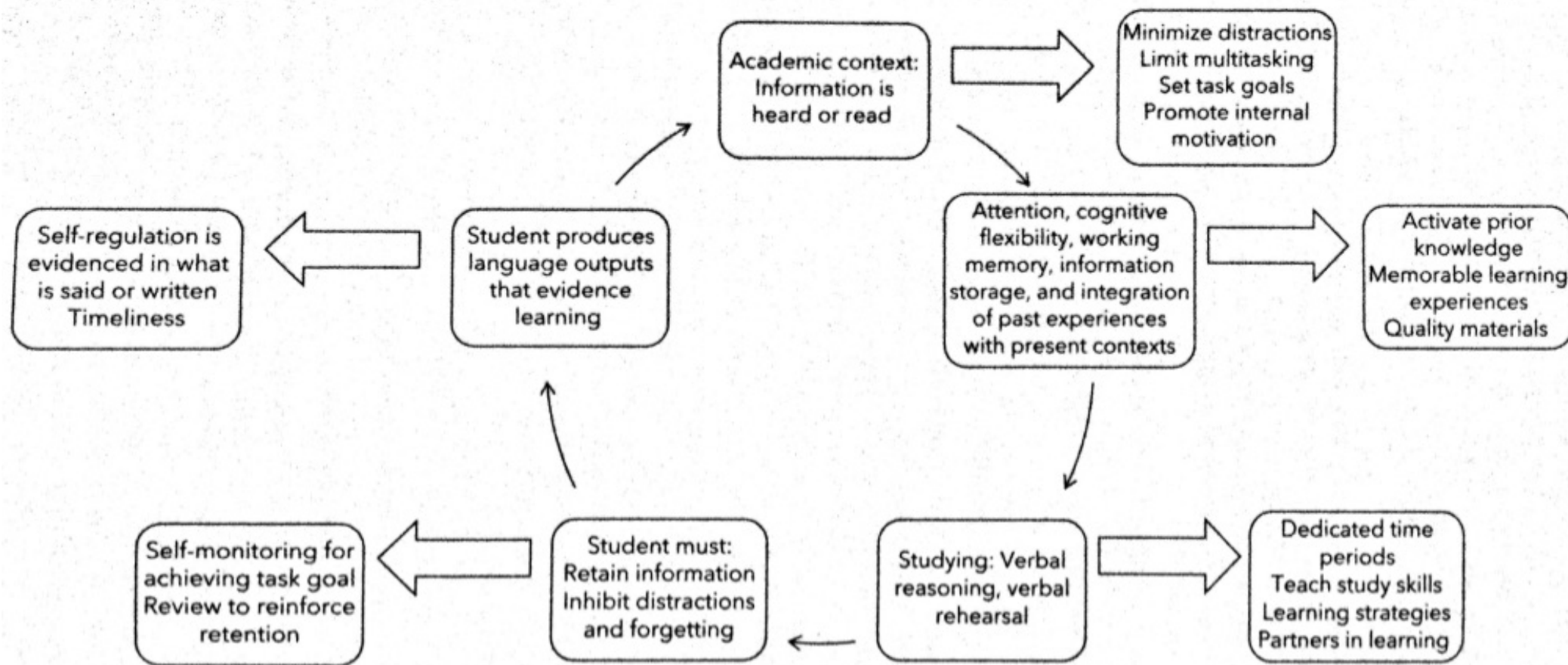
Figure 8.3. Improving executive function in the context of language and literacy learning.

Strategies You Can Try and Home (and work well at school)

8 Working Memory Boosters

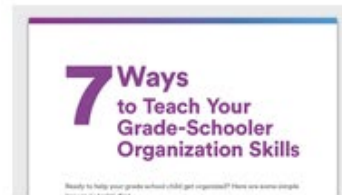2-Minute Tutorial: How to Color-Code Your Child's School Supplies

7 Tips for Building Flexible Thinking

6 Simple Tools to Help Your Grade-Schooler Get Organized

8 Tips for Organizing Your Child's Backpack

7 Ways to Teach Your Grade-Schooler Organization Skills

Ready to help your grade school child get organized? Here are some simple

At a Glance: 7 Ways to Teach Your Grade-Schooler Organization Skills