

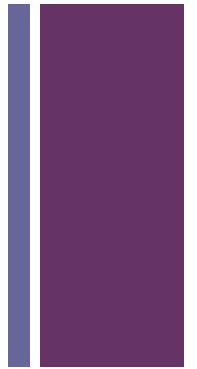


Building the Foundation for Success in Literacy

Elfrieda H. Hiebert

TextProject & University of California, Santa Cruz

+ Building the Foundation for Success in Literacy



Questions Addressed in Today's Session:

What are the concepts that underlie successful literacy acquisition for young children? What are appropriate ways of developing critical literacy concepts with young children?

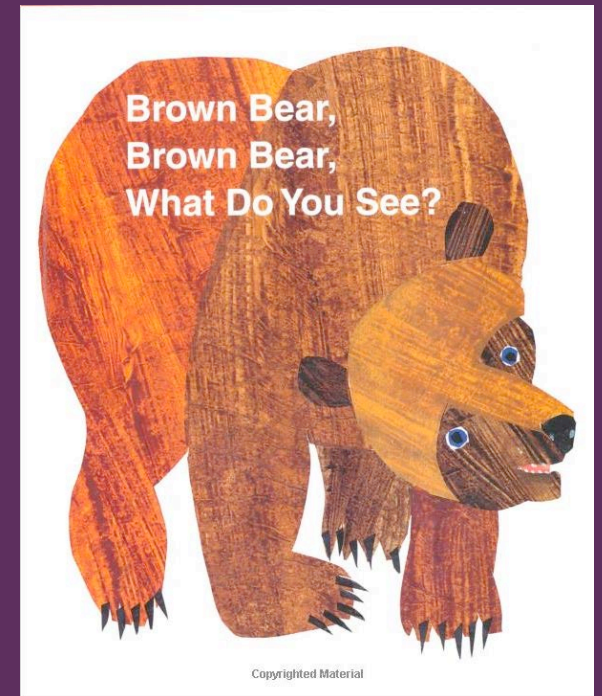


CONCEPTS ABOUT THE WORLD





CONCEPTS ABOUT WORDS

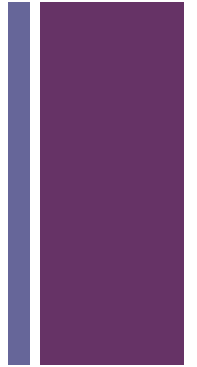




may like were if
from that
the into most hot only to
he are
she when
my and see water made
called some will I but
it VERY people been



Instructional Talk



- “sound it out”
- Phoneme
- Blend
- Read
- Spell the word
- Book
- Cover
- Author
- Illustrator
- Page
- Syllable
- Write
- Letter
- Alphabet
- Sentence
- Consonant
- Vowel



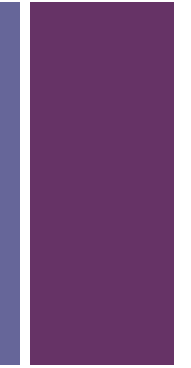
+ CONCEPTS ABOUT THE WORLD



+ CONCEPTS ABOUT THE WORLD



CONCEPTS ABOUT THE WORLD



- *Read-alouds with intentional selections of books around themes
- *Sets of pictures around themes

1. READ-ALOUDS, INTENTIONALLY CHOSEN AROUND THEMES

History

World
Knowledge

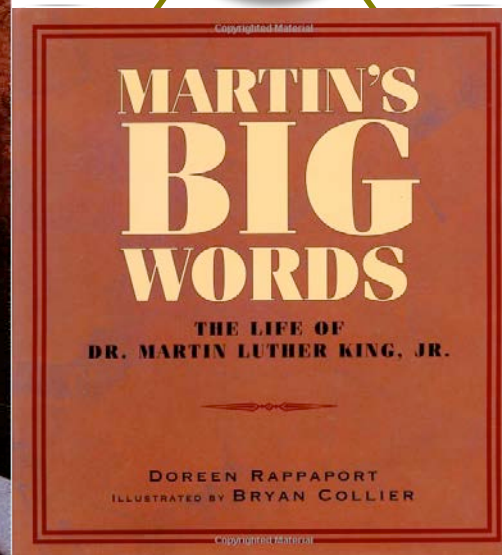
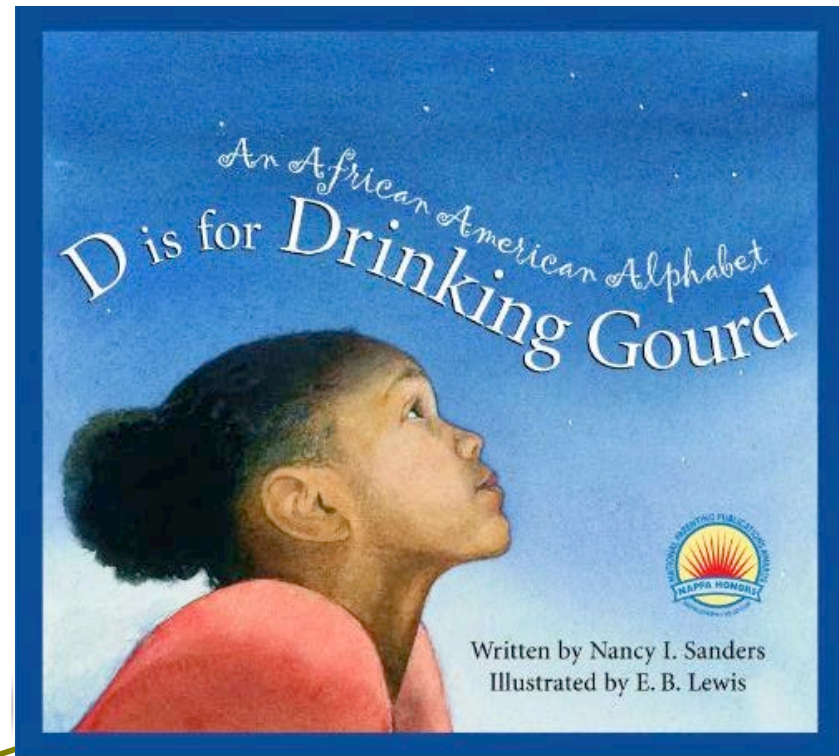
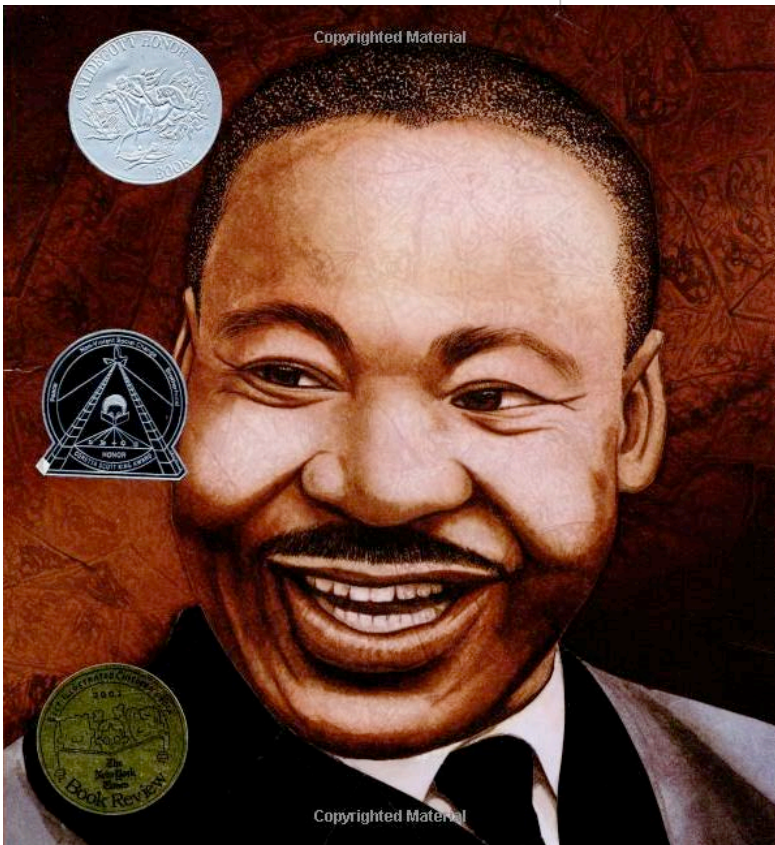
An African American Alphabet
D is for Drinking Gourd

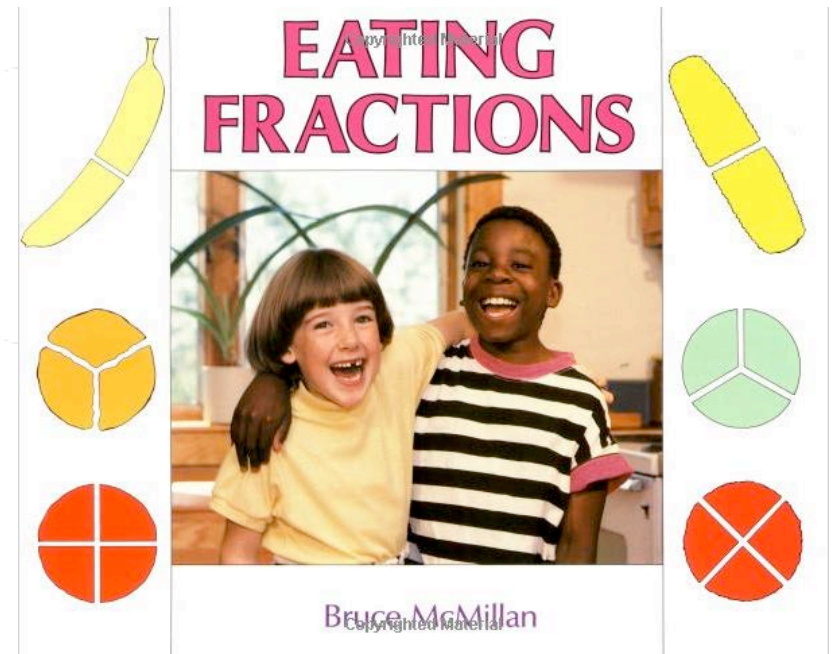
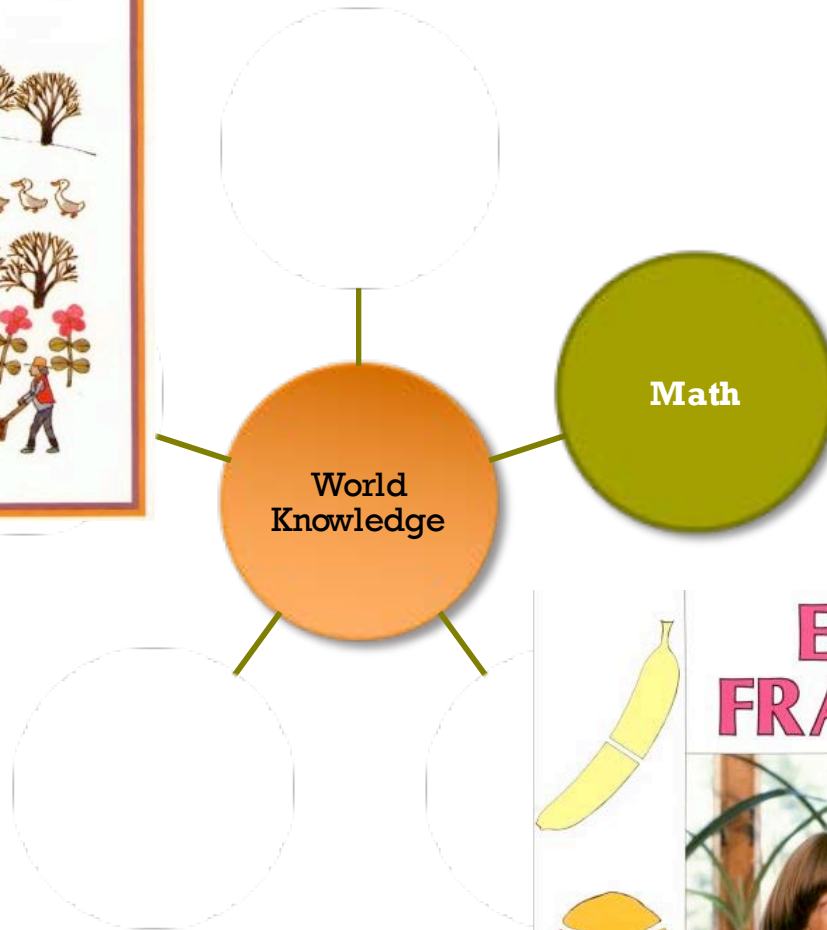
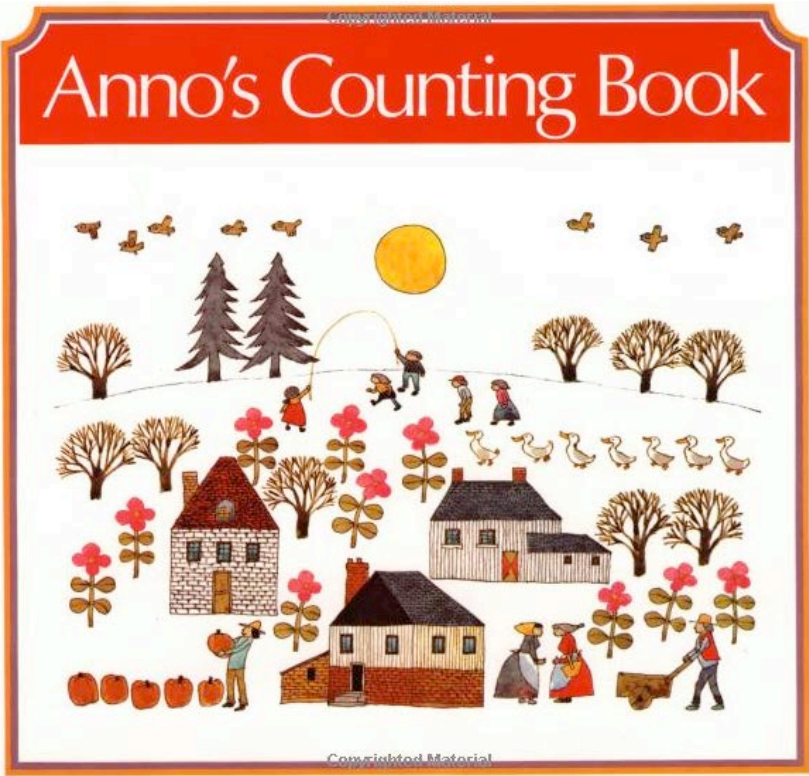
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Illustrated by E. B. Lewis

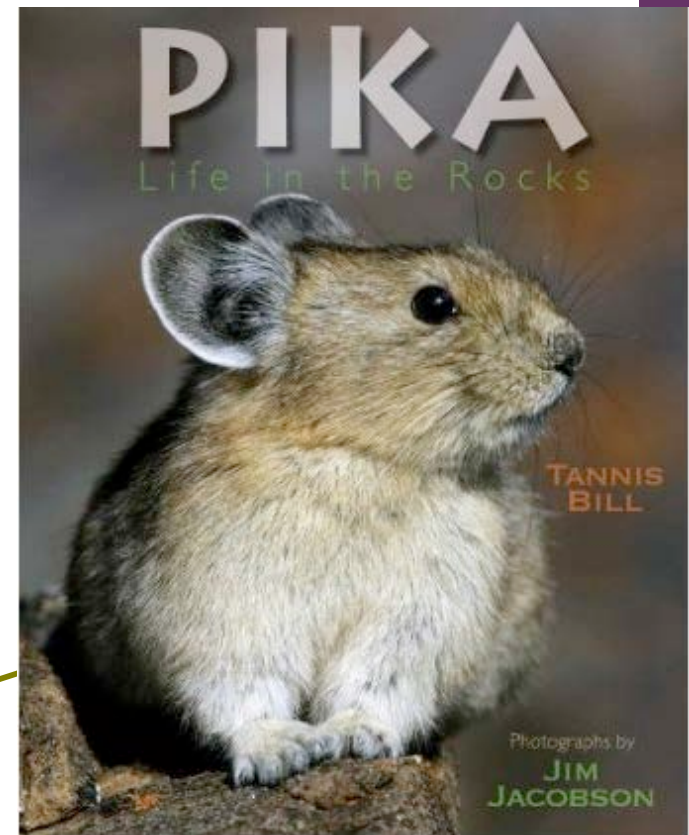
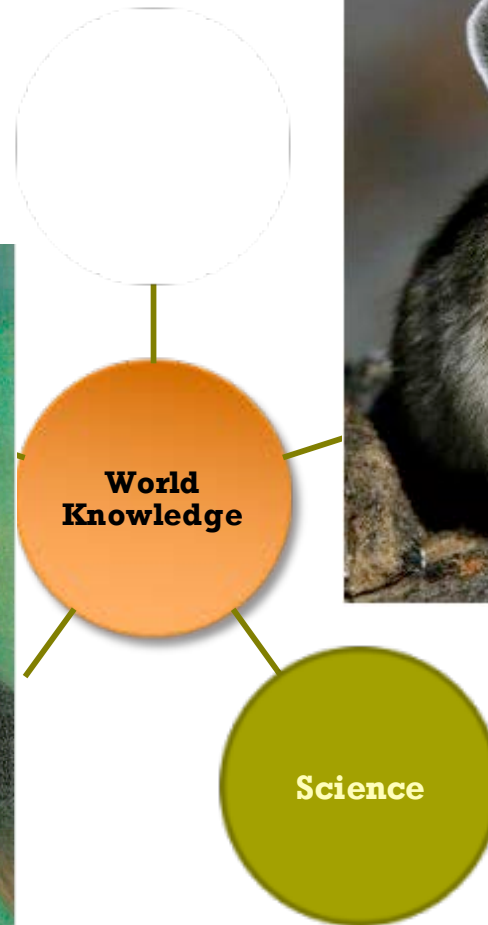
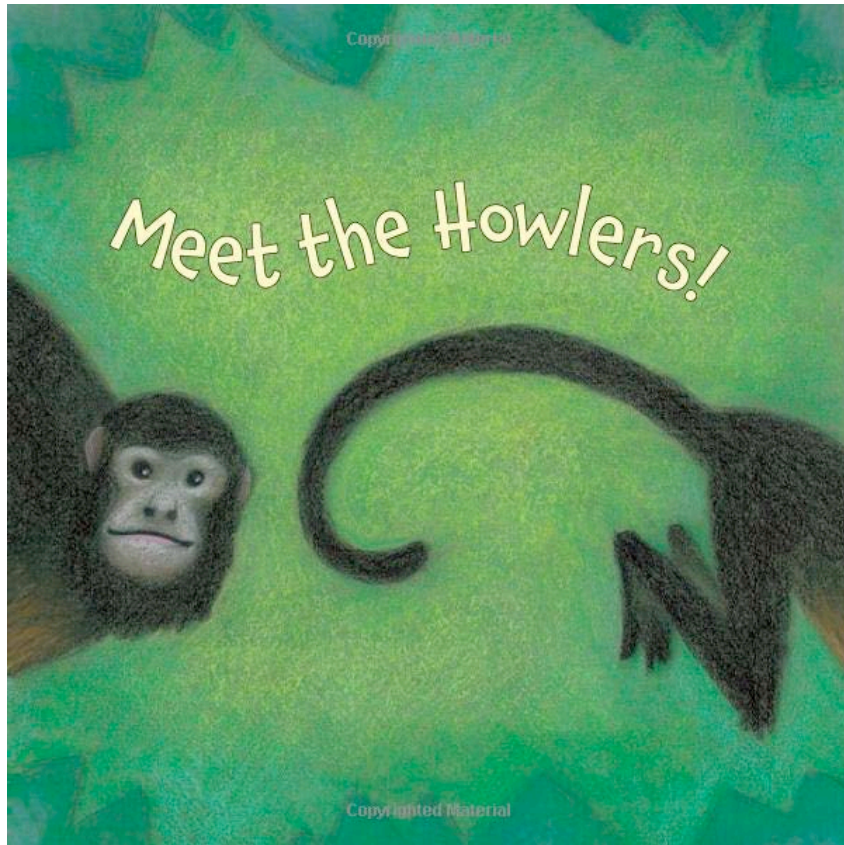
MARTIN'S
**BIG
WORDS**

THE LIFE OF
DR. MARTIN LUTHER KING, JR.

DOREEN RAPPAPORT
ILLUSTRATED BY BRYAN COLLIER







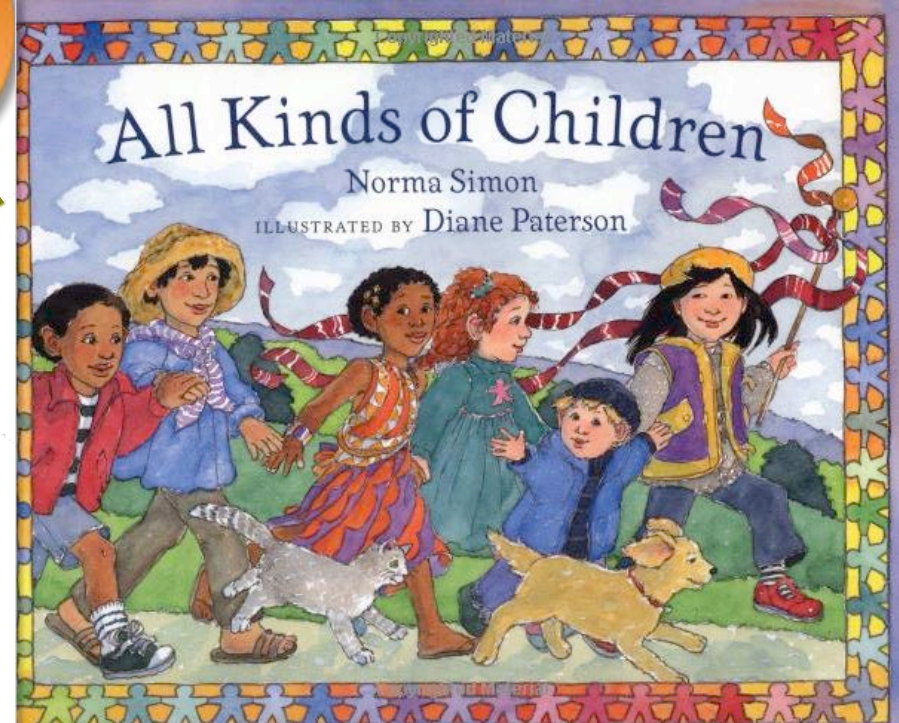
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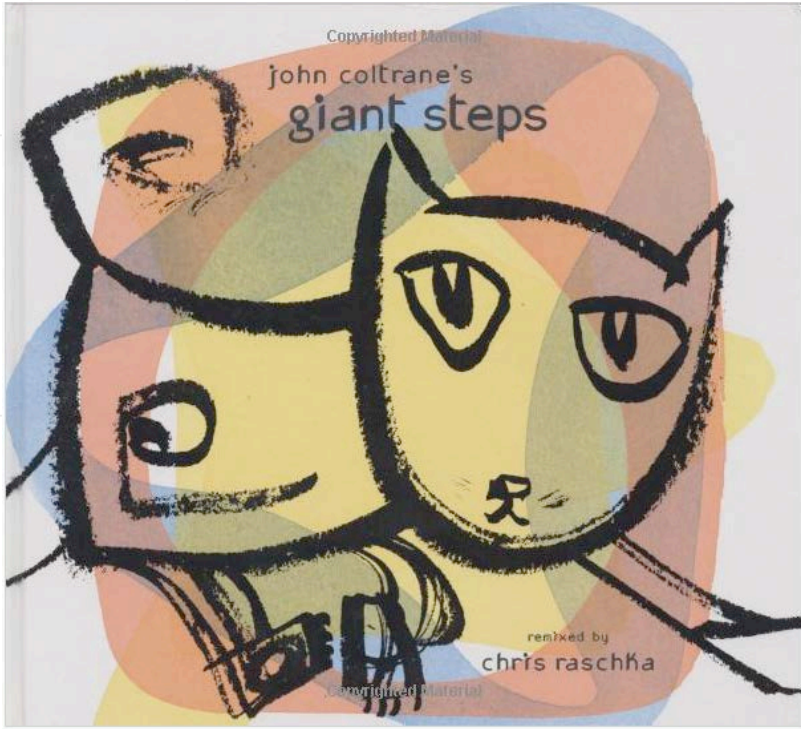
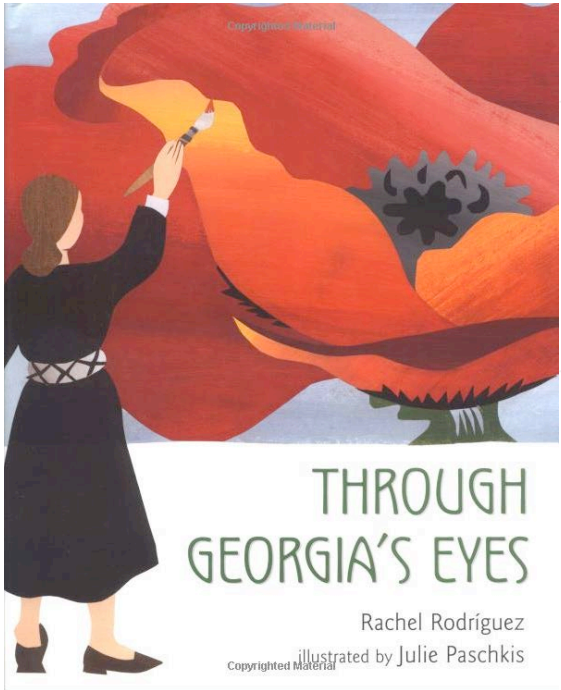
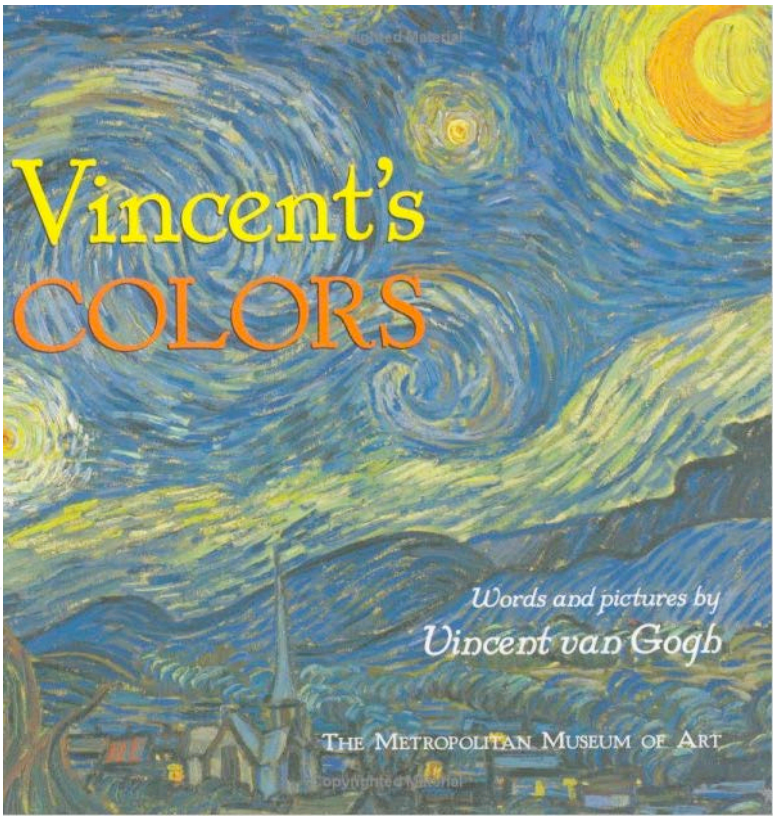
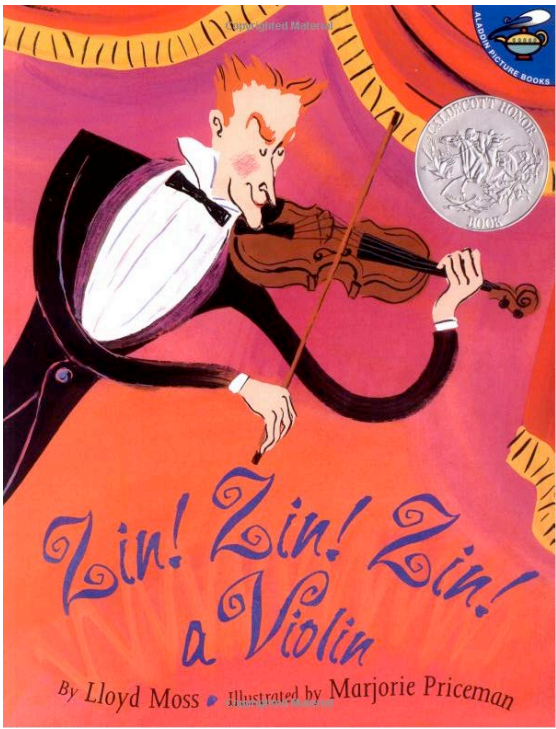


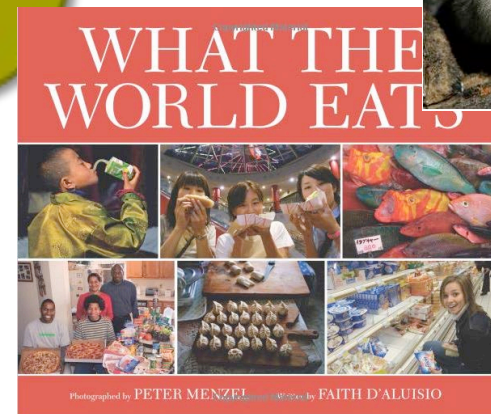
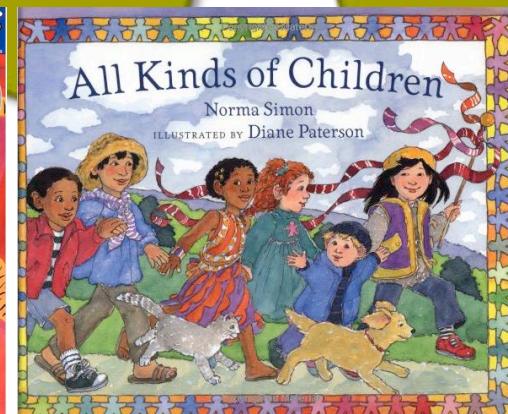
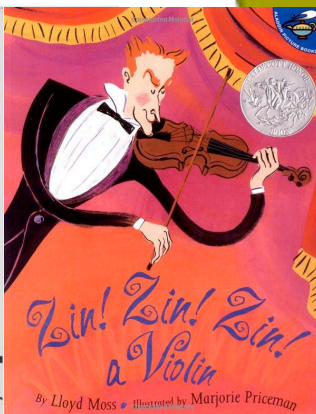
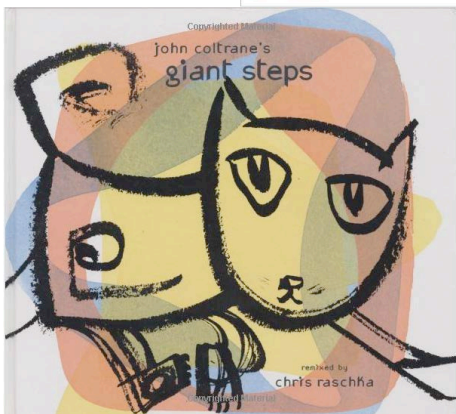
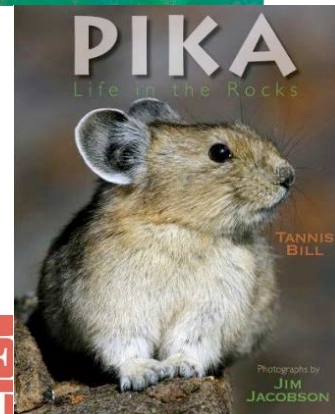
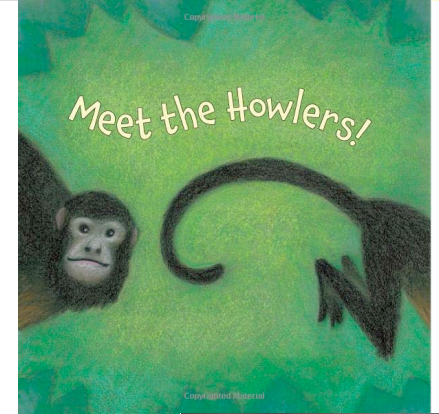
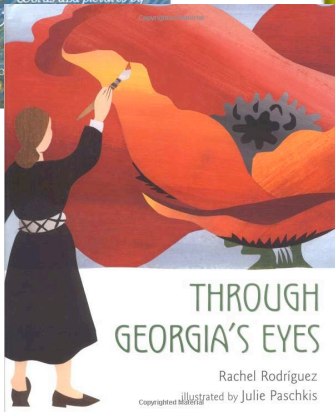
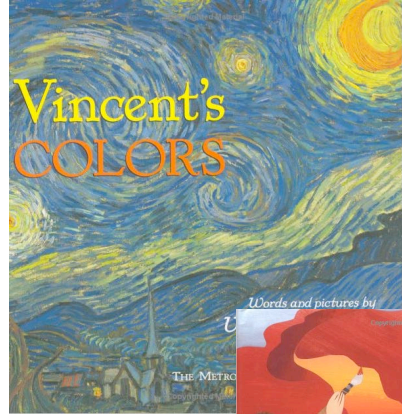
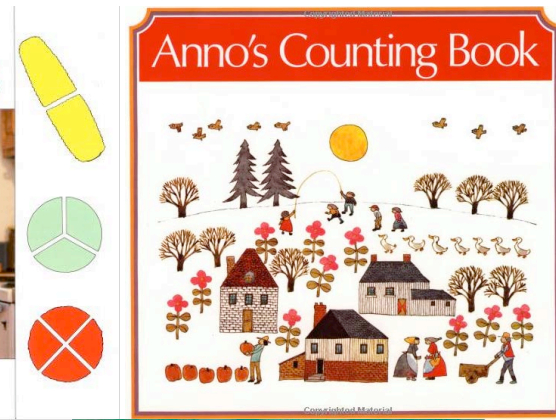
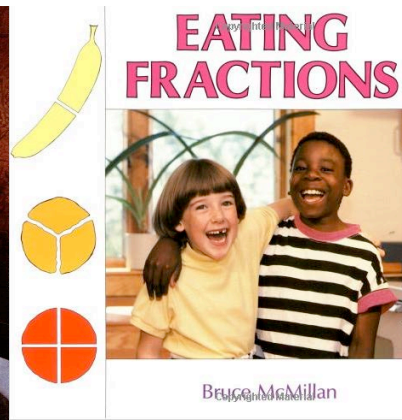
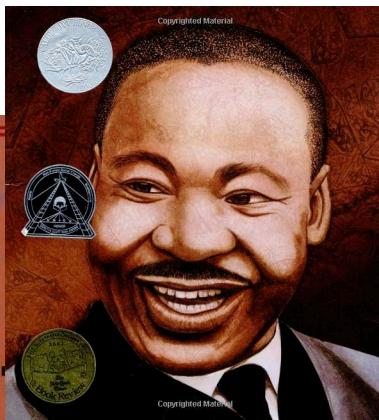
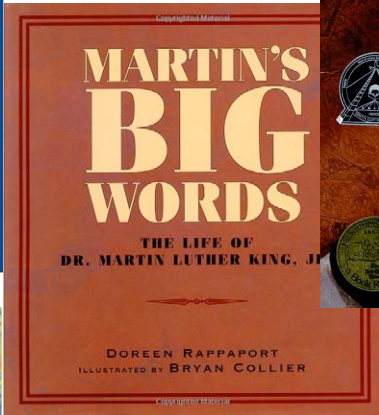
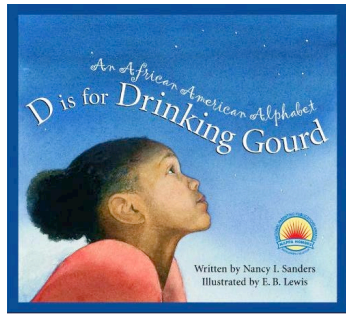
Photographed by PETER MENZEL
Written by FAITH D'ALUISIO

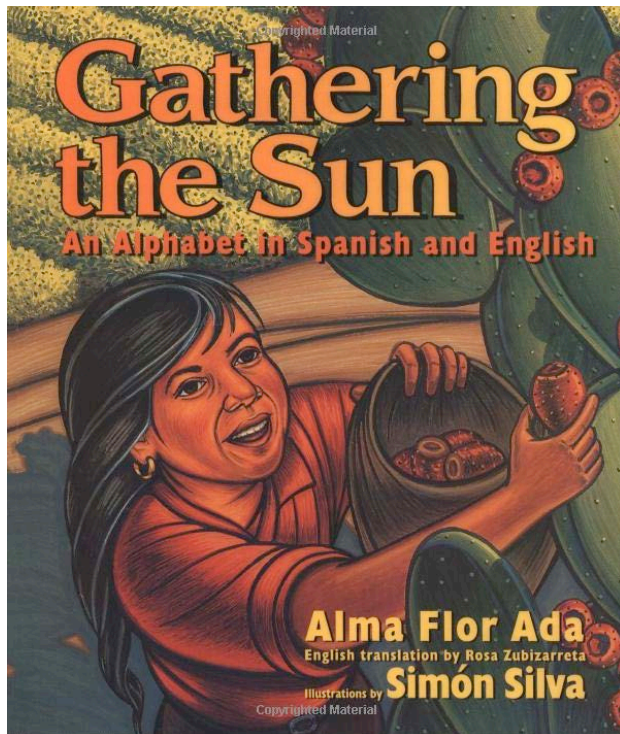
World
Knowledge

Geography









Poems:
New &
Old

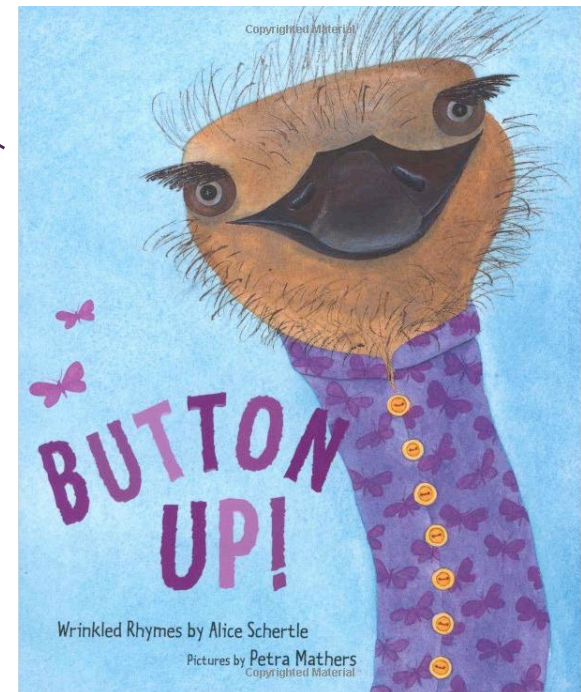
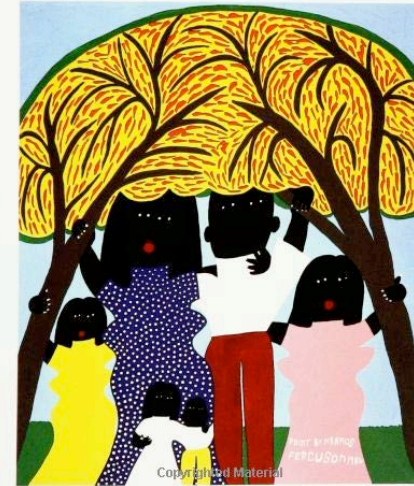
Literary
Knowledge

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Under the Sunday Tree

Paintings by Mr. Amos Ferguson

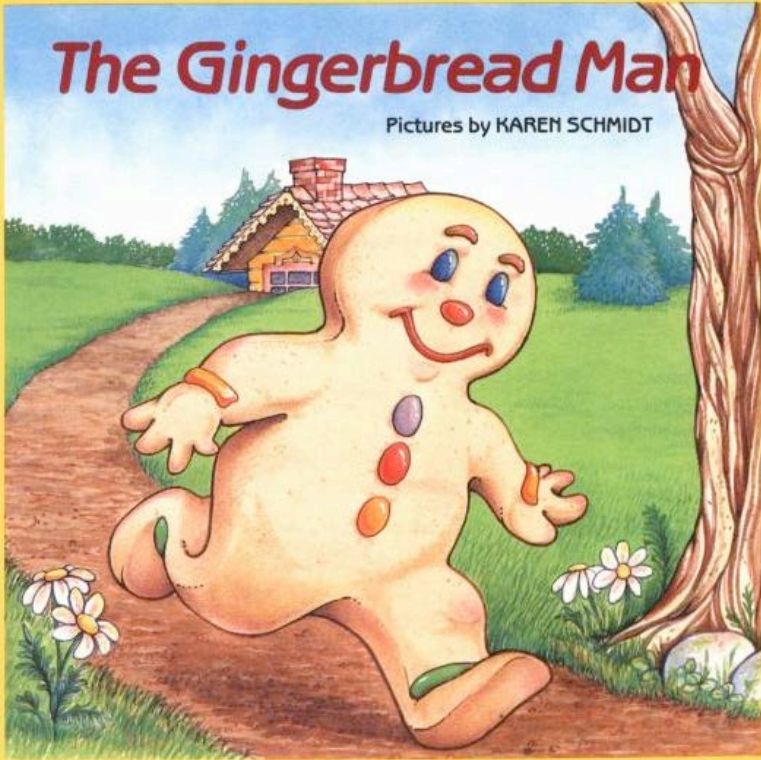
Poems by Eloise Greenfield



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The Gingerbread Man

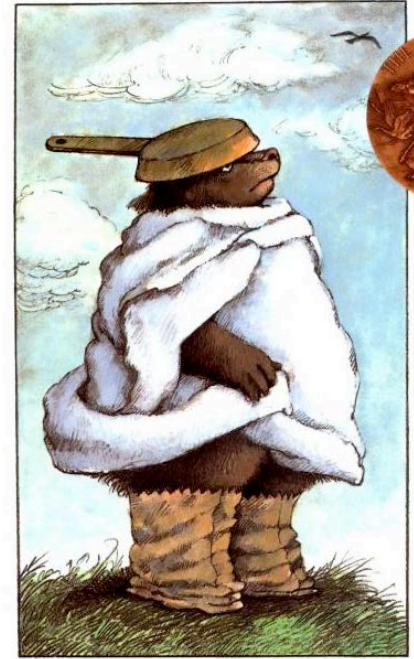
Pictures by KAREN SCHMIDT



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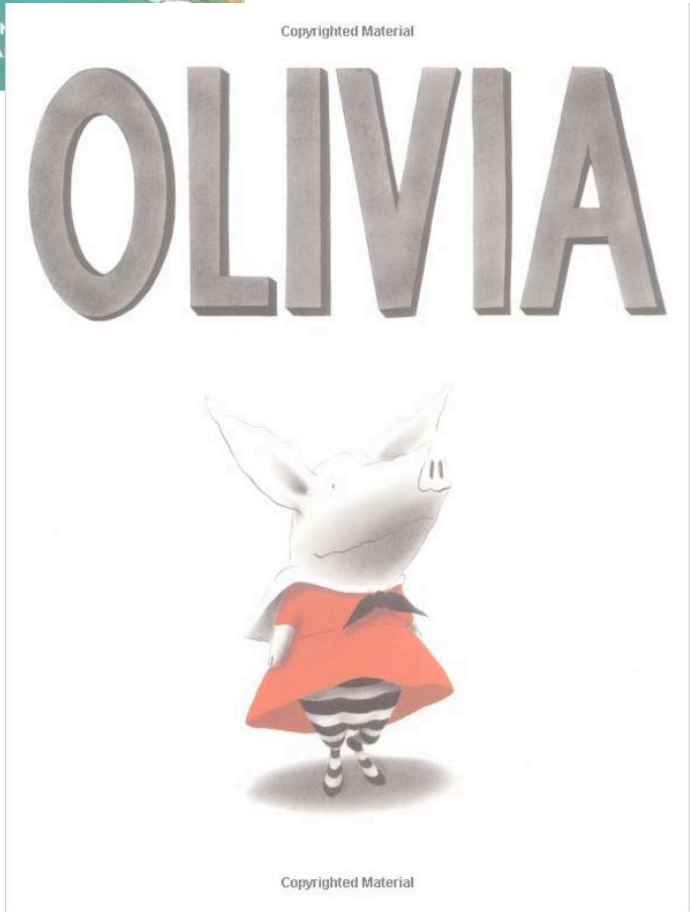
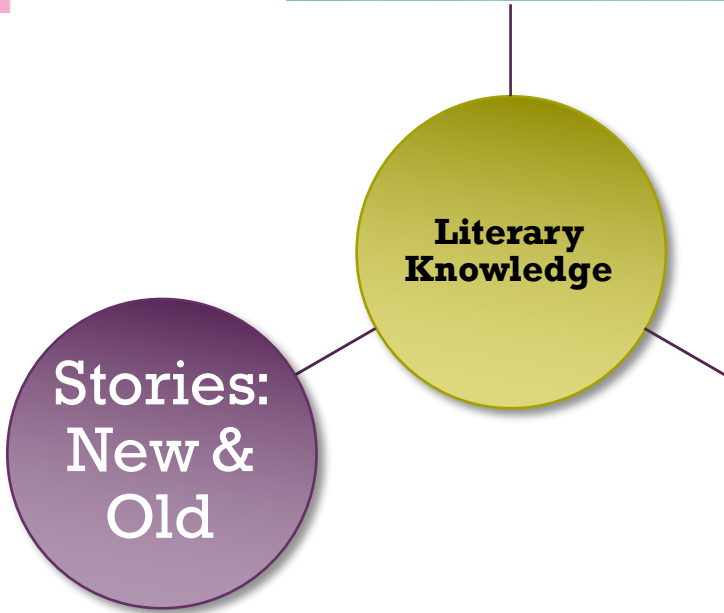
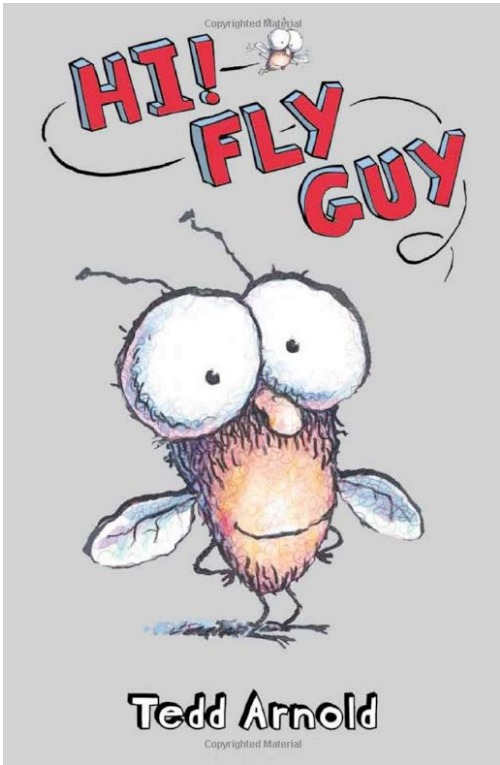
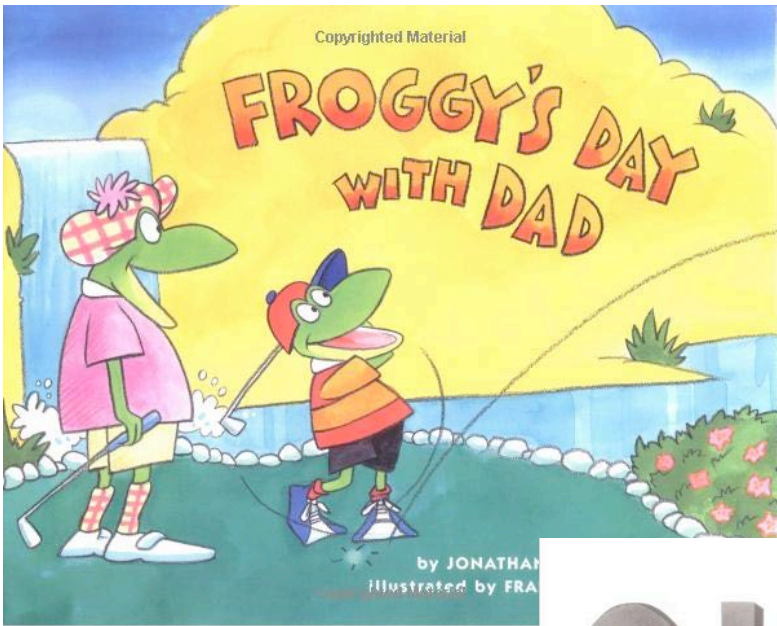
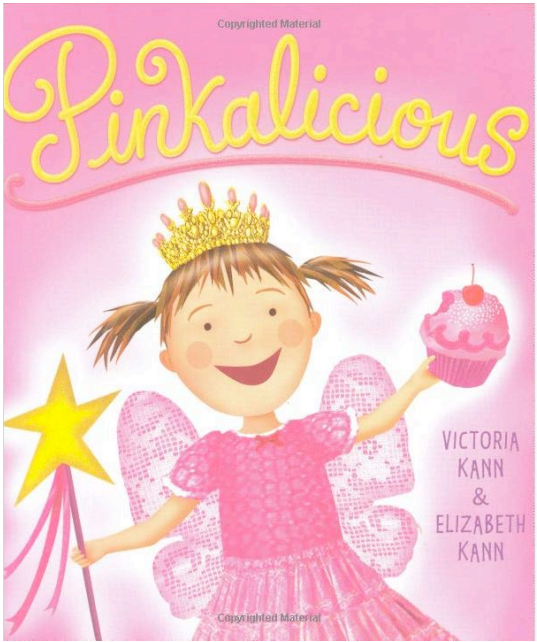
**Literary
Knowledge**

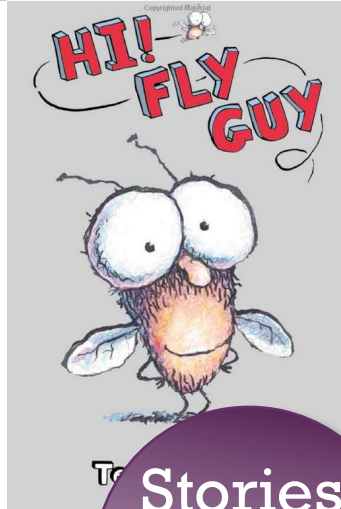
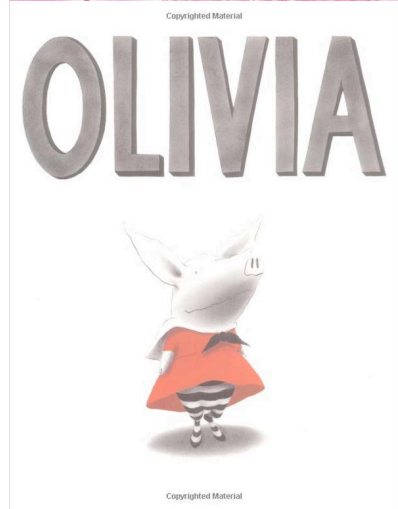
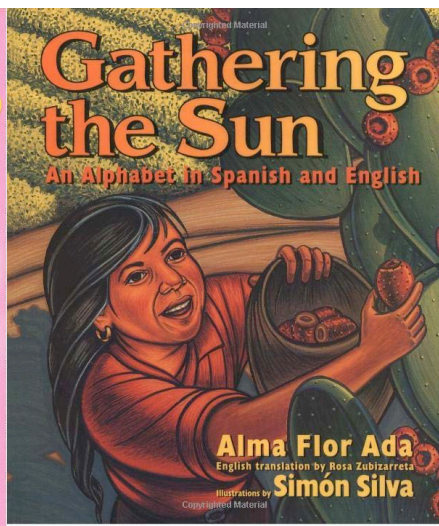
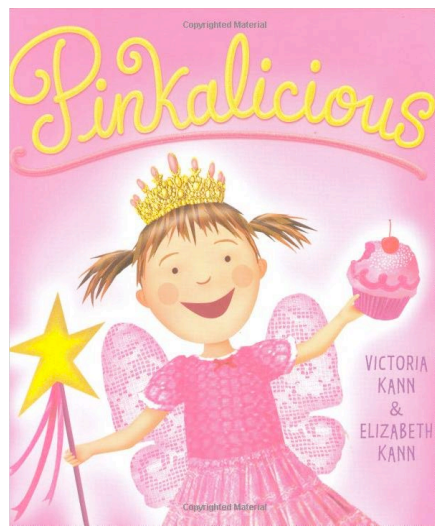
FABLES



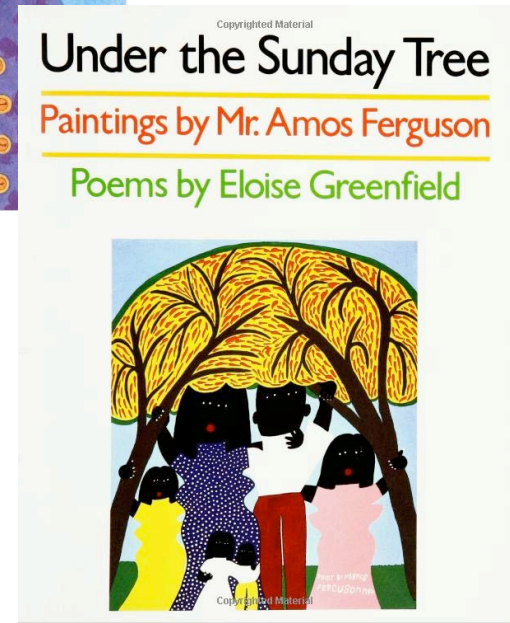
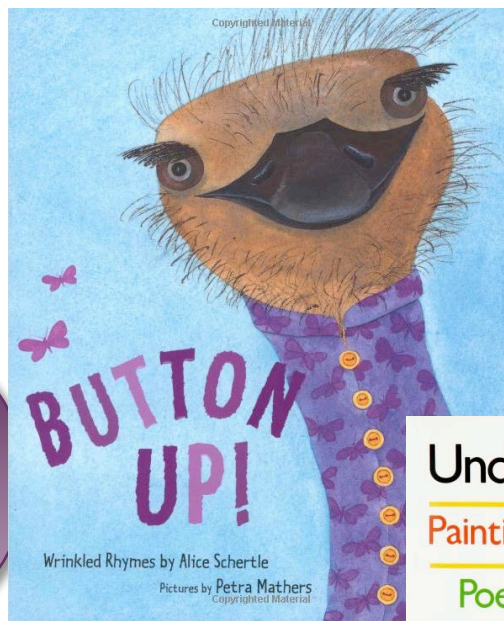
ARNOLD LOBEL

**Fables
& Tales**

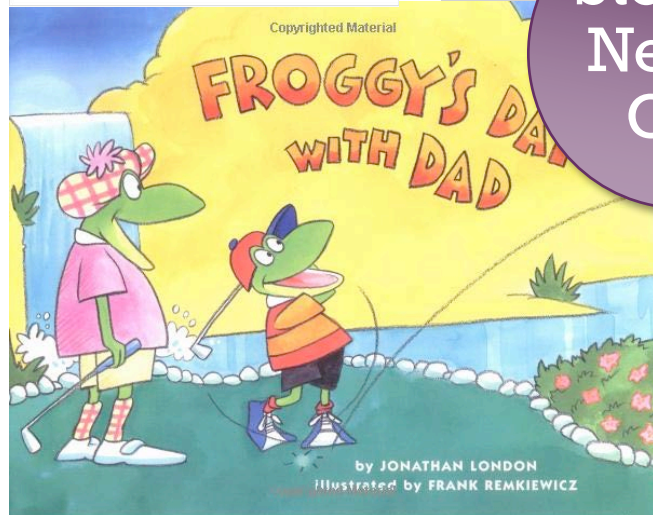




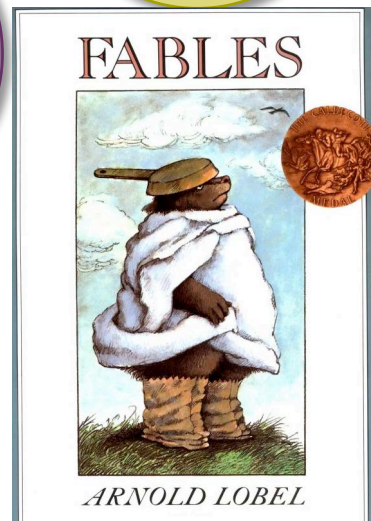
Poems:
New &
Old



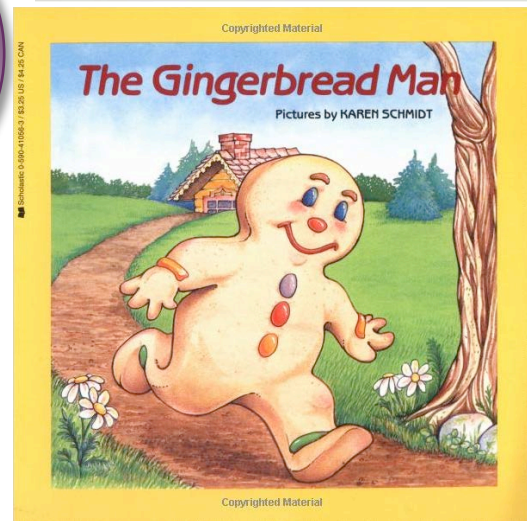
Literary
Knowledge



Stories:
New &
Old



Fables
& Tales



2. SETS OF PICTURES AROUND THEMES

(<http://textproject.org/classroom-materials/textproject-word-pictures/>)

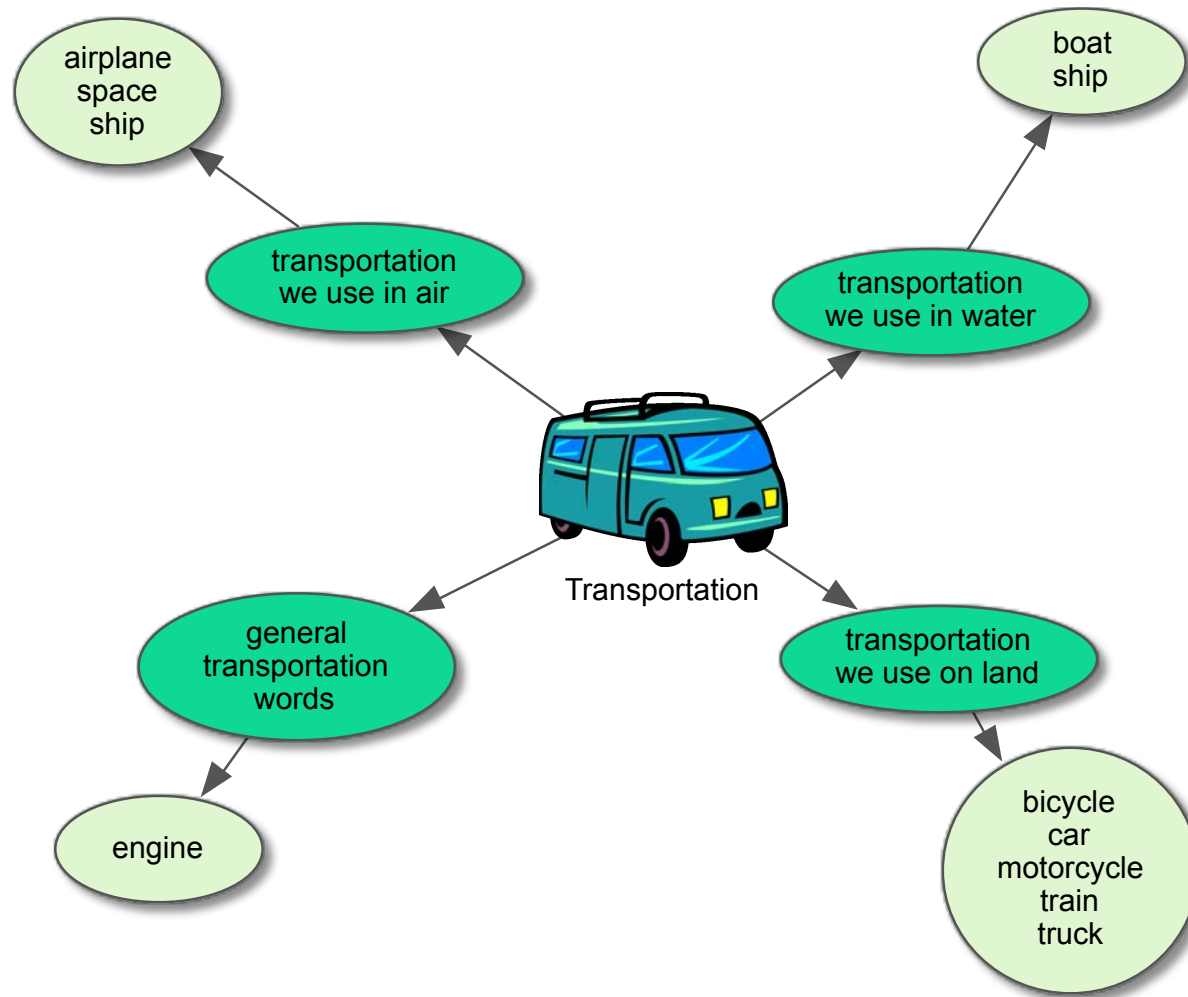


Transportation



For more information about TextProject, visit www.textproject.org
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Photo: ©2008 by Eric Robinson. Some rights reserved
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airplane



Photo: Fat Albert, the support aircraft for the US Navy Blue Angels flight demonstration team. August, 2005. Released into public domain by the United States Navy (Blue Angels).

car



Photo: Ferrari 612. March, 2004. ©2004 by Semnoz in en:wikimedia. Some rights reserved <http://creativecommons.org/licenses/by-sa/3.0/deed.en>

bicycle



Photo: Black mustang bicycle in Denmark. March, 2002. ©2002 by Bruger:Gajda-13 in da:wikipedia. Some rights reserved <http://creativecommons.org/licenses/by-sa/3.0/deed.en>



boat



Photo: *Boats on Lake Pfäffikon* in Switzerland. June, 2009. ©2009 by Roland zh. Some rights reserved www.creativecommons.org/licenses/by-sa/3.0.

train



Photo: The Jacobite Steam Train in September 2003. ©2003 by Martin Kaiser. Some rights reserved <http://creativecommons.org/licenses/by/2.5/deed.en>
Photo: Shinkansen 500 series at Kyoto Station. March, 2005. ©2005 by Nick Coutts. Some rights reserved <http://creativecommons.org/licenses/by/2.5/deed.en>



space ship

Photo: The Space Shuttle Discovery lifting off from Kennedy Space Center. October, 2007. Released into public domain by the National Aeronautics and Space Administration.

truck



Photo: Finnish Truck Sisu in Vantaa, Finland. May, 2008. ©2008 by Anneli Salo. Some rights reserved <http://creativecommons.org/licenses/by-sa/3.0/deed.en>

motorcycle



ship



Photo: The ship *Lousiana Star*. Hamburg, Germany. May, 2005. ©2005 by Andreas Praefcke. Some rights reserved www.creativecommons.org/licenses/by/3.0

engine



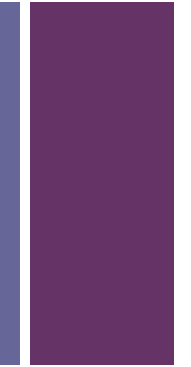
Photo: V8 engine compartment in a 1966 Rambler. November, 2009. Released into public domain by Christopher Ziemnowicz in en:wikipedia.



+ CONCEPTS ABOUT WORDS



CONCEPTS ABOUT WORDS



- Level 1: Many intentional experiences precede formal reading instruction
- Level 2: Beginning to read words in books.



Level 1: Many intentional experiences precede formal reading instruction.

- Reading-along with tracking and comments about words and *process* (including digital and audio contexts)
- Focus on high-meaning words such as children's names as well as words of high interest to children (e.g., their pets, movie characters) and concrete objects in their physical environments (e.g., window, door, radiator)
- Writing, writing, writing—
 - Children's writing
 - Dictation to an adult
 - Preformed words and letters

An exciting
new way
to get started



HEY!



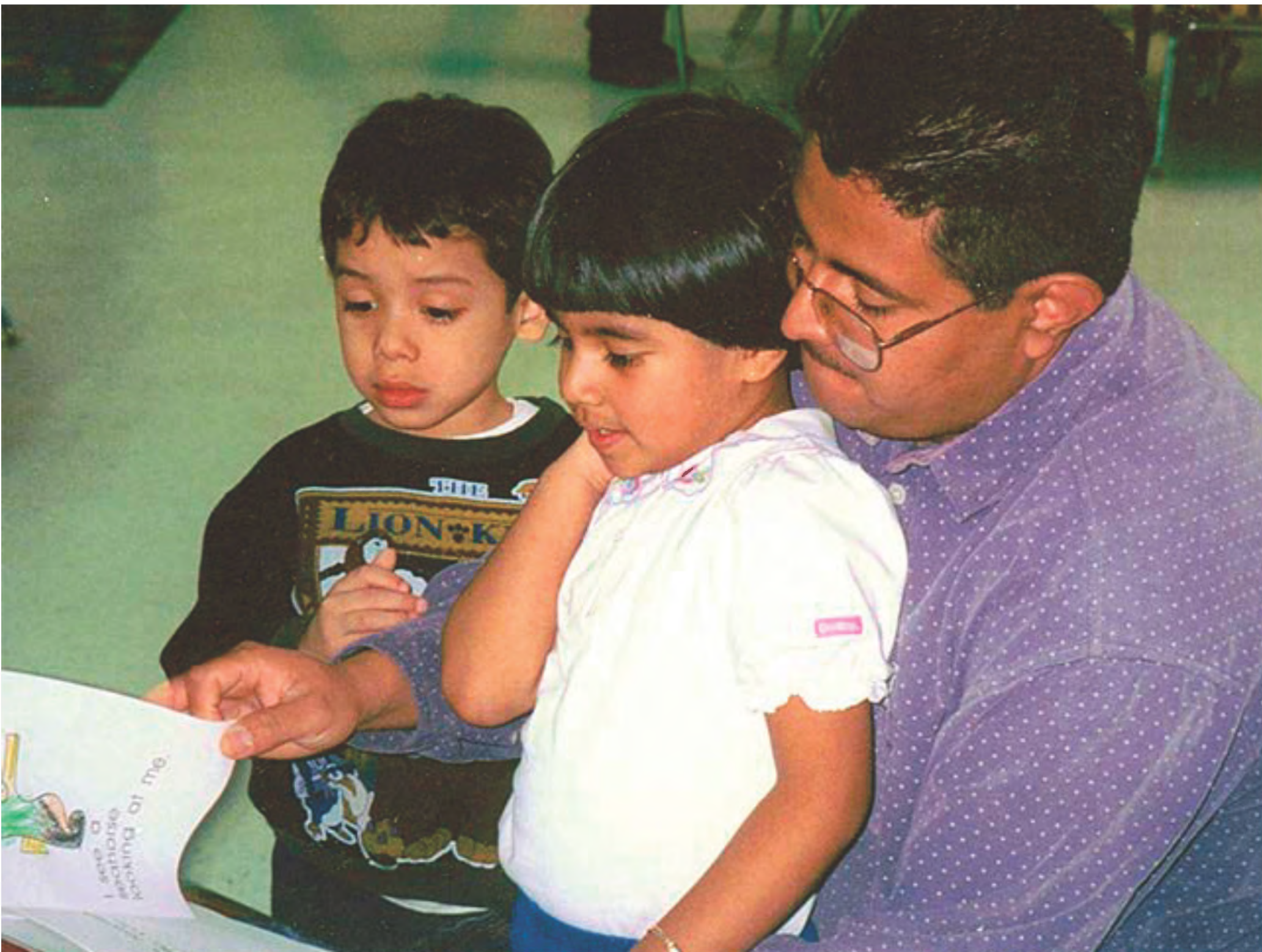
I'm

by Betty Miles

Reading!

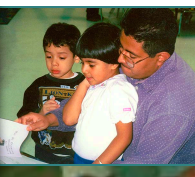
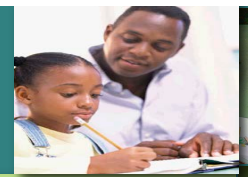
illustrated by Sylvie Wickstrom







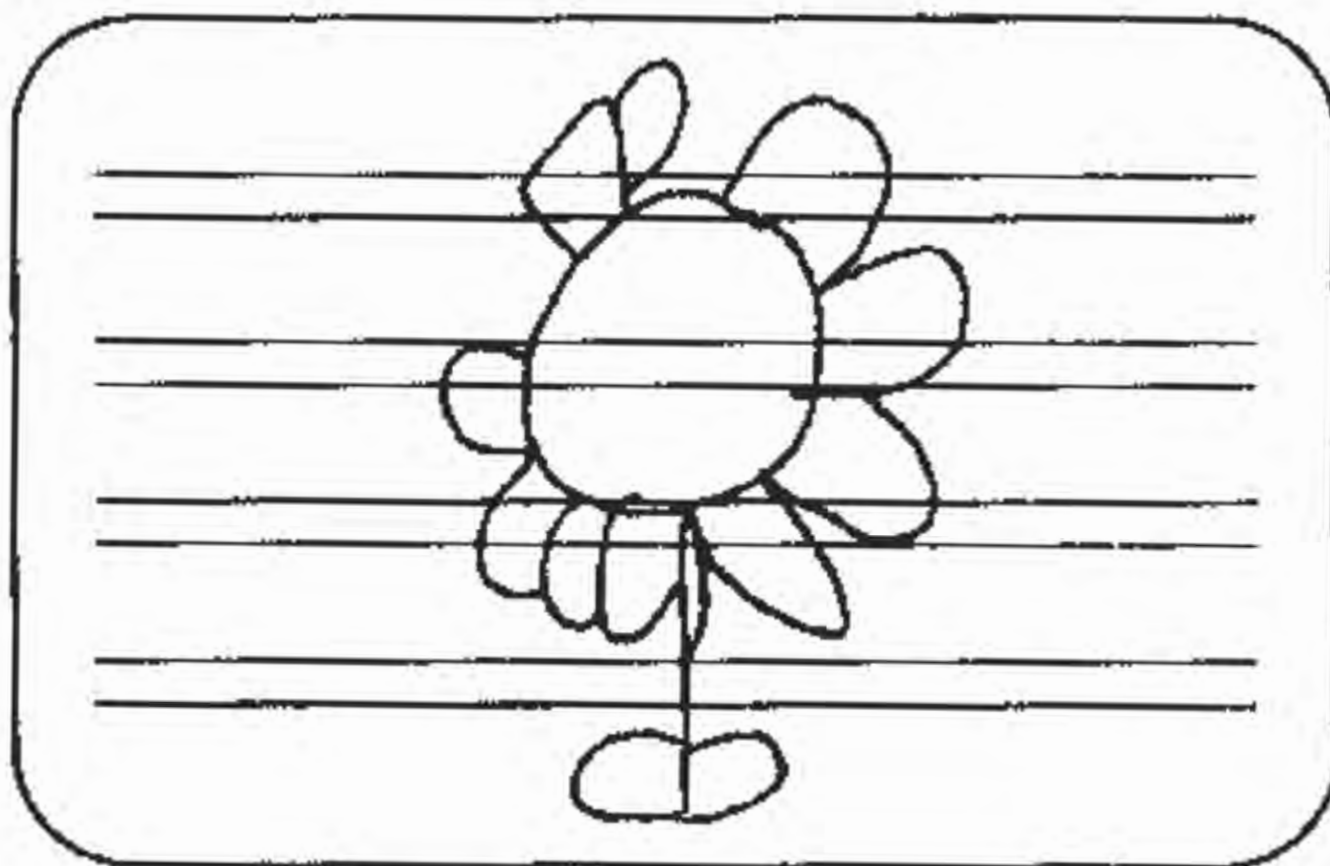
READING WORDS







Fall



“It’s a pretty flower.”

Winter

The cat and the dog played with

the cat

"The cat and the dog played with
the cat."

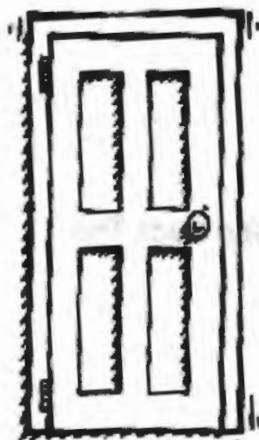
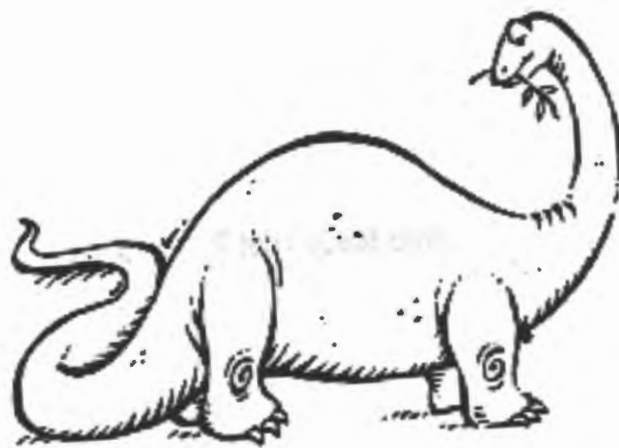
Spring

I like a doll
because I like them
and they are fun
to play with my
other dollies.

"I like a doll
because I like them
and they are fun
to play with my
other dollies."







go

I

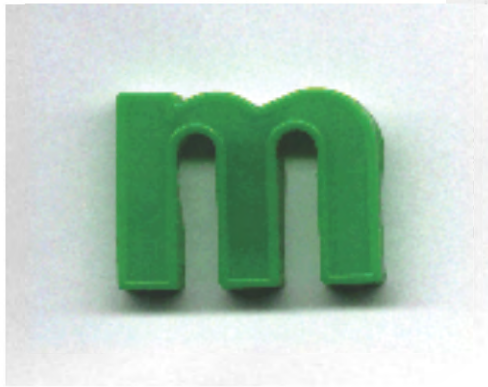
by

six

balloons



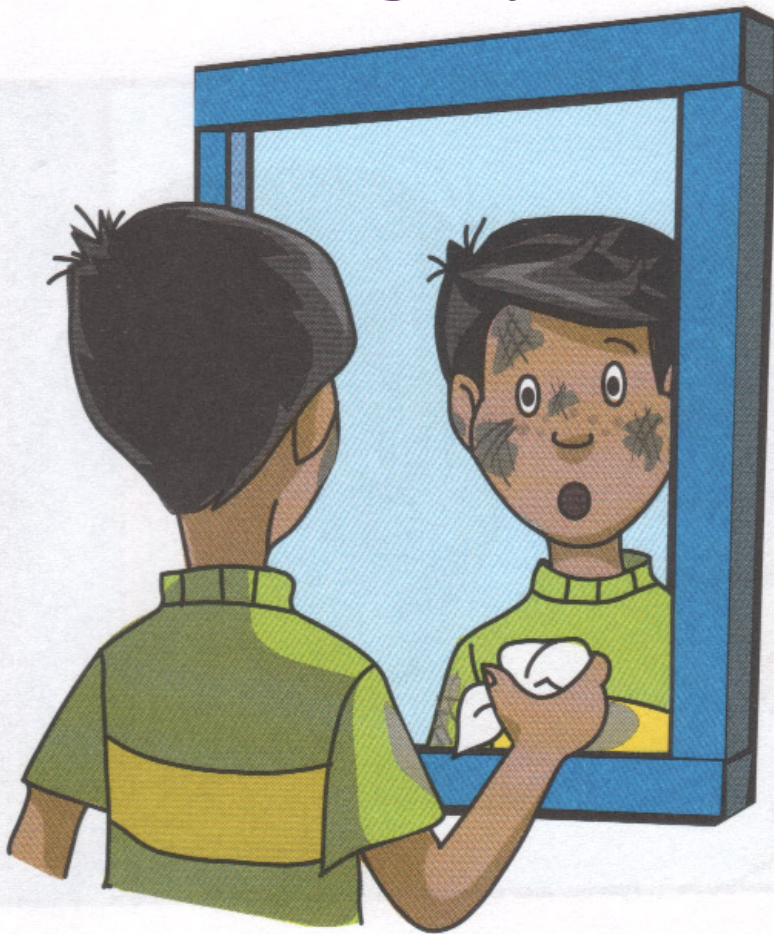






Level 2: Beginning to
read words in books:
Three features of
appropriate activities.

Word Category 1: High-imagery words



I see my face.



Dad zips up his coat.

I zip up my coat.

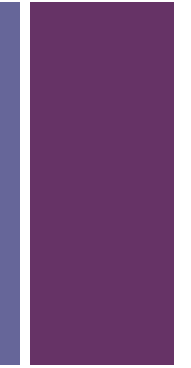


Word Category 2:

High-frequency words

the, of, a, but, to, or

down – up
little – big
out – in
under – over
see, hear
one, two



Word Category 3:
Phonetically
regular words
from highly
populated
networks with
at least several
highly frequent
members &
several high
imagery members

bat	bat	
brat		
cat	cat	
chat		
fat	fat	
flat	flat	
gnat		
hat	hat	
mat		
pat	pat	
rat	rat	
sat	sat	
scat		
slat		
spat		
that	that	
vat		

2. Ensure that texts are sequenced to attend to patterns and repetitions of words

Example of an Appropriate Sequence: Level 2



Dogs can run.
They run and run.



Dogs can dig.
They dig and dig.

Trucks

Level 4



There are green trucks. There are red trucks.

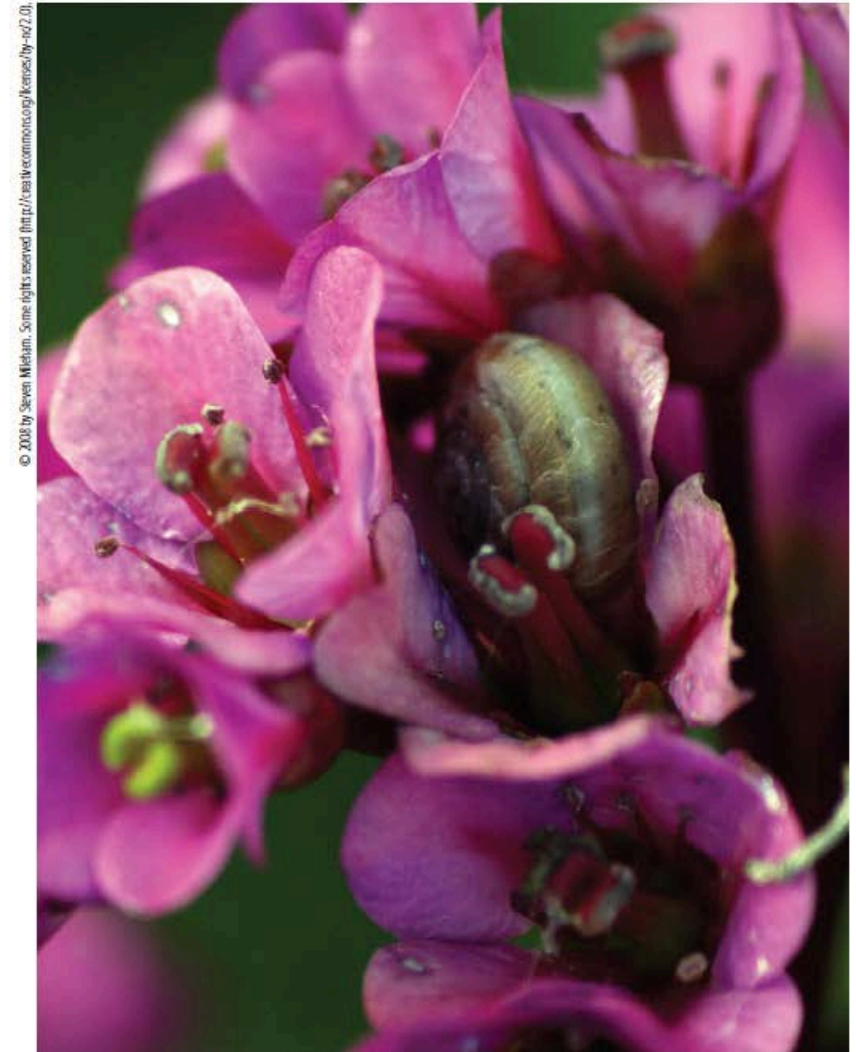


Some trucks are big. Some trucks are little.

Level 6



A snail can smell leaves to eat. Here is one eating the leaves on a plant.



A snail can smell a safe place to hide. Here it is hiding.

Ensure extensive opportunities to read texts with consistent data



Dan sat on the sand.
It was too hot.



He got up. He got a mat.

MY CAT

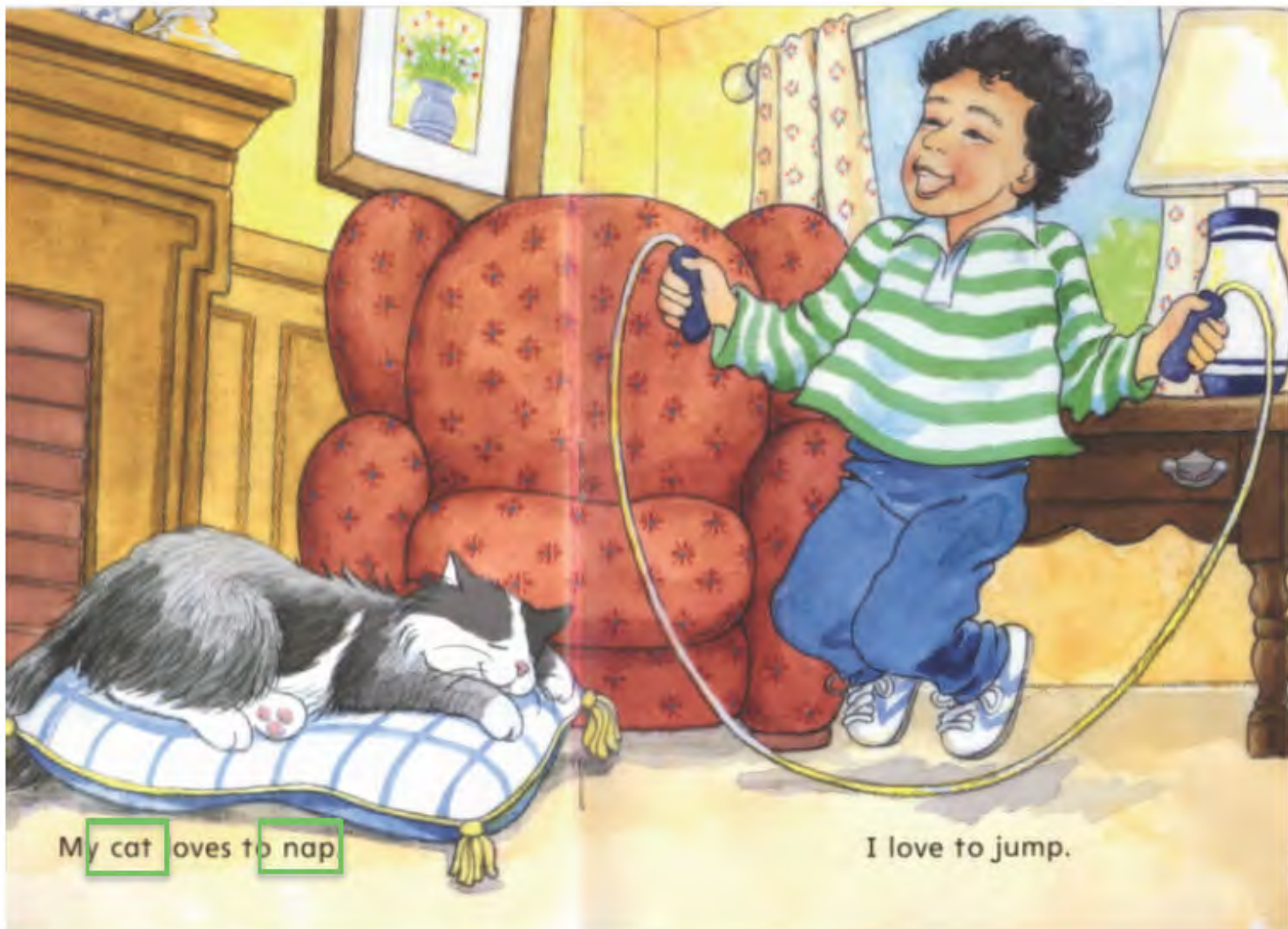


Written by Alice E. Lisson
Illustrated by Dara Goldman



My cat loves to nap.

I love to play.



My cat loves to nap

I love to jump.



Ben had a **nap** in the sun.
He got hot and red.



He had a swim.
Then Ben was not hot.



I can see the **cat** go
down, down, down!

Level 1



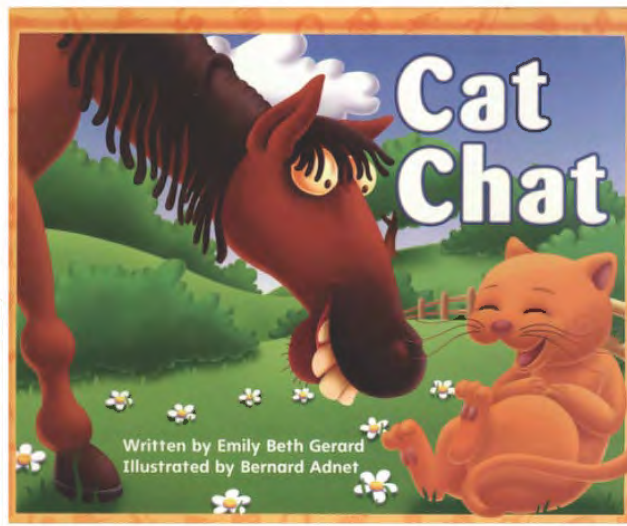
Kip's **cat** wanted Kip to play with
her. She went to get her toy.

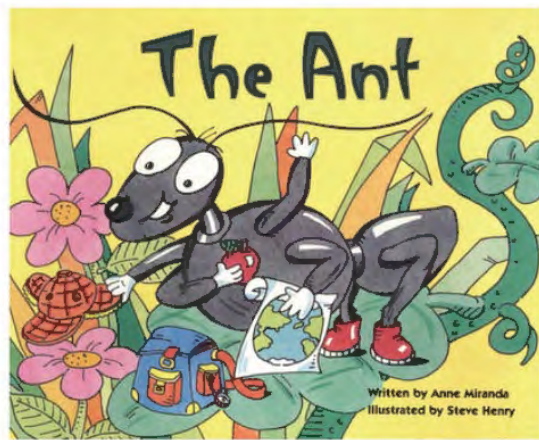
Level 2



"A **cat** is a good pet, too. Do you
want to take a **cat**?"

Level 3





I am an ant
on a plant
wearing pants.



I am an ant
on a plant
wearing pants
and a cap.



The Red Flag

28



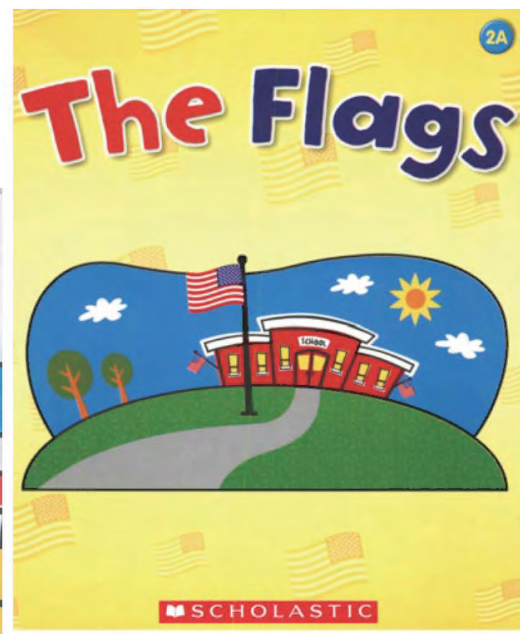
SCHOLASTIC



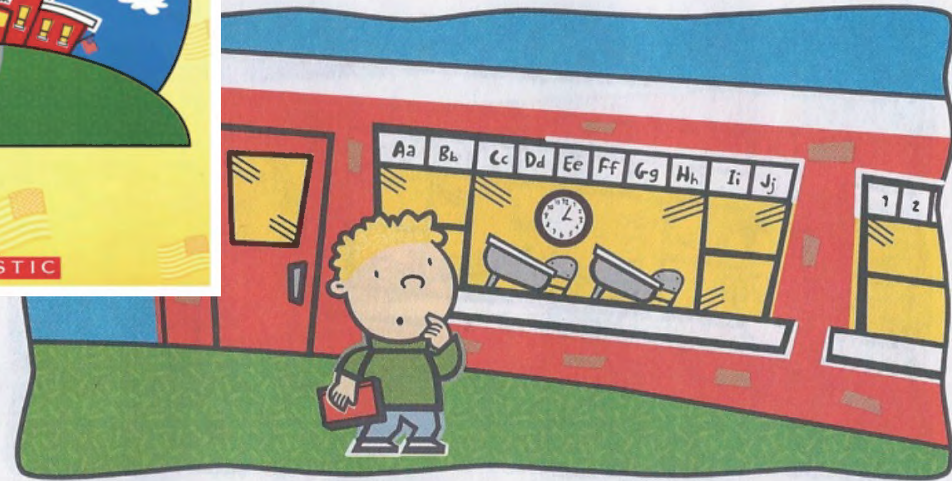
"I have a red flag in this bag,"
Pat says to Dan. "I like flags"



"I like flags, too! What is this on
the flag?" he asks.



"Here is the flag," says Dan.



"I am here by this flag to meet Pat.
Where is she?" he asks.

Sources for books



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Resources](#)

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[The BeginningReads™ Program](#)

The BeginningReads™ program aims to bridge children's oral language knowledge with written language by providing 10 levels of FREE texts! Each level contains 12 4-page books. These texts include highly concrete and phonetically regular words—both of which are important aspects of texts for beginning readers.

[Download your copies today!](#)



A snail can smell leaves to eat. Here is one eating the leaves on a plant.



A snail can smell a safe place to hide. Here it is hiding.



A snail does not have a nose. But it can smell. A snail uses its skin to smell.



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Birds have beaks, not noses. Some birds have huge beaks. Some birds have little beaks.



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This bird has a huge beak. But a huge beak does not mean that a bird can smell well.



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Many birds cannot smell very well. Birds use their eyes to find food to eat.

Elephant's Trunk



An elephant's nose is called a trunk. It can smell things just like you can smell things with your nose.



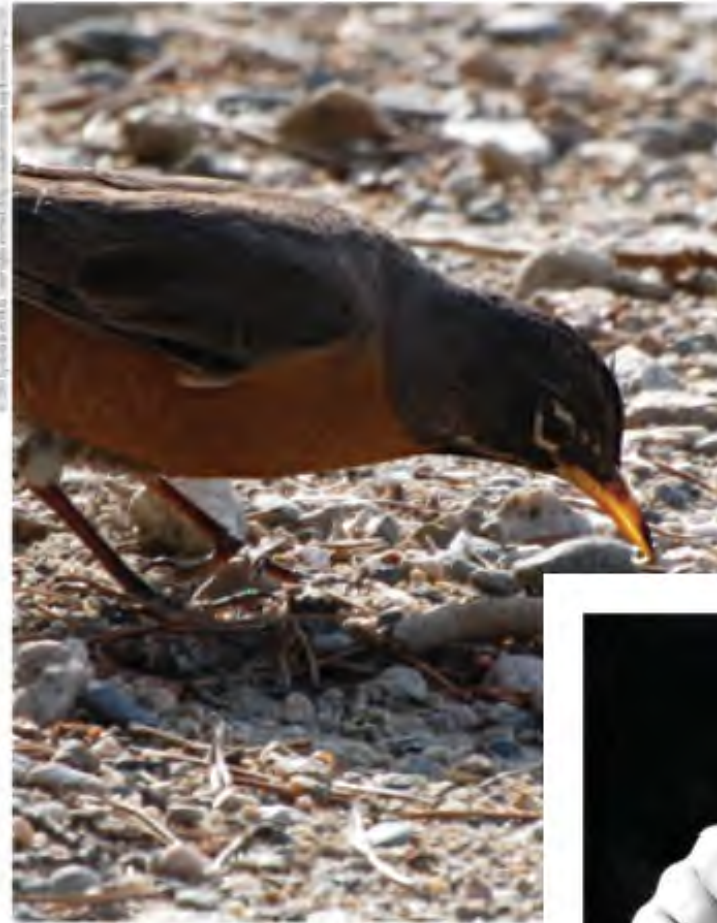
Look at the elephant grab leaves to eat with its trunk. Can you eat with your nose?



Look at the elephant as it says hi with its trunk. Can you say hi with your nose?



- ☐ Elephant's trunk
- ☐ Bird's beak



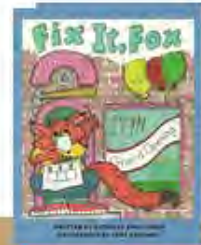
- ☐ A bird looking for food.
- ☐ A bird drinking water.



- ☐ Picking up a snail.
- ☐ Picking up leaves.



Popcorn
For Ages: 4-7



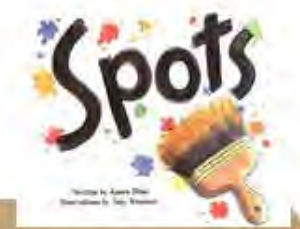
Fix It, Fox
For Ages: 4-7



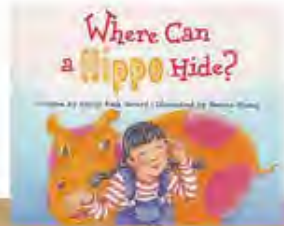
My Twin!
For Ages: 4-7



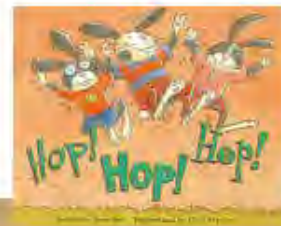
My Cat
For Ages: 4-7



Spots
For Ages: 4-7



Where Can a Hippo Hide?
For Ages: 4-7



Hop! Hop! Hop!
For Ages: 4-7



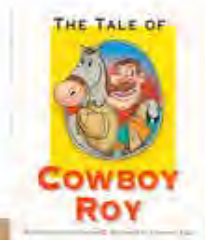
Night Animals
For Ages: 4-7

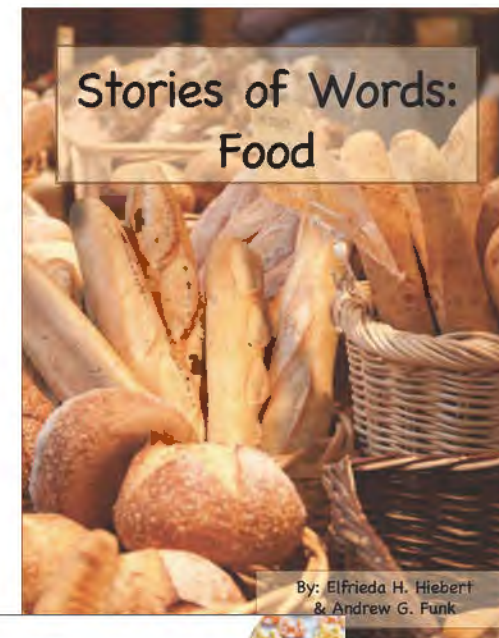
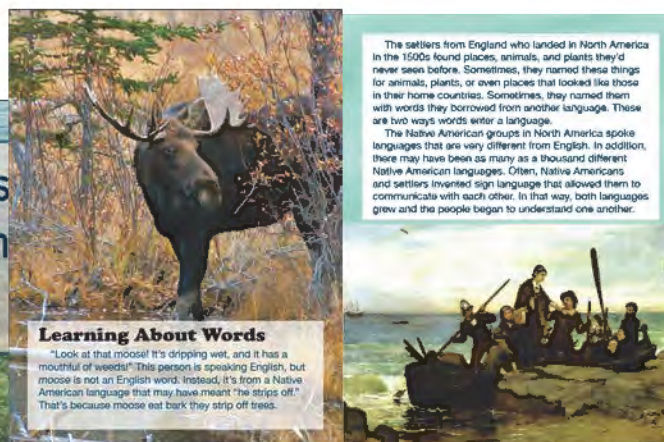
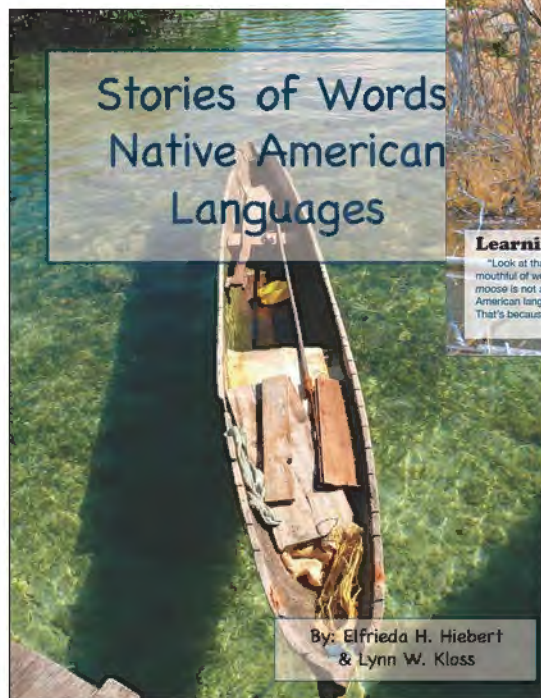


A Hunt for Clues
For Ages: 8-10



Moon Stories
For Ages: 8-10





Italian Noodles

The names of most pastas describe how they look. Here are some examples.

Name for Pasta	How the Pasta Looks	The Word's Meaning in Italian
farfalle	bow ties or butterflies	farfalle: butterflies
linguini	flat, narrow strips	linguini: little tongues
penne	medium-sized tubes	penne: feathers or quills
spaghetti	long, rod-like strands	spago: a thin string or cord (spaghetti: little strings or cords)
vermicelli	long, very thin strands	vermicelli: little worms



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TEACHING STAMINA & SILENT READING IN THE DIGITAL-GLOBAL AGE

Edited by Elfrieda H. Hiebert





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