

9-2010

Set for Literacy: Intentional Literacy Instruction

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Recommended Citation

Parker, Karen L., "Set for Literacy: Intentional Literacy Instruction" (2010). *Faculty Publications and Presentations*. 204.

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Set for Literacy: Intentional Literacy Instruction

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Set for literacy

- **Phonological awareness**
- **Dialogic reading**



Preschool Language and Literacy

1 RECOMMENDED PRACTICE Phonological Awareness

SOUND AWARENESS

SAY BEGINNING SOUND

Top. Say the first sound in top.

BLEND ONSET-RIME

S....am. Say it fast.

SEGMENT SOUNDS IN WORDS

Dog. Say the sounds you hear in dog.

MATCH LETTERS AND SOUNDS

What sound does the letter 'p' make?

ASSOCIATION OF SOUNDS WITH SYMBOLS

MANIPULATION OF SOUNDS



Preparing Children
for Literacy Success

2 RECOMMENDED PRACTICE Interactive and Dialogic Reading

TEACHER AS GUIDE

TEACHER:
What do you think will happen next?

CHILD:
The ducks won't cross the street. They're afraid.

TEACHER:
How will they get to their new home?

CHILD:
The policeman will help...See, the policeman stops the traffic. The drivers are laughing at the duck parade...The little ducklings like swimming with the Big Swan Boats.

CHILD AS STORYTELLER

TEACHER AND CHILD
ENGAGE IN DIALOGUE

Dialogic reading

Interactive reading that is a
dialog with the children
about the book





Dialogic reading

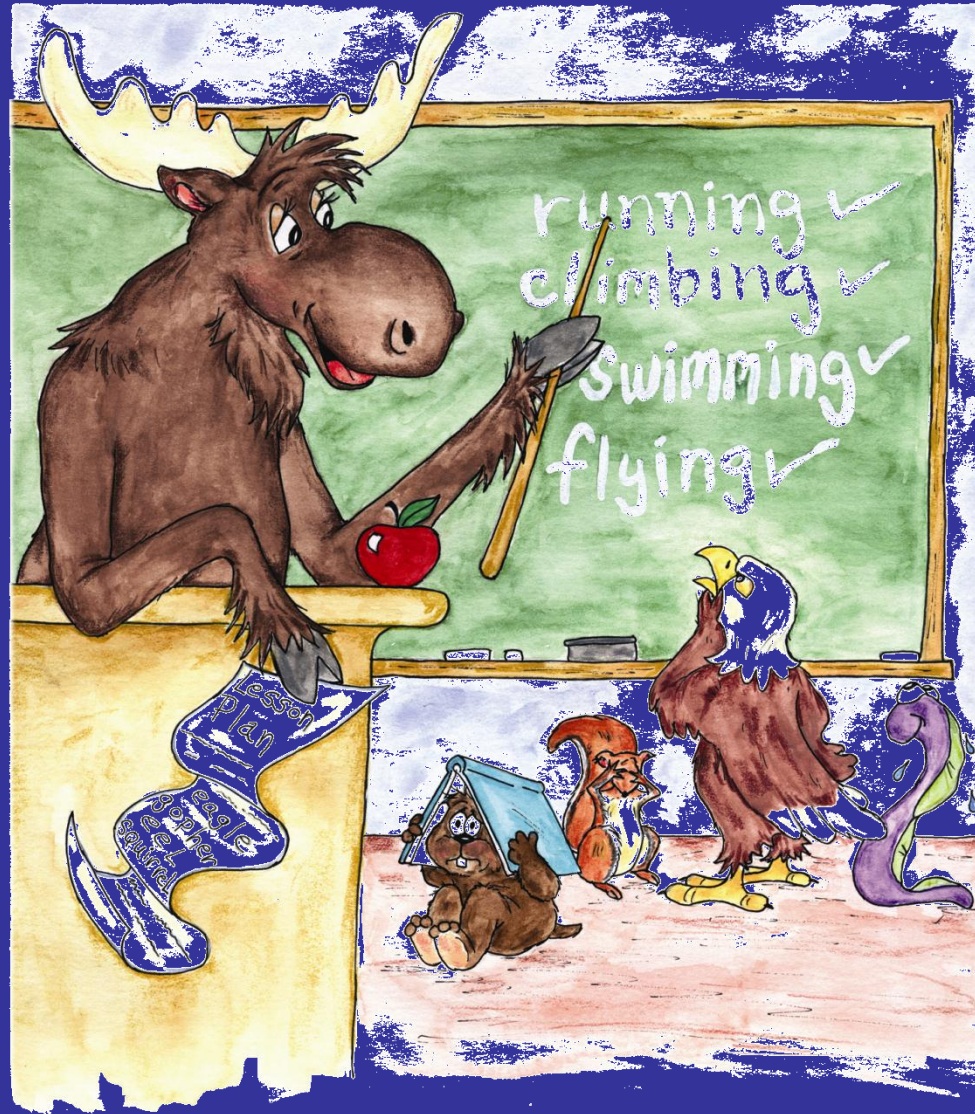
- Choose books with
 - simple narrative plots
 - numerous illustrations
 - limited words per page
- Conduct sessions
 - 10-15 minutes
 - several days a week
 - small groups
(for participation and feedback)



Levels of dialogic reading

- **Level 1** – “Wh” questions. What is this? What is it called? What is he doing?
- **Level 2** – Open-ended, expansion questions. Tell me about this page.
- **Level 3** – Follow-up, connection questions. Do you remember...? Why do you think...?

The Animal School



**Written in the early 1940s,
by George H. Reavis,
assistant superintendent of Cincinnati Public Schools,
Originally written for the *Public School Bulletin*
The Administration of the School Curriculum with
References to Individual Differences**



Level 1-Dialogic reading

- “Wh” questions
- “What is it called?”
 - the main objects in the pictures
- “What is he doing?”
 - the main actions in the pictures
- **Dialogic reading** expands vocabulary and other language skills

Level 2-Dialogic reading

- Beyond vocabulary
- Open-ended questions
“Tell me about this page.”
- Expanded feedback
 - Child: “I see a big animal teacher.”
 - Teacher: “I see a moose teacher. And what else do you see?”
- In **dialogic reading**, the child takes ownership

A decorative background on the left side of the slide, featuring a green chalkboard texture. Two pieces of pink chalk are visible, one standing upright and one lying down. A white chalk arrow points upwards and to the right.

Level 3-Dialogic reading

- Follow-up, connection questions
- Do you remember what happened in the story?
- Did this ever happen to you?
- Can you guess what will happen next?
- In **dialogic reading**, the child is talking about the story, not just the current page.

Required Story Book List—*Tempe Early Reading First Partnership, Arizona*



Tempe Early Reading First Partnership

Tempe Early Reading First Partnership Required Book List for 2006-2007

N=Narrative E=Expository P=Pattern

Trophies Unit	Trophies Theme (Adapted)	Required Books
Unit 1 Here I Am	Theme 1: It's Me	N: A Chair for my Mother E: How Are You Feeling? P: Is Your Mama a Llama?
	Theme 2: Going to School	N: Owen E: Chicka Chicka Boom Boom P: My School
	Theme 3: Families	N: Peter's Chair E: Owl Babies P: Brown Bear Brown Bear
	Theme 4: My Home	N: The Three Little Bears E: Mouse Count



Tempe Early Reading First Partnership

Vocabulary Teaching Planner for Books

Be sure to read the story ahead of time to select words you will teach (starting with target vocabulary for the week).

Word 1	What you will do and what you will say
Contextualize the word within the story (show the pictures as you talk)	
Provide a child-friendly explanation of the word	
Have children say the word	
Present examples of the word used in contexts different from the story	
Engage children in activities that get them to interact with the word	

Daily Lesson Plan for Four-Year-Olds—Syracuse City School District, New York

Full-day Lesson plans	Theme: Our World Unit 3 – week 2	Objectives: 1. Producing rhyming words. 2. Counting the number of words in a sentence. 3. Recognizes Gg. 4. Recalls and retells story events. 5. Locates title on book cover.	Outcomes: Children will develop their awareness of how things grow and change. Recognize characters, setting, and plot as story elements. Identify words as groups of letters.
Time	Subject	Activity	Standard
9:00 – 10:00	Language Centers: Arrival & Sign-in, Writing Center, Computer, Books, Puzzles and Manipulatives (Daily components include Reading, Oral Language, Phonemic Awareness, Letter Awareness, Alphabetic Principles and Writing)	Letter Cover-Up (See SF pg. 48) Rhyming / Alphabet Bingo/ Counting Words Flow charts: How I've Grown or Phases of the Moon. <u>Goodnight Moon</u> game Journals Puzzles Words that go with "Papa, Please Get Me the Moon." Put on a ring.	Students will listen, speak, read and write for information and understanding.
10:00 – 10:15	Community Circle and Read Aloud Dialogic Reading <u>Blueberries for Sal</u> <ul style="list-style-type: none"> Is this story real or make believe? Where do the blueberries in this story grow? Who picks the blueberries? How are the people and the bears alike? How are the people and the bears different? <u>We're Going on a Bear Hunt</u> <ul style="list-style-type: none"> What makes the noise, hooooo wooooo? Is this story real or make-believe? How do you know? Are the people scared at the end of the story? Why? Tell me about a time when you've been scared? 	M- Use a metal pail. Hold the pail up off the floor. Drop in real blueberries. Hear "Kerplunk!" Children may sample one and later try on their cereal. Introduce and read story: <u>Blueberries for Sal</u> . Introduce letter Gg T- Pull objects out of a bag. (i.e. goat) This is a goat. Tell me a word that rhymes with goat. Introduce and read story <u>Going on a Bear Hunt</u> . W- Shake the box: Happy Birthday hat. Introduce and read story with tape <u>Happy Birthday. Moon</u> . Sing "Happy Birthday." Th- Stand and sing "Teddy Bear, Teddy Bear Turn Around." Introduce and read story <u>Good Night Moon</u> . F- Shake the box: Star. Tell me about this. Sing "Twinkle Twinkle." Read <u>Fred's Bed</u> . Making Blueberry pancakes.	Students will listen, speak, read and write for information and understanding; literacy response and expression; critical analysis and evaluation and social interaction.

Focused Teacher Observation Plan

- ☐ Date/time for teacher observation Tuesday, February 13th, 9:15-9:30am
☐ Setting for teacher observation Small group book reading
☐ Will the session be videotaped? ☒ Yes ☐ No If yes, who will set up? Mentor
☐ Mentor completes the entire skills checklist focusing especially on skills that were modeled
☐ Teacher completes self rating of the entire skills checklist focusing especially on targeted skills
- ☐ Date, time, location for feedback conference Thursday, February 15th, 3:00-3:30pm
☐ Script the teacher and children during the observation if applicable

Teacher/Child Sample	Mentor Notes
Teacher selected an appropriate book, <i>Mike Mulligan and His Steam Shovel</i> .	Good choice. Demonstrates understanding. The book is narrative with many illustrations and simple text. Reminder: also read expository and pattern books during story reading sessions this week.
Teacher planned a reading lesson and included goals, wh-questions, and vocabulary; and specified when the story will be re-read during the week.	Good – the teacher pre-read the book. Suggestion: use stickies to mark book pages with wh-questions to be asked. Suggestion: indicate on lesson plan best places in story to ask distancing questions.
Teacher highlighted and modeled the use of vocabulary words, including <i>steam shovel</i> , <i>canal</i> , <i>skyscraper</i> , <i>cellar</i> , during the story.	Good modeling of vocabulary usage. Needs improvement: <ul style="list-style-type: none"> • Modeling vocabulary after the story • Encourage children to use

EARLY LITERACY RUBRIC

Name: _____

Date: _____

1

2

3

4

5

Reading



I looked at the color and remembered my center from yesterday.



I looked at my picture to remember what I did yesterday in my center.



I looked and pointed to the lines as I read my plan from yesterday.



I looked and pointed to the letters I wrote on my lines, as I read yesterday's play plan.



I gn t bk

I looked at my words I wrote yesterday and pointed to each word as I read back my plan.



I am going to the block center

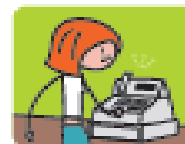
I could name my center and match clip



I could name my center and tell my role



I could name my center tell my role and one thing I would do.



I could name my role and 2 things I would do in my center.



I could name role and 3 things I would do in my center.



My picture is a scribble



My picture shows me



My picture shows me and 1 prop I will use in my center



My picture shows me and 2 props I will use in my center



My picture shows me and 3 props I will use in my center



Writing

My message is a scribble



I drew some lines to say what I was going to do in my play center.



I drew the correct amount of lines that say what I will do in my play center



I began writing letters for words on the correct amount of lines.

I gn t bk

I wrote words on the correct amount of lines.

I am going to the block center

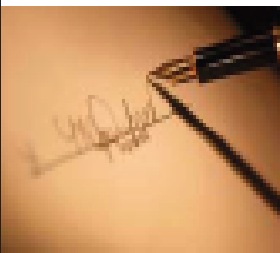


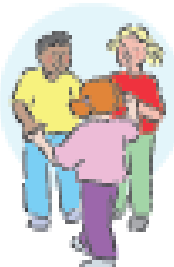

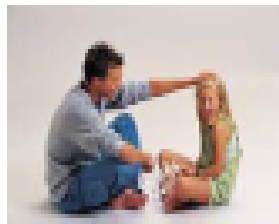

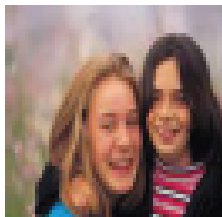

Picture



Writing





 <p>Name</p>	<p>I wrote my name as a scribble</p> 	<p>I traced my name</p> 	<p>I copied my name from a model</p> <p>JOHN</p>	<p>I wrote my first name from memory</p> <p>JOHN</p>	<p>I wrote my first and last name from memory</p> <p>JOHN SMITH</p>
<p>How did I play?</p> 	<p>I played by myself.</p> 	<p>I acted out my role with the help of my teacher.</p> 	<p>I acted out my role with 1 friend and teacher.</p> 	<p>I acted out my role with 1 friend by myself.</p> 	<p>I acted out my role with more than one friend by myself.</p> 



Example of a Pictorial Scale for Phonological Awareness

Sounds 	<p>I could say a word that rhymes with another word – like CAT and HAT.</p>  	<p>I could clap how many syllables are in a word – like ANIMAL.</p> 	<p>I could say the first sound that I heard in a word – like BIRD.</p> 	<p>I could say all the sounds that I heard in a word – like DOG.</p> 	<p>I could say the name and sound of a letter – like G and S.</p>  
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INTENTIONALITY:

Dialogic reading

- Should be fun
 - for children and teacher
- Should include variety
 - turns taking
 - different books
 - different activities
 - whole group reading

