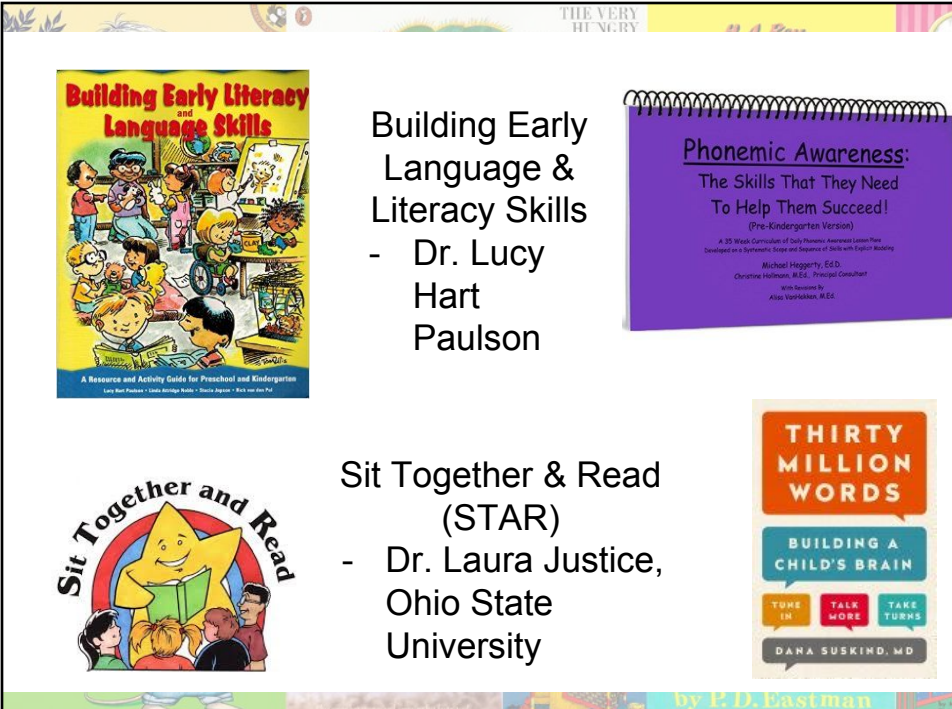


**Lorie Lubman SSTR5**

## Planning for Differentiation and Appropriate Instruction for Children Birth-Age 5

January 17, 2018



**Heggerty Phonemic Awareness Curriculum PreK**

**Thirty Million Words**

**Building Early Language & Literacy Skills**

- Dr. Lucy Hart Paulson

**Phonemic Awareness: The Skills That They Need To Help Them Succeed! (Pre-Kindergarten Version)**

- Dr. Michael Heggerty

**Heggerty Phonemic Awareness Curriculum PreK**

- Dr. Michael Heggerty

**Sit Together and Read (STAR)**

- Dr. Laura Justice, Ohio State University

**Thirty Million Words**

- Dr. Dana Suskind

**Thirty Million Words**

- Dr. Dana Suskind

# Objectives: Participants will...

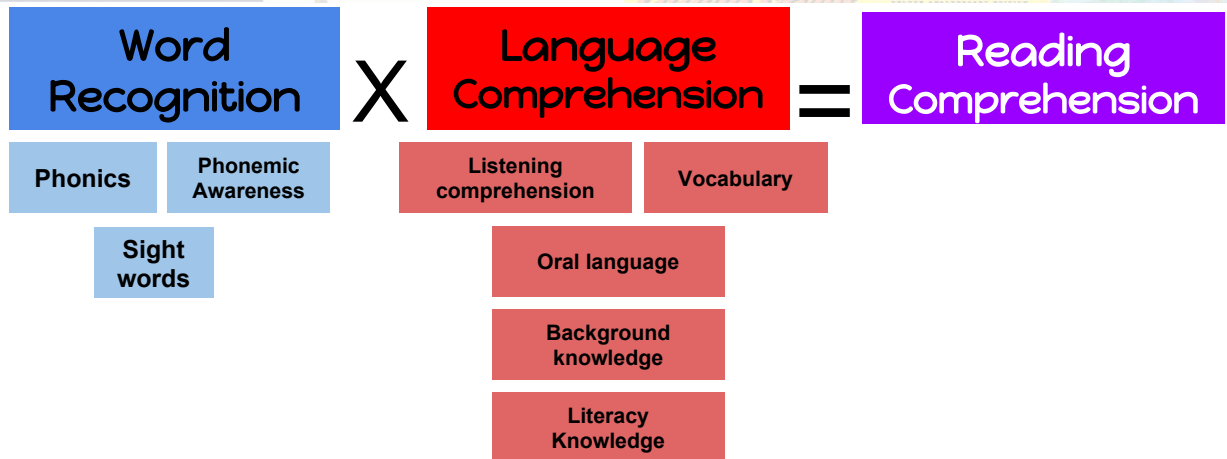
- understand the significance of print knowledge, phonological awareness, and oral language for the development for emergent literacy.
- review research in emergent literacy instruction.
- learn what we need to teach young children to improve emergent literacy development in children from birth - age 5.

## What We Need to Teach Young Children

- **Oral Language**
  - Speaking and listening
- **Phonological Processing**
  - Conscious awareness and ability to manipulate sound structures of words
- **Print Knowledge**
  - Concepts of print
  - Alphabet knowledge
  - Being a writer



# “Simple” View of Reading



Gough & Tunmer, 1986

We are **NOT** teaching young children to **read.**

We are building **foundational skills** that will ease the transition to formal reading instruction.





# Emergent Literacy is an Initial Step on the Pathway to Reading Achievement

- Emergent literacy skills are the specific abilities and interests that children acquire **before** they become conventional readers.
- Early experiences with books provide opportunities to develop critical emergent literacy skills.



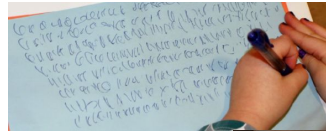
# Teaching Print Knowledge - Print Meaning, Letters, Words, Book Organization





# What does 'Early Literacy' look like in a young child?

- Pretending to write
- Pretending to read
- Naming letters
- "Reading" print in environment
- Writing own name
- Asking questions about print



Without **explicit support** to attend to and **learn about print**, children have relatively *little interactions with print* even in 'literacy-rich' activities.

- Dr. Laura Justice, OSU





# Print Knowledge: Four Dimensions

- Book and print organization
- Print meaning
- Letters
- Words

From *Engaging Children with Print: Building Early Literacy Skills through Quality Read-Alouds*,  
by Laura M. Justice and Amy E. Sofka.

## Why Is Print Knowledge Important?

Alphabet knowledge has been shown to be among the best predictors of later word reading.

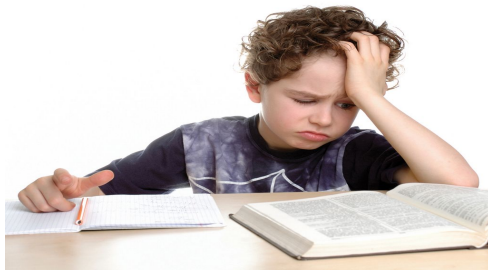


Initial research has shown that print-concept knowledge can predict later reading comprehension.

by P. D. Eastman

# Why Is Print Knowledge Important?

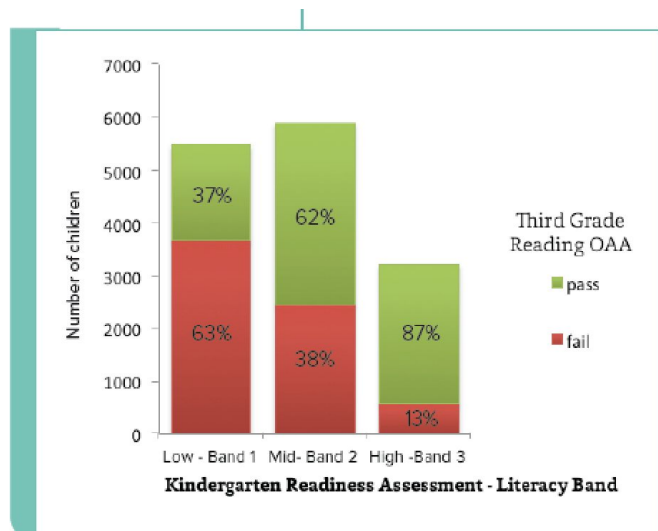
Children with solid knowledge of the forms and functions of print will find it relatively easy to learn to read.



Children with limited knowledge about print enter kindergarten already behind in reading development.

# Why Is Print Knowledge Important?

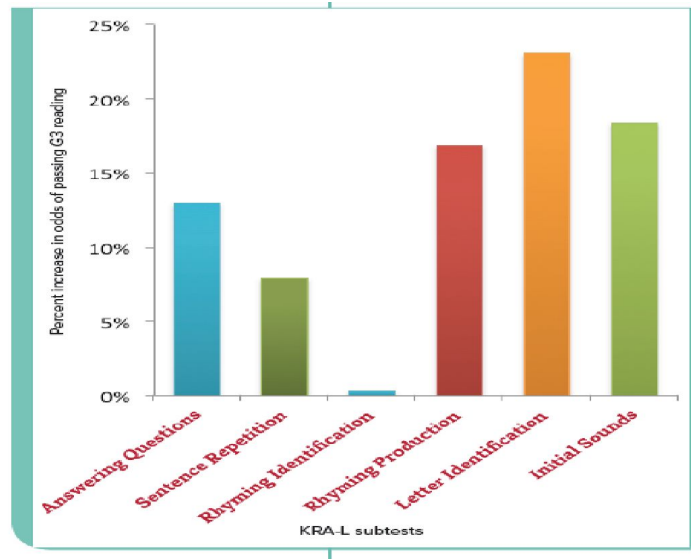
37% of entering kindergarteners with poor literacy skills will pass the third-grade reading test.





# Why Is Print Knowledge Important?

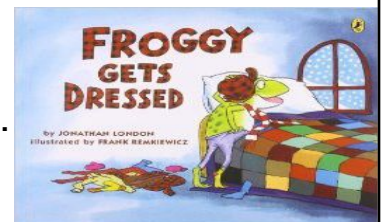
For every additional point received on the Letter identification subtest of Ohio's Kindergarten Readiness Assessment, child's odds of passing the third-grade reading test increase by 23%



## Develop Metalinguistic Awareness

Any discussion about print requires **metalinguistic awareness**.

- Why do we read books?
- There are three words in the title.
- The title of this book is 'Froggy Gets Dressed'.
- This letter is F.
- What kinds of things do you find in a book?
- Letters work hard. The same letter helps to make different words.
- Who can show me all the S's on this page?





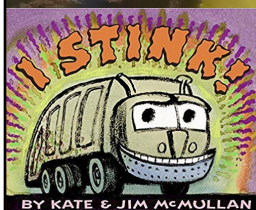
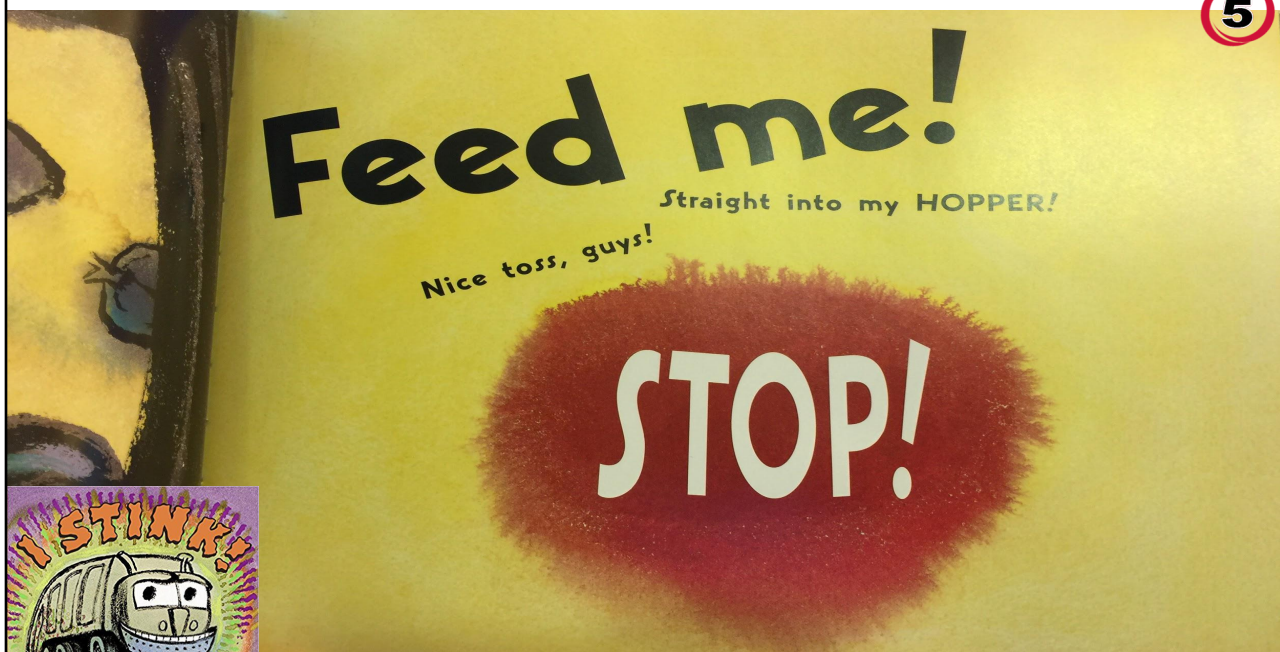
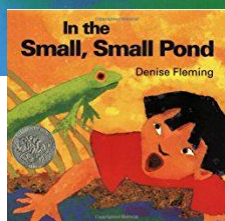
# Teaching Print Referencing

## 3 Ingredients:

1. Print-rich book
2. Explicit discussions about print
3. Scope and sequence of instruction







BY KATE & JIM McMULLAN



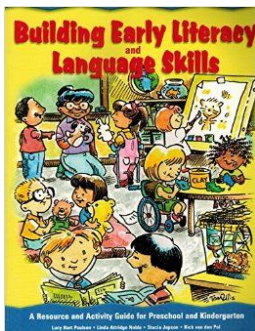
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Print-Rich Books  
have interesting  
features about print  
to discuss!

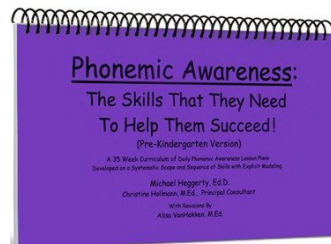


Review features of  
a book that could  
help you teach  
about **print**?

5



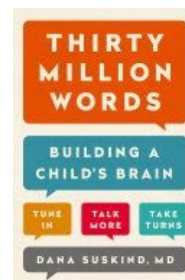
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Phonemic  
Awareness  
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- Dr. Michael  
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Ohio State  
University



Thirty Million  
Words  
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Suskind

by P.D. Eastman

# Explicit Discussions About Print

5

| STAR Dialog  | Typical Style                         |
|--|---------------------------------------|
| The title of this book is "Vegetable Soup"                   | What do you think this book is about? |
| What do you think this word is?                              | This book is about a garden.          |
| Yep, that says 'carrot' on that garden marker.               | Here he's got a shovel.               |
| Look at these tiny words here. They say 'tomato' and 'peas'. | What's he digging up?                 |

## STAR Cards

STAR Cards (for parents and teachers) give specific and differentiated instructional sequences and questions for each of the 30 books in the STAR curriculum.

**FREE DOWNLOAD!**

[https://star.ehe.osu.edu/file/2017/06/STAR-CARDS-2017\\_FINAL\\_7.24-1.pdf](https://star.ehe.osu.edu/file/2017/06/STAR-CARDS-2017_FINAL_7.24-1.pdf)

**Sit Together And Read**

**"More More More," Said the Baby by Vera B. Williams**

Week: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Target: Metalinguistic Concept of Letter Top and Bottom of Page

Don't forget to talk about the highlighted topic 2-3 times as you read this book!

**GENERALIZING**  
Context: This example can be used on any page with text present.  
Teacher: Where do you think the top of the page is? Austin, I know you'll know this because you knew it before!

**ELICITING THE ANSWER**  
Context: On the page, the father is hugging the baby. The text is at the top of the page.  
Teacher: This is the top of the page. Can you show me the top of the page?  
Child: Here (points to the top of page)?  
Teacher: Right! This is where I start reading.

**REASONING**  
Context: On the page spread, the baby is running away from the blue chair. Text is at the bottom of the page.  
Teacher: Where on the page should I start reading?  
Child: The bottom!  
Teacher: That's right! The bottom of the page. Why did you say the bottom of the page?  
Child: That's where the words are!

**CO-PARTICIPATING**  
Context: This example can be used on any page with text present.  
Teacher: Joe, let's point to the top of the page together.

**HIGH SUPPORT**

Low Support Examples

Too Easy!

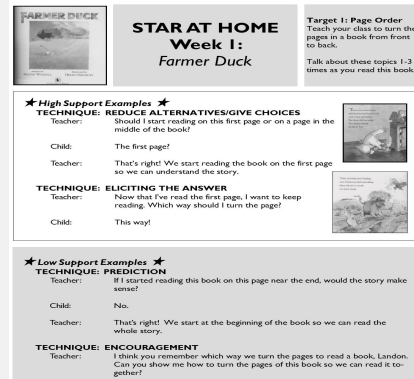
Just Right!

Too Hard!

# What You Need to Participate in STAR



30 print-rich storybooks  
to read aloud.



Each book has two  
STAR cards.



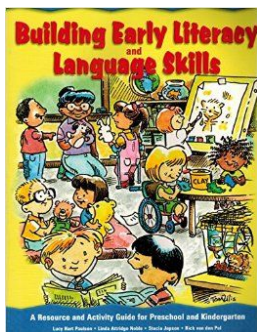
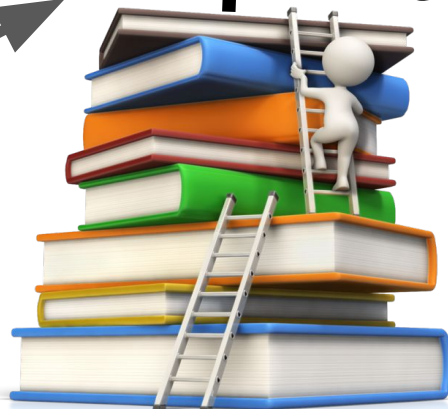
## Teaching Oral Language - Vocabulary



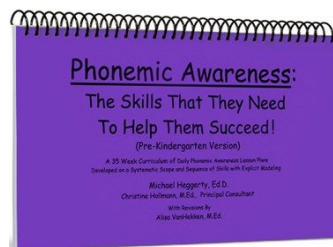


# Students Learn to Read to print

from  
speech



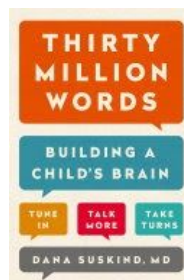
Building Early  
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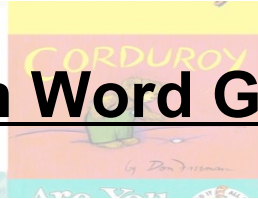
Heggerty  
Phonemic  
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- Dr. Michael  
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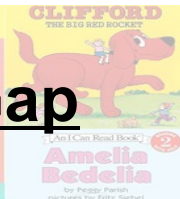
## 30 Million Word Gap

5

- Children from high-income families are exposed to 30 million more words than children from families on welfare.
- 86 - 98% of the words used by each child by the age of three were derived from their parents' vocabularies.
- The number of words heard varied based on socioeconomic status.
- Children raised in middle to high income class homes had far more language exposure to draw from.



Hart & Risley, 1995



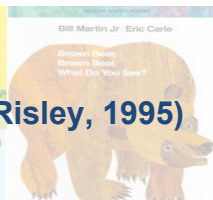
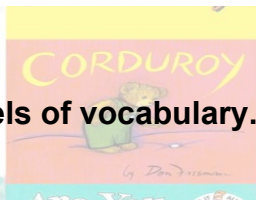
## 30 Million Word Gap

5

- By the of age 3, spoken vocabularies of **CHILDREN** from professional families were larger than vocabulary from **PARENTS** in poor families.



Hart & Risley, 1995



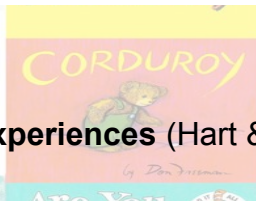
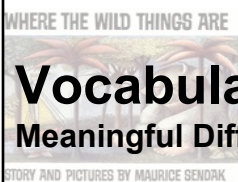
# Vocabulary Gap

Students enter school with different levels of vocabulary. (Hart and Risley, 1995)

## Cumulative Vocabulary (Age 4)

|                                      |            |
|--------------------------------------|------------|
| Children from professional families  | 1100 words |
| Children from working class families | 700 words  |
| Children from welfare families       | 500 words  |

31



# Vocabulary Gap

Meaningful Differences in Cumulative Experiences (Hart & Risley, 1995)

|               | Words heard per hour | Words heard in a 100-hour week | Words heard in 5,200 hour year | 3 years    |
|---------------|----------------------|--------------------------------|--------------------------------|------------|
| Welfare       | 620                  | 62,000                         | 3 million                      | 10 million |
| Working Class | 1,250                | 125,000                        | 6 million                      | 20 million |
| Professional  | 2,150                | 215,000                        | 11 million                     | 30 million |

32

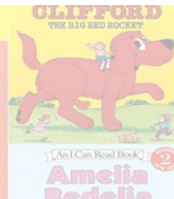





## Baby Blues



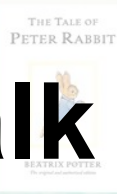
Cathy Blues Partnership



# Tune In

- Notice what a child is focused on, and then, when appropriate, talk WITH the child about it.
  - Join in!
  - When? Play times, meal times, while reading
- 

If the child is not interested, then there will be no impact on the child's developing brain.



# Talk More

- Talk with a child
- Quantity and quality
  - More than just number of words
  - Kinds of words matter!
- Narration - talk about what is happening as you do it
  - Self talk - what you are doing or how to do it (I do)
  - Parallel talk - what a child is doing or should be doing (We do)



# Language Stimulation Techniques

THE FAMILY CIRCUS By Bil Keane



"I fell on the sidewalk!"

- **Self Talk** - Use short sentences to describe what you are doing.
- **Parallel Talk** - Describe what the child is doing.
- **Recast** - Repeat what a child says with a correct model.
- **Expansion** - Add more information (vocabulary or grammar) to a child's sentence.





- Use pictures for oral language development.
- **Who** is in the picture?
- What is he **doing**?
- Then develop the language. (e.g., How is he \_\_\_\_? Where is he \_\_\_\_?)
- This is about ORAL LANGUAGE development, getting the kids to talk about what they see. Our communication, modeling, and talking matter here, too!

[goo.gl/DzgBAE](http://goo.gl/DzgBAE)

## Who and DO

## Take Turns

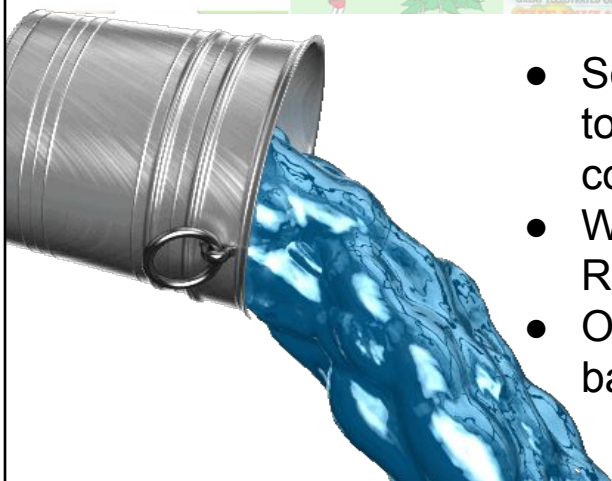
- Engage children in conversational turn - taking
- Serve & return
- **Strive** for **5**

Most impactful  
of the 3 T's  
on the  
developing  
brain.

When adults respond to a toddler's efforts to communicate, they increase conversational skills, boost vocabulary, and propel the kids towards literacy.



## Wash Them in Waves of Words

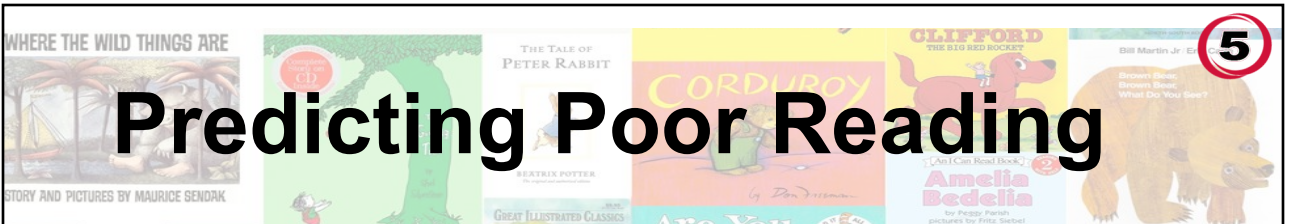
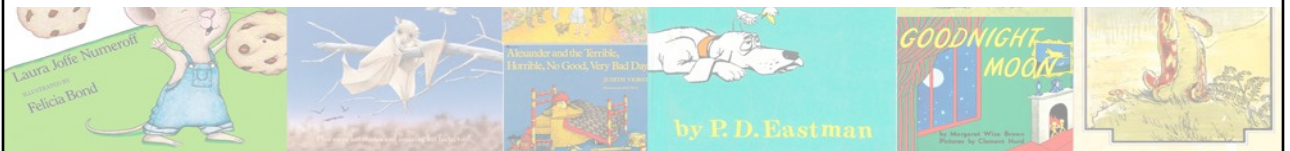


- Some children come to school with too little language to support comprehension.
- Wash our kids in words through READ ALOUDS.
- Oral language gives them a background in language.



# Teaching Phonological Awareness -

## Rhyming, Alliteration, Segmenting, Blending Sounds



# Predicting Poor Reading

- We can determine with over 90% accuracy whether or not a child in kindergarten will be in the bottom 10% of readers in 2nd grade by looking at:

- phonological awareness
- orthographic knowledge/  
letter naming



# What is Phonemic Awareness?

5

**Phonological** = big units

- **Phonological awareness** is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes.
- Children who have phonological awareness are able to identify and make oral rhymes, can clap out the number of syllables in a word, and can recognize words with the same initial sounds like 'money' and 'mother.'

**Phonemic** = smallest possible unit of sound

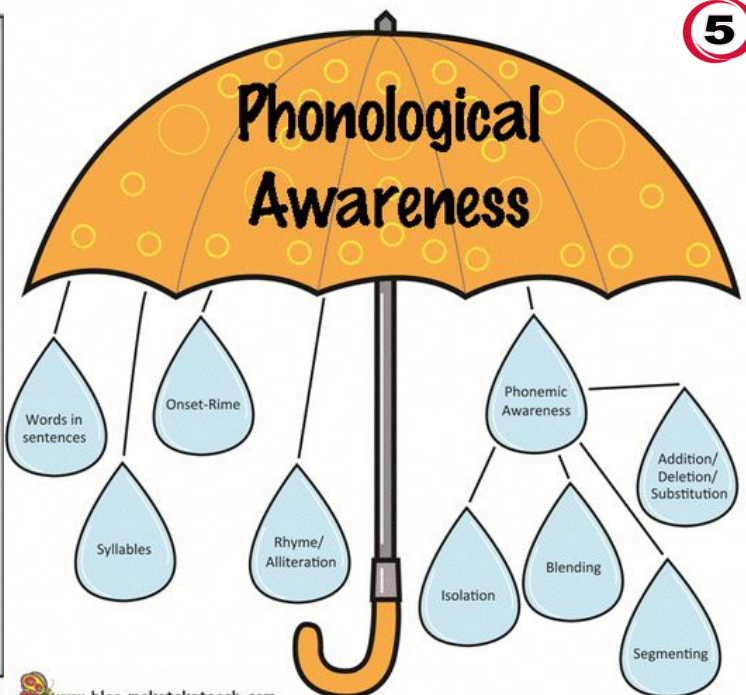
- **Phonemic awareness** is a subset of phonological awareness that focuses specifically on recognizing and manipulating phonemes, the smallest units of sound.
- Phonemes combine to form syllables and words.

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PHONeMIC  
AWAreNeSS

you can do it  
in the dark

[www.blog.maketaketeach.com](http://www.blog.maketaketeach.com)

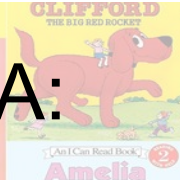
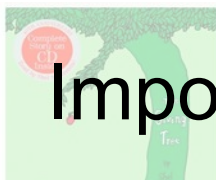


5



[www.blog.maketaketeach.com](http://www.blog.maketaketeach.com)





## Importance of PA:

Research has shown that explicit phonemic awareness instruction increases reading and spelling achievement among preschoolers, primary-grade children, and students with learning disabilities.

(Ball and Blachman, 1991; Lundberg, Frost, and Petersen, 1988; Yopp, 1992)

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## Research Findings:

**The lack of phonemic awareness is the MOST powerful determinant of the likelihood of failure to read.**

(Marilyn Adams, 1990)

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# How can you help?

- Teach students to focus on the sounds in the words!
- Start BIG to **small**
  - whole words
  - compound words
  - syllables
  - onset-rime
  - individual sounds

beginning

ending

medial

all sounds in the words

## Phonological Awareness Hierarchy

Rhyming

- matching
- identification

Alliteration

- matching
- categorization

Blending

- words, syllables
- onset-rime units
- phonemes

Segmenting

- syllables
- onset-rime units
- phonemes

**Your  
focus!**

## Phonological Awareness

### EARLY

- Word
- Syllables
- Alliteration
- Onset rime
- Rhyme recognition
- First sound matching

### BASIC

- Syllable and Compound deletion
- Phoneme segmentation
- Phoneme Blending
- Phoneme Substitution

### ADVANCED

- Phoneme Deletion
- Phoneme Deletion (middle)
- Phoneme Reversals
- Phoneme Chaining





# Willaby Wallaby Woo - Rhyme Matching

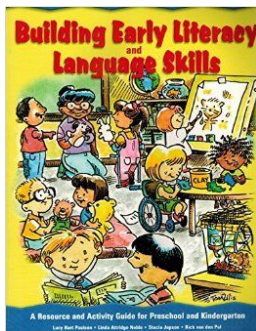
- [Willaby Wallaby Woo](#),  
An elephant sat on you.
- Complete using  
children's names.



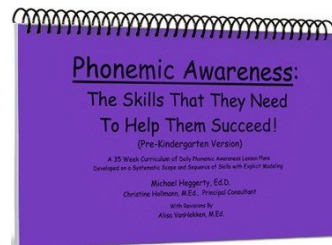
Willoughby Wallaby Woo

Raffi

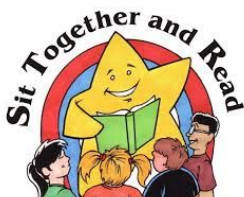
Singable Songs for the Very Young



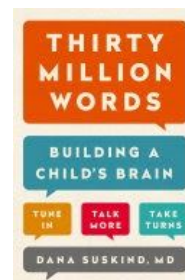
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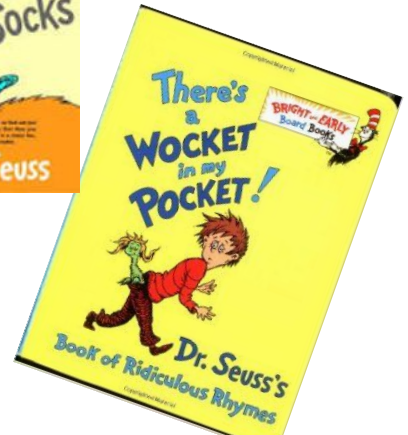
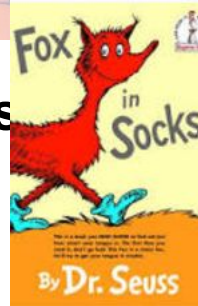


Thirty Million  
Words  
- Dr. Dana  
Suskind

# Read Aloud Books with Rhyme

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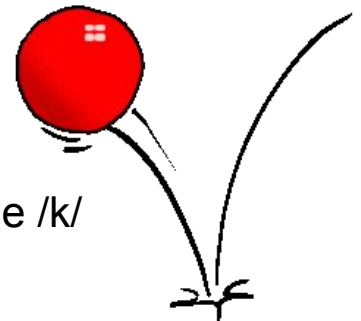
- Point out specific words that rhyme.
- Have students repeat them.
- See if students can identify rhyming words.



# Bouncing Sounds - Alliteration & Substitution

5

- Play with words by “bouncing” on the beginning sounds of children’s names or the names of other objects.
- “I see /J/ – /J/ – /J/ – Jenna.”
- “I see a /d/ – /d/ – /d/ – dog.”
- Say your partner’s name, beginning with the /k/ sound.
- BELLS pg. 237-238



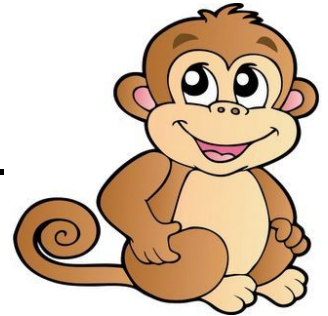


STORY AND PICTURES BY MAURICE SENDAK



# Hungry Sounds - Alliteration

- A monkey would like to eat only muffins, meatloaf, milk, mashed potatoes, and mushrooms.
- A pig would like to eat popsicles, pudding, pizza, plums, and popcorn.
- A cat would like to eat...
  - BELLS pg. 59



- Fill a bag with small toys or objects.
- Grab one item, and practice determining the first **sound** in the word (onset).
- You can also practice clapping or tapping the syllables.





# Magic Mirror

Mirror, Mirror,  
Lead the Way.  
Find the Sound  
That I Say!



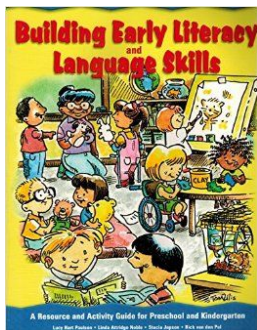
## Nursery Rhymes

- Repeating a sentence & Nursery Rhymes
  - *There is a strong link between the **nursery rhyme knowledge** of Pre-K children and their future success in reading and spelling.* -MacLean, Bryant, and Bradley (1987)



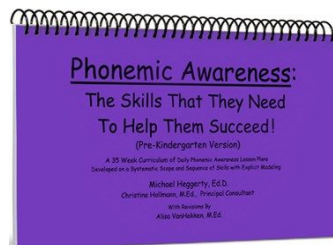
Nursery Rhymes  
build both oral  
language and  
phonological  
awareness skills!!



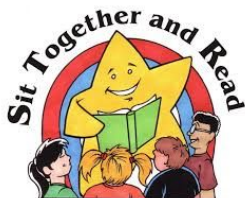


## Building Early Language & Literacy Skills

- Dr. Lucy Hart Paulson

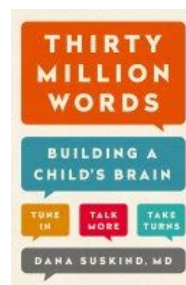


Heggerty  
Phonemic  
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Curriculum PreK  
- Dr. Michael Heggerty



## Sit Together & Read (STAR)

- Dr. Laura Justice, Ohio State University



Thirty Million Words  
- Dr. Dana Suskind





Power Point  
Created by:

Michelle Elia  
[Michelle.Elia@SSTR5.org](mailto:Michelle.Elia@SSTR5.org)



Presenter

Lorie Lubman  
[Lorie.Lubman@SSTR5.org](mailto:Lorie.Lubman@SSTR5.org)