P-3 Teachers: What Comprehensive Developmental Literacy Continuums Can Do For You

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NATIONAL **P 3 CENTER**

Situating myself in this work…

❖ A former preschool and kindergarten teacher

❖ A literacy geek

❖ An M.O.M to a three and a four year old

NATIONAL P3 CENTER

Talk, Play, and Read

The continuum of literacy development: 0-8

WA Early Learning Guidelines, and Brain Science

	Language, Literacy/Writing, & Cognition
Ages 0-1	*Listen and attend to language* *Coo in response to speech and interaction* *Begin to distinguish sounds of home language*
Ages 1-18mos	Listen to stories and caregivers narrate surroundings, Begin to say words and identify objects by name Use one word to convey meaning (e.g. "up")
Ages 16 mos-3	Listen to stories and ask questions Recount an event with help Communicate about recent activities

Teaching Strategies Gold, WaKIDS, and WA Early Learning and Development Guidelines:

	Language, Literacy/Writing, & Cognition
14b *Ages 3&4*	*Engage in sociodramatic play* *Adopt a variety of roles and feelings during pretend play*
18c Ages 4&5	Retell stories Tell some details in a sequence of events Tell short make believe stories with adult help
19b Ages 3&4 Ages 4&5	Write to convey meaning Draw shapes and lines using crayons or pencils Write some letters and numbers

Common Core State Standards:
Speaking and Listening

| Kinder	describe people, places and events
1st	describe people, places and events with detail and express feelings
2nd	tell a story or recount experience with relevant facts and descriptive details
3rd	Report on a topic or text, tell a story or recount an experience with relevant facts and descriptive details, in a coherent way with appropriate pace

Common Core State Standards: Writing

Kinder	Use a combination of drawing and dictating to narrate
1st	Write narratives with more than two sequenced events
2nd	Write narratives with well elaborated sequence of events, details and closure
3rd	2nd grade plus… Establish the story with characters and setting, and provides dialogue

WA-ELDG, CLASS and TPEP Observation

WA Early Learning and Development Guidelines	CLASS: Instructional Support Domain (Language Modeling)	TPEP: Questioning and Probing; Danielson (distinguished)
Help children take turns listening and talking in conversations, Use a wide vocabulary, and ask children questions that require more than a one word responses	**Repetition and extension** honors and models language use Teachers ask **Open-ended questions** that require more language use	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition

Literacy Starts at Birth and Develops along a Continuum

Language and Writing Development
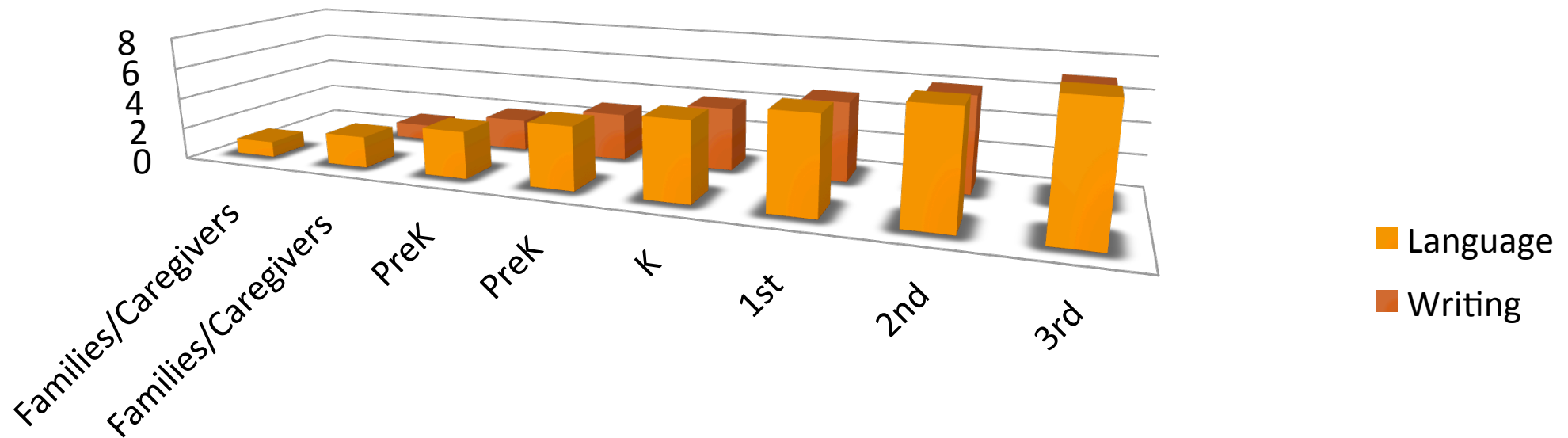
ACTIVITY #1

GROUPS OF FOUR

◦ Student

◦ Teacher

◦ Administrator

◦ Observer

DIRECTIONS

Student: pick grade

Teacher: Review standards

Administrator: Review evaluation criteria

Observer: Take notes and track time

Sequence these pictures, and tell me a story...

What did you notice?

No Question: We are developing thought and language in the Classroom- *but is it systematic*?

Teaching Comprehension

Comprehension instruction has been declared a national priority in American schools (RAND, 2002). Sadly, prior to this declaration, comprehension instruction was largely neglected (Durkin, 1978/79; RAND, 2002)

Children **NEED** opportunities to talk, which promotes and supports thinking development

WHAT MATTERS WHEN TALKING WITH CHILDREN B-5 AND K-12?

QUALITY & QUANTITY OF TALK

- Directives or open-ended questions?
- Conversations and turn-taking or lectures?
- **Small group** versus **whole group**?

Reading Comprehension and Instructional Evaluation

GROUP 1

◦ Students first
◦ Evaluators second

GROUP 2

◦ Evaluators first
◦ Students second

CLASS and TPEP Observation

CLASS: Instructional Support Domain (Language Modeling)	TPEP: Questioning and Probing; Danielson (distinguished)
1. **Repetition and extension** honors and models language use 2. Teachers ask **Open-ended questions** that require more language use	1. Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition

The Carrot Seed (c) 1945 by [Ruth Krauss](#)

A little boy planted a carrot seed.

His mother said, "I'm afraid it won't come up."

His father said, "I'm afraid it won't come up."

His brother said, "It won't come up."

Every day the little boy pulled up the weeds around the seed and sprinkled the ground with water.

But nothing came up.

And nothing came up.

Everyone kept saying it wouldn't come up.

But he still pulled up the weeds around it every day and sprinkled the ground with water.
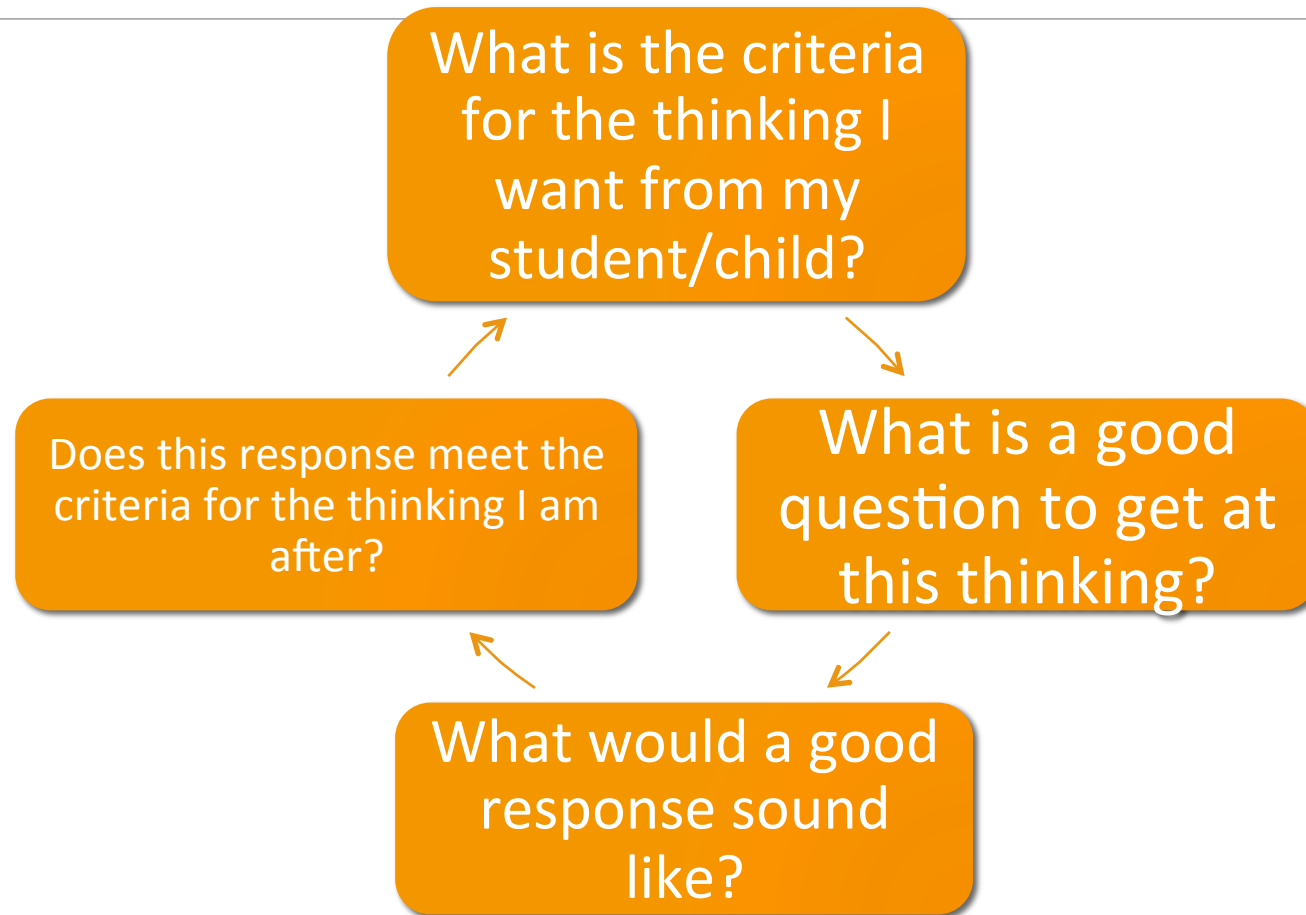
And then

One day

A carrot came up

Just as the little boy had known it would.

What did you notice?

Plan ahead!!

What is the criteria for the thinking I want from my student/child?

What is a good question to get at this thinking?

What would a good response sound like?

Does this response meet the criteria for the thinking I am after?

Activity #2

◦ *With your group come up with 3 questions- 1 literal; 1 inferential; and 1 critical*

Setting Standards for Discussion Responses

Table 2.2   Part One of the Habits of Discussion: Learning to Share

Learning to Share	Ideal Student Actions
Listen and Talk Only in Turn	• Track the speaker. • Keep hands down when someone is speaking. • Do not interrupt.
Speak Audibly	• Use a voice others can hear.
Speak in Complete Sentences	• Restate the question in the response; use no incomplete sentence.
Interact Peer to Peer	• Look at every group member, not just the teacher, when giving an answer.

Source: Bambrick-Santoyo, 2013

Aligned P-3 Approaches, and Expert Practitioners

1. Adopt comprehensive (0-8) language and literacy standards to inform curricula and assessments.

2. Engage and support parents as partners in early language and literacy development.

3. Equip 0-8 educators with the necessary skills and knowledge for improving language and reading proficiency.

Questions, Reflections, Thoughts...

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