



A Workshop On:

Primary Literacy Instruction

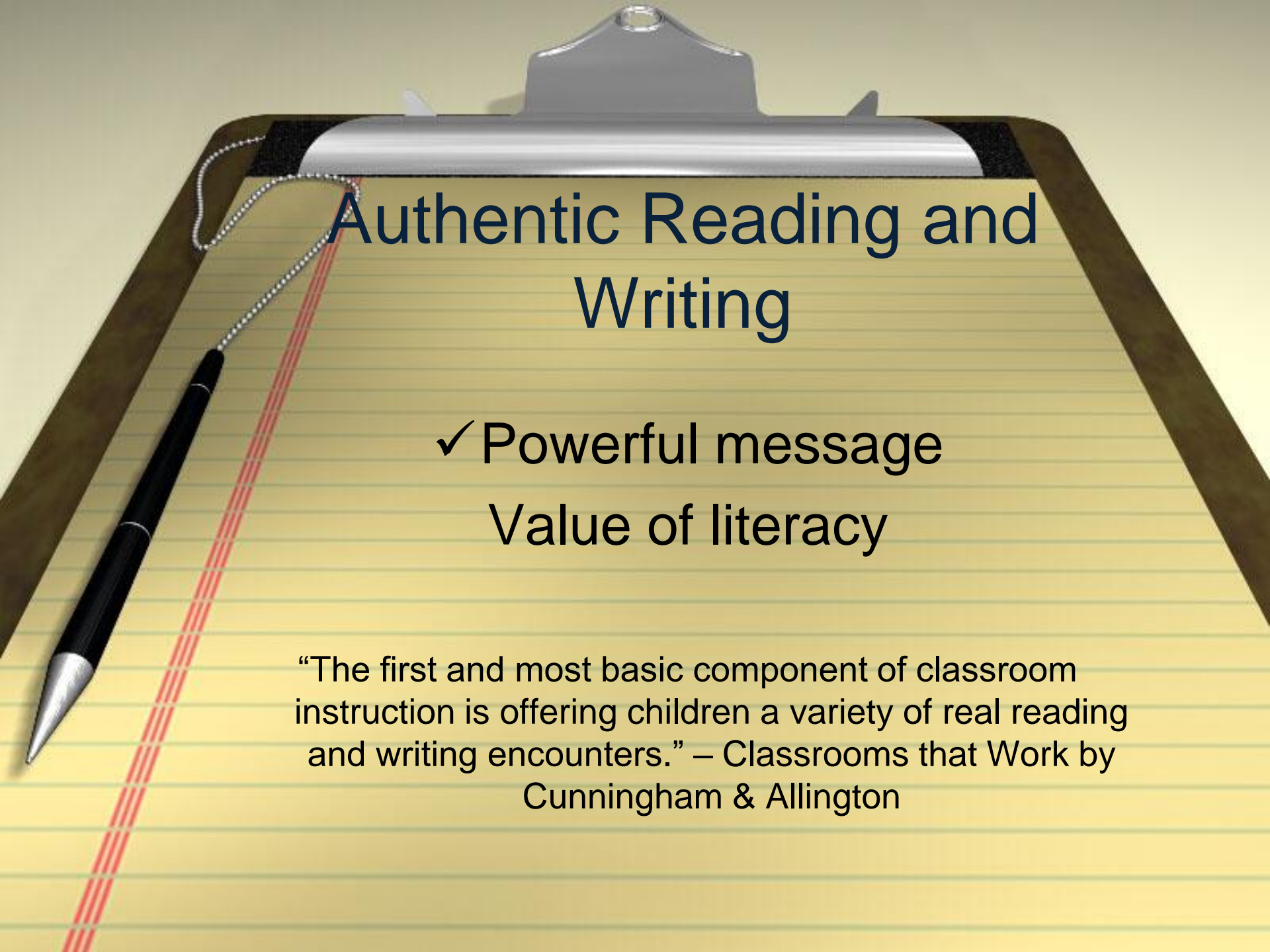
Presenters:

Duy Nguyen

Tori Wenthe

Beth Loheide

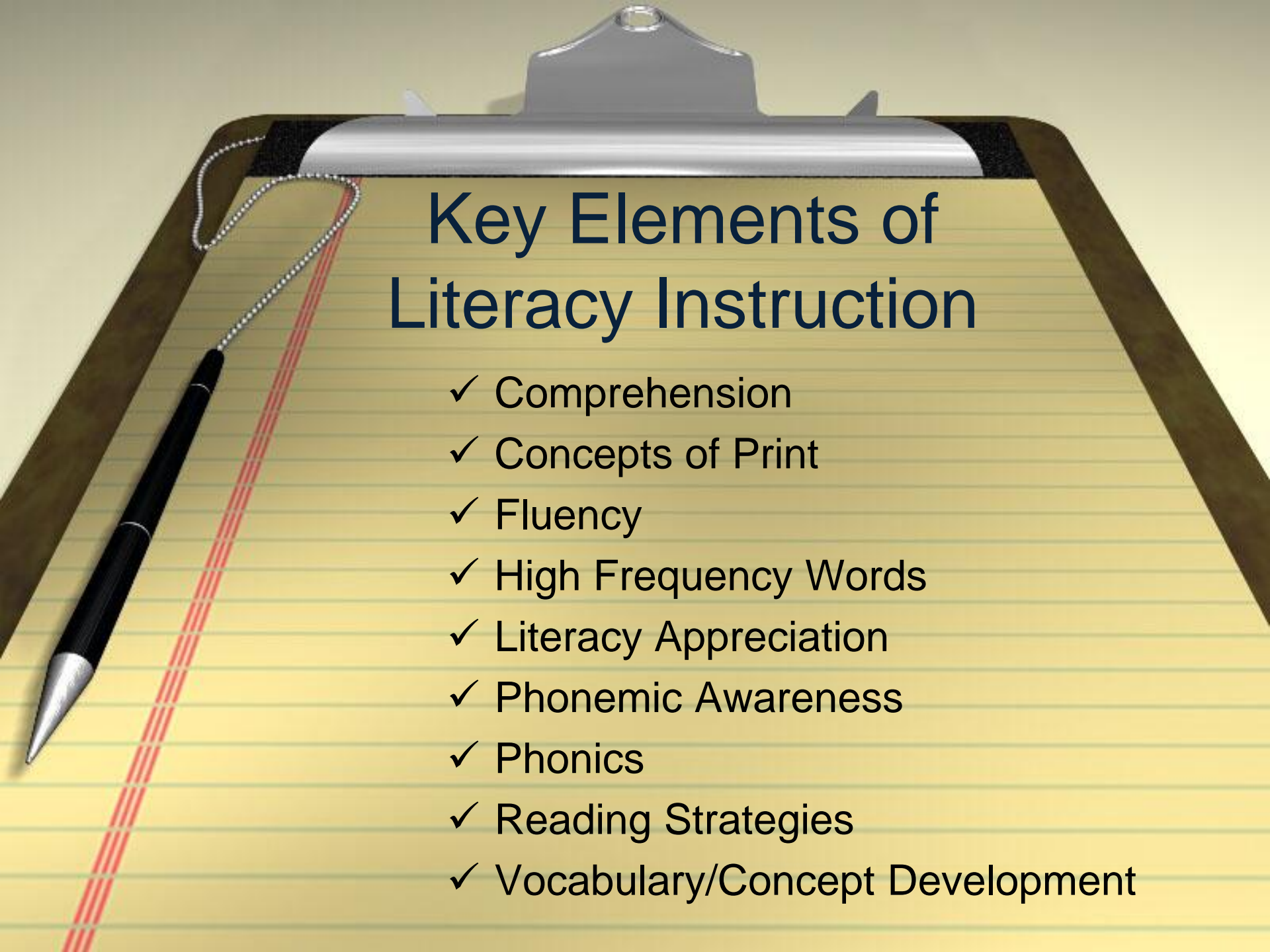
Brienne Carlson



Authentic Reading and Writing

✓ Powerful message
Value of literacy

“The first and most basic component of classroom instruction is offering children a variety of real reading and writing encounters.” – *Classrooms that Work* by Cunningham & Allington



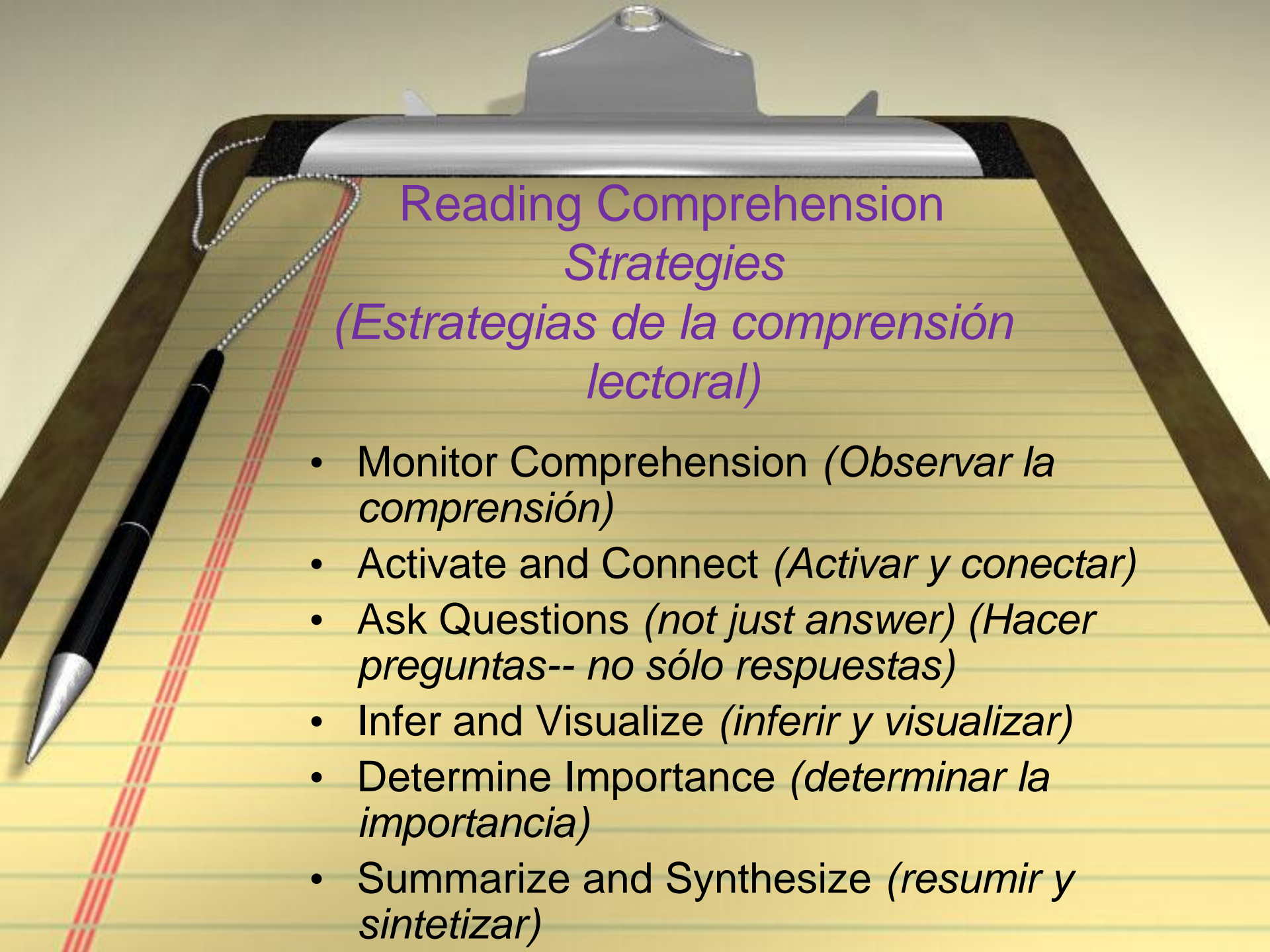
Key Elements of Literacy Instruction

- ✓ Comprehension
- ✓ Concepts of Print
- ✓ Fluency
- ✓ High Frequency Words
- ✓ Literacy Appreciation
- ✓ Phonemic Awareness
- ✓ Phonics
- ✓ Reading Strategies
- ✓ Vocabulary/Concept Development



Comprehension

- ✓ What it is
- ✓ Why it is important to teach



Reading Comprehension Strategies

*(Estrategias de la comprensión
lectoral)*

- Monitor Comprehension (*Observar la comprensión*)
- Activate and Connect (*Activar y conectar*)
- Ask Questions (*not just answer*) (*Hacer preguntas-- no sólo respuestas*)
- Infer and Visualize (*inferir y visualizar*)
- Determine Importance (*determinar la importancia*)
- Summarize and Synthesize (*resumir y sintetizar*)



Monitor Comprehension

*“Keep track of your thinking as
you read, listen, and view.”*

*(Seguir sus pensamientos
mientras lees, escuchas y
miras.)*

For *proficient* readers
this comes naturally

Para los lectores
eficientes, *ésto es
natural*



Concepts About Print

✓ What they are:

- Print carries a message
- Directionality, differences between letters and words, distinction between upper and lower case letters and punctuation.
- Books have common characteristics (e.g. author, title, front/back)

□ Why it is important to teach:

- Fundamental understanding



Fluency

✓ What it is:

Rhythm and melody of text

✓ Why it is important to teach:

Construction of meaning



High Frequency Words

✓ What they are:

- Occur often in oral and written language
- May or may not be phonetically decodable

✓ Why they are important to teach:

- Aids fluency and comprehension



Literacy Appreciation

✓ What it is:

- Appreciating literary qualities
- Recognizing and responding to writing (imagery, author's voice, genre, structure, etc.) conveys meaning

✓ Why it is important to teach:

- Using higher level thinking skills to analyze, synthesize, and evaluate
- Personal response to writing



Phonemic Awareness

✓ What it is:

- Spoken words are made of sounds
- Ability to pick out, segment, manipulate and blend sounds in spoken words

✓ Why it is important to teach:

- Before learning phonics
- Hearing tasks rather than reading tasks



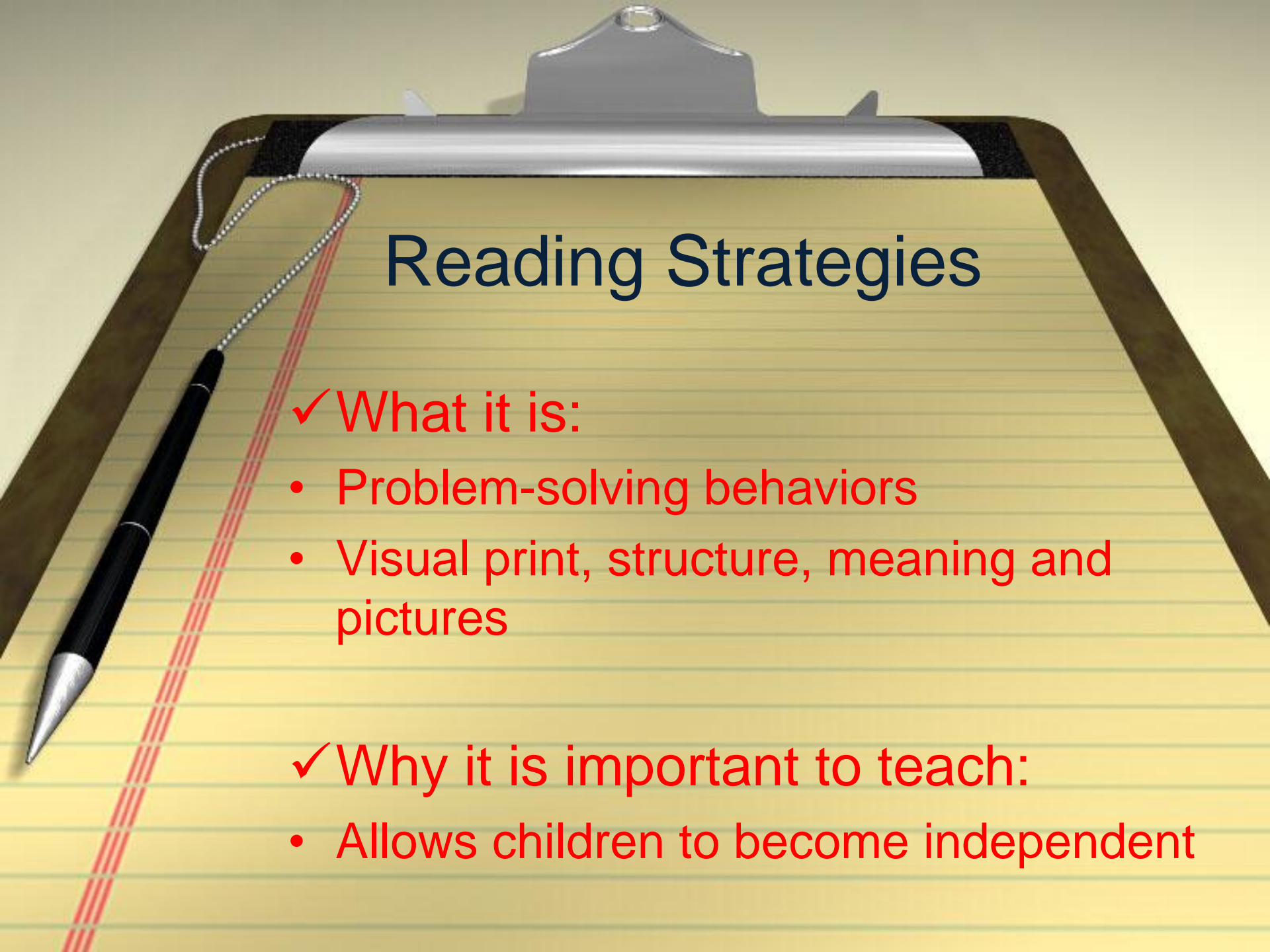
Phonics

✓ What it is:

Understand correspondence between letters and sounds with goal of blending

✓ Why it is important to teach:

Blending sounds together accurately and automatically is a critical step



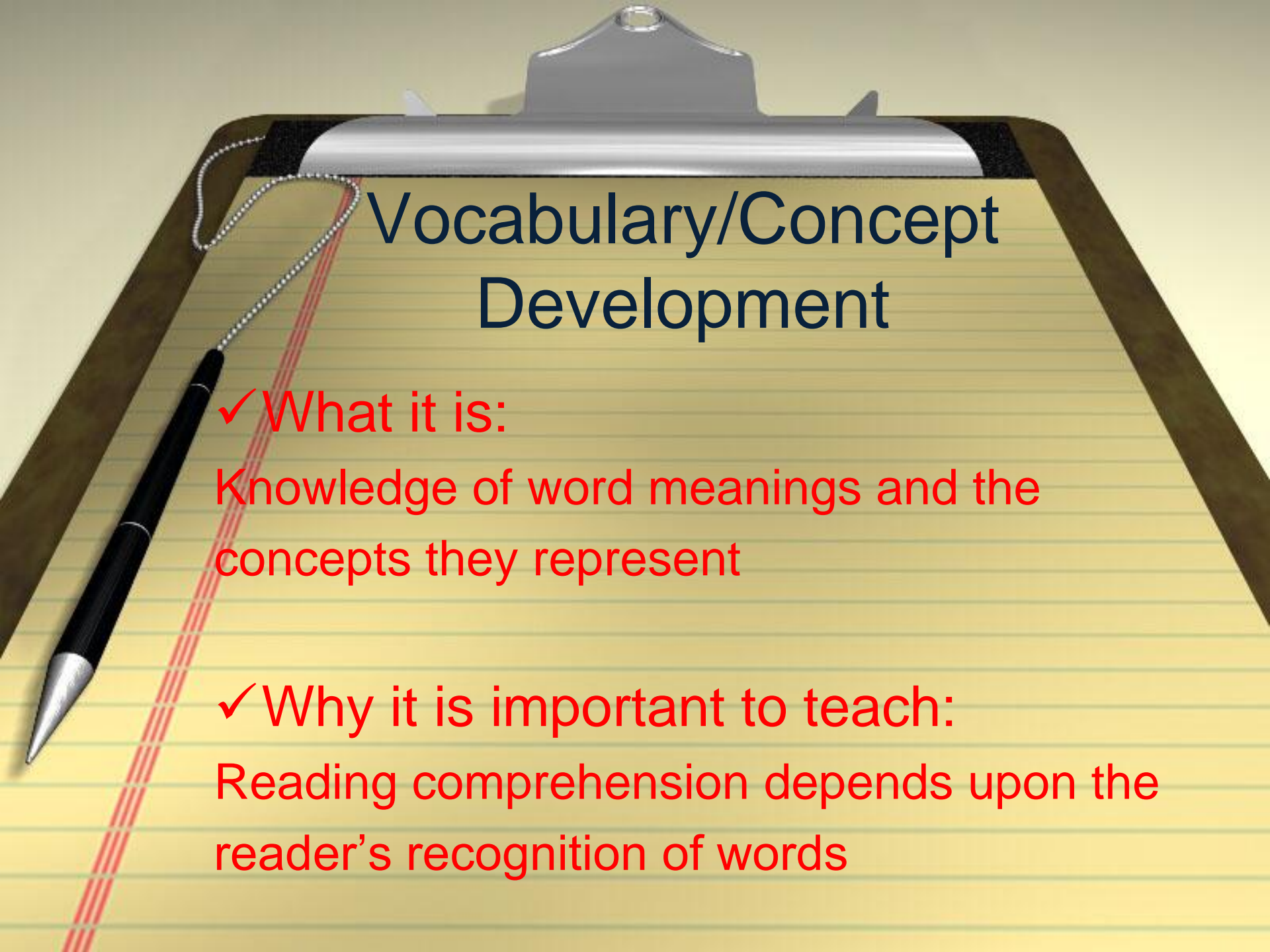
Reading Strategies

✓ What it is:

- Problem-solving behaviors
- Visual print, structure, meaning and pictures

✓ Why it is important to teach:

- Allows children to become independent



Vocabulary/Concept Development

✓ What it is:

Knowledge of word meanings and the concepts they represent

✓ Why it is important to teach:

Reading comprehension depends upon the reader's recognition of words



Balanced Literacy Framework

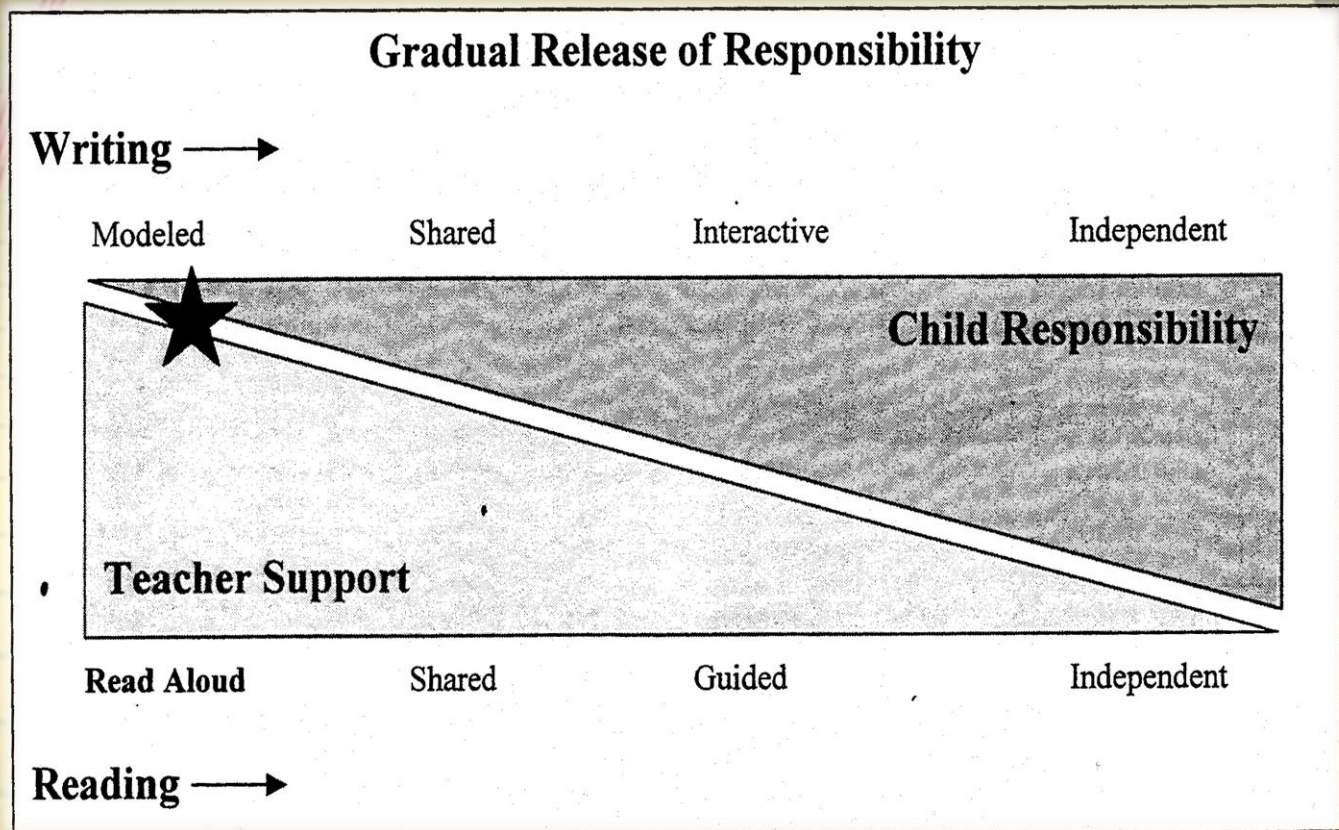
Reading

- ✓ Read-Aloud
- ✓ Shared Reading
- ✓ Guided Reading
- ✓ Independent Reading

Writing

- ✓ Modeled Writing
- ✓ Shared Writing
- ✓ Interactive Writing
- ✓ Independent Writing

Gradual Release of Responsibility





Stages of Writing Development

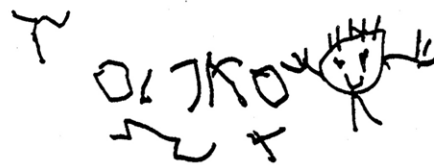
- ✓ Emergent
- ✓ Early
- ✓ Conventional

Emergent Writer

Portrait of an Emergent Writer

Early in the emergent stage

- Likes to use paper and pencil or crayon to draw “a story” and is eager to tell someone about it
- Early drawing and writing may be more like scribbling
- Is beginning to understand the difference between writing and drawing
- Creates own symbols and assigns meaning to writing
- Is beginning to develop an understanding of directionality
- Understands that print contains a message

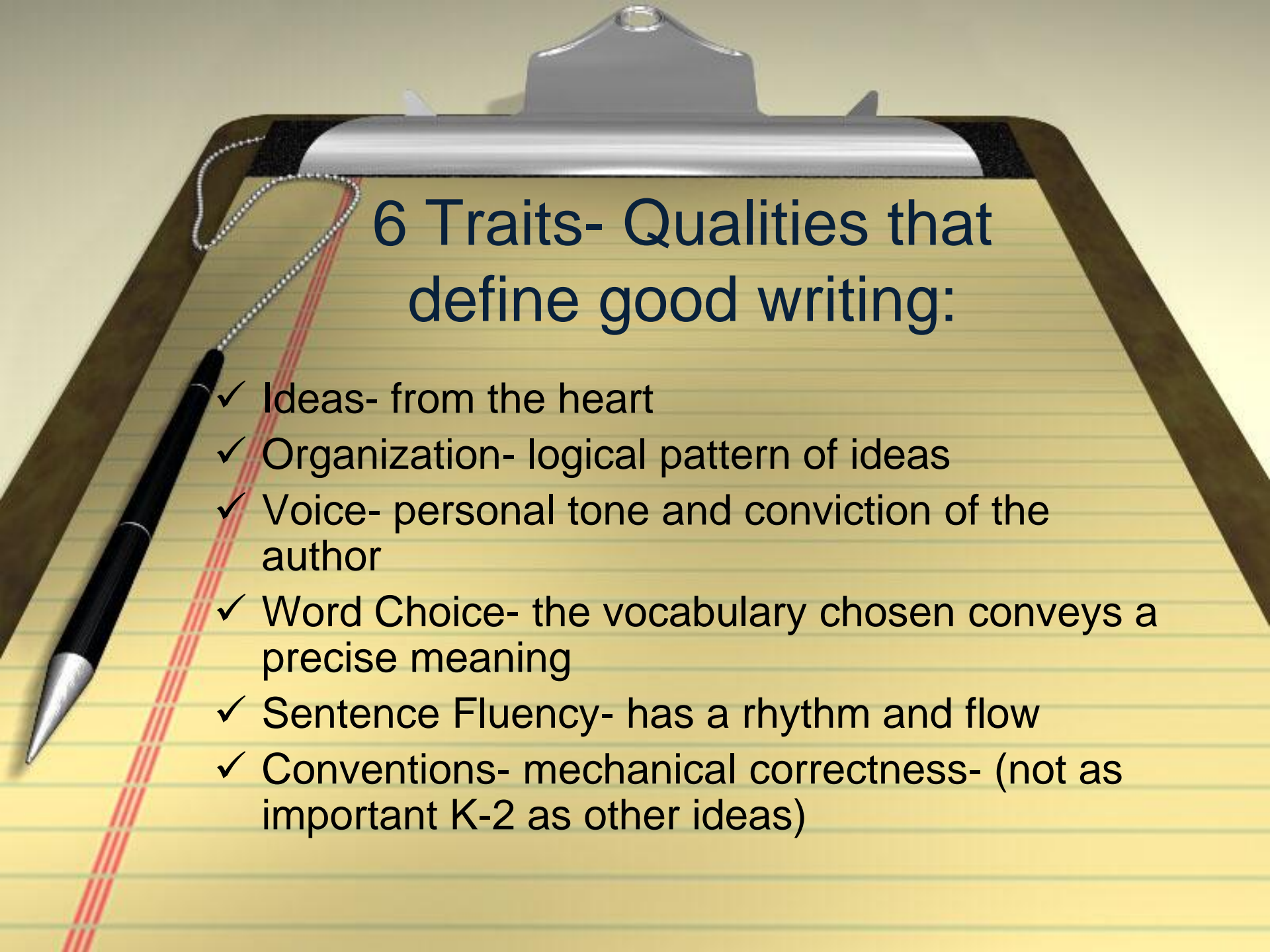


This is me



Big Ideas in Writing PreK-5

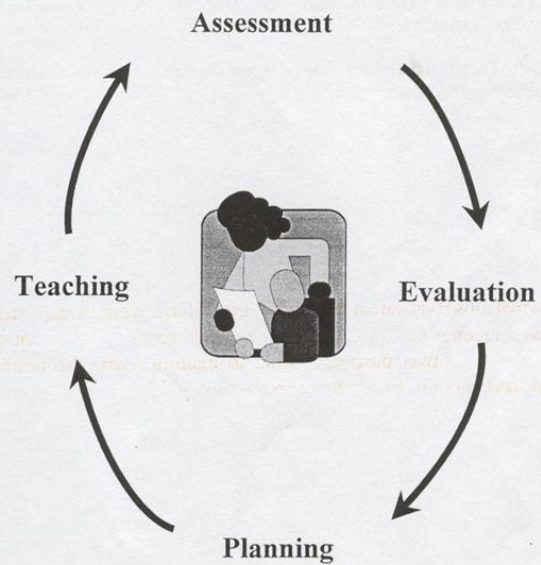
- ✓ **“Scribbles” tells a story. Most primary form of writing.**
- ✓ **Finger spacing between words**
- ✓ **Letters to represent sounds, words made of sounds**
- ✓ **Writing left to right**
- ✓ **Sentence structure (capital letter, ending punctuation, has an action)**
- ✓ **Generating ideas from our own lives (small moments)**
- ✓ **Clear beginning-middle-end**
- ✓ **Paragraphing with topic sentence and supporting details**
- ✓ **Using effective story leads and endings**
- ✓ **Use Mentor Texts to model our writing after**
- ✓ **Use a Writing Cycle: pre-write, plan, write, revise, edit, publish, share (not every piece is published and we focus on editing one or just a few conventions. Goal is not to fix everything each time.**




6 Traits- Qualities that define good writing:

- ✓ Ideas- from the heart
- ✓ Organization- logical pattern of ideas
- ✓ Voice- personal tone and conviction of the author
- ✓ Word Choice- the vocabulary chosen conveys a precise meaning
- ✓ Sentence Fluency- has a rhythm and flow
- ✓ Conventions- mechanical correctness- (not as important K-2 as other ideas)

The Teaching and Learning Cycle



The Teaching and Learning Cycle illustrates the recurrent nature of assessing, evaluating, planning and teaching.



Thank You!
¡Gracias!