Best Practice in Developing Vocabulary, Comprehension, Fluency, Writing, and Phonics in Early Literacy Instruction

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### Politically Correct and Incorrect Literacy Terms

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- Child Centered
- Engaged Reader
Little Red Riding hood

Once upon a time there was a little girl named little red riding hood. No one knew why she always walked, she should be riding something. The next morning Mrs. Shobert asked little Red riding hood why are you always walking? Then she walked away and she was thinking "hmm that gave her an idea to buy something. She went to a toyota dealer, she didn't like anything. Then she went to a bike place and said, "I think I like that one." Now Red riding hood rides.
How To Succeed With No Child Left Behind:

Teaching Includes:

- Explicit Modeling
- Guided Practice/Scaffolding
- Independent Practice
- Structure and Routines
- Build Background Knowledge
- More Time on Task
- Feedback
- Small groups to meet individual needs
We can Motivate Children and Eeal with the skills and their Individual Needs

Choice
- Challenge
- Social Collaboration
- Success experience
- Differentiating Instruction
  - Materials can be used at different ability levels
  - Grouping: friends, interests, heterogeneous, ability,
National Reading Panel Report Findings:

According to the National Reading Panel Report, instruction in the following areas is necessary for achievement:

- Phonemic Awareness
- Phonics
- Comprehension
- Fluency
- Vocabulary Development
Rand Report and NRP
Comprehension Skills

- Vocabulary
- Fluency
- Background knowledge
- Summarizing/Retell
- Ask Children Questions
- Children Generate Question
- Self Monitoring: Metacognition
- Graphic Organizers
- Collaborate
- Visualize
- Sense of narrative and expository story structure
Literacy Centers

- Rocking Chair, Rugs, Throw Pillows
- Computer
- Multiple Genre Books (5-8 per child and 3-4 grade levels)
- Open Faced Shelving
- Books Stored By Genre
- Leveled Books
- Felt Board and Roll Stories
- Headset and Taped Stories
- Method For Checking Out Books
- Books on Tape
- Rules
- Demonstrations For Using Materials
- Accountability
Organizing Literacy Centers
Where Comprehension Happens

After:
Wilfrid Gordon McDonald Partridge
Written by Mem Fox
Illustrated by Julie Vivas
Multiple Genres Available

- Fiction
- Non-Fiction
- Picture Books
- Informational Books
- Magazines
- Biography
- Poetry
- Novels
Vocabulary Development

What Is Vocabulary?
- A set of words for which we know the meaning.

Types Of Vocabulary To Learn:
- Listening Vocabulary
- Speaking Vocabulary
- Reading Vocabulary
- Writing Vocabulary

What Strategies Do We Use To Teach Vocabulary?
- Learn use of dictionary
- Language word parts (prefix, suffix, roots)
- Use of context clues
- Themes, stories, play, music, art, science, and social studies
Language Development & Themes

Our Families
Value of Exposure to Story

- Pleasurable
- You are a model for children that children will imitate
- Build knowledge of
  - Story structure
  - Language, Vocabulary, Syntax
  - Comprehension skills
  - Fluency
  - Sense of story structure
  - Information
Practicing Comprehension with CENTER MATERIALS

1. Felt Board Stories
   Characters from a book made of oak tag or construction paper. They are backed with felt or sandpaper and used when telling a story by displaying them on a felt board.

2. Roll Movies
   Stories illustrated on paper that come on a roll (such as shelving paper). Dowels are inserted into a box with a rectangular cutout opening. The roll story is taped to the dowels at the top and bottom. The dowels are turned to reveal each scene.

3. Prop Stories
   A collection of materials for a particular book such as three stuffed bears, three bowls, and yellow-haired doll for telling the story of Goldilocks.

4. Puppet Stories
   Various types of puppets for telling stories such as hand, stick, face, and finger puppets.

5. Chalk Talks
   Drawing a story on a chalkboard or a sheet of paper while the story is being read or told.
### Relationship Between Amount of Recreational Reading and Scores on Standardized Reading Tests

<table>
<thead>
<tr>
<th>Percentile Rank</th>
<th>Minutes Reading/Day</th>
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<tbody>
<tr>
<td>20</td>
<td>.7</td>
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<tr>
<td>30</td>
<td>1.9</td>
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<tr>
<td>40</td>
<td>3.3</td>
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<td>50</td>
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<td>80</td>
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<tr>
<td>90</td>
<td>20.0</td>
</tr>
<tr>
<td>98</td>
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Comprehension

What Is Comprehension?
- Constructing meaning while actively involved with text

What Strategies Do We Use To Teach Comprehension?
- Collaboration and Cooperative Learning
- Retelling
- Graphic and Semantic Organizers - Maps, Webs, Venn Diagrams, KWL, etc.
- Self Monitoring
- Answering Questions About Inference and Prediction
- Generating Questions
- Use of Prior Knowledge
- Mental Imagery
- Multiple Strategy In Structure
Strategies for Retelling

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One Phillip: Franklin In The Dark.  
time Franklin didn’t want to go in his  
shell.  He was too scared.  But his Mama said, “There’s  
nothin’ in there.  But Franklin didn’t want to go in the  
shell because there was monsters in there.  He didn’t  
like to go in because he was afraid.  

At the end he went in and turned on a little night light  
and went to sleep.  That’s it.
What is Fluency?
- Reading orally with automaticity (ability to decode) and prosody (use of appropriate expression and speed, demonstrating comprehension).

Strategies For Teaching Fluency?
- Echo Reading
- Choral Reading
- Antiphonal Choral Reading
- Partner and Paired Reading (Collaborative Oral Reading)
- Repeated Reading
- Listening To Good Reading On Tape
- Readers Theater
- Listening and Critiquing Your Own Reading On Tape
Introduction

Here’s a book
With something new —
You read to me!
I’ll read to you!
We’ll read each page
To one another —
You’ll read one side,
I the other.
But who will read —
Now guess this riddle —
When the words are
In the middle?
The answer’s easy!
Plain as pie!
We’ll read together,
You and I.
I LIKE

I like soda.
I like satin.
I like puppies.
I like gloves.
I like apples.
I like tigers.
I like to slide.
I like milk.
I like silk.
I like kittens.
I like mittens.
I like pears.
I like bears.
I like to swing.

WE DON'T AGREE ON ANYTHING!
Writing

What Is Writing?
- Oral language written down. It includes use of narrative, expository, and functional text.

Strategies For Teaching Writing?
- Composition Of Narrative
- Composition Of Expository
- Functional Writing
- Spelling
- Handwriting
- Punctuation
THE NAME GAME  -  By Shirley Ellis

Shirley!
Shirley, Shirley bo Birley Bonana fanna fo Firley Fee fy mo Mirley, Shirley!

Lincoln!
Lincoln, Lincoln bo Bincoln Bonana fanna fo Fincoln Fee fy mo Mincoln, Lincoln!

Come on everybody, I say now let’s play a game,
I betcha I can make a rhyme out of anybody’s name
The first letter of the name, I treat it like it wasn’t there, But a B or an F or an M will appear
And then I say bo, add a B, then I say the name and Bonana fanna and a fo
And then I say the name again with an M this time and there isn’t any name that I can’t rhyme

Arnold!
Arnold, Arnold bo Barnold Bonana fanna fo Farnold Fee fy mo Marnold Arnold!

But if the first two letters are ever the same, I drop them both and say the name like Bob, Bob drop the B’s Bo ob
For Fred, Fred drop the F’s Fo red, For May, Mary drop the M’s Mo ary
That’s the only rule that is contrary
Phonemic Awareness and Phonics

*What is Phonemic Awareness?*
- Knowing that words are comprised of a sequence of spoken sounds

*What is Phonics?*
- The relationship between written letters and their sounds

*What strategies do we use to teach Phonemic Awareness and Phonics?*
- Phonological Awareness (Hearing individual sounds in words)
- Phonemic Isolation (Identifying and manipulating sounds)
- Phonemic Identity (Recognizing same sound in a different word)
- Phonemic Categorization (Recognizing words that don’t belong)
- Rhyming
- Segmenting (Breaking a word into its separate sounds)
- Blending (Putting together separate sounds)
- Authentic: Literature Based
THIS OLD MAN

This old man he sings H songs
He sings H songs all day long
With a Hick, Hack, Haddy, Hack
Sing this silly song
He wants you to sing along

(Tick, Tack, Taddy, Tack)
(Sick, Sack, Saddy, Sack)
(Mick, Mack, Maddy, Mack)
(Pick, Pack, Paddy, Pack)
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Parent Involvement

- Food
- Babysitting
- Transportation
- Incentives
- Parent Report Card
- Multiple times/tasks for parents to help with during school, after school, and at home
- Culturally Sensitive Programs
- Be Persistent
The ability of every citizen to read is necessary to the practice of democracy.

Reading should be taught during the earliest years of schooling.

Reading will ensure that people are safe. Reading will ensure that the people will be able to be the guardians of their own liberty.”

Thomas Jefferson
Early Literacy Series

- Literacy Rich Environment - Carol Vukelich/Jim Christi
- Oral Language Development - Kathy Roskos
- Knowledge About Print - Dorothy Strickland
- Writing Development - Judy Schickedanz
- Story Comprehension - Lesley M. Morrow
- Other topics will follow
After a Christmas vacation, a teacher asked her students how they spent their holiday. One small boy wrote this:

We used to spend Christmas with Grandma and Grandpa. They used to live in a big brick house but Grandpa got retarded and they moved to Florida. Now they live in a place with a lot of other retarded people. They all live in little tin boxes. They ride on big three wheeled tricycles and they wear name tags because they don’t know who they are. They go to a brick builded called the Wrecked Hall, but if it was broke they must have fixed it, because it looks real good. They play games there and do exercises, but they don’t do them very good.

There is a swimming pool there. They go into it and just stand there with hats on. I guess they can’t swim.

As you go into their park, there is a doll house with a little man sitting in it. He watches all day so they can’t get out without him seeing them. When they can sneak out they go to the beach and pick up shells.

My grandma used to bake cookies and stuff, but I guess she forgot how. Nobody cooks. They just eat out. They eat the same thing every night, “Early Birds.”

My grandma says grandpa worked all his life and earned his retardment. I wish they would move back up here, but I guess the little man in the doll house won’t let them out.