

LEVERAGING THE POWER OF TEACHERS

ESSENTIAL LITERACY
INSTRUCTIONAL
PRACTICES FOR THE
CLASSROOM

PK-3

DESIREE
KIESEL

ODE
ELA
SPECIALIST



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FIRST QUESTION...

How is a reader reading us?

The reader is reading these word bubbles!

ww

HOW DID YOU LEARN TO READ?



About Me...

- ELA Specialist for ODE
- Secondary educator
- Professional blinders
- Literacy is a civil right!
- Early learning teachers are on the front lines of this work!



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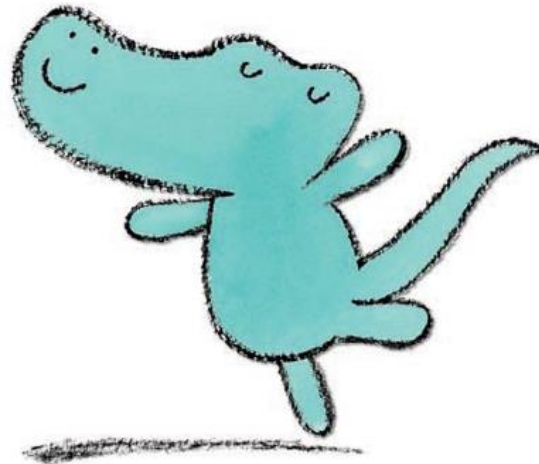
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Objectives

- Explore the latest best practice guides from General Education Leadership Network

Practice guides are the work of [Dr. Nell Duke](#) and her team from University of Michigan



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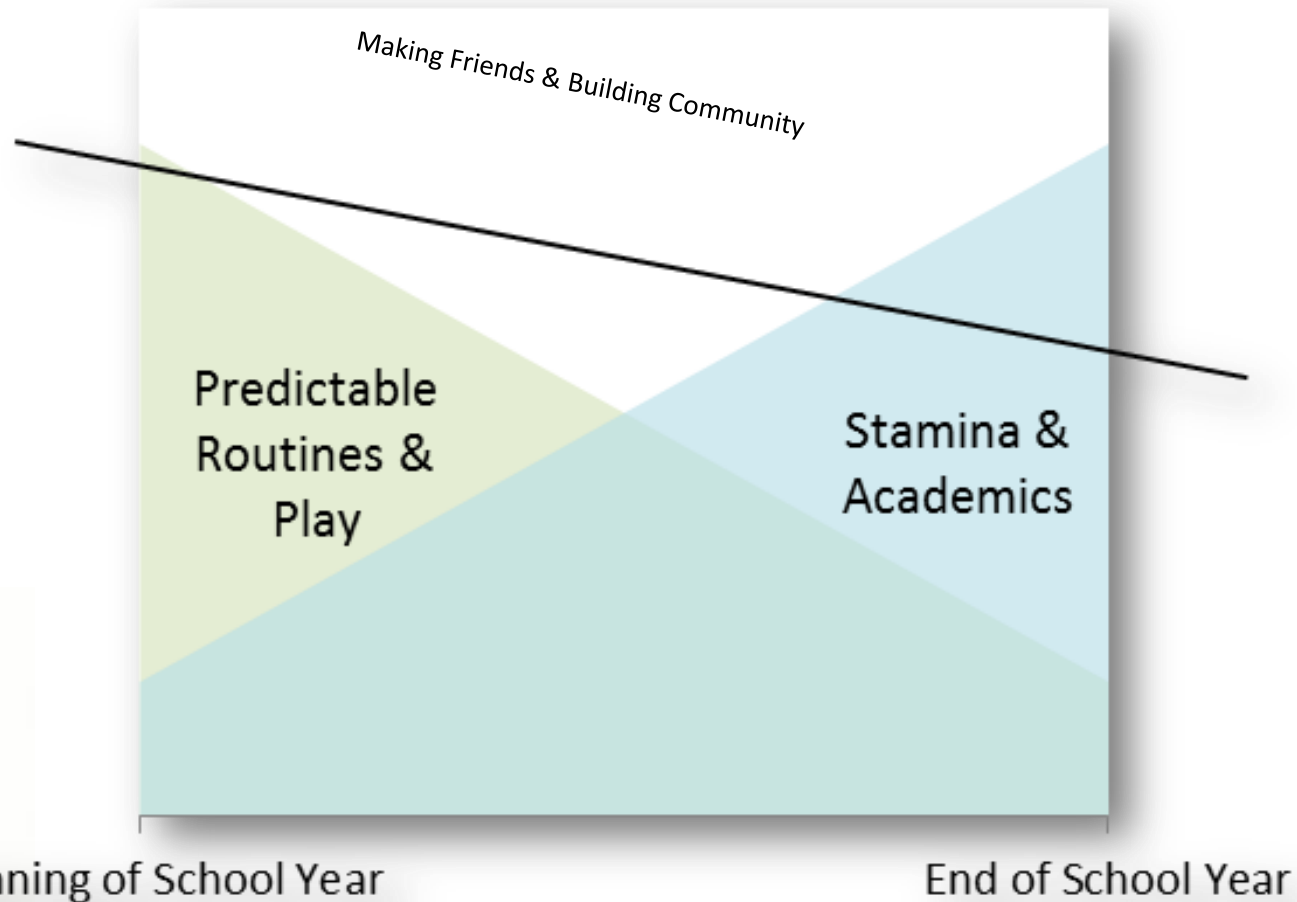


Objectives

- Find practices that align to Oregon's Early Learning and Kindergarten Guidelines
 - Print and Alphabet Knowledge
 - Comprehension and Text Structure
 - Phonological Awareness
 - Writing
- Plan for implementing these strategies

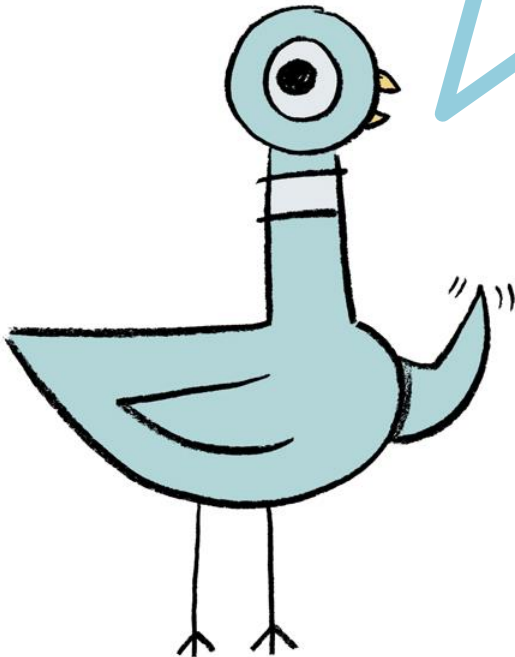
A Year of Kinder

*Adapted from the 2015-16 Reynolds School District Kindergarten Workgroup



READY
TO
BEGIN?

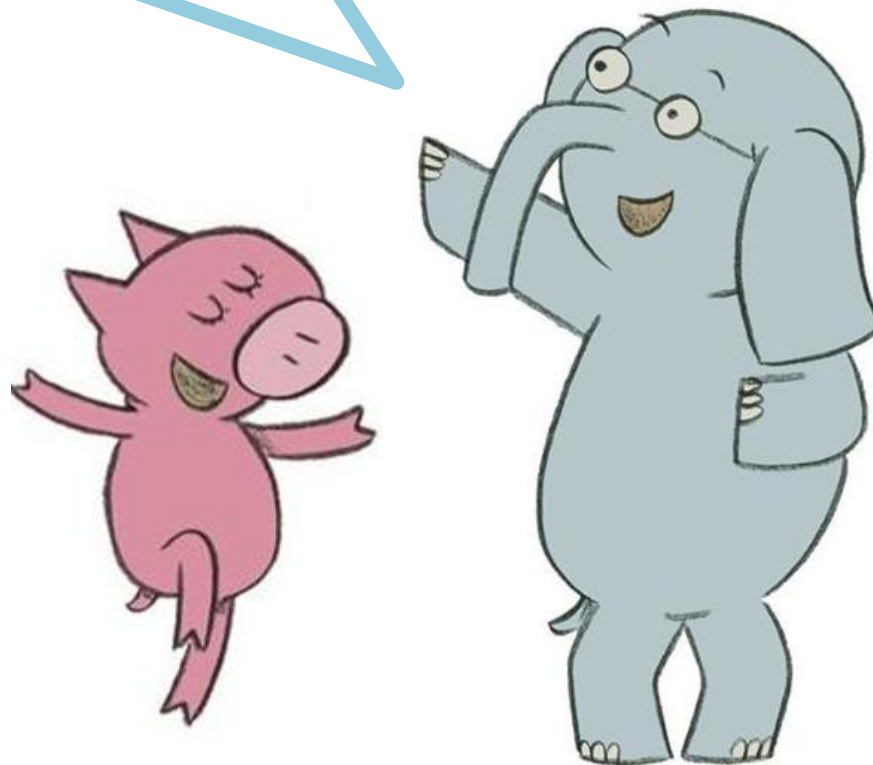
I CANNOT WAIT!



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FOSTERING STUDENT ENGAGEMENT



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AUTONOMY, MASTERY, PURPOSE

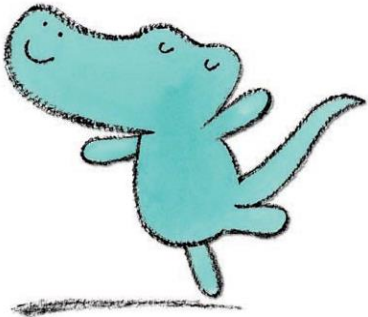


***DANIEL
PINK'S
WORK ON
ENGAGEMENT***



Fostering Engagement

- Create opportunities for students to see themselves as readers (*Mastery*)
- Opportunities for choice and collaboration (*Autonomy*)
- Understand the role of reading and writing in our world (*Purpose*)
- Reading shouldn't = Rewards or punishments!



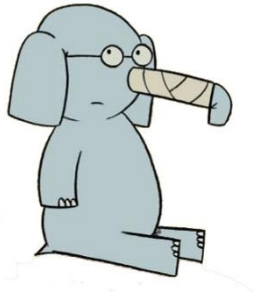


Booka, Booka, Booka

-Autonomy -Purpose
-Mastery

- Wide range of books and print
 - Connect to interest
 - Windows and Mirrors
- Books to take home!
- Book nooks
- Choice in Independent Reading





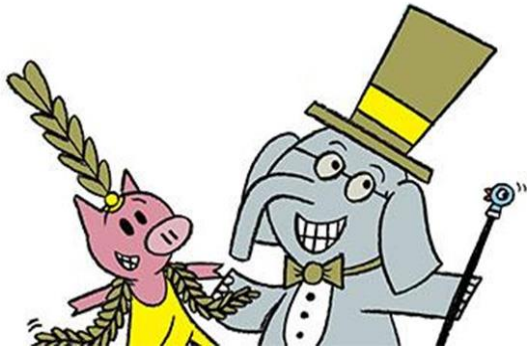
Drama Queens (and Kings)

Dramatic Play Centers should

- Provide opportunities to engage with literacy artifacts

In your centers think about...

- Writing--What writing happens in this place?
- Thematically Related Texts
- Label EVERYTHING

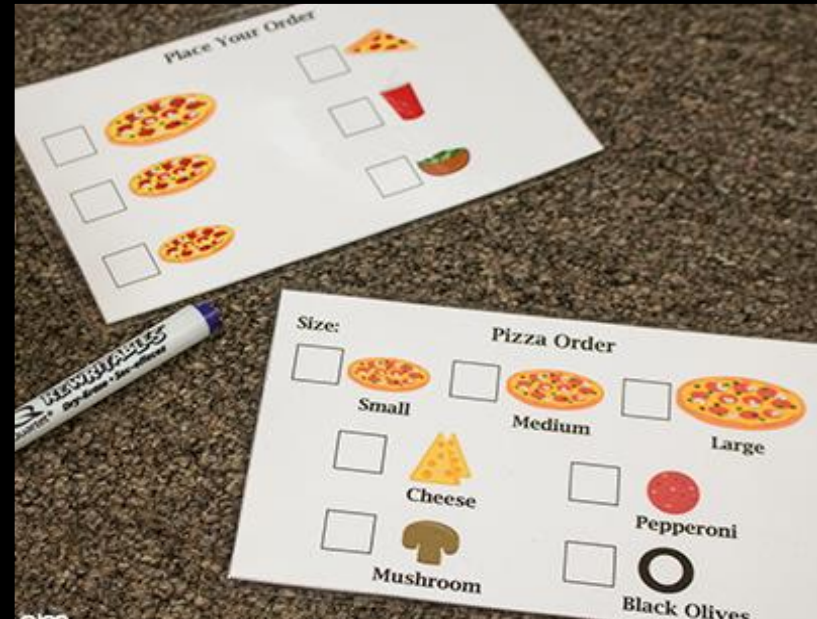


*-Autonomy -Purpose
-Mastery*

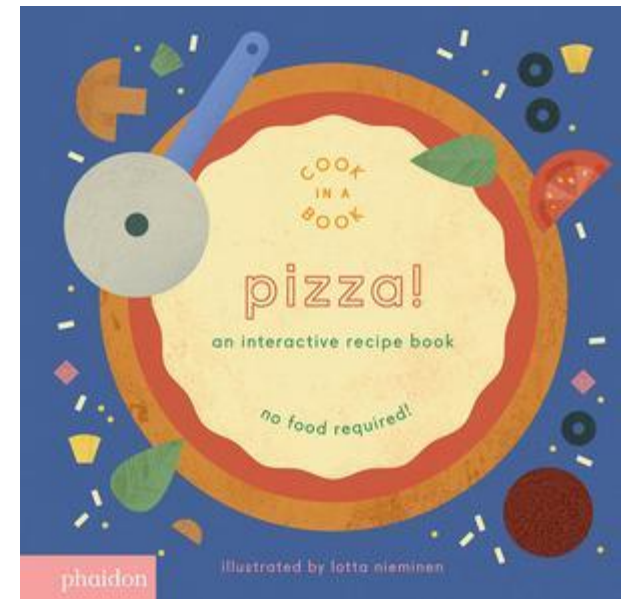
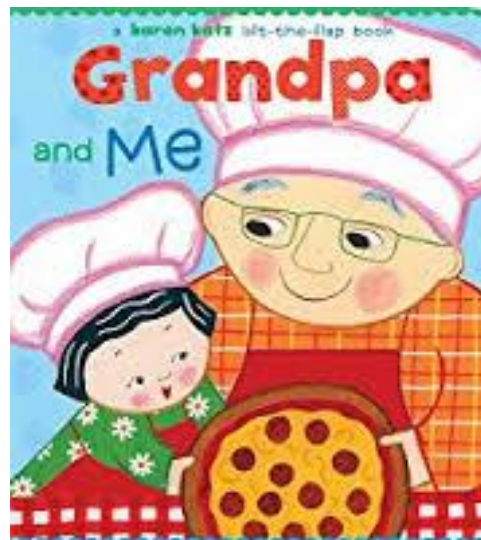
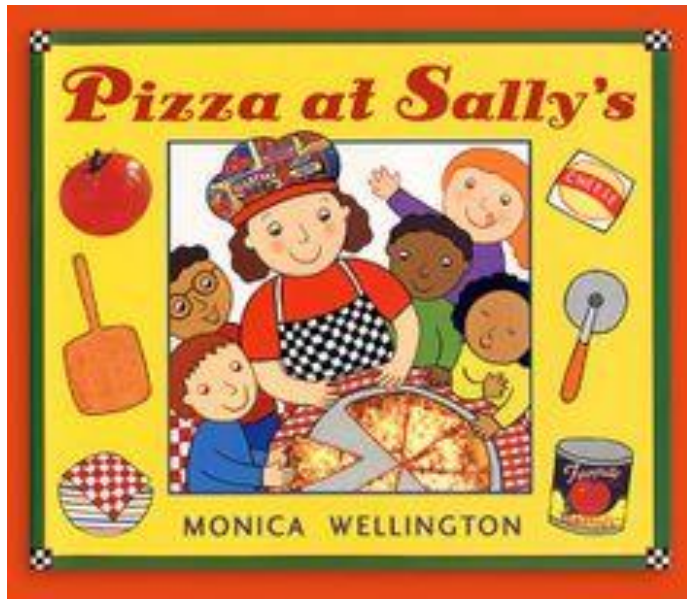
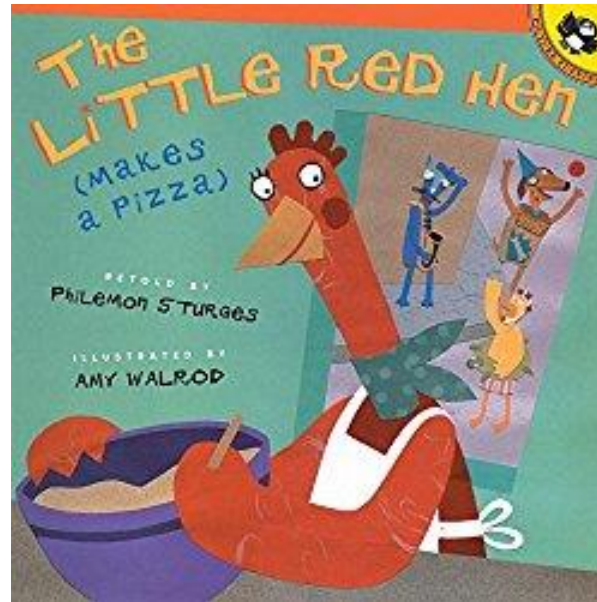


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Building Text Sets





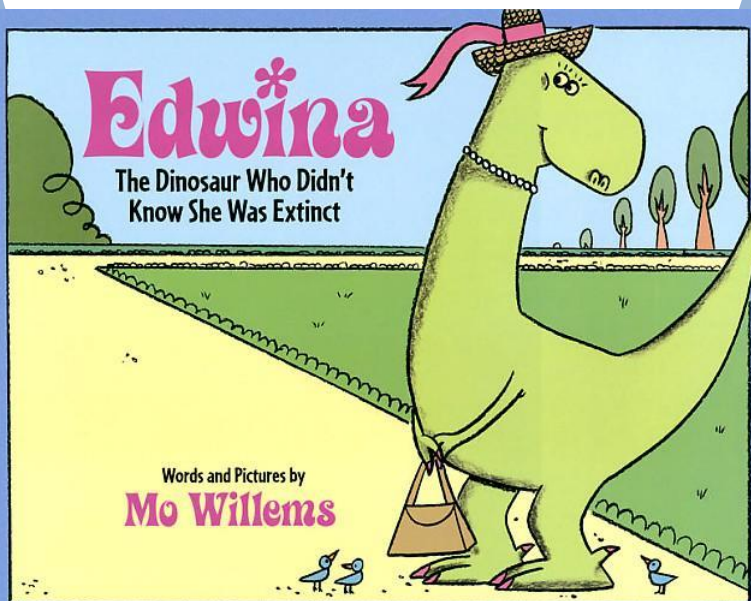


Interactive Read-A-Louds

READING
THE
PICTURES

COUNTING
WORDS

NOTING
TEXT
FEATURES



ASKING
ABOUT
READING
PROCESS

FOLLOWING
FINGER



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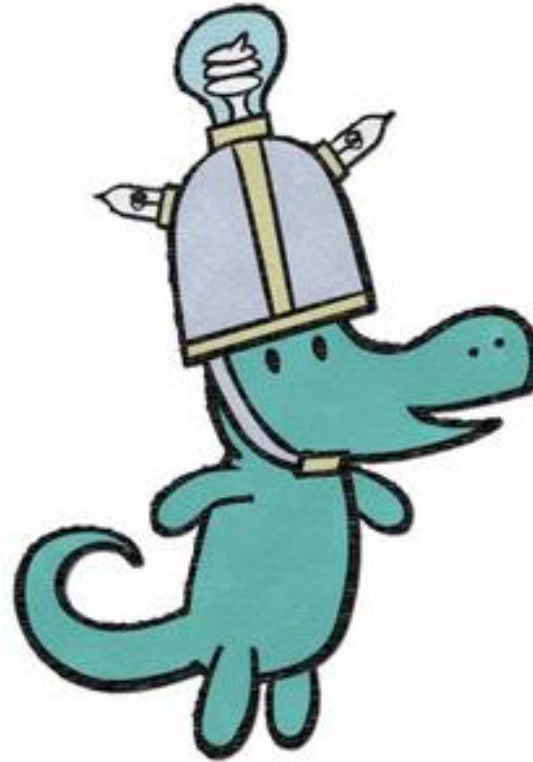
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HIGHER ORDER QUESTIONS

NEW
VOCAB

TEXT
DEPENDENT
QUESTIONS



BRING THE
WORDS
BACK!

**TEXT
SETS**

MODEL COMPREHENSION
STRATEGIES



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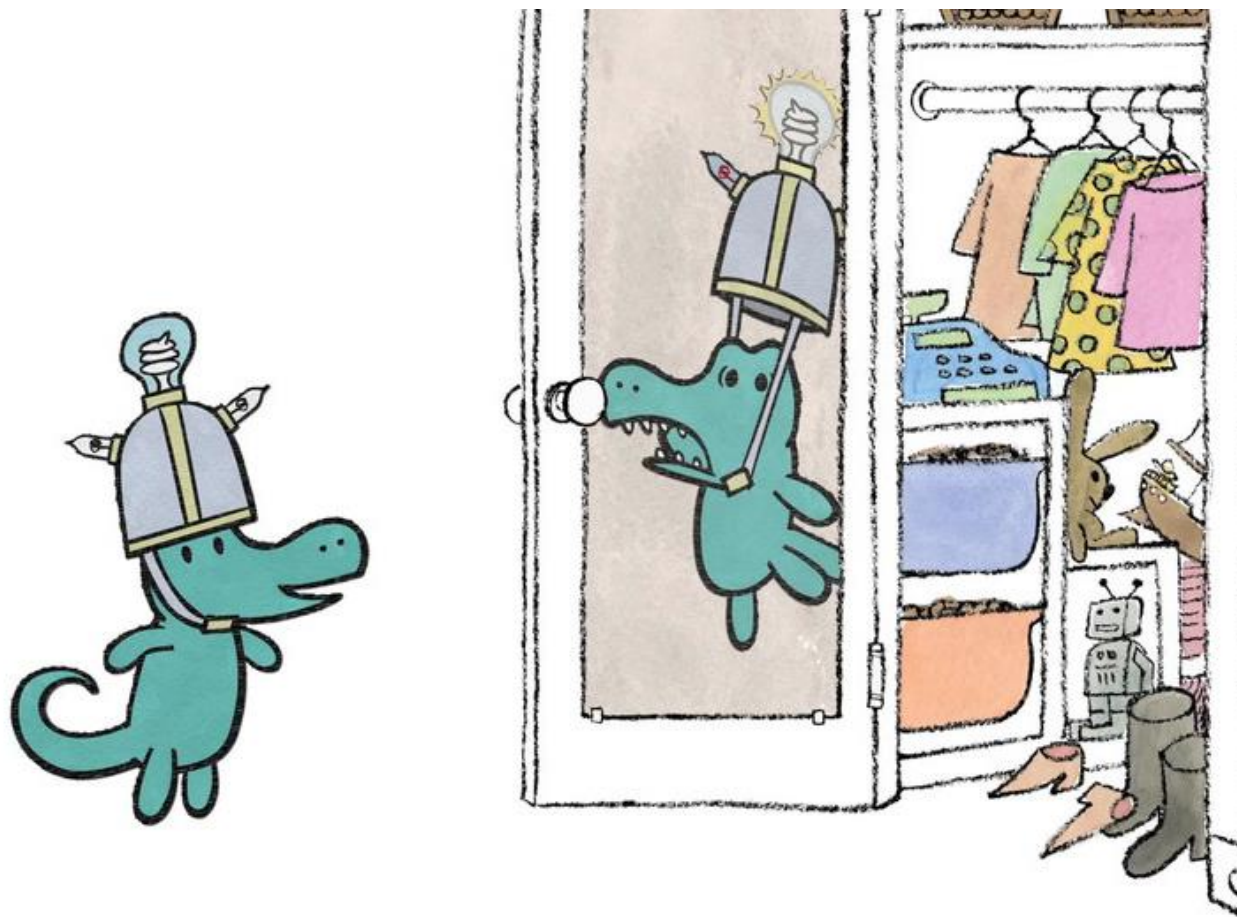
Building Your Read-A-Loud

- Identify the vocabulary
- Identify the standards
- Plan it out
- Practice the skills



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Turn and discuss...
Take aways?



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READING BUILDING BLOCKS





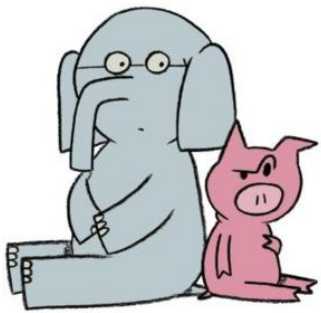
Assessment For Learning

- Engage in observation and assessment, guided by
 - Understanding of language and literacy development, including needs of English Learners
 - Our standards
- Use of appropriate assessment tools
- Observations occur in multiple contexts, and different stages of their learning



Instructional Grouping

- Grouping that ensures that reading time = reading
- Build prompts to engage with while reading independently
- Small groups for explicit instruction
 - Fluency, word recognition strategies, comprehension strategies
- Groups based on...
 - Levels
 - Needs
 - Interests
 - Partners
 - Mixing It Up



A is for Apple

- **Brief**, **clear**, **explicit** instruction in letter names, sounds, and how letters are formed
 - Alphabet Charts
 - Labels
 - Appropriate key words
 - Constant referencing



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This Not That



B

≠



D

≠



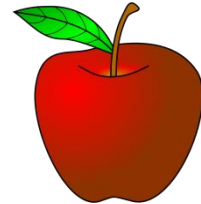
A

≠



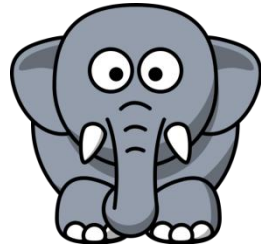
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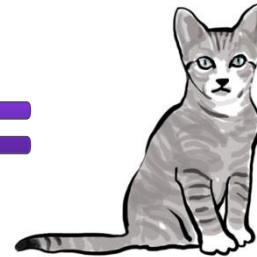
E

≠



C

=



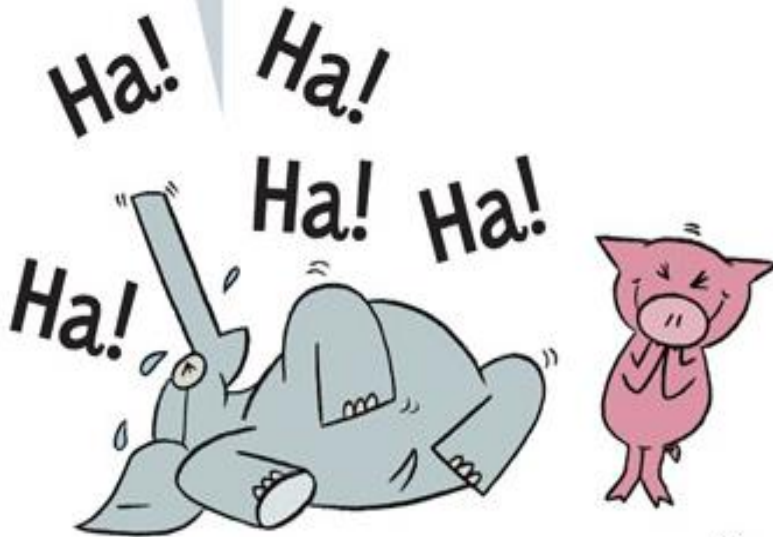
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I Like...Apples and Bananas



“BANANA!”



33

- Rhyming and alliteration
 - Silly songs with sound replacements
- Shorting pictures by sounds (not just first letter)
- Breaking apart words by their sounds



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Thinking Outside the Box

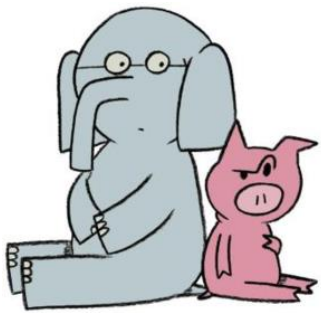


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Letter-Sound Relationships

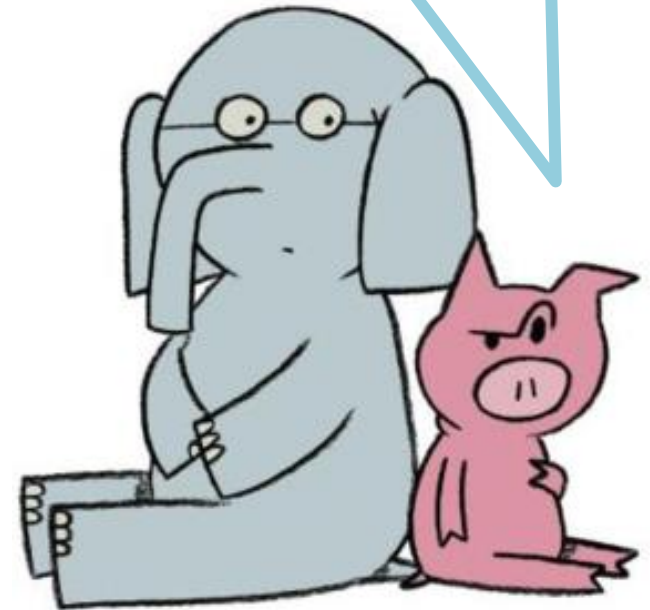
- **Do we understand the different sound relationships**
 - Digraphs
 - Blends
 - Diphthongs
 - Phonograms
 - Spelling Patterns
- Multiple Modes...
Oral, visual, tactile
- Systematically taught
- Observed and Supported by cuing



The Pitfalls

- Over-relying on letter names
- Teaching a letter a week
- Ending phonics instruction too early
- Teaching high frequency words as wholes and too early

E ≠



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Thinking Through the End of a Pen



I CANNOT WAIT!



- Daily writing opportunities
- The writing process
- Models of text
- Explicit instruction around conventions

Scaffold Writing



- Child generates the message
- Message is negotiated until the child owns it
- “Fill in the blank”
- Read what they wrote!



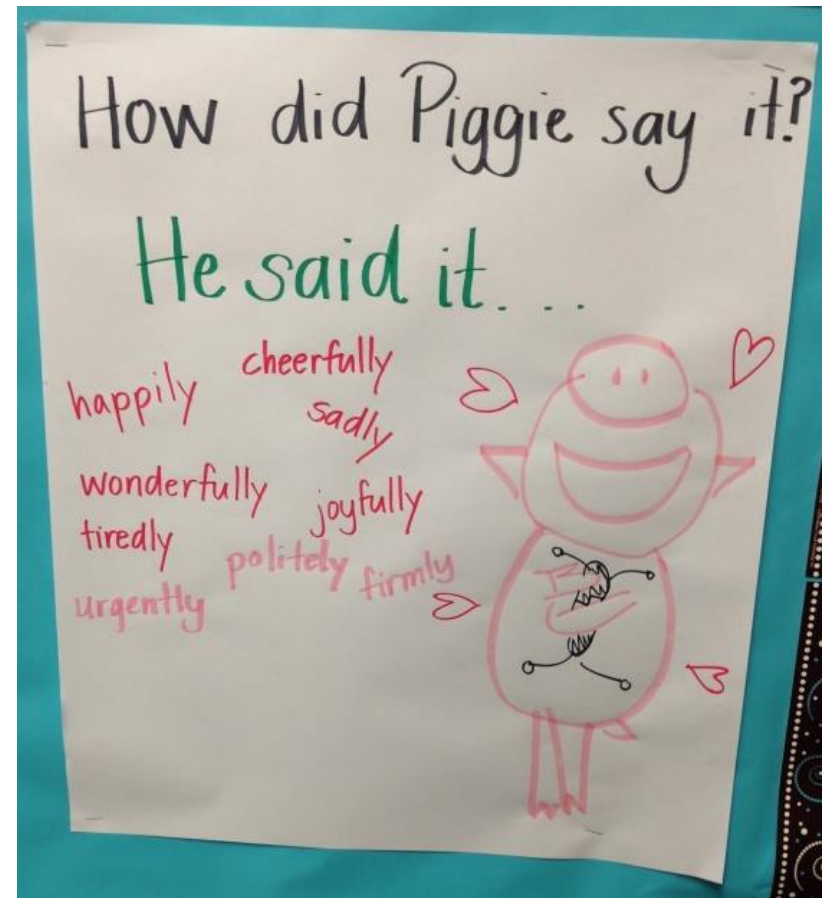
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Interactive Writing



- Children contribute to what the teacher is writing
- Teachable moments
- Share the pen



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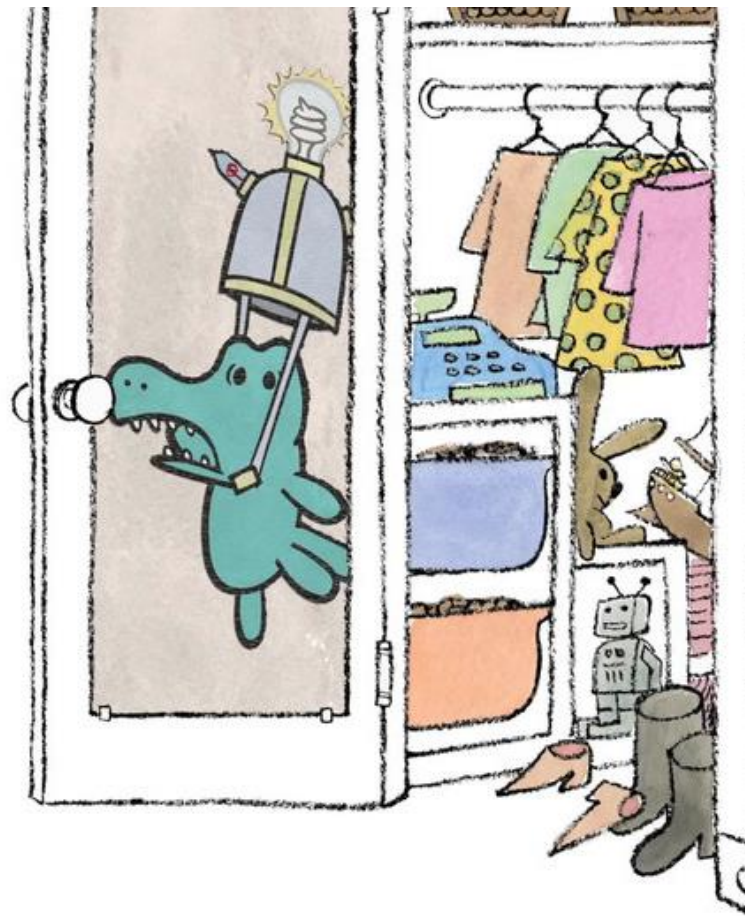
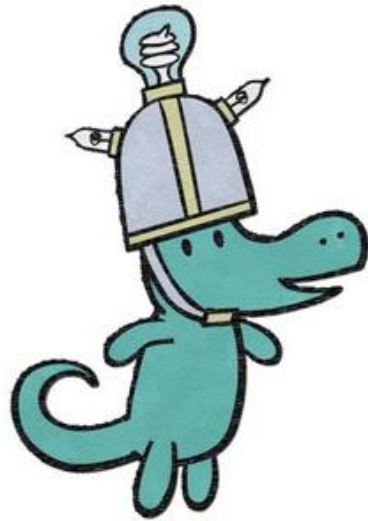
Building Vocabulary

- Words from Read-A-Louds
- Words from content instruction
- Compare words across texts
- Academic vocabulary
- Continually coming back to words
- Encourage talk



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Turn and discuss...
Take aways?



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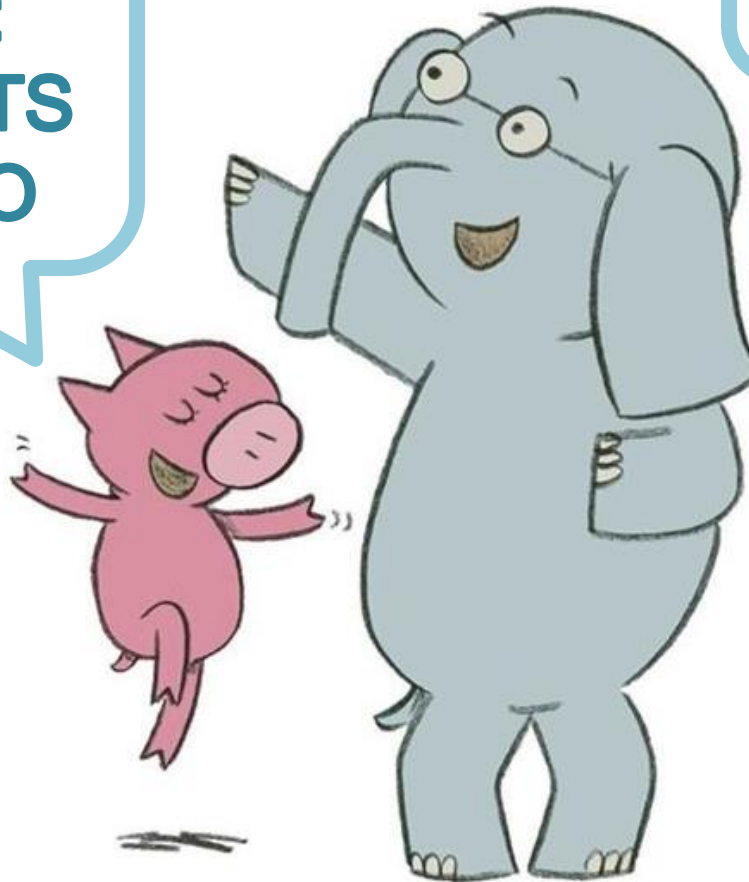
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Building On Our Foundation

**CHECK OUT...
LITERACY:
WHAT ADULTS
SHOULD DO**

**MEET THEM
WHERE THEY
ARE AT!**



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Family Time

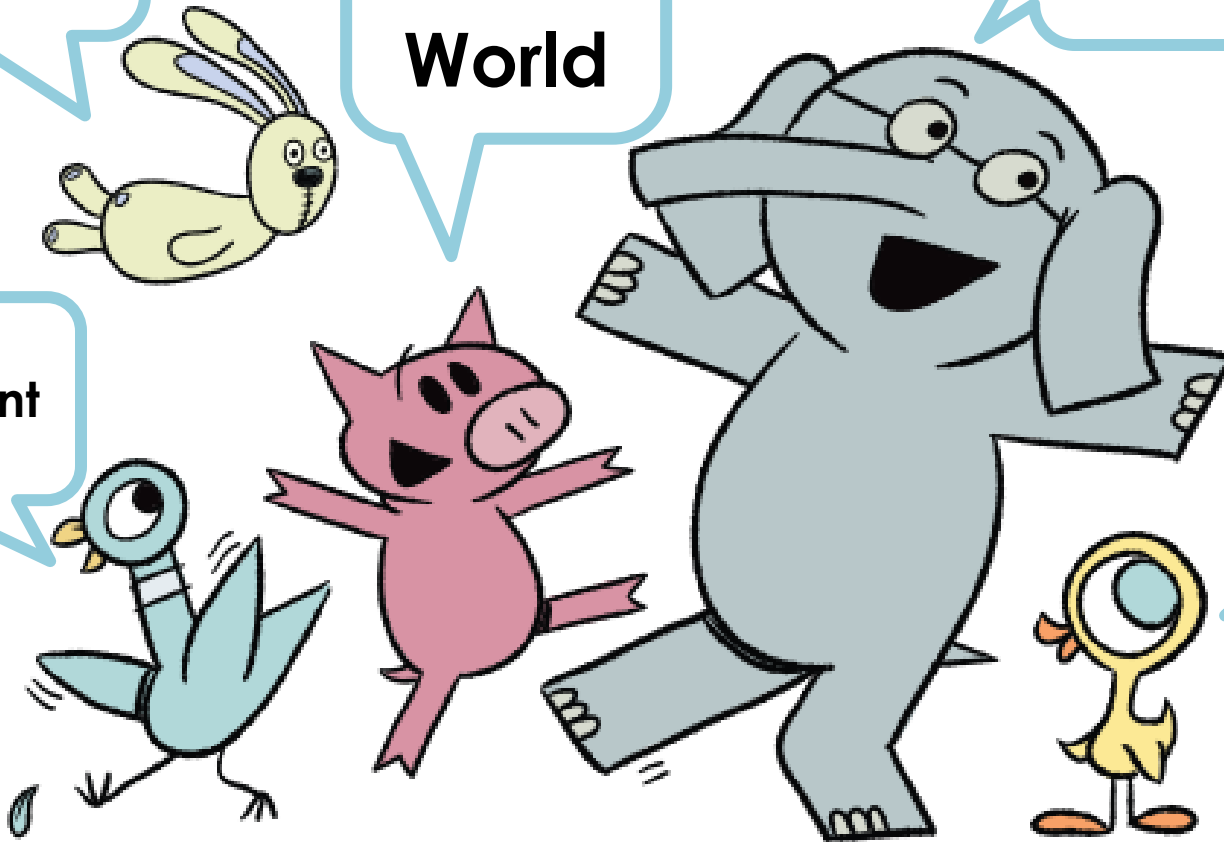
Language is
Literacy

Read
the
World

Reading takes
many forms

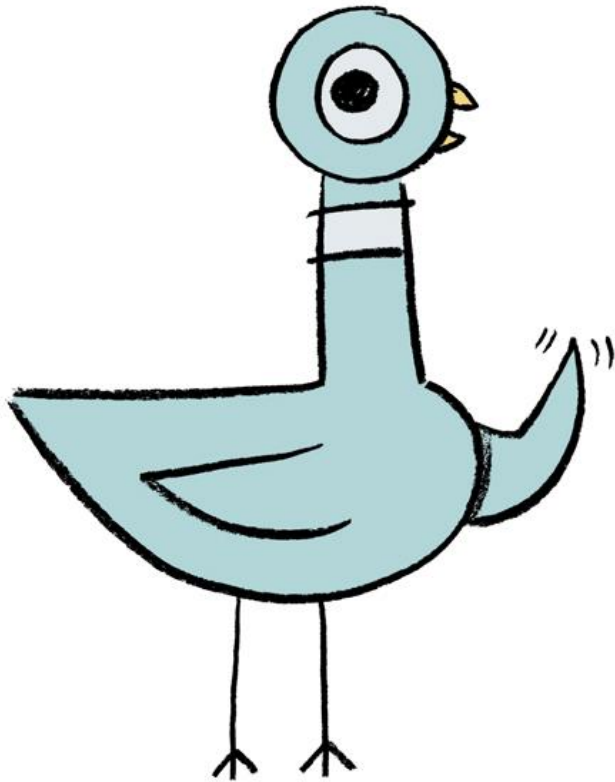
Promote
Independent
Reading

Provide
Literacy
Resources



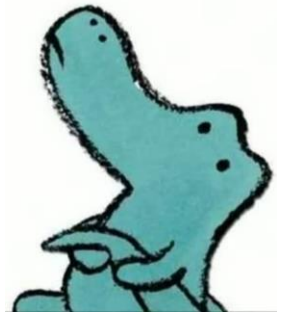
“When I say to a parent, ‘read to a child,’ I don’t want it to sound like medicine. I want it to sound like chocolate.” –Mem Fox

**A debt of
gratitude...**



*“Any book that
helps a child to
form a habit of
reading, to make
reading one of his
needs, is good for
him.”*

–Maya Angelou



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