

LEVERAGING THE POWER OF TEACHERS

ESSENTIAL LITERACY
INSTRUCTIONAL
PRACTICES FOR THE
CLASSROOM

PRE-K

DESIREE
KIESEL

ODE
ELA
SPECIALIST



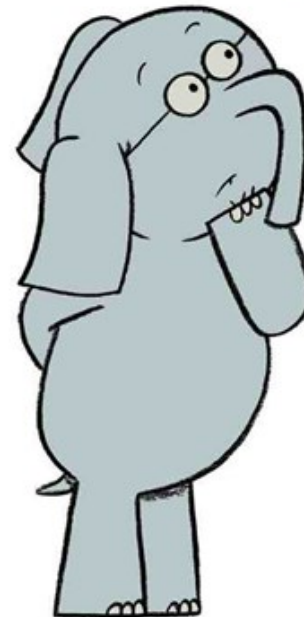
FIRST QUESTION...

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!

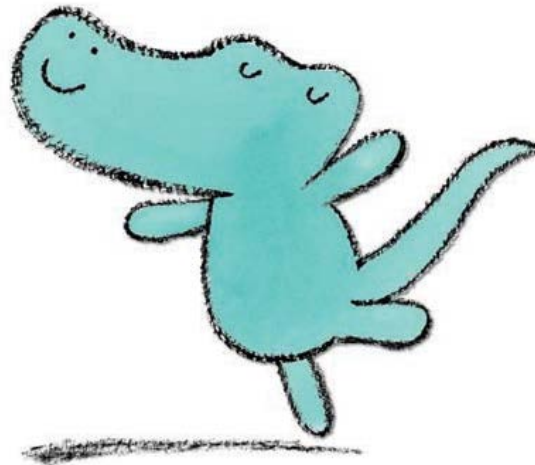


Objectives



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

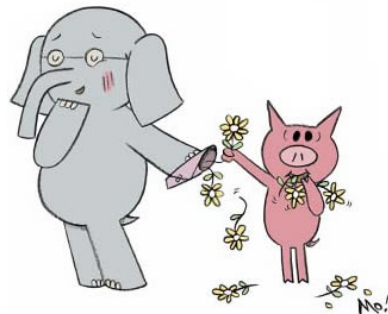
Practice guides are the work of [Dr. Nell Duke](#) and her team from University of Michigan



Objectives



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





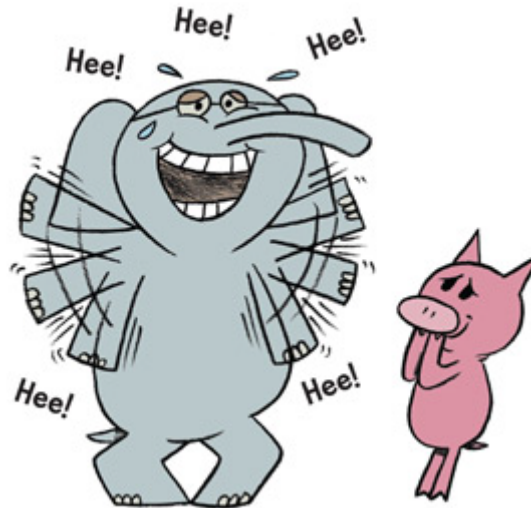
Assessment For Learning

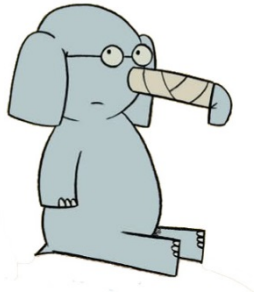
- Engage in observation and assessment, guided by
 - Understanding of language and literacy development
 - Our standards
- Observations occur in multiple contexts
- Use of appropriate assessment tools



Building On Our Foundation

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





Drama Queens (and Kings)

Dramatic Play Centers should

- Provide opportunities to engage with literacy artifacts

In your centers think about...

- Writing--What writing happens in this place?
- Thematically Related Texts
- Labels

Library dramatic play center



Official
to Learn
rary Card

Justin

Get a
library card.

Libra
Car

Play to Learn Preschool

Patricia

Charlie

Ethan

Kendall

Lenny

Max



Building On Our Foundation

- **Language and Communication: Vocabulary Goal 1**—Child Understands and uses a wide variety of words for a variety of purposes
- **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: Writing Goal 1**—Child writes for a variety of purposes using increasingly sophisticated marks



Building On Our Foundation

Plus...

- **Approaches to Learning:**
 - Initiative and Curiosity Goal 1 & 2
 - Creativity Goal 1 & 2
- **Social-Emotional Development:**
Relationships with Other Children Goal 2



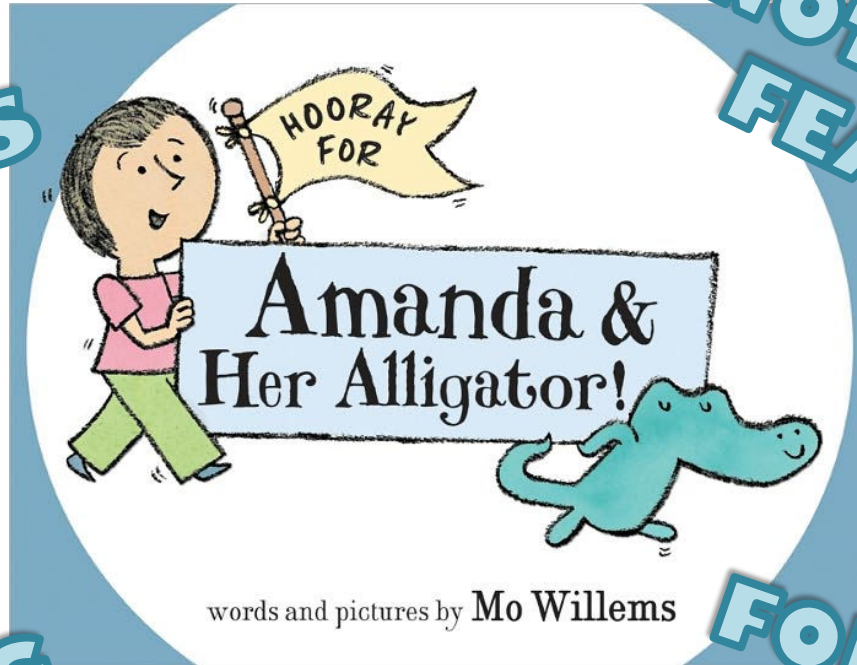
Read Aloud

References to Print



READING
THE
PICTURES

NOTING TEXT
FEATURES



ASKING
ABOUT
READING
PROCESS

FOLLOWING
FINGER

COUNTING
WORDS



Read Aloud Comprehension & Vocabulary

HIGHER
ORDER
QUESTIONS

TEXT
SETS

NEW
VOCAB



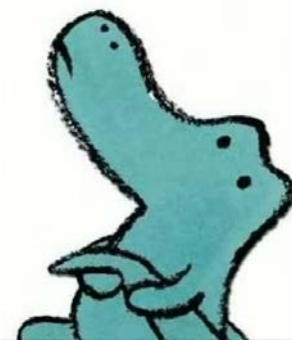
TEXT
DEPENDENT
QUESTIONS

Thinking Cap
questions



Building On Our Foundation

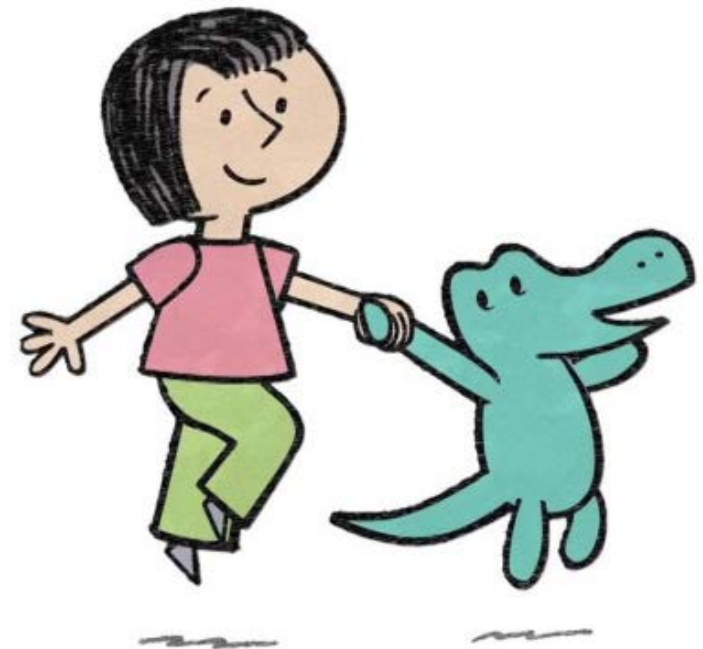
- **Literacy: Print and Alphabet Knowledge Goal 1—**
Child demonstrates an understanding of how print is used and the rules that govern how print works.
- **Literacy: Comprehension and Text Structure Goal 1—**
Child demonstrates an understanding of narrative structure through storytelling/re-telling.
- **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.



Extended Conversations



- Encouraging talk through selective open-ended questions
- Asking students to narrate what they are doing
- Expanding language
 - What else do you notice?





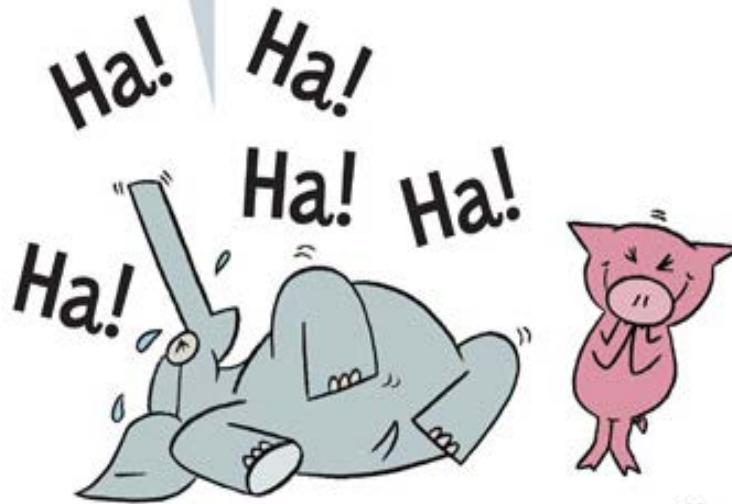
Building On Our Foundation

- **Language and Communication: Attending and Understanding Goal 1**—Child attends to communication and language of others
- **Language and Communication: Attending and Understanding Goal 2**—Child understands and responds to increasingly complex communication and language from others
- **Language and Communication: Communicating and Speaking Goal 3**—Child expresses self in increasingly long, detailed and sophisticated ways.
- **Language and Communication: Vocabulary Goal 1**—Child Understands and uses a wide variety of words for a variety of purposes
- **Approaches to Learning: Creativity Goal 1**—Child expresses creativity in thinking and communication

I Like...Apples and Bananas



“BANANA!”



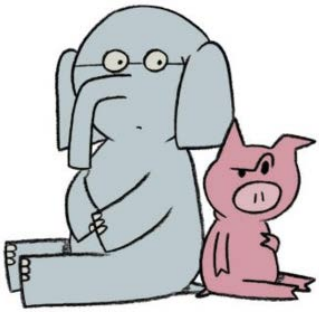
33

- Play with sounds inside words...
 - Rhymes
 - Alliterations
 - Singing Sound Focused Songs
 - Alliteration games



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.



A is for Apple

- Brief, clear, explicit instruction in letter names, sounds, and how letters are formed
 - Alphabet Charts
 - Labels
 - Appropriate key words
 - Constant referencing





This Not That

B ≠



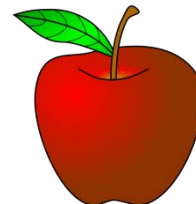
D ≠



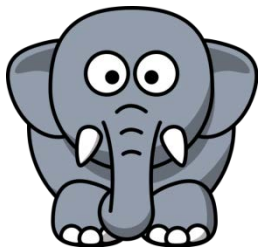
A ≠



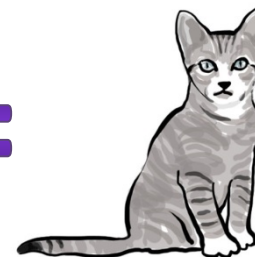
A =



E ≠



C =





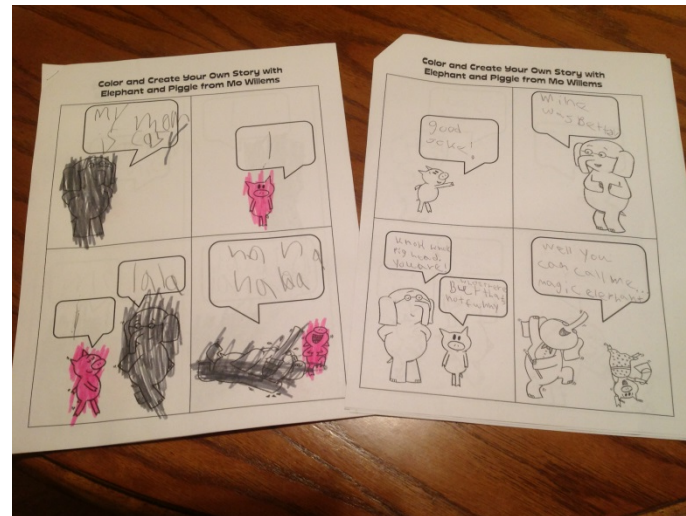
Building On Our Foundation

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

Thinking Through the End of a Pen



- Engage in deliberate interactions that involve writing



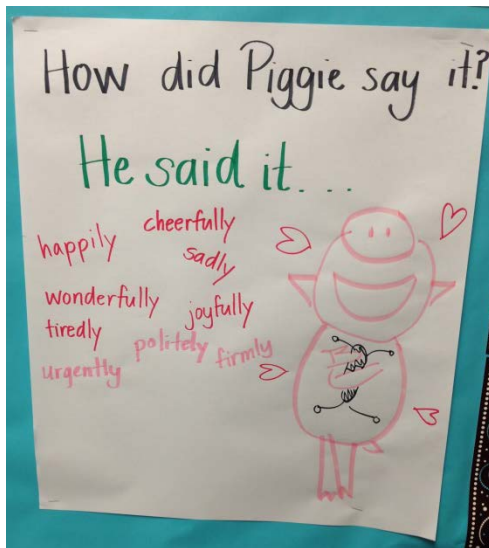
- Opportunities to write what is personally meaningful to them

Early Writing



Interactive Writing

- Children contribute to what the teacher is writing



- Teachable moments

Scaffold Writing

- Child generates the message
- Message is negotiated until the child owns it



- "Fill in the blank"
- Read what they wrote!



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.



Booka, booka, booka

- Wide range of books and print
 - Connect to interest
 - Windows and Mirrors
- Listening centers
- Books to take home!
- Book nooks

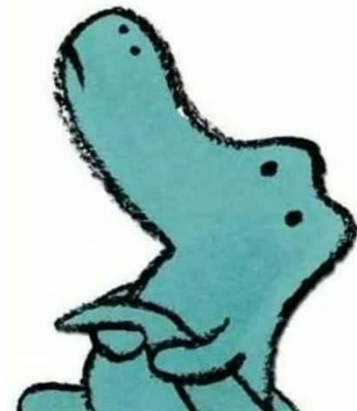


Any book that helps a child to form a habit of reading, to make reading one of his needs, is good for him. –Maya Angelou

Building On Our Foundation



ALL OF THEM!



Family Time

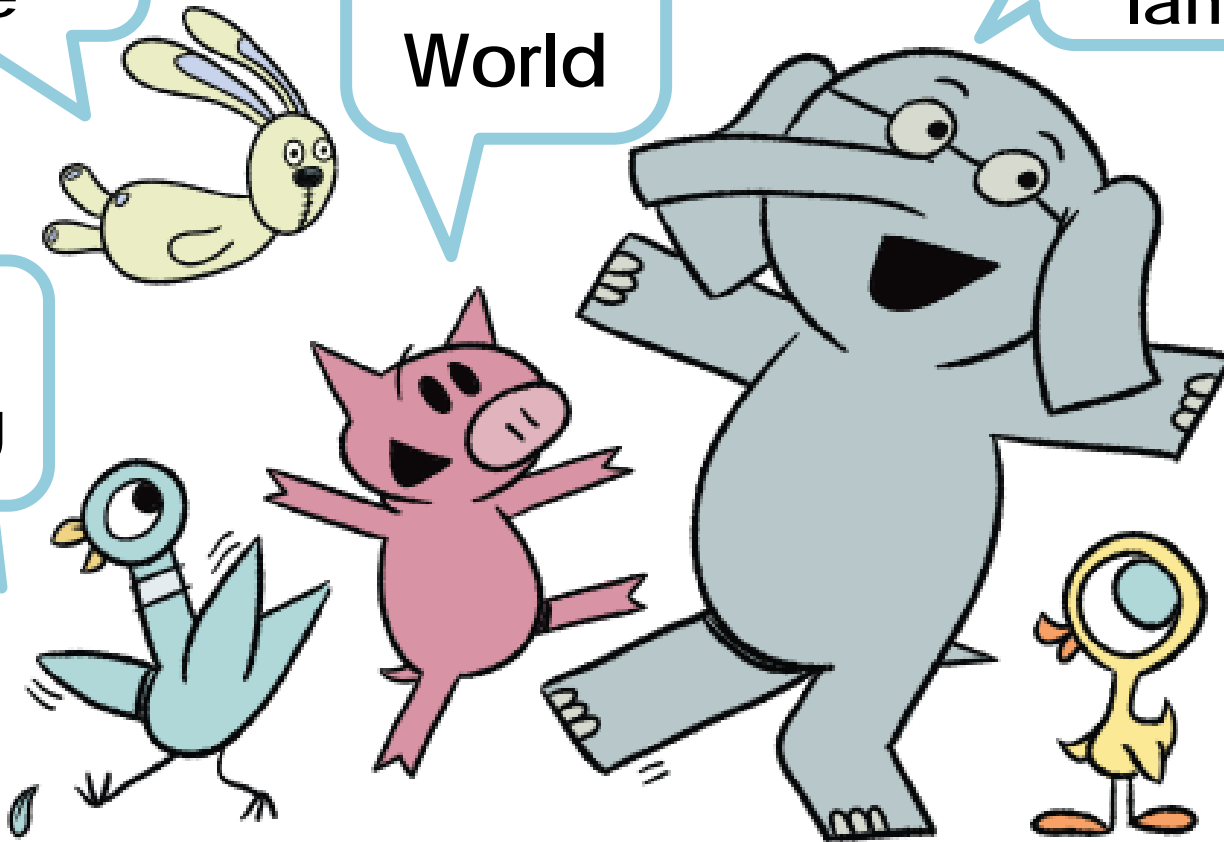
Encourage
Reading at
Home

Read
the
World

Encourage
talking (in any
language)

Pretend
Reading

Local
Events



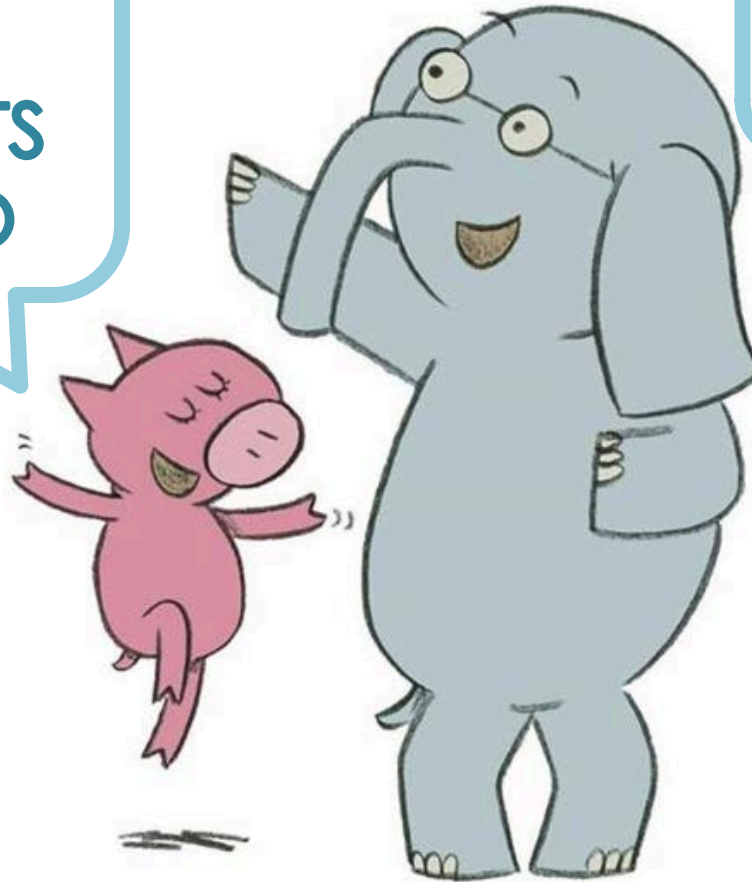
"When I say to a parent, 'read to a child,' I don't want it to sound like medicine. I want it to sound like chocolate." -Mem Fox

Building On Our Foundation

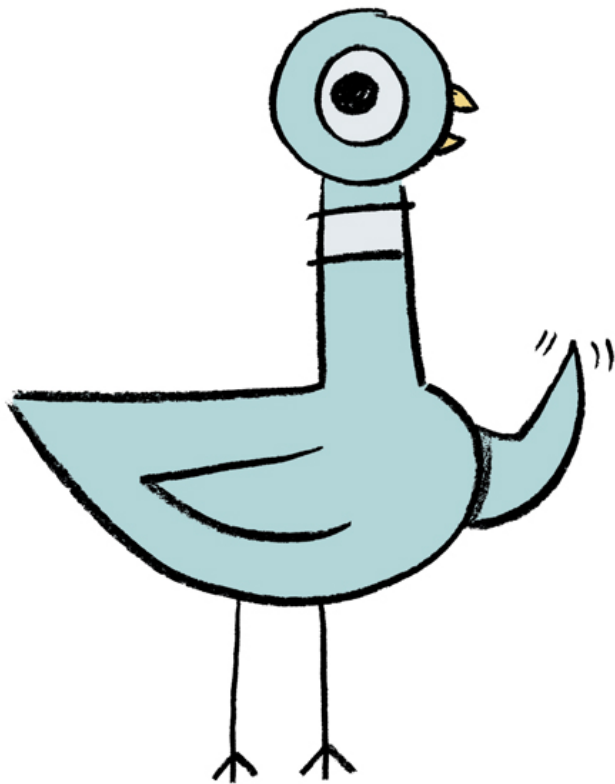


CHECK OUT...
LITERACY:
WHAT ADULTS
SHOULD DO

MEET THEM
WHERE THEY
ARE AT!



**A debt of
gratitude...**



Oh the magic
hour, when a
child first knows
she can read
printed words!"

-A Tree Grows in
Brooklyn

