

Johnson City Schools'
Summer Professional
Development

Literacy Learning Through Daily Routines



JoDee Dotson
July 20, 2016

“Give and Get”

Brainstorm routines you use “daily”
in your classroom.

Share with a partner.

Repeat.



How does each routine promote literacy with your students?





Literacy Routines



*Routines for Oral Language

Morning Meeting

High Frequency Words

Routines for Reading/Comprehension

High Frequency Words

Shared Reading

Morning Message

Importance of Oral Language

- Oral language skills provide the foundation upon which literacy is developed.
- Students who live in language-rich environments develop a deep and solid foundation.
- Students who do not have exposure to words and language have a weaker foundation.



Size of Vocabulary Matters

	Professional		Working-Class		Poverty	
	Parent	Child	Parent	Child	Parent	Child
Words Used in Home Talk (Per Hour)	2,176	1,116	1,498	749	974	525



In Rich-Language Classrooms...

Teachers:

- Create a climate that encourages and supports oral language within the context of a coherent and content-rich curriculum.
- Listen actively to what students are saying.
- Give students opportunities to listen attentively.
- Engage students in extended conversations.
- Encourage students to tell and retell stories and events.
- Discuss a wide range of topics and word meanings, giving students something to talk about.



In Rich-Language Classrooms...

Teachers:

- Encourage students to ask questions to gain information and clarify understanding.
- Restate what students have said, or invite students to say things again, to clarify what they are trying to express.
- Ask open-ended questions and prompt students to respond, giving opportunities for them to extend their responses.
- Encourage language play.
- Stay silent at times, to allow time for processing and responding.

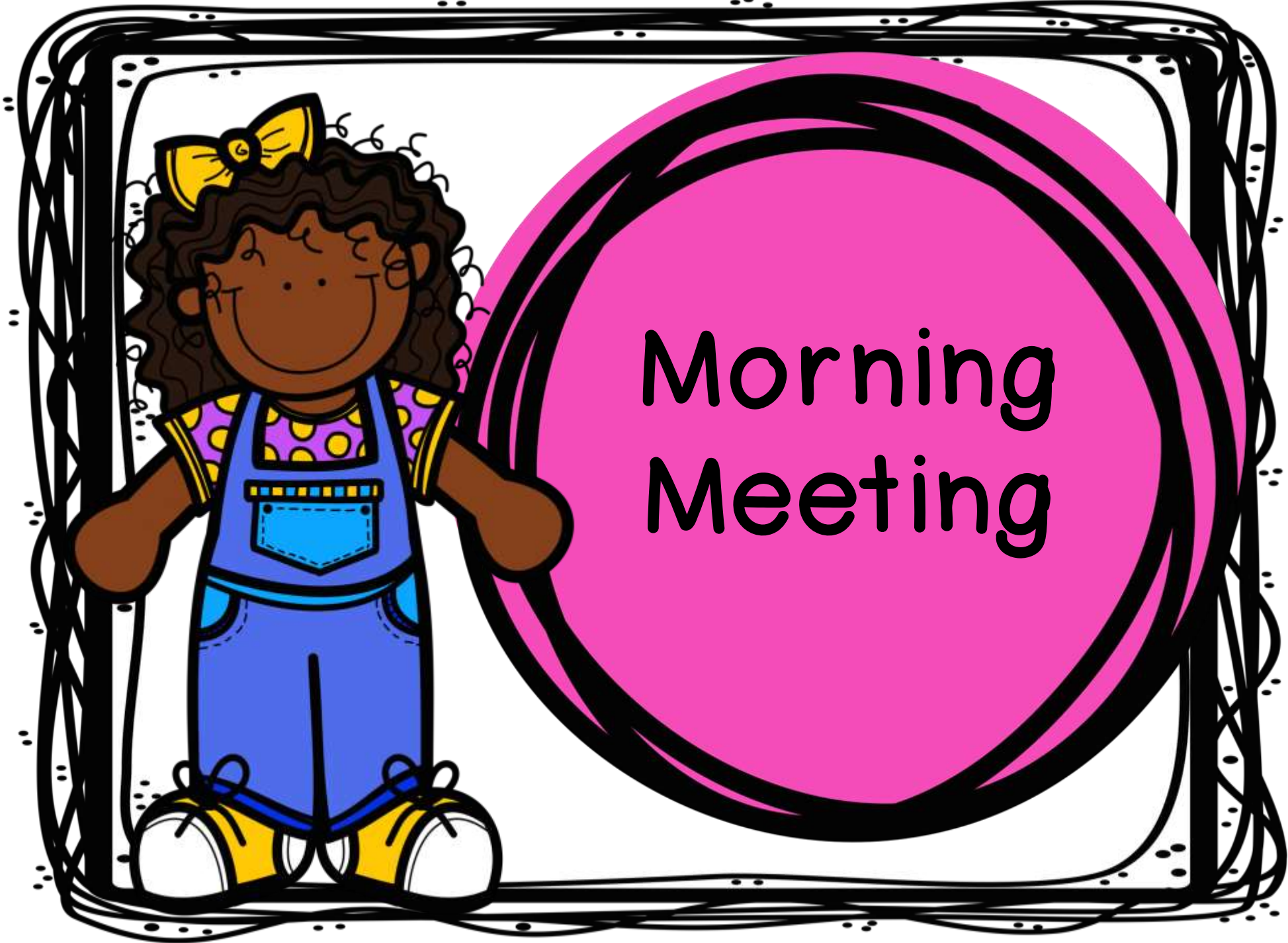


In Rich-Language Classrooms:

≡ Students:

- Listen and attend to models of language.
- Participate in language play guided by teacher.
- Name (label) and describe familiar objects, people, places, and events.
- Ask and answer *who, what, where, when, why, and how* questions with prompts.
- Participate in conversations with diverse groups.
- Discuss topics of interest.
- Ask questions to gain and clarify information.





Morning
Meeting

As you watch, think...

- ...what did you notice?
 - What were the students doing?
 - What was the teacher doing?
- ...how was the teacher promoting literacy?
 - What literacy skills were being practiced?
- ...how might this look different at various times in the school year?
- ...what are other ideas you have for morning meeting?

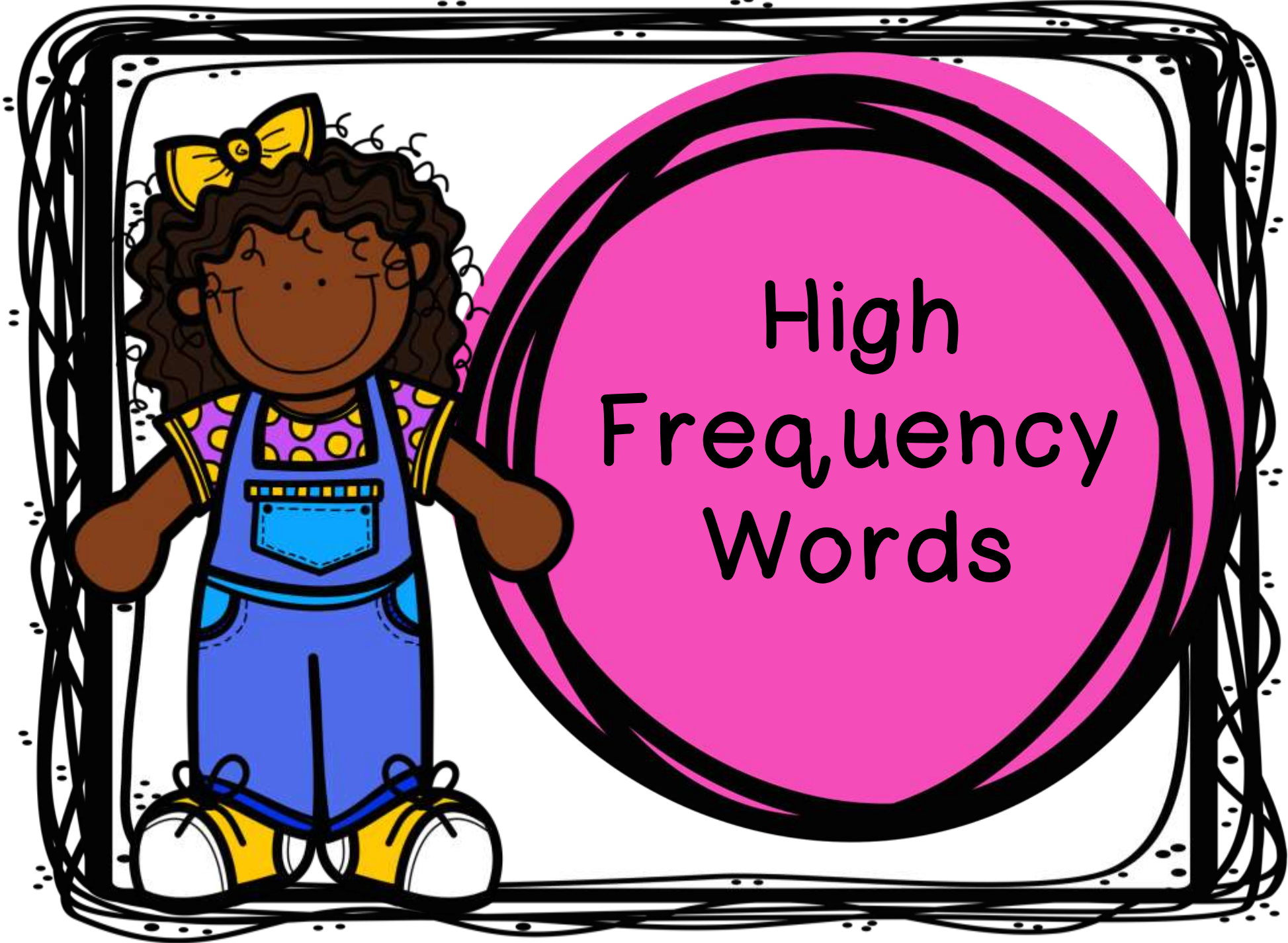




Turn and Talk

- What did you notice?
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- What are other ideas you have for morning meeting?





High
Frequency
Words

Importance of High Frequency Words

- High frequency words should be explicitly taught.
 - Many words do not follow commonly taught phonics rules and cannot be sounded out.
- Knowing high frequency words will make a student a faster and more fluent reader.
 - The more strategies a beginning reader has, the faster the learning process will be.
- These words affect meaning of the sentence and make it understandable.
- The more a child is exposed to a sight word, the more likely he/she will remember it.

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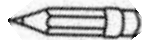
Name: _____

Color



see

Trace



see

Write



Blank rounded rectangular box for writing practice.

Circle

a

see

see

see

I

I

a

see

a

see

Trace

I see a dog.

Build

Empty square box for letter building.

Empty square box for letter building.

Empty square box for letter building.

e

e

s



Read it.

the



Cheer it.

the
het

Fix it.

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What's Missing?



the

Glow and Grow in Oral Language

Where do you already glow?



Where do you want to grow?





Literacy Routines



Routines for Oral Language

Morning Meeting

High Frequency Words

*Routines for Reading/Comprehension

High Frequency Words

Shared Reading

Morning Message



Shared
Reading



What is Shared Reading?



- Developed by Don Holdaway (1979, 1980)
- Designed to support students as they read texts that would otherwise be too difficult for them independently.
- Offers opportunity to collaborate with the teacher and solve problems presented by text
- Originally designed to emulate the fun and interactive nature of lap reading where parents and children explore print and meaning together

What makes Shared Reading special?

- Shared reading is particularly engaging!
- Shared reading encourages a growth mindset.
- Shared reading can serve as a vehicle for exploring content.
- Shared reading helps children progress faster in guided reading.
- Shared reading offers an efficient way to realign out-of-whack reading processes.
- Shared reading builds the classroom community.
- Shared reading offers lots of learning “bang for your buck.”
- Shared reading builds fluency.



	Conventional Shared Reading	Next Generation Shared Reading
<i>Age of Students</i>	Primary age	All ages
<i>Text Access</i>	Usually a big book on an easel or poem on chart paper	Access texts as a big book, poem, printed copies, text on a screen or copies of books/articles
<i>Text Level</i>	Slightly or significantly above the average reading level of class	Slightly or significantly above the average reading level of class
<i>Text Type</i>	Text has pattern, rhyme, or singsong quality	May also be a chapter from a book, magazine article, website content, etc.
<i>Lesson Description</i>	Read text together in singsong following teacher's voice. Teacher may stop to discuss or explore parts/meaning of text.	Teacher stops at strategic points to engage in strategy conversations. Collaborate to discuss tricky parts of text. Students may read aloud or silently as teacher reads aloud.

How do I implement Shared Reading?

• Prepare

- Select the text.
 - 1-2 levels above the guided reading level of most students
 - Interesting print, meaningful work, engaging
- Identify teaching points.
 - Comprehension
 - Accuracy
 - Cloze/Guess the Covered Word
 - Practices reading strategies, cross-checking, and self-monitoring
 - Word Study
 - High frequency words, word families, inflected endings, etc.
 - Fluency
 - Punctuation
 - Expanding Vocabulary

How do I implement Shared Reading?

Present

- Read aloud as students read along or silently.
 - Slightly slower steady, clear pace with inflection and energy
- Pause
 - Discuss meaning at places you predetermined for problem solving opportunities.
 - What do you notice? What can you try?
- Model and Think Aloud
 - Balance modeling with problem solving work from students
- Share
 - Engage students in text discussion
 - Use think-pair-share

Shared Reading Strategy

As you watch the shared reading lesson, think about:

What is the role of the teacher?

What is the role of the students?

What process-oriented conversations do you hear?

When I am stuck, I can try...



Cautionary Tales of Shared Reading

- Shared reading that is actually independent reading
- Shared reading that is actually round-robin reading
- Shared reading where the teacher talks through most of the lesson
- Shared reading with content-area textbooks



Shared Reading Can Be Tricky

- Text accessibility
- Locating Excellent Texts
- Giving Students Time to Think
- Balancing Direct and Indirect Instruction
- Connecting Shared Reading to Read-Aloud and Guided Reading
- Monitoring Student Participation



Shared Reading Ideas to Try

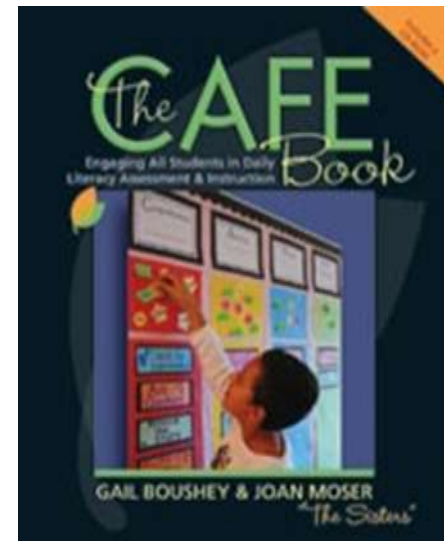
- Engage in a weekly shared reading of a poem
- Figure out ways to extend the shared reading text.
 - Type the text and let students reread and illustrate it.
 - Provide multiple copies to let children read individually
 - Develop a Reader's Theater based on text.
 - Use text for guided reading groups that need more fluency or comprehension practice.
- Develop anchor charts
- Incorporate CAFE



What is CAFÉ?

4 research-based components critical to reading

- C – Comprehension
- A – Accuracy
- F – Fluency
- E – Expand Vocabulary





The Literacy CAFE Menu

Comprehension

I understand what I read

Strategies

Check for understanding
Back up and reread
Monitor and fix up
Retell the story
Use prior knowledge to connect with text
Make a picture or mental image
Ask questions throughout the reading process
Predict what will happen; use text to confirm
Infer and support with evidence
Use text features (titles, headings, captions, graphic features)
Summarize text; include sequence of main events
Use main idea and supporting details to determine importance
Determine and analyze author's purpose and support with text
Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme)
Recognize and explain cause-and-effect relationships
Compare and contrast within and between text

Accuracy

I can read the words

Strategies

Cross checking . . . Do the pictures and/or words look right? Do they sound right? Do they make sense?
Use the pictures . . . Do the words and pictures match?
Use beginning and ending sounds
Blend sounds; stretch and reread
Flip the sound
Chunk letters and sounds together
Skip the word, then come back
Trade a word/guess a word that makes sense

Fluency

I can read accurately, with expression, and understand what I read

Strategies

Voracious reading
Read appropriate-level texts that are a good fit
Reread text
Practice common sight words and high-frequency words
Adjust and apply different reading rates to match text
Use punctuation to enhance phrasing and prosody (end marks, commas, etc.)

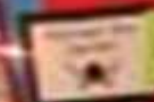
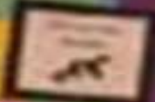
Expand Vocabulary

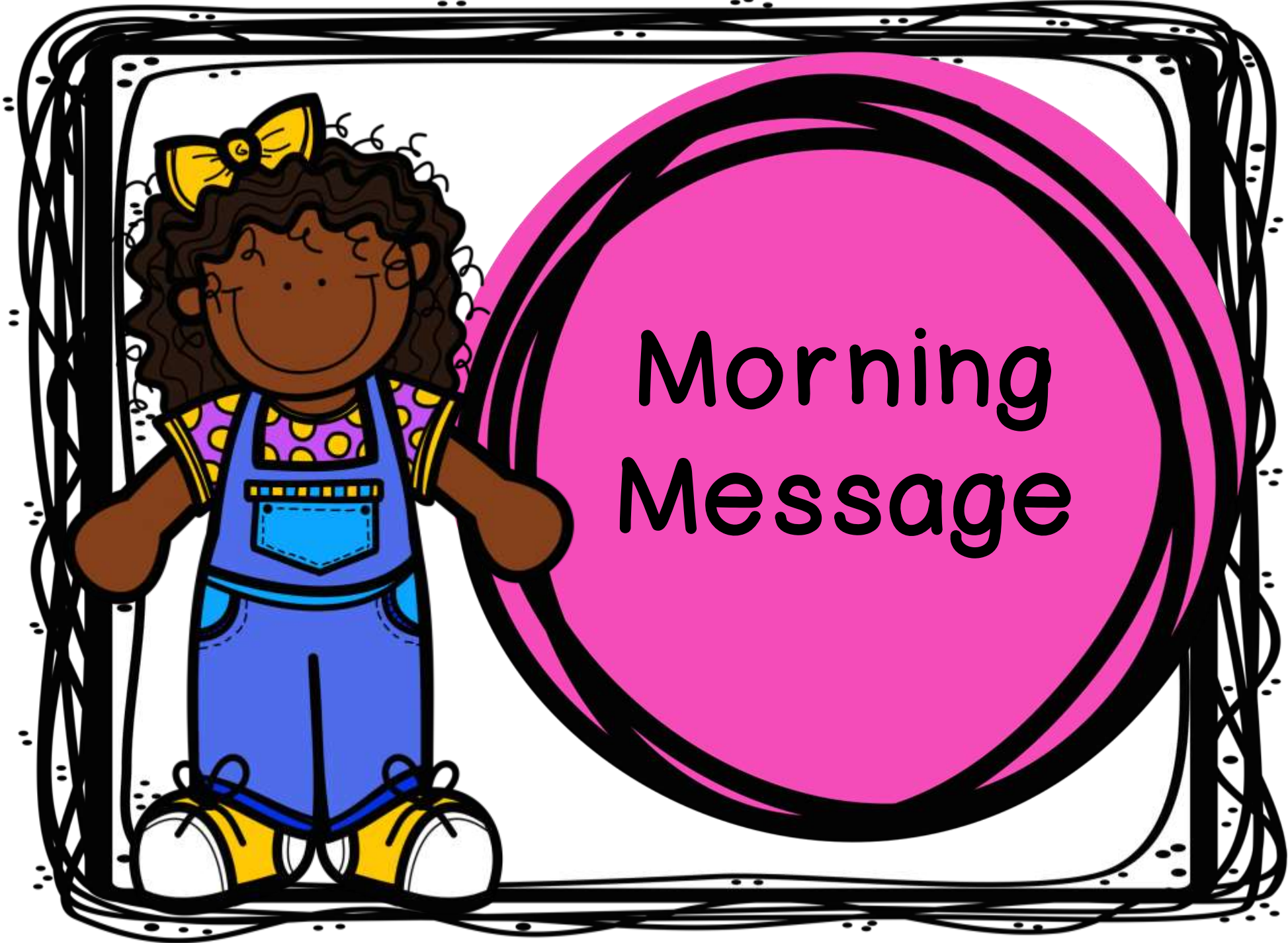
I know, find, and use interesting words

Strategies

Voracious reading
Tune in to interesting words and use new vocabulary in speaking and writing
Use pictures, illustrations, and diagrams
Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.)
Use prior knowledge and context to predict and confirm meaning
Ask someone to define the word for you
Use dictionaries, thesauruses, and glossaries as tools

Comprehension I know and understand things that are read to me	Accuracy I read words and digraphs within language	Fluency I read words, words and groups	Expand Concepts of Print I know all about printing in books & books
<p>retell stories</p> <p>Make connections</p> <p>Answer questions</p> <p>infer</p>	<p>stop syllables</p> <p>Recognize rhymes</p> <p>Identify sound in words</p> <p>cross check</p>	<p>Recognize letters</p> <p>Stretch the sound</p> <p>Know letter sounds</p> <p>Recognize words</p> <p>read 'out loud' books</p>	<p>understand words</p> <p>understand concept of a word</p> <p>use spaces between words</p> <p>know how to hold a book</p> <p>I use punctuation</p>
<p>Ask questions for understanding</p>			<p>Expand Vocabulary I know, read and use interesting words</p> <p>Use fancy words</p>

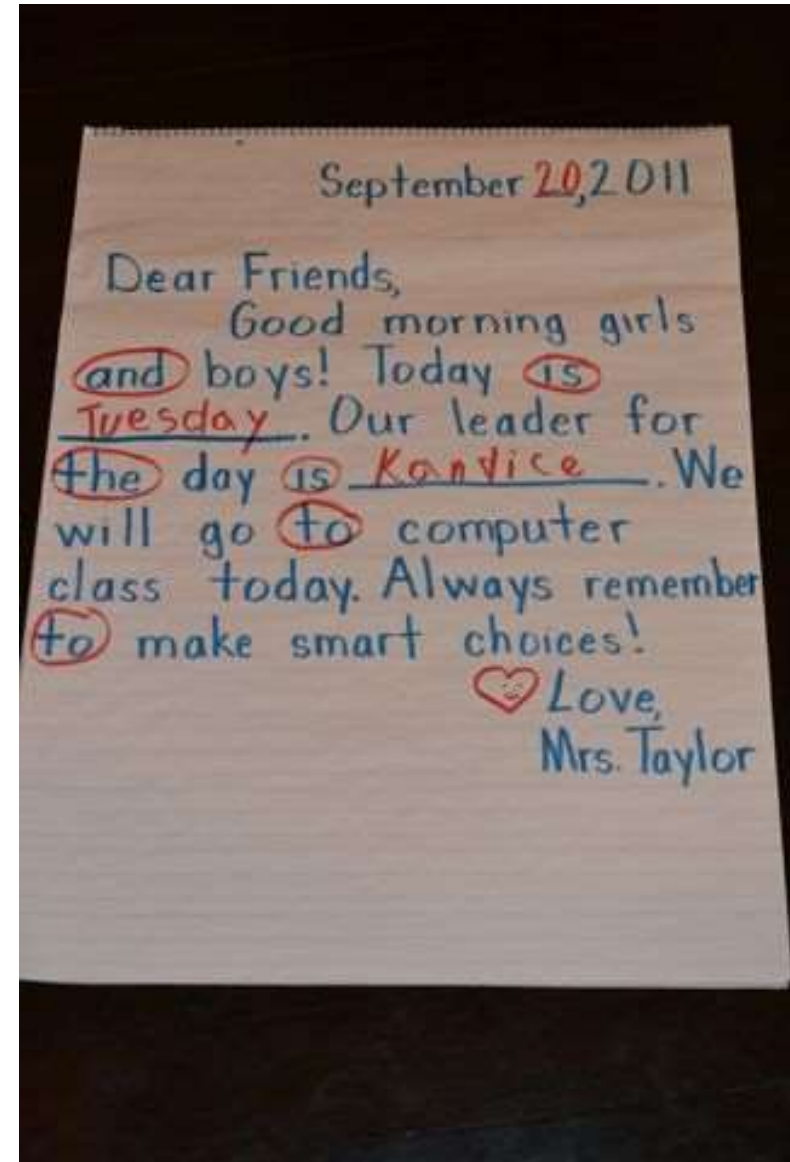
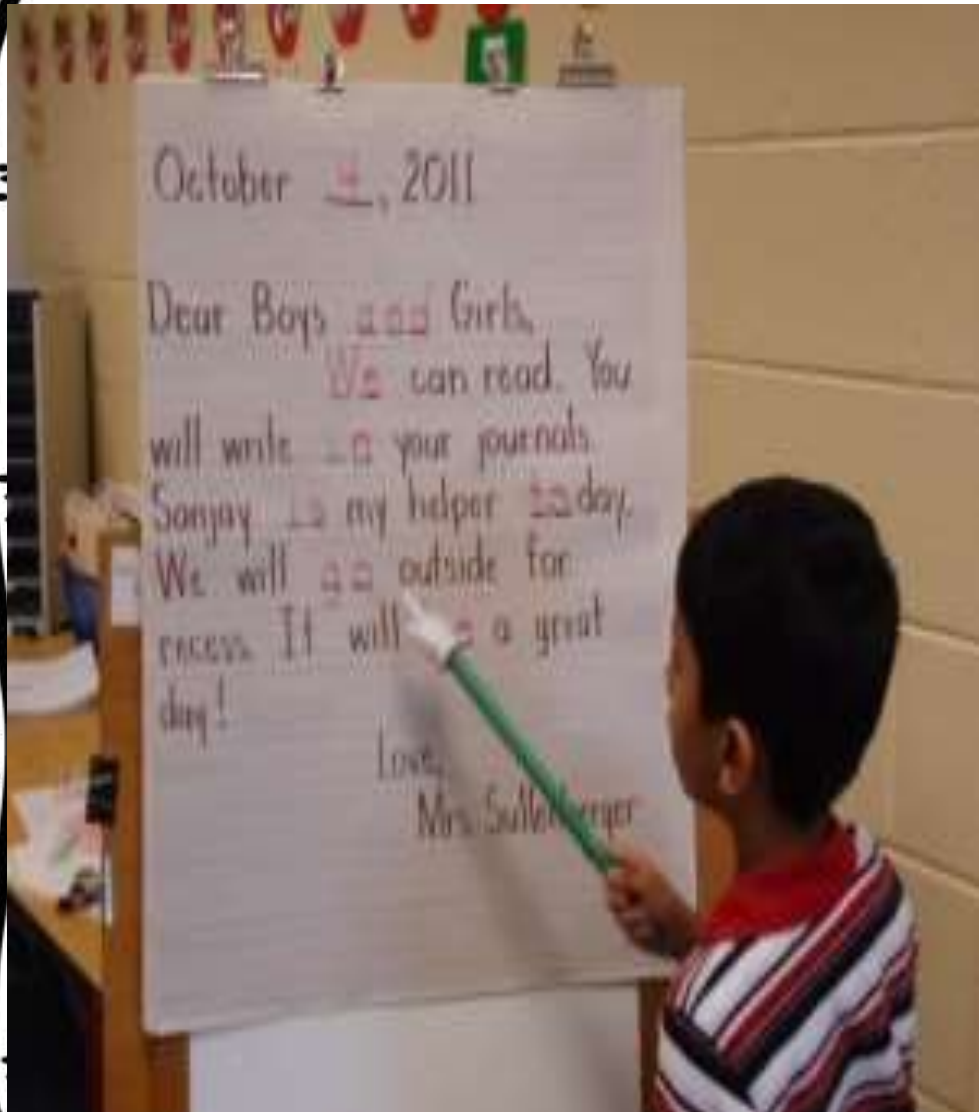




**Morning
Message**

Essential Elements

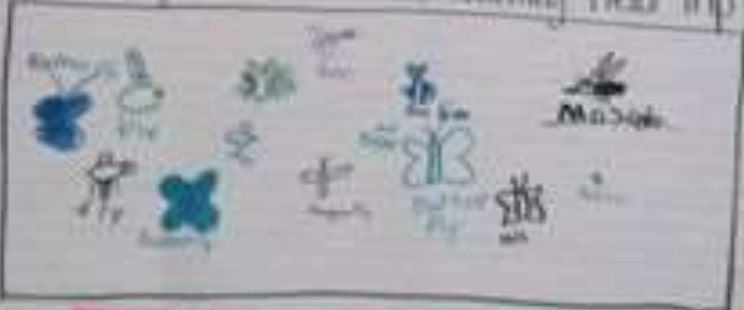
- = The essential elements of a morning message include:
 1. A greeting: “Good morning, students!” ” Welcome Mathematicians!” “Dear Awesome Artists,” “Hello Cooperative and Caring Students”
 - = 2. The date (at the top or as part of a sentence: “Today is ...”
 - = 3. Body: This should draw attention to something students might look forward to doing later in the school day and should be written in a way that is developmentally appropriate for them. It should also invite the students to think about or respond to what you’ve written. It is best to focus on a single topic and KEEP IT SIMPLE.
 - = 4. Your signature.

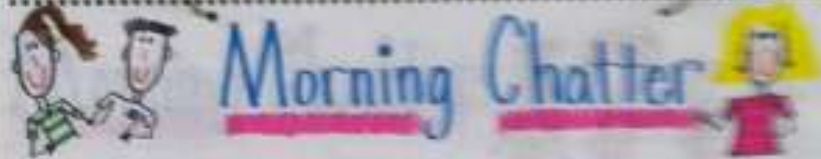


9/24/13

Good morning, ecologists,
Ecologists are scientists who study plants and animals in their habitats. Today, we will be thinking about what animals do to survive in their habitats.

Below, draw an insect or animal you saw on the walking field trip



 Morning Chatter

Today we will talk more about sharing with our families. Yesterday we listened to Peter's Chair. In this story, Peter learns to share his things with his "new baby sister". Peter and his family will make many memories together.

What family memory always makes you laugh?

Hello class!



Humpty Dumpty sat on a wall.

Humpty Dumpty had a great fall.

All the king's horses



And all the king's men

Couldn't put Humpty together again.

I see rhyming words. Do you?

Have you ever cracked an egg?

yes	no

love,



Good morning!

I see Pete the Cat.



What color are

Pete's shoes?

BLUE GREEN RED

Do you think Pete is silly?

yes	no

love,



Weekly Plan for Morning Message

Monday: Community Building

1. Highlight classroom rules one at a time. Ask students to think about how a rule might apply at different times of the day: writers' workshop, lunch, recess.
2. "Class quiz" questions in the message prompt students to think about what they know about their classmates ("Who has a new puppy?" "Whose team just won their basketball tournament?")

Tuesday: Literacy

1. Ask students to predict what will happen next in the read-aloud you've been reading.
2. Work on editing skills by embedding some mistakes in the message and letting students correct those during the meeting.
3. Leave blanks at various places in the message, and during the meeting, have students offer adjectives, verbs, nouns, etc. to fill those in.

Weekly Plan for Morning Message

Wednesday: Math

1. Ask students a personal question at the end of the message. For younger students this might be a question such as “Which pet would you like to have? Dog, cat, turtle, fish, or something else?” For older students, try something like: “Do you consider yourself to be more of a morning person, a mid-day person, or a night owl?” Use their answers to practice counting, comparing numbers, or representing data.
2. Make the message itself a math problem relevant to their work or day that they have to solve themselves. (Example: We have \$25 to spend on our writing celebration. Here are some prices of possible snacks, drinks, and supplies. Be thinking of how we might spend the \$25.)
3. Challenge the students to find an object that weighs more/less than a given amount, is taller/shorter than a given measurement, costs more than/less than a given amount, etc.

Weekly Plan for Morning Message

Thursday: Science/Social Studies

1. Prompt students to be thinking about a “big question,” such as why a certain result occurred in science or how a person in history might have been feeling. Later in the day, use their thinking about that question to start your lesson.
2. Have students make a prediction—about what might happen with a particular experiment, or to share a hypothesis: “What would happen if . . . ?”
3. Invite students to share one fact they have discovered or found particularly interesting in a unit.

Friday: Reflecting on Week/Reinforcing

1. Ask students to reflect on something they have done particularly well during the week, how well they’ve followed a class rule, or their favorite thing they learned.
2. Reinforce by pointing out specific things you noticed that they, as a class, did well, over the course of the week.

Morning Message

As you watch the morning message routine, think about:

What is the role of the teacher?

What is the role of the students?

What process-oriented conversations do you hear?

What are possible teaching points
for morning message in
PreK? K? 1st? 2nd?



Glow and Grow for Reading/Comprehension

Where do you already glow?



Where do you want to grow?

