

Nurturing Life-Long Literacy by Raising Readers



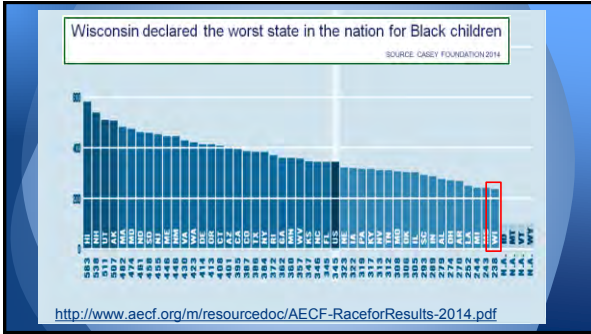
by Mary Jo Ziegler

Outcomes:

- Overview of Wisconsin efforts in Literacy
- Literacy vs Reading
- Practical Strategies for supporting Reading
- Building Life-Long Literacy

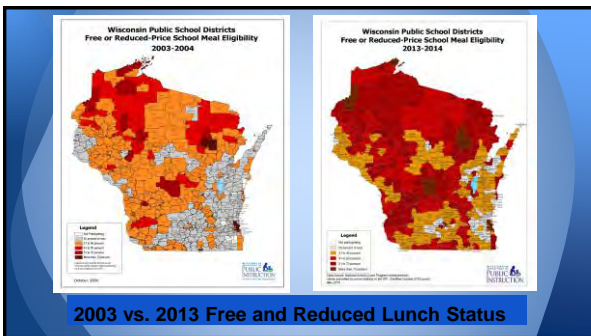
Who's In The Room?

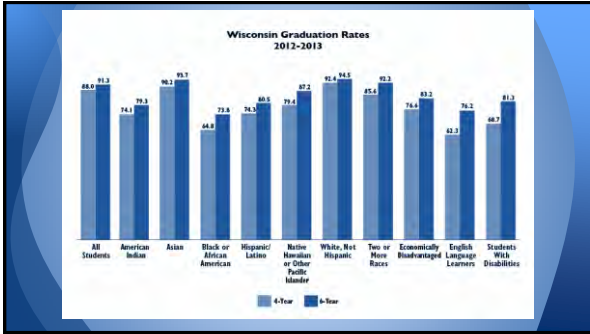
- Parents of children birth to eight
- Parents of children nine to twelve
- Parents of teenagers
- General education teachers
- Special education teachers
- Literacy coaches/curriculum directors
- Student services professionals



12 Indicators of Casey Foundation

Babies Born at Normal Birthweight	Young Adults 19-26 in School or Working
Children Ages 3-5 Enrolled in Pre-School	Young Adults 25-29 Associate's Degree or Higher
Fourth Graders At or Above Proficient in Reading	Children Who Live with an Adult who has a High School Diploma
Eighth Graders At or Above Proficient in Math	Children Living in Two Parent Households
Females 15-19 Who Delay Childbearing	Children who live in households at or above 200% of the Poverty Line
On-Time HS Graduation Rates	Children Who Live in Low Poverty Areas





Promoting Excellence for All

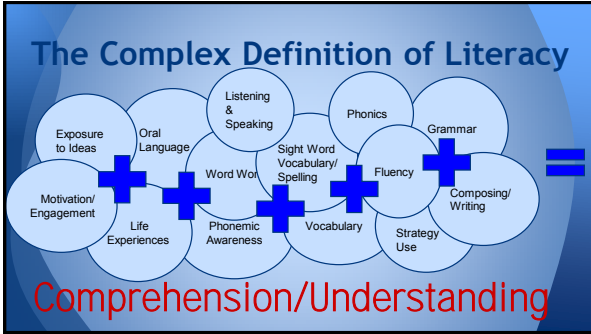
A Report from the State Superintendent's Task Force on Wisconsin's Achievement Gap

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

www.dpi.wi.gov

- Effective Instruction**
 - Differentiation
 - Gradual Release of Responsibility
 - Personalization (Voice/Choice)
 - Rigorous, Integrated Content
 - Engagement
 - Comprehensive Literacy Instruction
 - Grouping Decisions Based on Data
 - Explicit Instruction
 - Formative Assessment
 - Soft Skills
- Student-Teacher Relationships**
 - Angel List
 - Celebrate Success
 - Classroom Culture
 - Cultural Competency
 - Extended Time
 - Honor Students as Individuals
 - Reclaim Unstructured Time
 - Acknowledge Students for Accomplishments
 - Talent Management
 - Mentor Students
 - School-wide Behavior System
- Family and Community Engagement**
 - Consider Families and Communities as Experts on their Children
 - Family Engagement
 - Welcoming Environment
 - Community Schools
 - Community Partnerships
 - Focused Events
 - Communication with Families
- School and Instructional Leadership**
 - All Staff Responsible for All Students
 - Capacity Building
 - Comprehensive Leadership Process
 - Data Analysis
 - Intentional Design of Systems (IDOS)
 - Math and Reading Interventions
 - Relationship Building
 - School and District Common Planning
 - Shared Vision and Leadership
 - Instructional Coaches
 - Professional Learning Communities

Task Force Recommended Research-based Strategies and Practices

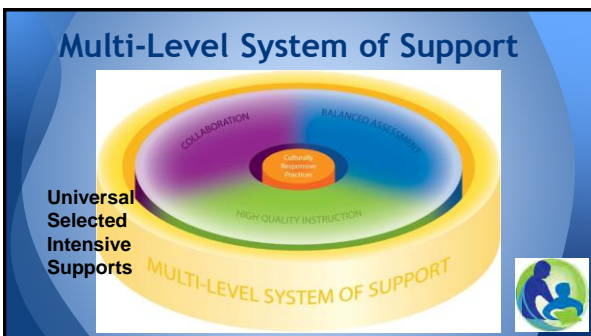


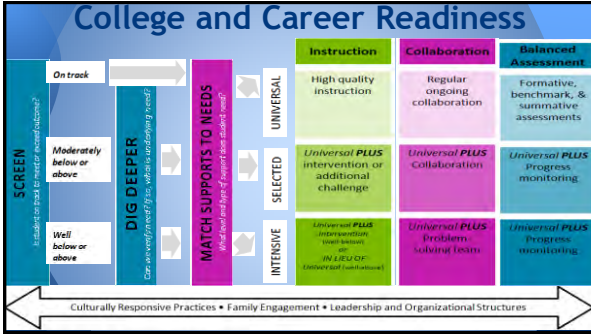
By 2017, we need to reach target goals that prepare our students for success in further education and career:

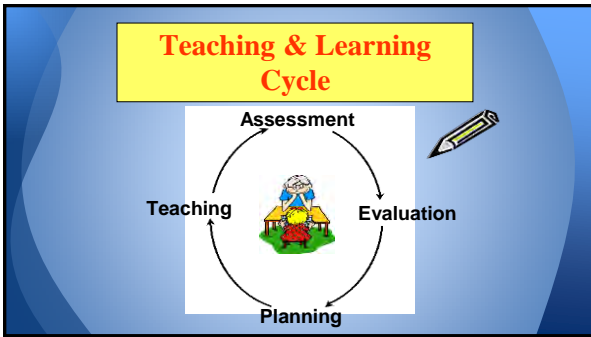
- ✓ Further increase graduation rate from 85.7 percent to 92 percent.
- ✓ Increase career and college readiness from 32 percent to 67 percent.
- ✓ Close graduation and career and college readiness gaps by 50 percent.
- ✓ Increase the percentage of students scoring proficient in third-grade reading and eighth-grade mathematics.
- ✓ Adopt the *Fair Funding for Our Future* plan to make school finance more equitable and transparent.

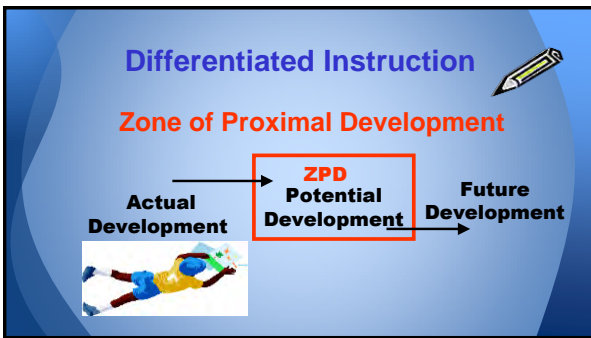
AGENDA 2017

Every Child a Graduate: College and Career Ready









Developmentally Responsive

“When teaching is targeted at the student’s instructional rather than frustration level, learning will proceed at a more rapid and efficient pace.”

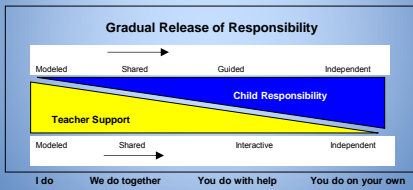
Gehsmann & Templeton, 2012

Scaffolded Instruction

Gradual Release of Responsibility



Pearson and Gallagher (1993)



The What of Literacy:

Grade Level Standards



Reading Information and Literature	Writing	Speaking & Listening	Language
Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Key Ideas and Details	Text Types and Purposes	Comprehension and Collaboration	Conventions of Standard English
Craft and Structure	Production and Distribution	Presentation of Knowledge and Ideas	Vocabulary Acquisition and Use
Integration of Knowledge and Ideas	Research and presentation	Research and presentation	Research and presentation
Range and Text Complexity	Range of Writing	Range of Listening/Speaking Applications	Code Switching/ Range of Appropriate Language Use

Progressions/Continuums

Reading and Writing:
<http://teacher.depaul.edu/CommonCoreReading-Grade-to-Grade.htm>

All Literacy:
<https://dese.mo.gov/sites/default/files/cur-ela-ccss-learning-progressions.pdf>

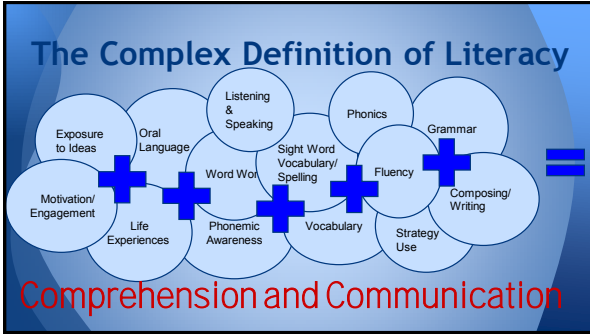
Turn and Talk

As you think through all that is going on connected to literacy, what do you believe are the current **strengths** and **challenges** for the children in your life?

Gathering Information = Assessment

Zone of Proximal Development





Access to Learning

- Provide options for comprehension**
 - Activate or supply background knowledge
 - Highlight patterns, critical features, big ideas, and relationships
 - Guide information processing, visualization, and manipulation
 - Maximize transfer and generalization
- Provide options for language, mathematical expressions, and symbols**
 - Clarify vocabulary and symbols
 - Clarify syntax and structure
 - Support decoding of text, mathematical notation, and symbols
 - Promote understanding across languages
 - Illustrate through multiple media
- Provide options for perception**
 - Offer ways of customizing the display of information
 - Offer alternatives for auditory information
 - Offer alternatives for visual information

Universal Design for Learning Guidelines

Provides Multiple Means of Engagement <i>Attention, motivation, learning</i>	Provides Multiple Means of Representation <i>Perception, knowledge, memory</i>	Provides Multiple Means of Action & Expression <i>Strategic, goal-directed action</i>
<ul style="list-style-type: none"> • Provide options for task motivation • Provide opportunities and benefits that address motivation • Provide personalizing skills and strategies • Develop self-assessment and reflection 	<ul style="list-style-type: none"> • Provide options for content presentation • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing, visualization, and manipulation • Maximize transfer and generalization 	<ul style="list-style-type: none"> • Provide options for strategic action • Guide appropriate goal setting • Support planning and strategy development • Develop capacity for monitoring progress
<ul style="list-style-type: none"> • Provide options for learning activities and persistence • Engage students and foster self-efficacy • Foster collaboration and community • Maximize transfer and generalization 	<ul style="list-style-type: none"> • Provide options for language, mathematical expressions, and symbols • Clarify vocabulary and symbols • Clarify syntax and structure • Support decoding of text, mathematical notation, and symbols • Promote understanding across languages • Illustrate through multiple media 	<ul style="list-style-type: none"> • Provide options for physical action • Offer alternatives for keyboard and navigation • Offer alternatives for touch and sensitive technologies
<ul style="list-style-type: none"> • Provide options for learning resources • Customize individual content and activities • Offer alternatives for auditory information • Offer alternatives for visual information 	<ul style="list-style-type: none"> • Provide options for presentation • Offer ways of customizing the display of information • Offer alternatives for auditory information • Offer alternatives for visual information 	

Diving into Instructional Design

Source: Universal Design for Learning (UDL) Guidelines: Version 2.0 February 1, 2011

Engagement Research

Provide options for self-regulation

- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

Provide options for recruiting interest

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

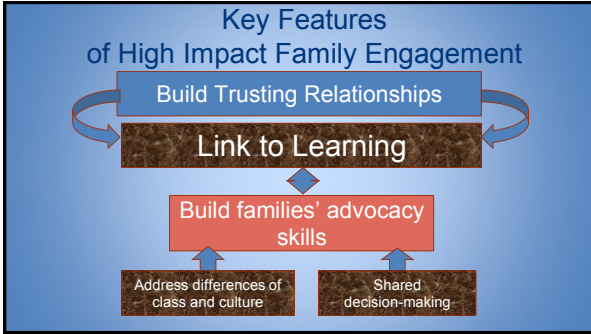
Source: Universal Design for Learning (UDL) Guidelines: Version 2.0 February 1, 2011

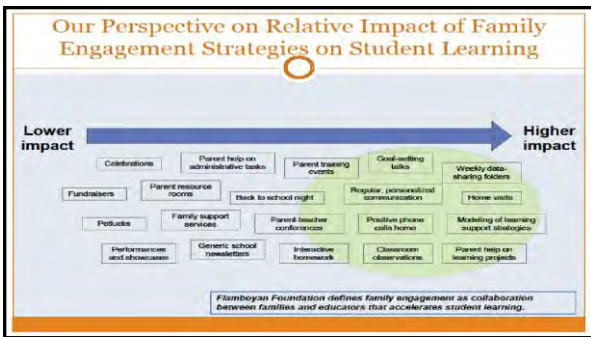
Hattie, Visible Learning, 2011

- Explicit strategy instruction
- Formative assessment
- Provide feedback and listen
- Collaborative goal-setting
- Embed ongoing conferring to add to strategies and check-in on goals

USDE FAMILY ENGAGEMENT FRAMEWORK

“Future policy and programming in family engagement should focus on building and enhancing the capacity of school/program staff and families to partner in ways that support student achievement and development, as well as school improvement.”





High Impact Strategies for Schools

Interactive and Systemic approaches:

- **Shared Responsibility**, sharing data with families and co-developing learning skills
- **Strengths-based and collaborative**, inviting parent conversations about improving the school
- **Integrated with school reform efforts**, linking community resources and family activities to school learning goals, and
- **Continuous improvement**, forming a team of parents and school staff to improve school climate.





Match Text & Formative Assessment

Text Complexity Including:

- Plot & Setting: visualizing, retell, synthesis, flashback
- Character development: singular vs multiple
- Vocabulary & Figurative Language:
 - picture clues support vocab early
 - no picture clues; must read the page or chapter
- Themes & Ideas:
 - Basic to complex themes
 - Multiple themes and symbolism
- Stamina: ¾ page per minute

Jennifer Serravallo, 2012
Independent Reading
Assessment: Fiction

Access to Appropriate and Culturally Relevant Non-Fiction Texts

Match Text & Formative Assessment

- Main Idea: part of and whole text (amount of inference/support)
- Key Details: match details with main ideas
- Vocabulary: more than glossary definition - deep understanding/explain meaning
- Text Features: how do we use them? How do they support the main ideas?

Serravallo, 2013
Independent Reading Assessment
Non-Fiction

Lots of Reading!

- Teach Stamina
- Market books; Get them excited
- Read children's books - Pause and Talk
- Ask questions to ensure thinking
- Collaborate -Make it fun!

**Strategies:
Teach 'em How to Fish**

- A step by step "how-to"
- Temporary steps -become automatic
- Generalizable
- Authentic

Ask yourself: "How did I do it?"
(Spy on yourself as a Reader)

Instead of correcting, Ask:

- What do you notice?
- Did that make sense?
- Did that sound right?
- Does that look right?
- Tell me about your thinking...
- What do you think will happen next?

The Goal is Independent Thinking!

Fluency

- ¾ of a page per minute - Independent/Silent rate
- Oral reading
 - Accuracy
 - Smooth phrasing (pauses, punctuation)
 - Expression
- Repeated Reading
 - Reader's Theater
 - Chorale Reading
 - Poetry Performance
 - Recorded
 - Read to a smaller child

Rasinski, 2010

Writing to Capture Thinking

- Reading Writing Connection
- Phonological awareness/Spelling
- Author's perspective
- Cognition-Production
- Vocabulary
- Reading like a Writer
- Reflective
- Visual - spelling

Developmental Phonics & Spelling

Phonetic leads to conventional

- Letter-Name Alphabetic (sit the i sounds like the name of e) -Grade 1
- Within Word Patterns (single syllable, long vowel) - Grade 2
- Syllables and Affixes (two syllable words; prefixes and suffixes) - Gr. 3,4 5

Spellings are often related to:

1. Where they occur within words
2. Other sounds they are close to
 - gh never stands for an F sound at the beginning of words
 - ti never stands for sh at the end of a word

Teach and Practice logical PATTERNS

bomb-bombard; sign-signature;muscle-muscular; define-definition-definitive;
 Words that are related in meaning are often related in spelling as well,
 despite changes in sound

(Templeton, 2012) *Spelling-Meaning Connection*

Sound Sorts, Word Hunts, Writing Sorts

Students must be able to read the words they are sorting!!

Recognition then production

- First sort by sound: What sound does g make?
- Then sort by pattern: dge, age, ug/ag/ig
- Read and think first
- Generate a Rule or Generalization collaboratively
- One syllable words through second grade - phonetic
- Multisyllabic words in English-meaning plays the more powerful role

(Templeton, 2012)

Collaboration, Conversation, Language

Learning is Socially Constructed – *Vygotsky*

- Productive Group Work
- Table Conversation/Debate
- Socratic seminar
- Academic language expectations
- Sentence stems
- T.V. and movie conversations

Remember to encourage the child to do some talking!

Vocabulary

It's about the meaning... In context!

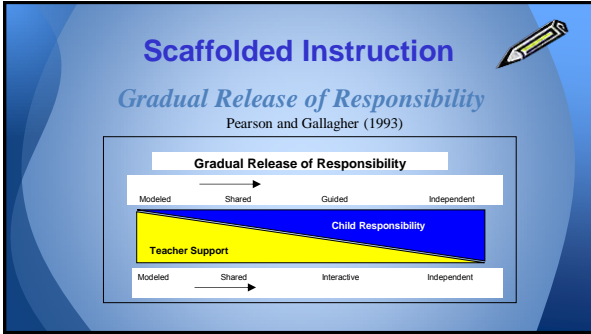
- Early concept sorts (from pictures to words)
- color, size, shape
- Build on known concepts
- At least 10 repetitions in context
- Teach about words
- 1 pager on word sorts
www.shanetempleton.com

Do not mix spelling with vocabulary!

Advanced Vocabulary

Morphology generates your students' learning about thousands of words. When you learn one word you learn ten. –*Templeton, 2004, 2012*

- **Latin:** *Science - ology; -rupt-break: interrupt, corrupt, disrupt; spect- look*
- **Greek:** *silent P words; hydra - water; astro*
- **Build-a-word:** *Courage - make 10*
- **Take-Apart:** *un- re- dis- Unbreakable - un- break-able*
- **Sort and notice:** *similar meanings of prefixes/suffixes*







Thank You!

Resources:

- The Literacy Teacher's Playbook K-2 or 3-6
by Jennifer Serravallo
- www.shanetempleton.com
- Visible Learning for Teachers, 2011
by John Hattie
- [PreSchool Resources](#)
- [Literacy & Math Resources for Families](#)
