Growing Readers & Writers in the Early Grades
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LEADERS IN LITERACY CONFERENCE

Essential Question:
How can an intentionally designed environment and strong instructional strategies positively impact literacy development in young students?

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Learning Outcomes:
By the end of this session:
You will walk away with knowledge of the components of a literacy rich environment and a variety of literacy strategies to support your readers and writers.
Environment:
How does feeling tone in the classroom impact literacy development?

Think about your favorite teacher.
What qualities did he or she exhibit?

Literacy-Rich Environment
Abundance of print & print materials.

- Books
  - At least 4 books per child in classroom (variety of genres & levels)
  - Designated library area that is kid friendly, comfortable, organized & inviting
  - Class created books
Literacy-Rich Environment

Have a mixture of teacher created, student created & store bought materials.

- **Walls**
  - Alphabet at child’s eye level (more than one)
  - Word wall-pictures & words
  - Essential questions & objectives posted
  - Students names in at least 5 places
  - Display(s) for authentic student work

- **Centers/Stations** (rotate & change materials for interest)
  - Books in all centers
  - Props (pertaining to unit or theme)
  - Literacy materials (paper books, crayons, colored pencils, clipboards, dry erase boards, scrap paper, ring of students’ names, etc.)
  - Designated reading and writing center

Reflection

*Learning without reflection is a waste. Reflection without learning is dangerous.*

- Think about your classroom environment.
- What could you do to enhance the emotional and physical environment in order to promote literacy development?
Classroom Instruction:

Early Predictors of Reading Success
• Letter/print knowledge
• Phonological Awareness
• Oral language Abilities

Measuring Success: Assessment System

How do you know your students are making progress?
• Assess regularly
• Formative & Summative Assessment
• Know your standards and how they connect to the early indicators
• Progress Monitoring System
• Observations/Checklist/Notes/Report Card

Key to Growth

Knowing where our students are + being intentional in lessons taught = student growth

S + L = G
**Intentional Teaching**

They have to know why they’re doing what they’re doing. Otherwise they’ll be simply thinking, “That was fun.”

— Reggie Routman

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**Small groups & Skills**

Literacy instruction should address the critical literacy skills that children need (based on assessment data and observations).

Critical literacy skills that need to be addressed:
- Oral language
- Phonological awareness
- Vocabulary
- Comprehension
- Print Awareness
- Alphabet knowledge
- Writing

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**Small Group Framework**

*(Teach & Release)*

Small Group Components:
- Time: 8 to 12 minutes*
- Warm-up (1-2)
- Lesson Focus (8)
- Wrap-up (1-2)
  (Encourage students to use skills)

*use a timer

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What strategies can I incorporate to support my readers & writers?

Letter/Print Knowledge (Word Work)

Tree Map (sorting)
- Emerging (Pre-K-K): sort letters, numbers, letter symbols (curved, straight)
- Beginning (1-2): beginning consonants, vowels, word families, syllables
- Developing (3-4): # of letters in a word, prefixes & suffixes

- Sentence strips & pocket chart
- Sentence strips & floor
- Worksheets (cut apart)
- Index cards (CVC words)

- Using Bridge Map (relating factor) with word work
Phonological Awareness

Phonological awareness has nothing to do with the letters in our alphabet — it has to do with the sounds in spoken words.

Phonological awareness refers to the child’s understanding that spoken words are made up of sounds.

Phonological Awareness Progression (Easiest to Hardest)

Oral Language Starts Young!
Is oral language something that you plan for ahead of time or do you assume that it will just happen?

Tips for Teachers:
- Rephrase and extend your students’ words, ask a clarifying question.
  (tell me more about the man you saw)
- Model more complex vocabulary or sentence structure,
  (yes, I see the tall skyscraper you built with lots of windows)
  and ask open-ended questions.

Oral Language
- The vocabulary research strongly points to the need for frequent encounters with new words if they are to become a permanent part of an individual’s vocabulary repertoire.
- Trade books
- Use words in context of story first, & then expand to other related areas
- Student friendly definitions
- Relating words
- Suggesting ways to apply the word

Oral Language Strategy
- Build a Sentence
  Directions: Basic sentence written on sentence strips.
  Add adjectives to make the sentence more complex.
  Context:
  Use strategy after teaching adjectives.
  Use strategy with vocabulary words.
  Use strategy with phonics or high-frequency words.
Stop and Jot

• We’ve just learned about oral language.

• How do you build oral language in the classroom?

How does the daily routine support a strong literacy environment?

• Making the most of every minute to support readers and writers.
• Daily schedule that inspires literacy
• “I am here” chart: lunch choice
• Question of the Day
• Morning Message
• Tree Map of library books: literary & informational
• Journal
• Academic Language: When students’ answer questions, teach them to answer in a complete sentence.
• Targeted transitions
Morning Message (Interactive Writing)

Marvelous Monday (Opening of week)
Tangled Tuesday (Unscramble)
Wacky Wednesday (Grammar mistakes)
Thinking Thursday (Math problems)
Fabulous Friday (Recap of week)

The love and joy behind your teaching is perhaps the strongest impression you will leave with your students.

- Meena Srinivasan, Author & Educator

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Door Prizes

Exit Slip: 3-2-1

3 things you learned
2 things you can use in your classroom
1 polish and 1 praise

Questions:
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