

LEVERAGING THE POWER OF TEACHERS

ESSENTIAL LITERACY
INSTRUCTIONAL
PRACTICES FOR THE
CLASSROOM

K-3

DESIREE
KIESEL

ODE
ELA
SPECIALIST



FIRST QUESTION...

How is a reader reading us?

The reader is reading these word bubbles!

ww

HOW DID YOU LEARN TO READ?



Disclaimers



- ELA Specialist for ODE
- Background in secondary education
- Professional blinders
- Literacy is a civil right! And our early learning teachers are on the front lines of this work!

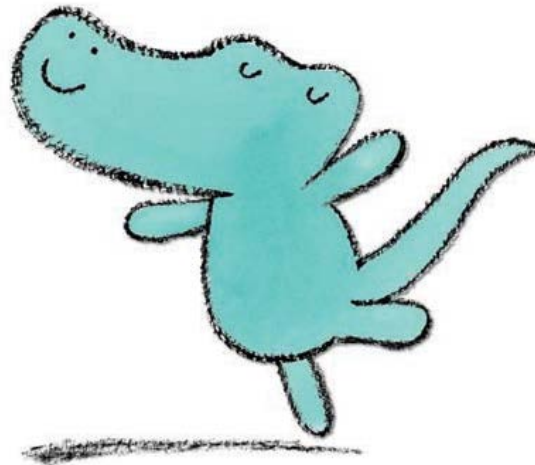


Objectives



- Explore the latest best practice guides from General Education Leadership Network

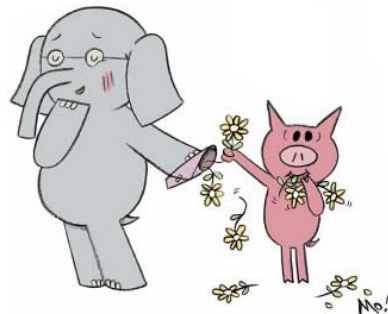
Practice guides are the work of [Dr. Nell Duke](#) and her team from University of Michigan



Objectives

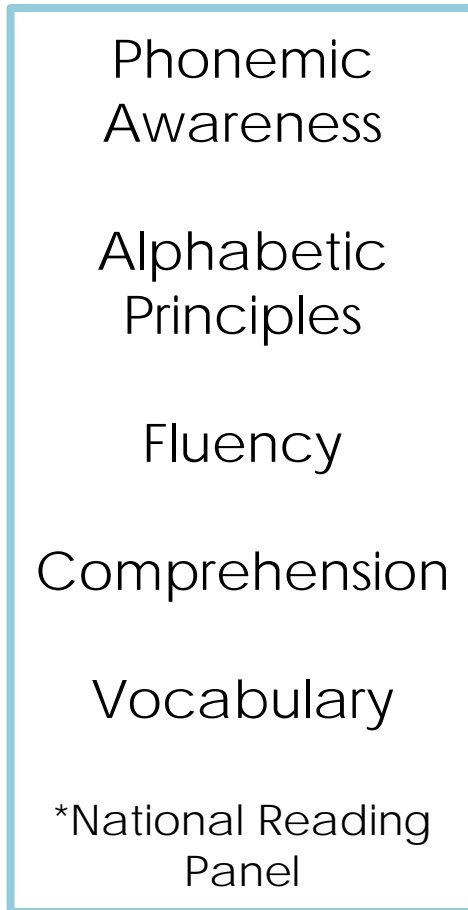


- Understand teaching practices that align to Oregon's Early Learning and Kindergarten guidelines and the CCSS
- Create a personal action plan for implementing these strategies





The Big 5?



- oral language, including vocabulary
- print concepts
- phonological awareness
- alphabet knowledge and other letter-sound knowledge/phonics (including larger orthographic units)
- word analysis strategies (especially phonemic decoding with monitoring for meaning)
- reading fluency (including accuracy, automaticity, and prosody)
- handwriting and word processing
- broad content and background knowledge
- knowledge and abilities required specifically to comprehend text (e.g., text structure knowledge, comprehension strategy use, genre knowledge)
- knowledge and abilities required specifically to compose text (e.g., planning, drafting, revising, and editing strategies; text structure, genre and craft knowledge; spelling and sentence construction strategies; capitalization and punctuation)
- literacy motivation and engagement
- vocabulary strategies, particularly morphological (meaningful word part) analysis



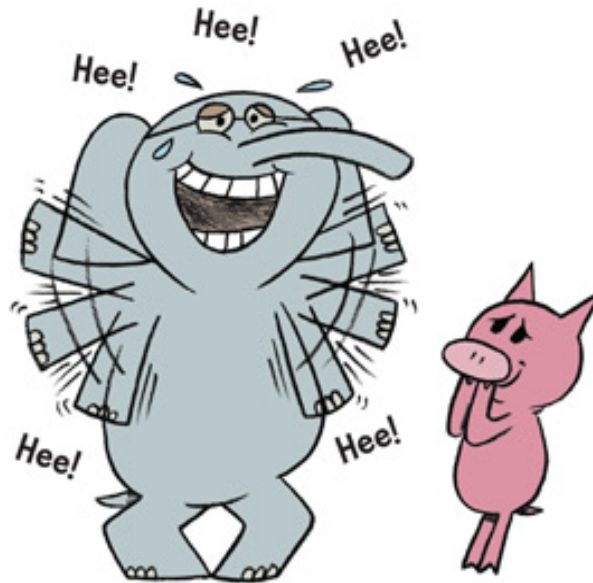
Assessment For Learning

- Engage in observation and assessment, guided by
 - Understanding of language and literacy development, including needs of English Learners
 - Our standards
- Use of appropriate assessment tools
- Observations occur in multiple contexts, and different stages of their learning



Building On Our Foundation

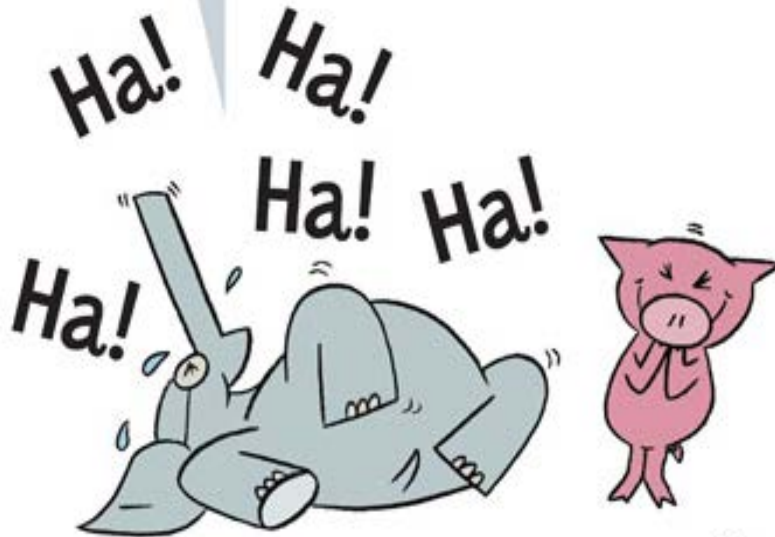
- Alignment to the larger philosophy of ODE
- Make data based decisions to address learning needs



I Like...Apples and Bananas



“BANANA!”



- Rhyming and alliteration
 - Silly songs with sound replacements
- Shorting pictures by sounds (not just first letter)
- Breaking apart words by their sounds



Thinking Outside the Box



www.blog.maketaketeach.com

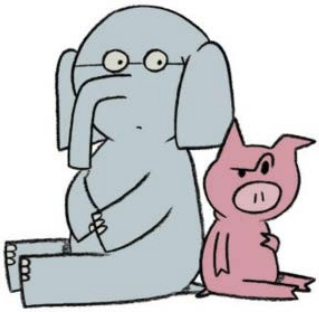


MISS GIRAFFE



Building On Our Foundation

- **Literacy: Phonological Awareness Goal 1**—Child demonstrates awareness that spoken language is composed of smaller segments of sounds.
- **Literacy: Print and Alphabet Knowledge Goal 2**—Child identifies letters of the alphabet and produces correct sounds associated with letters.



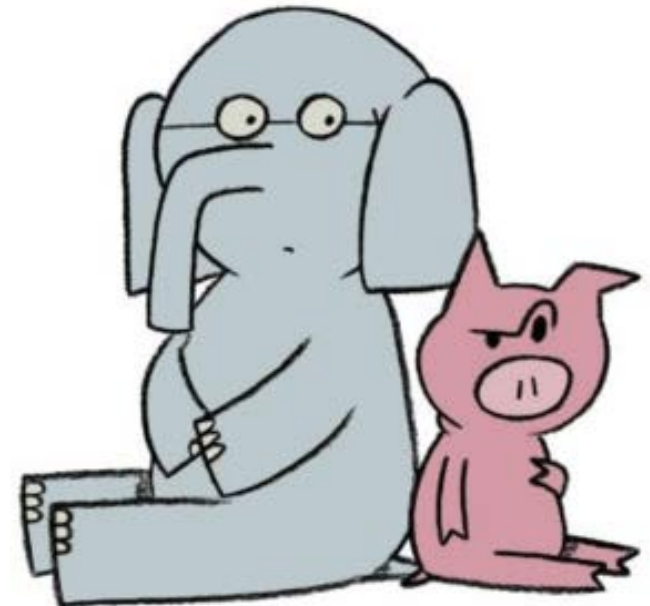
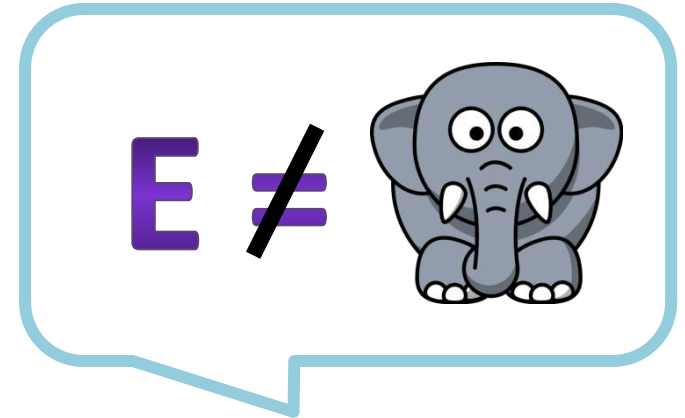
Letter-Sound Relationships

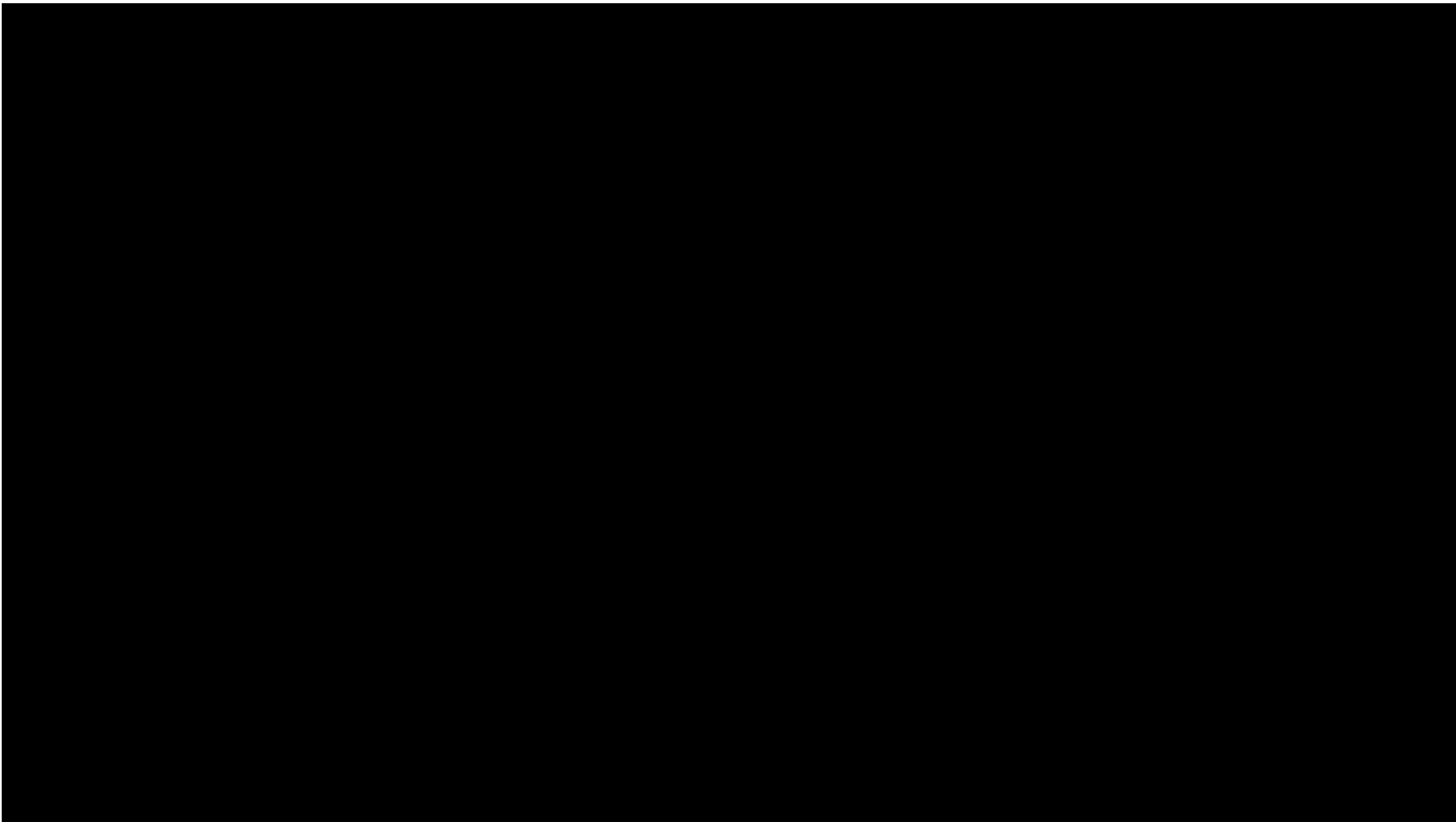
- Do we understand the different sound relationships
 - Digraphs
 - Blends
 - Diphthongs
 - Phonograms
 - Spelling Patterns
- Multiple Modes...
Oral, visual, tactile
- Systematically taught
- Observed and Supported by cuing



The Pitfalls...

- Over-relying on letter names
- Teaching a letter a week
- Ending phonics instruction too early
- Teaching high frequency words as wholes and too early







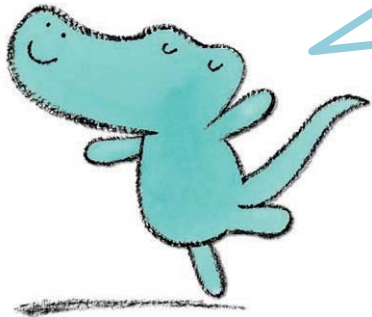
Building On Our Foundation

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Fostering Engagement

- Create opportunities for students to see themselves as readers
- Opportunities for choice in reading and writing—
Within limits
- The role of reading and writing in our world
- Rewards and punishments!



Reading should not be presented to children as a chore or duty. It should be offered to them as a precious gift. –Kate DiCamillo



Booka, Booka, Booka

- Wide range of books and print
 - Connect to interest
 - Windows and Mirrors
- Books to take home!
- Book nooks
- Choice in Independent Reading

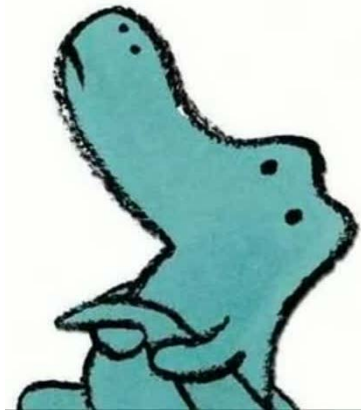


Any book that helps a child to form a habit of reading, to make reading one of his needs, is good for him. –Maya Angelou

Building On Our Foundation



ALL OF THEM!





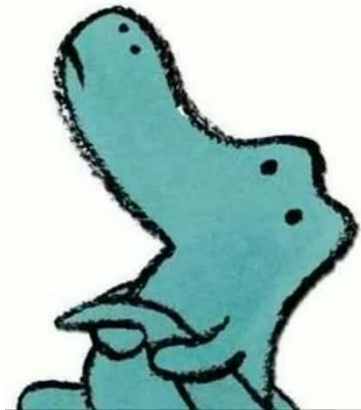
Instructional Grouping

- Grouping that ensures that reading time = reading
- Build prompts to engage with while reading independently
- Small groups for explicit instruction
 - Fluency, word recognition strategies, comprehension strategies
- Groups based on...
 - Levels
 - Needs
 - Interests
 - Partners
 - Mixing It Up

Building On Our Foundation



ALL OF THEM!

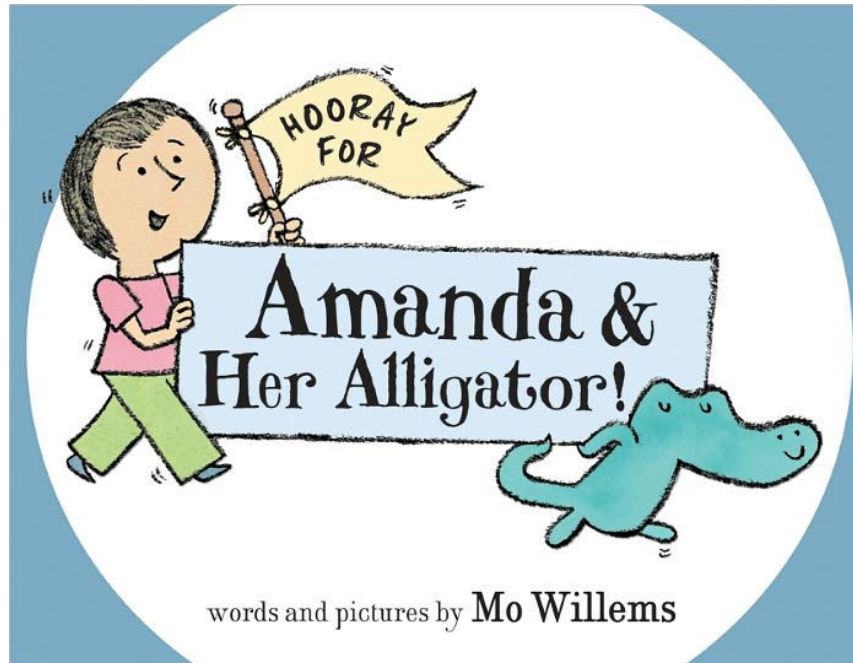




Read Aloud

TEXT
SETS

TEXT
BASED
?'S



VOCAB
BUILDING

FOLLOW
THE
FINGER

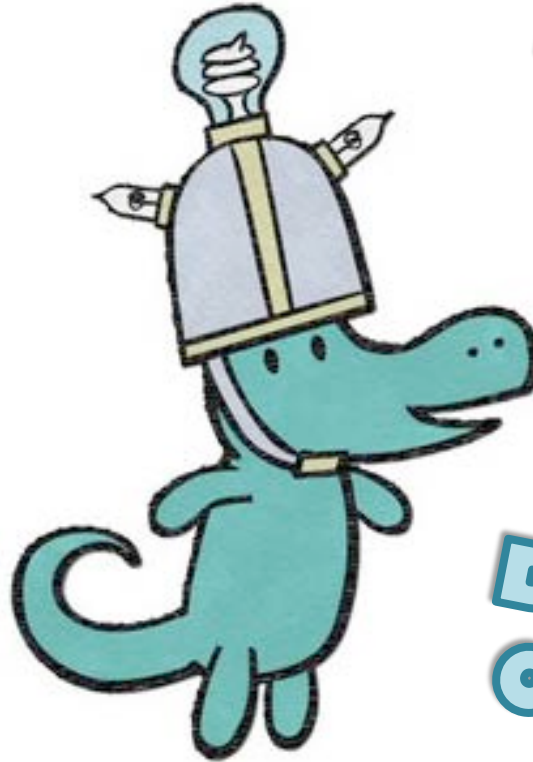
MODEL COMPREHENSION
STRATEGIES

Comprehension & Vocabulary



**NEW
VOCAB**

**HIGHER
ORDER
QUESTIONS**



**BRING THE
WORDS
BACK!**

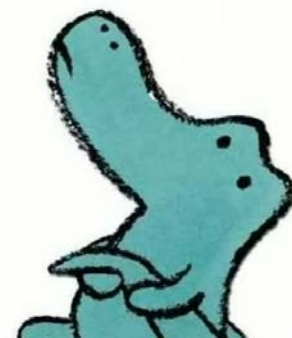
**TEXT
DEPENDENT
QUESTIONS**

**Thinking Cap
questions**



Building On Our Foundation

- **Literacy: Print and Alphabet Knowledge Goal 1—**
Child demonstrates an understanding of how print is used and the rules that govern how print works.
- **Literacy: Comprehension and Text Structure Goal 1—**
Child demonstrates an understanding of narrative structure through storytelling/re-telling.
- **Literacy: Comprehension and Text Structure Goal 2—**
Child asks and answers questions about a book that was read aloud.
- **Language and Communication: Attending and Understanding Goal 2—**Child understands and responds to increasingly complex communication and language from others.



6- Thinking Through the End of a Pen



I CANNOT WAIT!



- Daily writing opportunities
- The writing process
- Models of text
- Explicit instruction around conventions



Building On Our Foundation

- **Literacy: Writing Goal 1**—Child writes for a variety of purposes using increasingly sophisticated marks.
- **Literacy: Print and Alphabet Knowledge Goal 2**—Child identifies letters of the alphabet and produces correct sounds associated with letters.

Family Time

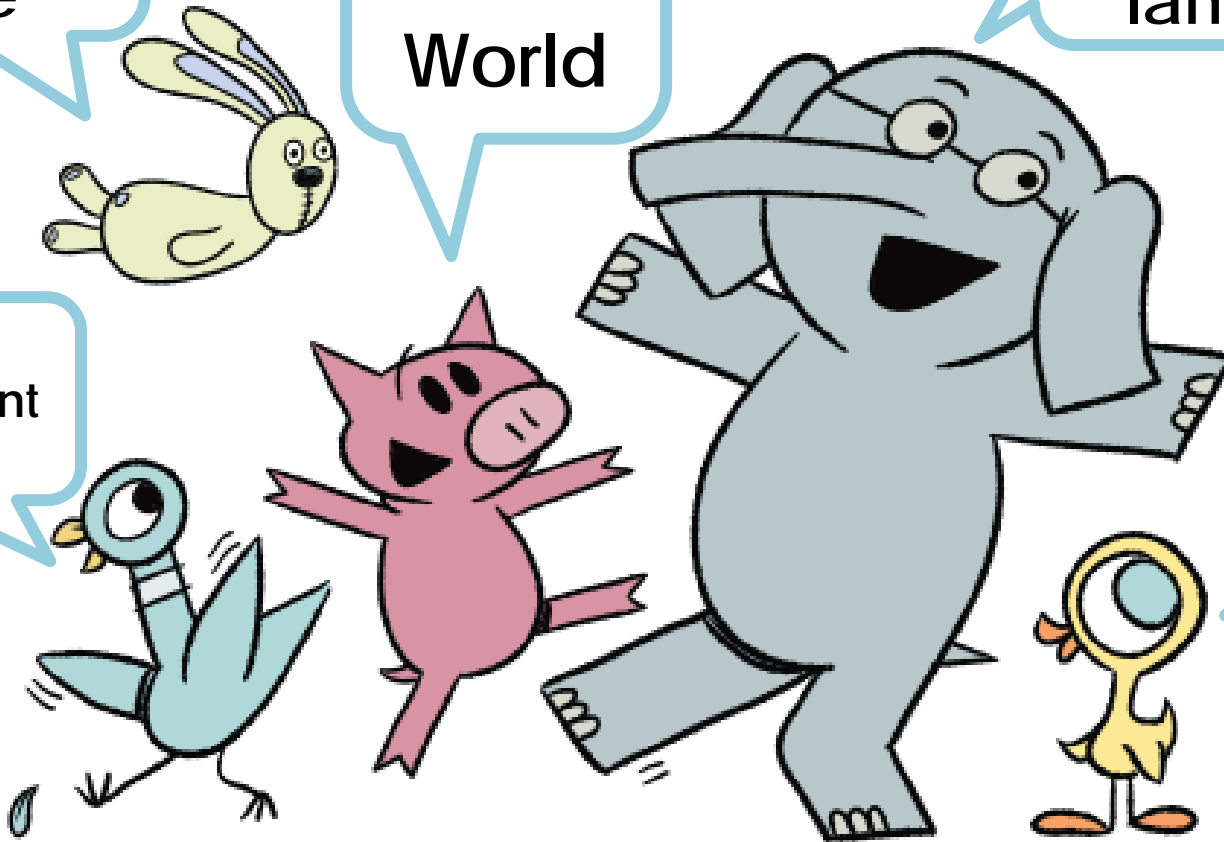
Encourage
Reading at
Home

Read
the
World

Encourage
talking (in any
language)

Promote
Independent
Reading

Provide
Literacy
Resources



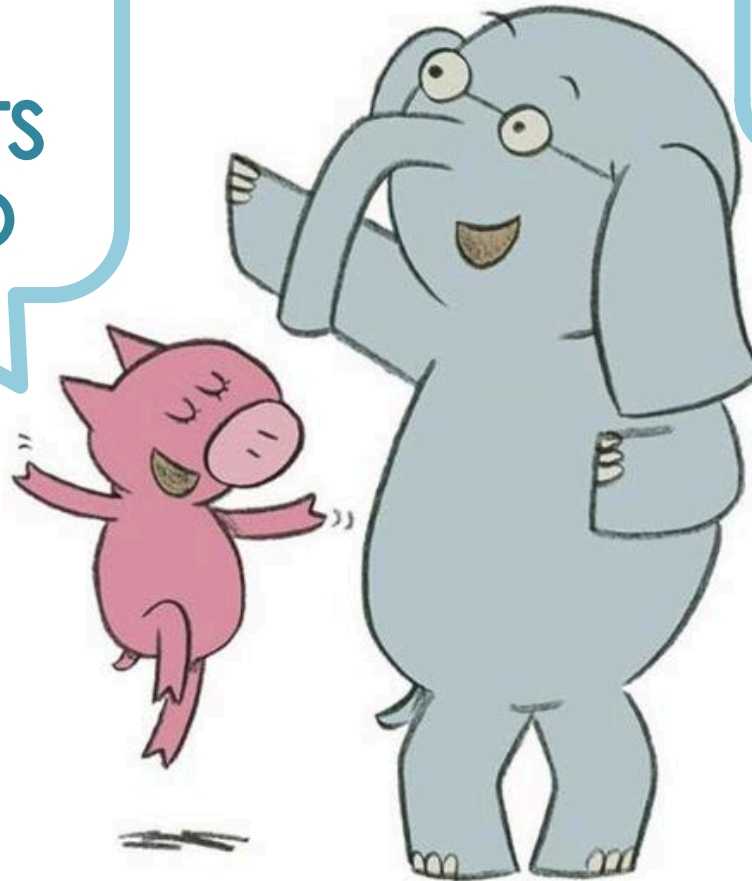
"When I say to a parent, 'read to a child,' I don't want it to sound like medicine. I want it to sound like chocolate." -Mem Fox

Building On Our Foundation

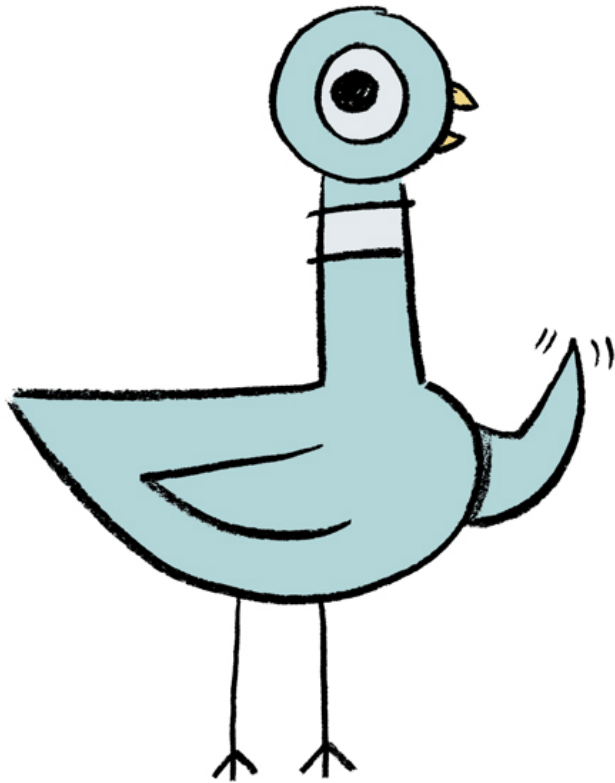


CHECK OUT...
LITERACY:
WHAT ADULTS
SHOULD DO

MEET THEM
WHERE THEY
ARE AT!



A debt of gratitude...



There is no such thing as a child who hates to read; there are only children who have not found the right book.

-Frank Serafini

