

Getting to the Core of Excellent Literacy Instruction: Grades K-5

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This Session's Objectives:

- Focus on the core tenants of great literacy instruction:
 - Comprehension
 - Vocabulary
 - Fluency
 - Alphabetic knowledge
 - Word knowledge (phonics, phonemic & phonological awareness)
 - Writing
- Aligning to ELA standards, daily instructional practices, and how to create successful literacy learners!

What is “Excellent Literacy Instruction”?

Reading

Fiction

Nonfiction
(Informational)

Multiple genres
(MI ELA
Standards)

Writing

Narrative,
persuasive,
informational
(minimally)

Various forms
and products
throughout the
day, months,
and year

Speaking

Talk about and
with- and why

Multiple
structured
activities for
"productive
talk"

Listening

Recorded
stories or
stories read
aloud

Listening to
others' writing
(yours and
peers)

Viewing Multimodal Texts

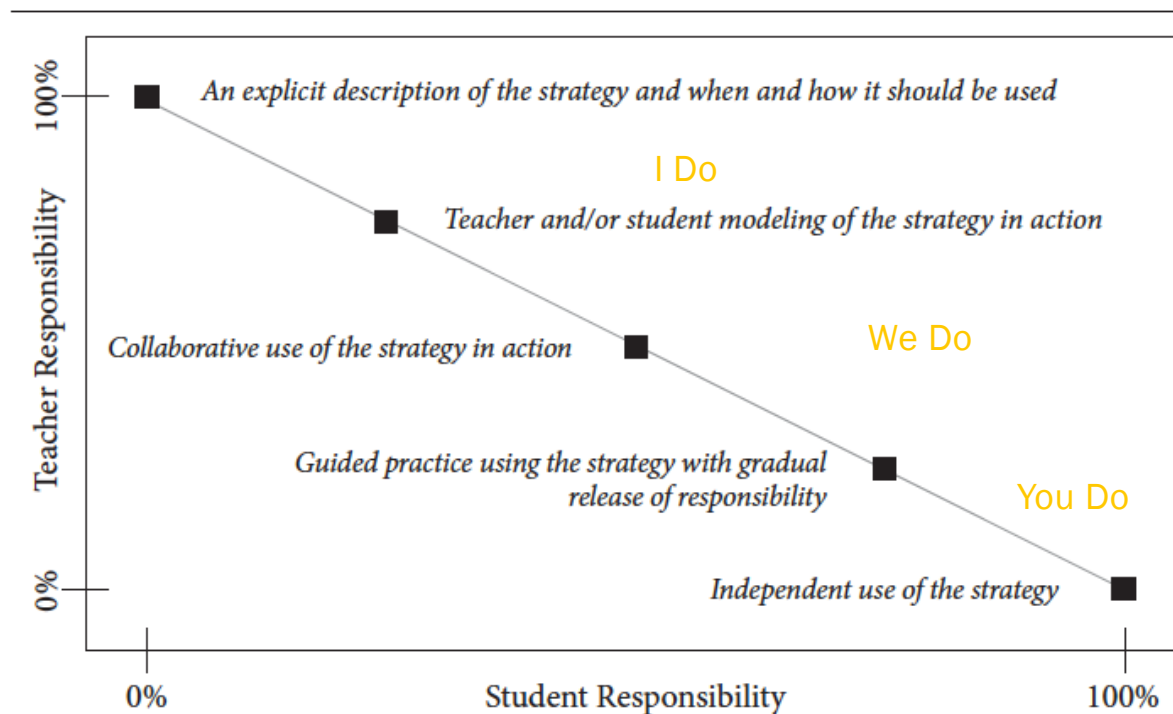
Variety of print
texts

Variety of
online or digital
texts



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Figure 3.1. An Adapted Version of the Gradual Release of Responsibility Model



Note. Adapted from "The Instruction of Reading Comprehension," by P.D. Pearson & M.C. Gallagher, 1983, *Contemporary Educational Psychology*, 8(3), 317-344.



Duke, N. K., Pearson, P. D., Strachan, S. L., & Billman, A. K. (2011). Essential elements of fostering and teaching reading comprehension. *What research has to say about reading instruction*, 4, 286-314.



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All while...

- Embedding on-going, ever-changing instruction around:
 - **Comprehension**
 - Fiction and nonfiction texts; multiple genres
 - **Vocabulary**
 - Tiers of Vocabulary
 - **Fluency**
 - Prosody, Accuracy, and Automaticity
 - **Alphabetic knowledge**
 - Letters, the shapes and formation of letters, and the sounds letters make
 - **Word knowledge (phonics, phonemic & phonological awareness)**
 - Phonemic awareness to phonological awareness to phonics
 - **Writing**
 - Multiple genres



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But also...

- Aligning with your school's K-5 literacy curriculum and MI K-5 ELA Standards, which include:
 - Reading Standards for Literature
 - Reading Standards for Informational Texts
 - Reading Standards for Foundational Skills
 - Writing Standards
 - Speaking and Listening Standards
 - Language Standards



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Pause, Talk, Reflect



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Pause, Reflect, Talk

- 1) What has **gone well in your teaching** related to comprehension, fluency, vocabulary, work work, alphabetic knowledge, and writing?
- 2) What has **been difficult in your teaching** related to comprehension, fluency, vocabulary, work work, alphabetic knowledge, and writing?
- 3) What **brings you joy** in planning and managing instruction for literacy?
- 4) What **brings you frustration** in planning and managing for literacy?



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*What Can You Do on
Monday Morning...*

**For the Core Tenants of
Great Literacy Instruction**

Comprehension, Vocabulary, Fluency, Alphabetic
Knowledge, Word Work, & Writing



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Supporting Comprehension

Teacher Tools:

- Graphic organizers
- Writer's notebooks
- Post-it notes
- Teacher modeling
- Small group talk and modeling

In Narrative Texts:

- Predicting
- Using background knowledge (schema) to make connections
- Making inferences (Text + Background Knowledge = Inference)
- Visualizing
- Identifying narrative story structure (characters, plot, setting, solution)
- Monitoring comprehension

Almasi & Hart (2019)

Supporting Comprehension

Teacher Tools:

- Graphic organizers
- Writer's notebooks
- Post-it notes
- Teacher modeling
- Small group talk and modeling

In Informational Texts:

- Setting reading purposes
- Connecting to prior knowledge
- Predicting
- Inferring
- Interpreting graphics and text features
- Evaluating content
- Monitoring (and fixing up) comprehension
- Questioning
- Summarizing
- Informational text structures

Duke & Martin (2019)

Supporting Fluency

Teacher Tools:

-Various texts of varying lengths (poems, paragraphs, short stories)

- Model fluent reading for your students
- Echo or choral reading to support fluency development
- Reading in meaningful phrases to build prosody
- Ample opportunities to read silently and aloud

Kuhn, Rasinski, & Young (2019)

Supporting Vocabulary

Teacher Tools:

- Whole-group texts with vocabulary introduction or while reading the text
- Small-group texts with vocabulary introduction or while reading the text
- Word cards (word parts)

- Teach context clues
- Teach morphology (meaning units)
- Teach individual words (academic vocabulary- words with multiple meanings)

Kuhn, Rasinski, & Young (2019)

Supporting Developmental Word Study

Teacher Tools:

- Differentiated word study activities
- Teacher talk about words, letters, and sounds
- Student-to-student talk and practice
- Hands-on activities
- Writer's notebook

- Teacher demonstrates, students sort and check, students reflect, & teacher extends (3-day cycle with a word study feature)
- Explicit word study lessons for whole and small groups
- Games
- Spelling and reading connections
- Academic vocabulary

Bear (2019)

Clark E. Barrow

Spelling Stage Names and Learner Ability According to Major Researchers

Stage	Researchers				Learner Ability
	Bear, Invernizzi, Templeton, & Johnston	Bear & Templeton Stages (1998)	Gentry Stages (1977; 1982)	Age (yrs.)	
I	Emergent spelling	Prephonemic	Precommunicative	1 to 7	Students produce large scribbles; no markings look like letters; undecipherable writing. As they progress, their scribbles begin to mimic letters and they can write some letters to represent words. Students begin to recognize a left-to-right sequence in letters.
II	Letter name-alphabetic	Semi-phonemic	Semiphonetic	4 to 9	Students apply the alphabetic principle primarily to consonants. Students find matches between the spoken word and letters. At the end of this stage, students can represent most regular short-vowel patterns.
III	Within word pattern spelling	Letter name	Phonetic	6 to 12	Students have a working sight-reading vocabulary of 200 to 400 words. Students show good accuracy with <i>r</i> -influenced words like <i>fur</i> and <i>bird</i> . Some students know common Latin suffixes as seen in <i>inspection</i> .
IV	Syllables and affixes	Within-word patterns	Transitional	8 to 18	Students use short and long-vowel patterns and can use consonant doubling as found in <i>shopping</i> and <i>cattle</i> . Can use the double <i>e</i> drop as found in <i>stopping</i> and <i>amazing</i> .
V	Derivational relations spelling	Syllable juncture	Correct (Conventional)	10 +	Students here can spell most words correctly and can use most vowel and consonant alterations.
VI		Derivational constancy			

References:

- Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2004). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Gentry, J. R. (2000). A retrospective on invented spelling and a look forward. *The Reading Teacher*, 54(3), 318.

Supporting Writing

Teacher Tools:

- Writer's notebook
- Conferencing
- Whole group work
- Small group work

- Make the writing process transparent
- Write for a variety of audiences & purposes, and in many genres
- Support writer's growth through social engagement
- Support writing strategies (not just the stages of writing)

Kuhn, Rasinski, & Young (2019)

Foundational Skills to Support Reading (Literacy) for Understanding, K-3rd Grade

1. “Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
2. Develop awareness of the segments of sounds in speech and how they link to letters.
3. Teach students to decode words, analyze word parts, and write and recognize words.
4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.”

Pause, Talk, Reflect



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Pause, Reflect, Talk

- 1) What are the core tenants **you're already doing well** in your classroom?
- 2) What are the core tenants **you'd like to focus on** in your classroom?
- 3) What are the core tenants **you always know need more focus for you and your students** at your grade level?



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Management & Orchestration Considerations for the Core Literacy Tenants



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Daily Literacy Instructional Times

Optimize for literacy learning!

- Plan for a 60-to-90-minute block.
 - Research tell us minimum of 90 minutes (on average) for highly effective literacy learning.
- Reading and Writing should be distinct times. (Writing gets short changed, otherwise.)
- Whole group- small groups- independent time.



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What Do I Do With My Other Students?

Small groups CAN and WILL work!

- Established shared norms
- Model “good” and “not so good” examples (avoid “bad”)
- Work on simple but effective small group areas/activities (centers, workstations)
- Allow yourself the “gift of time”- they are still learning!

Also... Post COVID-19 Times

Things we know so far...

- There was learning loss and it is widespread.
- However, children are rebounding quicker than anticipated from those losses.
- Developmentally, we may need to “slow down to speed up” to catch up our learners.



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*What Can You Do on
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As an Effective Literacy Teacher

Comprehension, Vocabulary, Fluency, Alphabetic
Knowledge, Word Work, & Writing



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What Effective Literacy Teachers Do

1. "Implement practices that invite students to be active, contributing members of a literacy community.
2. Understand that maintaining an engaged community of learners requires the ongoing monitoring and adjustment of literacy practices.
3. Promote engagement in your community of learners by planning and delivering literacy instruction through the ARC (access, relevance, choice).
4. Provide students with small-group differentiated instruction that reflects the complex nature of literacy: reading, writing, listening, speaking, viewing, and representing.
5. Utilize a wide variety of text (fiction, nonfiction, poetry, digital, periodicals, etc.) within and across all content areas." (p. 10)

Malloy, Marinak, & Gambrell (2019)



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What Effective Literacy Teachers Do

6. “Promote close reading and critical thinking by engaging students in annotation, text-based discussions, and writing with evidence.
7. Use formative and summative assessments that reflect the complex and dynamic nature of literacy.
8. Replace less relevant guided practice (worksheets, repetitive center-based drills) with more authentic, inquiry-based opportunities to experiment and apply evolving literacy strategies.
9. Ensure that all voices are heard and honored by reducing teacher talk and prompting more student-led discussions.
10. Provide instruction in and practice with technologies that expand concepts and modes of communication.” (p. 10)

Malloy, Marinak, & Gambrell (2019)



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In
Summary:

**YOU'VE
GOT
THIS.**



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In Summary:

- Reviewed the core tenants of great literacy instruction,
- Discussed the ways to deliver these tenants to our students every day, &
- Talked about what effective literacy teachers do every day.

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<https://tinyurl.com/cmuMAreading>

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- Become an expert literacy specialist and leader



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Thank you! Questions or Comments?

Contact me any time at
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