



Foundations in Early Learning: Literacy

Strategies for building effective, research-based P-3 literacy programs.

Early Learning Webinar Series

U. S. Department of Education

March 20, 2012

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Overview:

Early Learning & Literacy Education

- Current Challenges for EC Educators
- Key Issues: Standards; Curriculum; Accountability; Teacher Quality
- Predictors of Literacy Success: The research base
- Instructional Strategies:
best practices; cautions and concerns



Key Challenges for Early Literacy Educators Today

- What it means to be literate has changed.
- Expectations for student performance have increased.
- Expectations for teacher performance have changed.
- Accountability for student achievement is at the center of school reform.
- The demographics of the student population have changed,

***There is increased concern for children considered to be
“at risk” for failure.***



Some Key Issues --

Facing Early Literacy Educators Today

Issue #1 - Early Literacy Standards

The positive side - Early Literacy Standards help -

- establish a shared vision
- provide curriculum content
- establish reasonable expectations
- provide clear links to accountability



Some Key Issues --

Facing Early Literacy Educators Today

Issue #1 - Early Literacy Standards cont.

The negative side - Early Literacy Standards may --

- be viewed as discrete and separate skills to be addressed in isolation
- inadvertently narrow the curriculum in their implementation
- be ignored or misunderstood by those who must implement them



Some Key Issues -- *Facing Early Literacy Educators Today*

Issue #2 - Curriculum

- Organization and management
- Differentiated instruction
- Coordinated use of materials
- Intentional teaching of skills and strategies within an integrated approach
- Greater focus on higher order skills: critical thinking and problem solving



Some Key Issues --

Facing Early Literacy Educators Today

Issue # 3 - Accountability

- National and state initiatives will, no doubt, be accompanied by calls for accountability
- Increasingly, accountability systems will be tied to standards for children, teachers, and programs.
- Concern is justified about the possible narrow conception of accountability represented by large scale standardized tests.



Some Key Issues -- *Facing Early Literacy Educators Today*

Issue # 4 - Teacher Quality

- Teacher quality is highly related to student achievement.
- What effective teachers need to know and do has increased dramatically.
- Ongoing professional development is essential.
- Knowledgeable administrators and effective literacy coaches can make an enormous difference.

Research Findings:

National Reading Panel (NRP)

National Early Literacy Panel (NELP)

Nation Reading Panel

- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

Nat. Early Literacy Panel

- Alphabet Knowledge
- Phonological/Phonemic Awareness
- Concepts About Print/
- Print Knowledge
- Oral Language
- RAN (Rapid Automatic Naming)



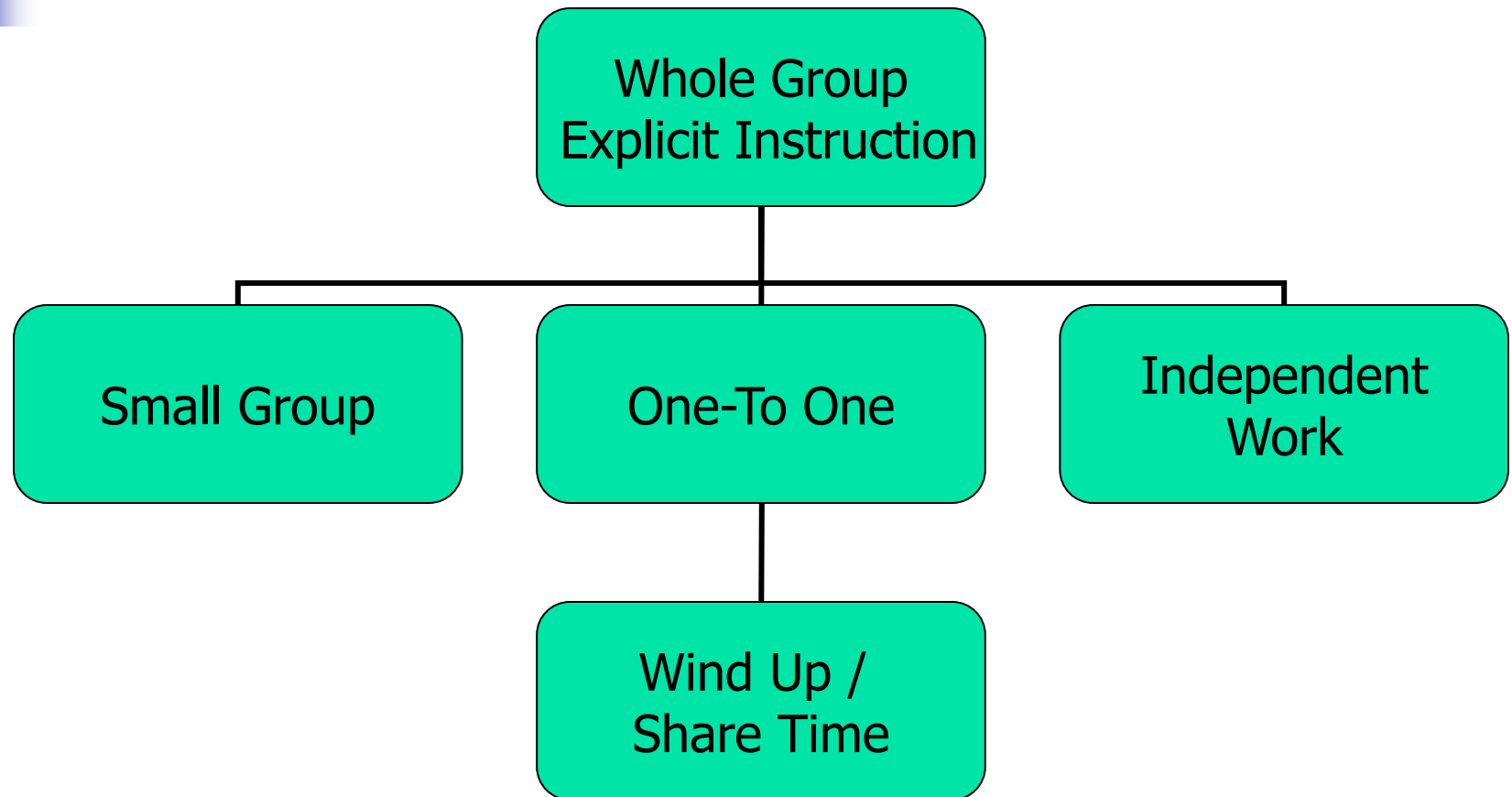
Elements of Effective Teaching

1. **Engaging** (*of interest and importance to children*)
2. **Scaffolded** (1) *teacher models*; (2) *teacher collaborates with children*; (3) *children work independently*)
3. **Differentiated** (*includes - whole group, small group, one-to-one*)
4. **Explicit with opportunities for Indirect Follow-up and Application**

WELL ORGANIZED
for a seamless; meaningful experience



Organizing for Effective Instruction





Scaffolded Instruction

1. Teacher controls:

- Demonstrates/models *for* children

2. Teacher guides:

- Invites group participation/collaboration

3. Teacher monitors:

- Invites children to try on their own
- Observes for success; individual needs



Differentiated Instruction

**Teacher-Pupil Ratio-
Whole/Small Groups; One-to-one**

**Specific Needs-
ELL; Struggling & Advanced Learners**

**Group Constituency –
Heterogeneous; Homogeneous**

Materials/Modalities – varied offerings/opportunities

Intensity and Duration – depth and time



Some Key Instructional Strategies in an Effective Early Literacy Program

- **Reading Aloud**
- **Shared/Interactive Reading & Writing**
- **Independent Reading & Writing**
- **Word Study**
- **Guided Reading & Writing**



Some Tips: Reading Aloud

Planning for Read-Aloud Time

- Select at least some books that focus on current content theme/topic of inquiry
- Decide on vocabulary, concepts, you want to emphasize
- Consider what questions/prompts you will emphasize. Help children make connections to self, to other books, to other theme-related activities, etc.
- Emphasize questions that are text-based, yet require children to “think” rather than simply “recall”.



Some Tips: Shared/Interactive Reading

Plan multiple readings of the same enlarged text *over time*.

First Reading - Introduce book; use prediction prompts; Keep reading lively and focused. Emphasize key concepts and vocabulary

Re-readings: Focus on specific skills and strategies - Examples: Reader response (writing/drama); print recognition - matching/reading repeated vocabulary & phrases; independent reading (smaller versions of "big book"); noting sound/symbol relationships



Some Tips: Shared/Interactive Writing

- **Begin with interactive read aloud or activity (may be theme/inquiry-based)**
- Share ideas about what they did/learned.
Stress new vocabulary/concepts
- Teacher records ideas on chart paper.
- Teacher reads
- Teacher & Children read collaboratively
 - Continue adding ideas (over time) -
talk/write/read/reread



Some Tips: Independent Reading

PreK/K - Independent Reading On The Rug

K-3 - Independent Reading with Teacher Monitoring

1. Very brief mini lesson/introduction to session
2. Independent reading with teacher-pupil conferences
3. Brief share session



Some Tips: Independent Writing

- **Center-based Writing**

- **Writing Workshop**

1. Focus lesson
2. Independent writing with teacher conferences
3. Share time

Some Tips: Word Study for Pre K/Kgn

NAME GAMES

Activities (in order of difficulty)*

- 1. Recognize name with graphic (photo)
- 2. Recognize name without graphic
- 3. Apply name recognition purposefully
- 4. Differentiate between and among names
- 5. Reconstruct own name
- 6. Visually match specific letters in names

Show three names – find the two names that begin with the same letter; end with the same letter

Show letter – find the name that has this letter at the beginning; at the end; somewhere in the middle)

***Note: All activities are modeled with whole group; followed up with small group and individuals as needed.**



Classroom Application -

NAME GAMES *continued*

Activities (in order of difficulty)*

- **8. Show letter and give its name –**
Find a name with the letter (say name) in it.
- 9. Children identify letter then find a name with that letter in it.**
- 10. Give name or “sound” –**
Find a name that begins with the same sound as (give name); or sound (utter sound)
- 11. Encourage children to write their names on their work or just for pleasure**



Deconstructing Name Games

Name Games” Support the Predictors of Reading and Writing

Alphabet Knowledge

Concepts About Print

Phonological Awareness

Oral Language

Writing Name/Writing

**RAN (Rapid Automatic Naming/Lexical
Access)**



Deconstructing Name Games

1. **Engaging** (*children are naturally interested in their own names*)
2. **Scaffolded** For each activity: (1) *teacher models*; (2) *teacher collaborates with children*; (3) *teacher monitors as children work independently*)
3. **Differentiated** (*teacher starts with whole group, differentiates as needed - small group and one-to-one*)
4. **Explicit with opportunities for Indirect Follow-up** (*all instruction is planned and intentional*)



Constructing & Reading varied types of texts

Example: Author Study (Kgn - Primary)

Which book do you like best?

Book Cover

John
Mary
Susan
Jose

4

Book Cover

Malik
Freddie
Marie
Patricia S.
Sam
Tony

6

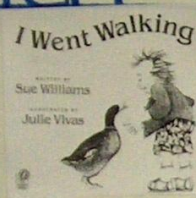
Book Cover

Joseph
Patricia M.
Chelsea
Michaela
Ella
Hannah
Randy
Neala

8

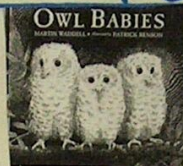
***Give examples of --
effective instruction, standards addressed; opportunities for assessment.***

Which is your favorite book?



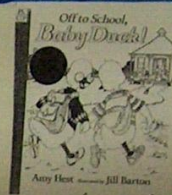
An'yea
Leonardo
Alanzo

3



Shaunceea
Prince
Breanna
Jeremiah
Kevon
Adelia
Nicholas
Mylea

8



E'Niah
Nadia

2



A Word About Assessment - Effective teachers systematically collect and use evidence of student learning for instructional decision making

Example:

Collection of work samples

Teacher Notes on work sample:

- (1) Date; (2) Child's explanation;
- (3) What the child Knows & Needs

Checklists - Based on observation during instruction.

T. checks evidence of child's understanding and use of standards.

Name/Grade	Date	Notes
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List of

Skills/Strategies



A Cautionary Tale

“Three Teachers”
Or
“What Classroom Observations Taught Me”



What my observations taught me!

- Effective teachers understand the “why” of what they do. They are intentional and strategic. They engage children **cognitively** and behaviorally.
- Effective teaching reflects the standards being addressed.
- Even the best core materials are not teacher proof; nor should they be.



An Effective Literacy Program

- Is based on what is known about how young children learn and how we best teach them;
- Is linked to both standards and assessment;
- Includes informed administrative support, high quality materials, and links to the home;
- Includes high quality professional development for ALL involved.