



The Center for Reading Science

MOUNT ST. JOSEPH UNIVERSITY®



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Creator



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Project Manager



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Literacy Specialist



**The Center for
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ST. JOSEPH UNIV

MSJ Reading Science
*Contributing
Faculty*



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Agenda

- Overview of project and pilot
- Overview of phase two
- Project Ready! routines (a quick overview)
- Where to access curriculum (our website)
- Practice and application:
 - 123 Shared Story (dialogic reading)
 - 123 Reread
 - Shared Writing
- Questions



Check in from our last meeting:

Why:

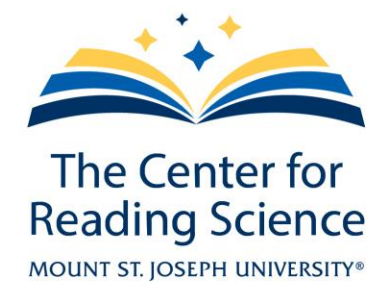
- The key to reducing reading difficulty, is to provide high quality and well-planned instruction from the start of their school career (Barnes, Grifenhagen, & Dickinson, 2016; Torgesen, 2004).
- Preschools that provide quality language, literacy, & content instruction have produced promising positive effects on children's academic achievement (Garcia et al., 2016).
- However, **few preschool curriculums reflect the science of reading and many teachers lack this knowledge base** (Mashburn et al, 2008).



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2019
Phase One- Pilot



Pilot

- 16 weeks
- Studied 3 schools:
 - Implementation school
 - Matched control
 - High SES control

All schools have one 3-year-old class and one-two 4-year-old classes.

Implementation School

32 children (34 total)

100% free and reduced lunch eligible

70% Latino, 5% African, 15% Af.-Amer, 10% Caucasian

60% Dual Language Learners

Low SES (Matched) Comparison

22 children (32 total)

100% free and reduced lunch eligible

55% Latino, 5% African, 25% Af.-Amer, 15% Caucasian

45% Dual Language Learners

High SES (Advantaged) Comparison

25 children (35 total)

0% free & reduced lunch eligible

100% Caucasian

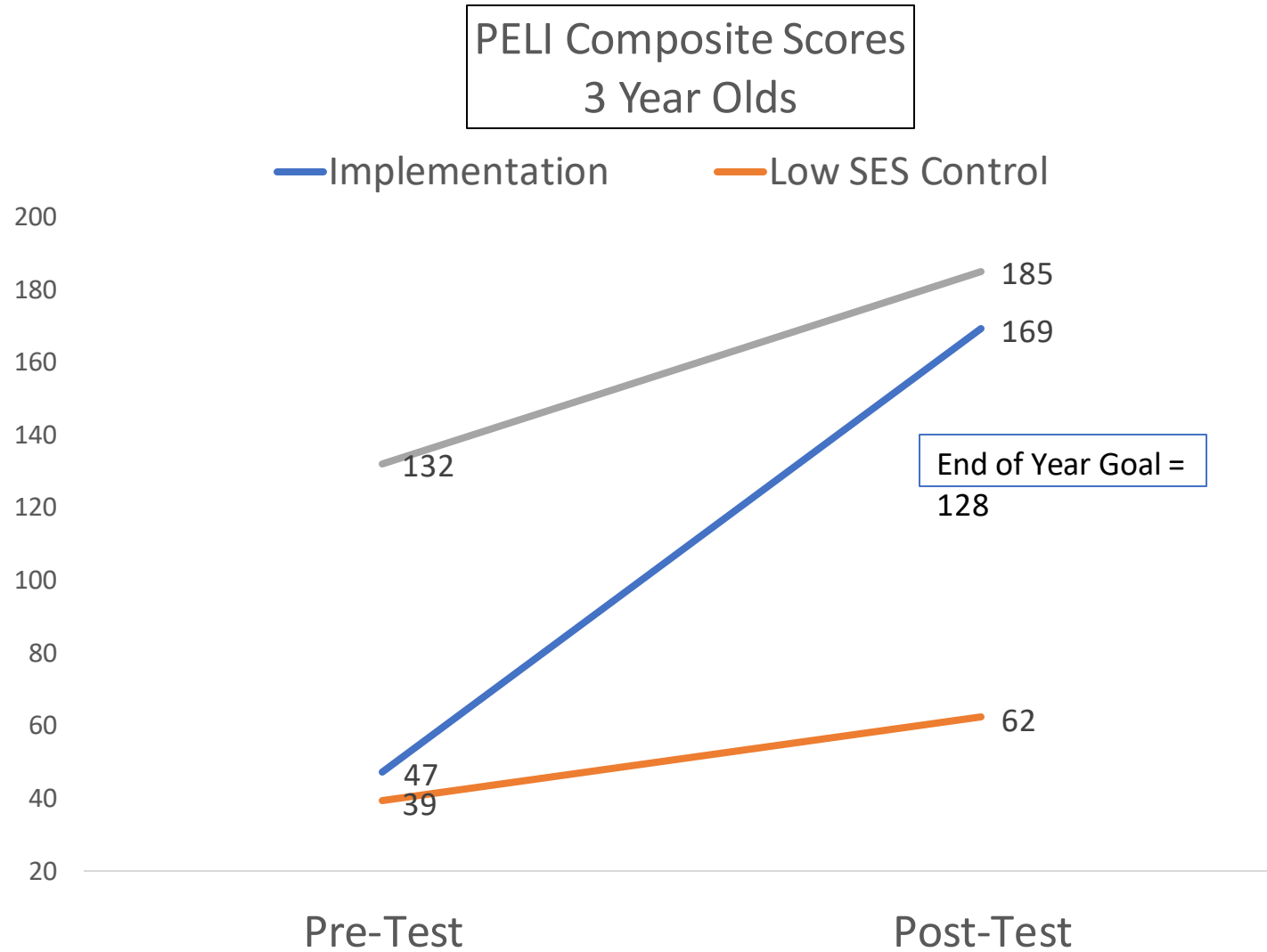
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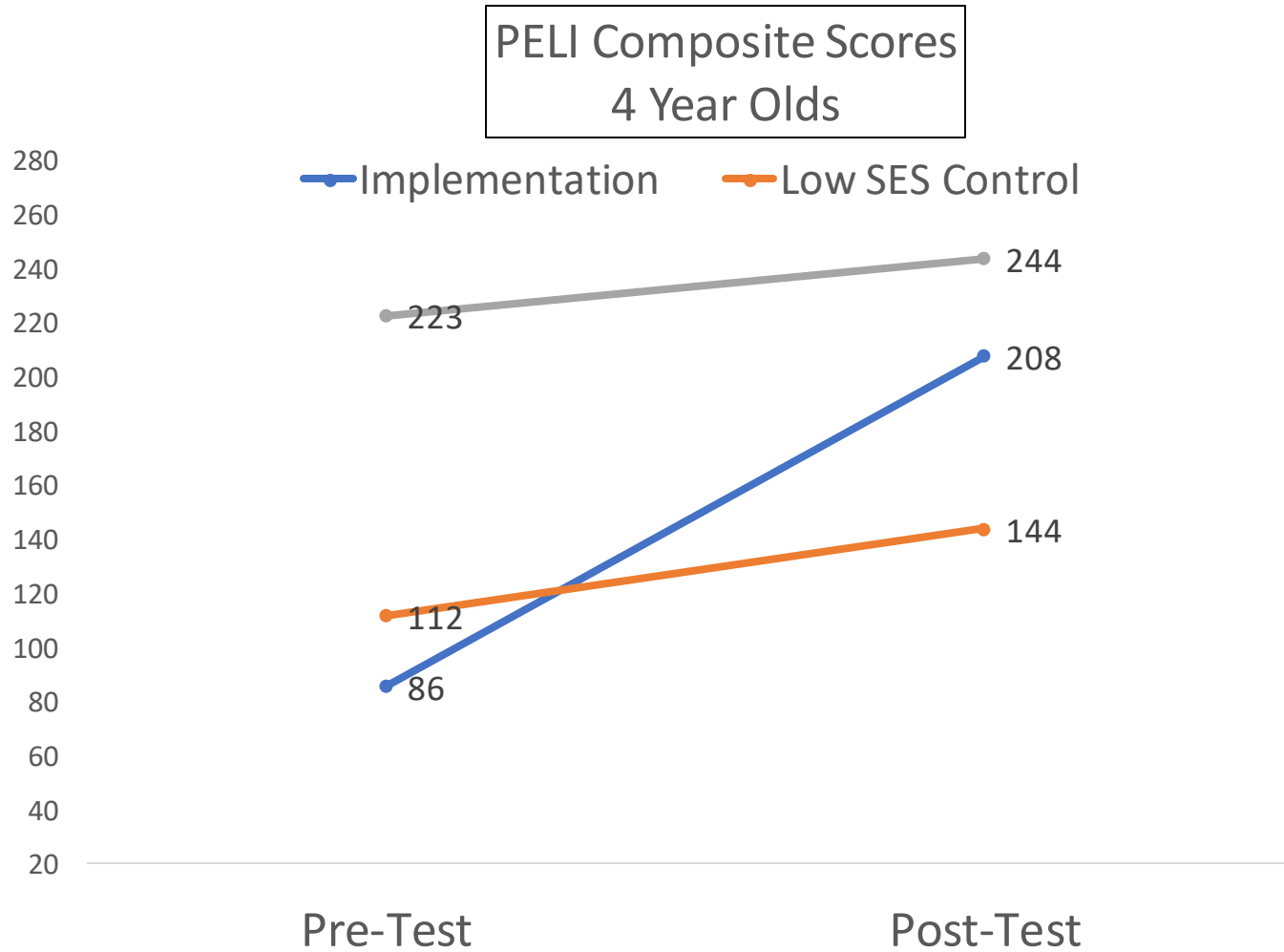
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Results



Results



Phase Two

Project Ready will reduce existing opportunity gaps by providing young children with early language and literacy skills and content knowledge to prepare them for kindergarten.

- Grant Funding
 - Hale
 - Scripps
 - LaRosa's
- Schools
 - 8 half day classrooms
 - 2 full day classrooms
 - Approximately 160 students
 - Racially and ethnically diverse students living in economically disadvantaged households



www.readingscience.org/preschool

Teacher
professional
development,
training, and
implementation
support

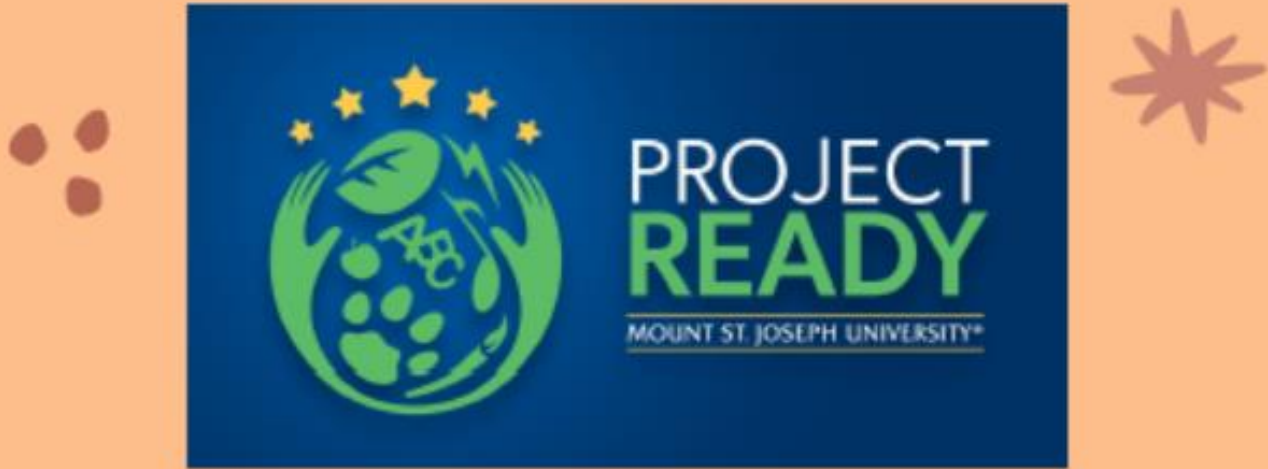
Family
Engagement

Curriculum

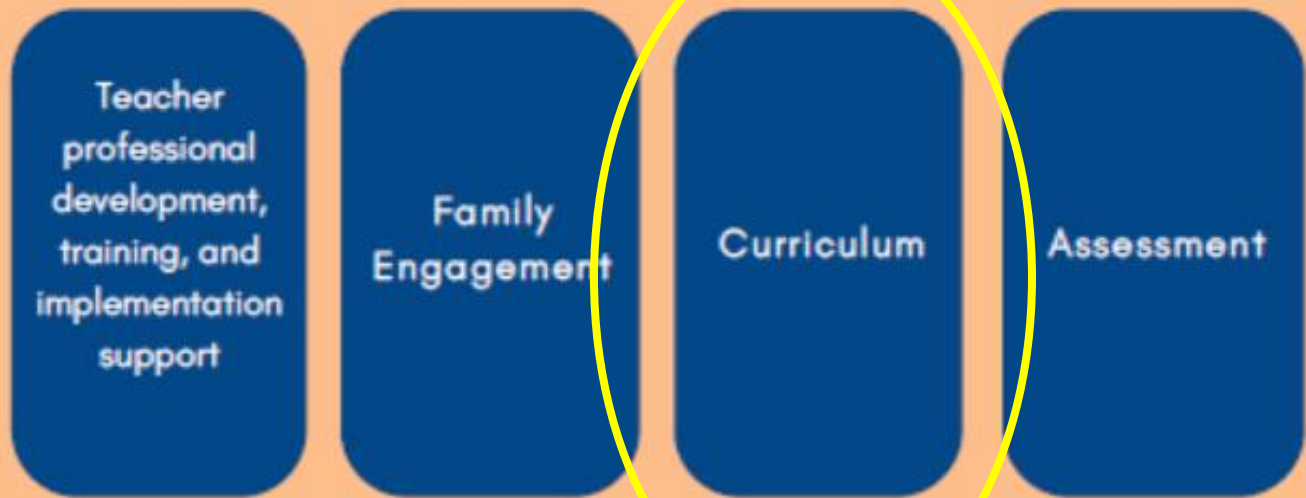
Assessment



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www.readingscience.org/preschool



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WHOLE GROUP

15-20 mins. **DAILY**

123 SHARED STORY

- Language Time
- Theme-focused vocabulary and knowledge development
- Math stories and word problems

SHARED WRITING

- Teacher-led exposure to the writing process
- Student-generated ideas



SMALL GROUPS WITH PLAY CENTERS

60 mins. per day, 10-15 mins. per group session

SMALL GROUPS

connected to content theme

SAMMY

Wordless Books

MATH
FOLLOW UP
LESSONS

123
STORYBOOK
RE-READ

SMALL GROUPS

not connected to theme

TELLING TERRIFIC
TALES
Storytelling

ALPHABETICS

ADDITIONAL INTERVENTION MATERIALS

not connected to THEME

PLAYFUL
INTERVENTIONS

BASIC
CONCEPTS



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The Alphabetic Group is designed to teach children critical foundational skills to support reading readiness.

- Lessons should occur 3-5 times per week in small groups of 3-5 children.
 - Children with more needs (less skills) should meet 4-5 times per week.
- Children with similar skill levels should be grouped together
 - use data to determine groupings (PELI)
- Instruction lasts approximately 15 minutes (5 min of PA component and 10 min letter component).



Lesson Outline

1. Phonological Awareness

- name activity
- PA Game

2. Introduce a NEW Letter

- target picture with initial letter sound
- poem
- explore additional pictures with the same initial sound
- practice proper letter formation

3. Review Known Letters

- 2 previously learned letters are reviewed (name, sound, and formation)
- review game

4. Make Letters

- students practice making the letters using playful materials

Letter Order: T O C M A S H Z I D N L E B W U X F V R J K P Q G Y



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Introduce a NEW Letter

- target picture with initial letter sound
- read the letter poem
- explore additional pictures with the same initial sound
- practice proper letter formation (identify similarities and differences between capital and lowercase forms)



*Move from **speech to print**
(familiar → unfamiliar)

"tiger, /t/, T"



T t



Outline of Routine



CONSTRUCTION VEHICLES AND PEBBLES

Need: small construction vehicle, small pebbles (3-4 printed with each focus letter), felt "hills" printed with focus letters,

Directions: Student loads one pebble into the construction vehicle and identifies the letter on the pebble. Student drives the pebble to the correct hill and repeats the name of the letter. Student unloads the pebble and says the name of the letter again. Continue until all pebbles are delivered.



SQUISHIES AND BEDS

Need: small squishies printed with focus letters (2-3 per letter), laminated paper beds printed with focus letter (enough for each squishie to have one)

Directions: Student chooses one squishie and says the name of the letter printed on it. Student finds the bed printed with the same letter, points to the bed, and says the name of the letter. Student puts squishie in the bed and repeats the letter name. Continue until all squishies are in bed.



BOWLS, SCOOPS, AND STONES

Need: 3-4 small bowls in fun shapes or colors (1 per focus letter), label with focus letter for each bowl, small counting stones labeled with letters (2-3 per focus letter), small scoop

Directions: Student scoops up one stone and says the name of the letter printed on it. Student points to bowl with the same letter and says letter name. Student drops stone into the bowl and says the letter name again. Continue until all stones have been placed in bowls.



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connected to content theme

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SMALL GROUPS

not connected to theme

TELLING TERRIFIC
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Storytelling

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Year 1	Year 2
Welcome	Welcome
Kindness	Kindness
North America	North America
Astronomy	Astronomy
South America	Asia
My Amazing Body	My Amazing Body
Africa	Australia
Seasons and Weather	Seasons and Weather
Botany	Botany
The Arts	The Arts

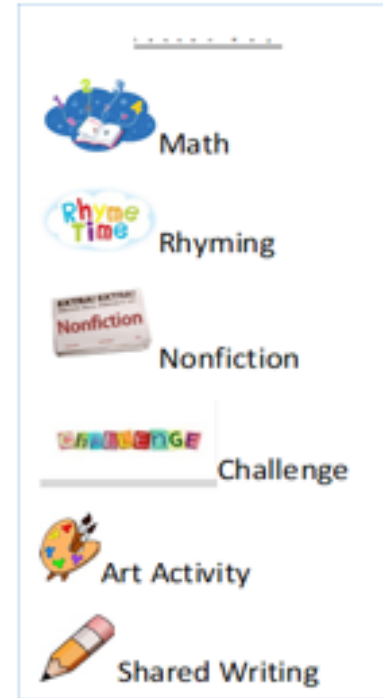


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Themed Units in General

- One overall theme and 3-4 subthemes
- 17-20 lessons per unit
- One lesson per day, feel free to repeat a lesson that was high interest
- Approximately 1 month per Unit
- Mix of nonfiction & fiction books
- 2-3 math books
- 2-4 rhyming books
- 2-4 challenge book options
- 4-6 follow up crafts
- 4 shared writing routines



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Practice and Application

- 123 Shared Story
- Shared Writing



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Language Time

*Explain, We are learning a long poem, a little at a time. Today we will say the first part of the rhyme again. Next, we will learn a new part. We will keep going until we know a long poem.

Four Seasons (Spring)

The fields are rich with daffodils.
Make the shape of rolling hills with one flat hand

A coat of clover cloaks the hills,
Mimic putting on a coat then hug arms across chest

And I must dance,
Wave arms in dancing motion

and I must sing
American Sign Language for sing

To see the beauty of the spring,
One hand over eyes as if looking

Unit: Seasons and Weather, Part 1- General Seasons

Book 3: *One Leaf, Two Leaves, Count with Me* by John Micklos Jr.

Extra Materials Needed: seasons and months visual from dramatic play center



1. Before

1. Topic Introduction- We have been reading about the seasons. How many seasons do we have? Four. Let's list them together. Spring, Summer, Fall, Winter.

2. Book Introduction- Look at this big pile of leaves! I think this child is jumping into the pile. Have you ever done that before? I'm guessing that this picture is from the fall. Fall is when the leaves change color. They drop from the trees and we can rake them into big piles.

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "One leaf..." There is one big leaf on the tree, but I see a few little buds. Do you remember that word buds? It is the little growth that will turn into a leaf or flower. I think these buds are going to turn into more leaves.
- "Spring has sprung" I see lots of signs of spring. The boy is wearing short sleeves because it is warm. I see flowers, bees, and butterflies.
- "Frosty, freezing winter day." I see lots of signs of winter. The ground is covered in snow. There are no leaves on the tree. The boy is inside because it so cold.

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

There are four seasons. Trees change as the seasons and weather changes.

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Reinforce throughout the day.

sway- moving side to side gently

The leaves sway in the gentle summer wind.

drifting- moving gently and slowly

In fall, the colorful leaves drift down to the ground.

sprout- begin to grow

New leaves sprout in spring.

3. After

1. Ask their Opinion- Did you like counting the leaves? Everyone tell me, "I liked counting the leaves or I didn't like counting the leaves." Let's say our answer together. One, two, three. Oh, I heard that lots of people liked the book.

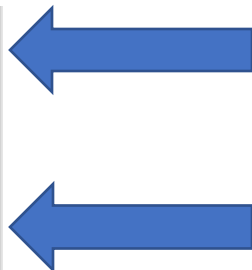
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- What did we count in this book? (leaves)

- What colors did we see in the book? (Various answers- green, brown, etc.)

3. Follow Up Activity- Math Word Problem

- Explain, We counted leaves in this book. The number of leaves changed as the seasons changed. As winter was ending and spring beginning, the number of leaves got bigger. There were many leaves in spring and summer. Then as fall turned into winter, the number of leaves got smaller. When numbers get smaller, we are taking away. Let's do a take away problem together. If there are 5 leaves Hold up 5 fingers and 3 leaves fall Put 3 fingers down, how many leaves are left? Two. 5 minus 3 equals 2.



Connected to a deep theme



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Increasingly complex language



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Mix of literal and inferential questions



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Unit:
Book:
Extra Materials Needed:

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Reinforce throughout the day.

_____ -

_____ -

_____ -

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-

-

3. Follow Up Activity-

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- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

3. After
1. Ask their Opinion-
2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)
-
-
-
3. Follow Up Activity-

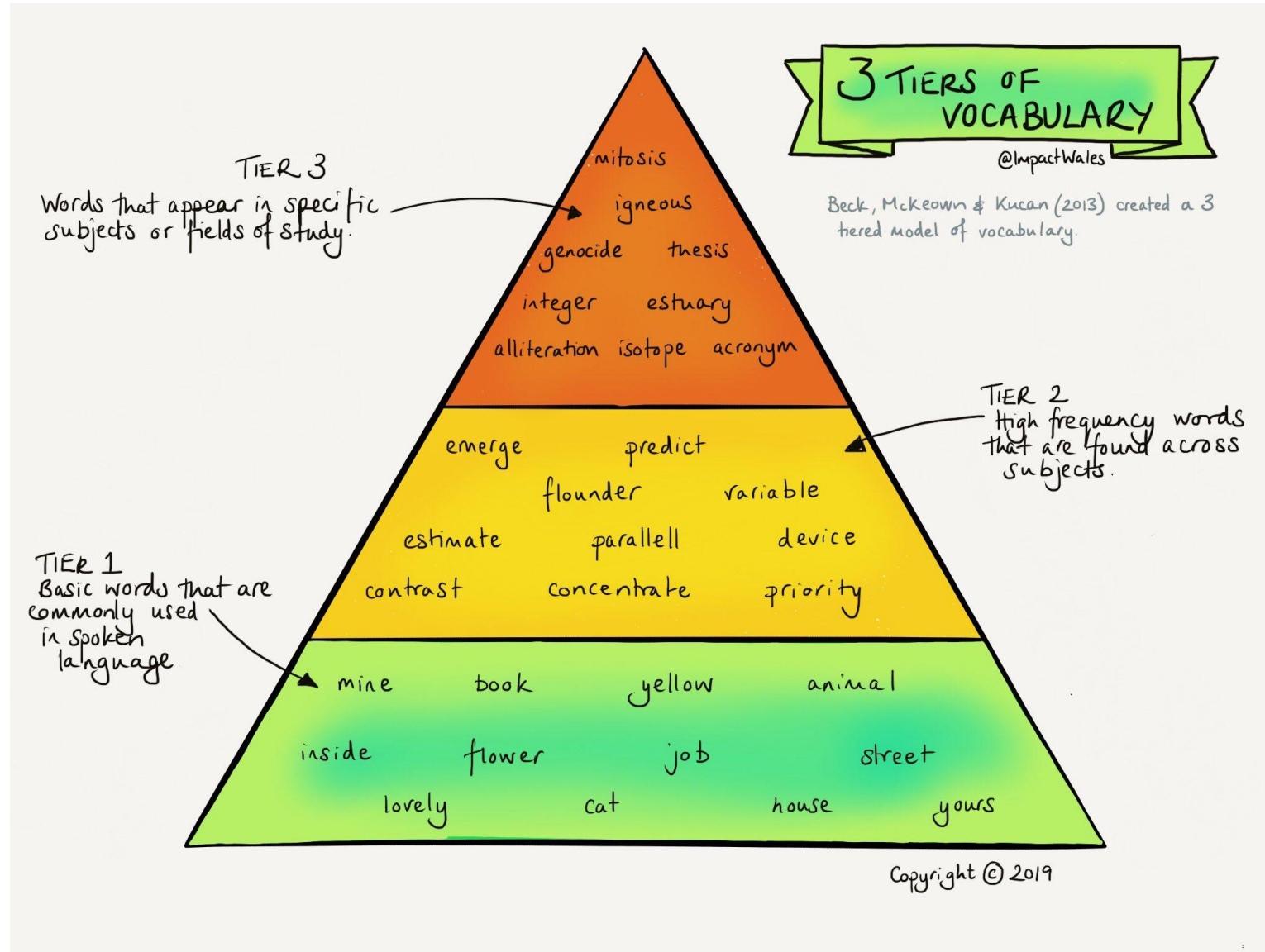
Language Time



- Story retell
- Vocabulary review
- Rhyming practice
- Was it in the book?
- Math word problem
- Introduce dramatic play center
- Wrap up sub-theme



Vocabulary



Dialogic Reading Routine- Reread

- Deep discussion of books before, during, and after read aloud
- Most powerful when combined with vocabulary instruction
- Done in small, heterogeneous groups to allow each student more oral language practice





Unit:
Book:

Re-Read & Activity

Extra Materials Needed:

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.
2. Point out title & author- ask if anyone can tell you what the author does.
3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

During:

1. Read with excitement and fluency.
2. Ask Questions/Highlight Key Content

-

-

-

After:

1. Ask for their opinion-
2. Discussion questions

-

-

-

2. Do follow up activity:

- Craft
- Game
- Song



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Shared Writing

Writing as a means
of meaningful
expression



The development
of transcription skills

Shared Writing

Writing is a complex process!

Important that we provide:

- Clear demonstration of cognitive processes
- Model, Model, Model!



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Goals of Shared Writing

- Meaningful exposure of children to print, helping them understand that print carries meaning
- Demonstration of the process of transcribing speech to print
- Highlighting of specific letter-sound relationships and conventions of writing.



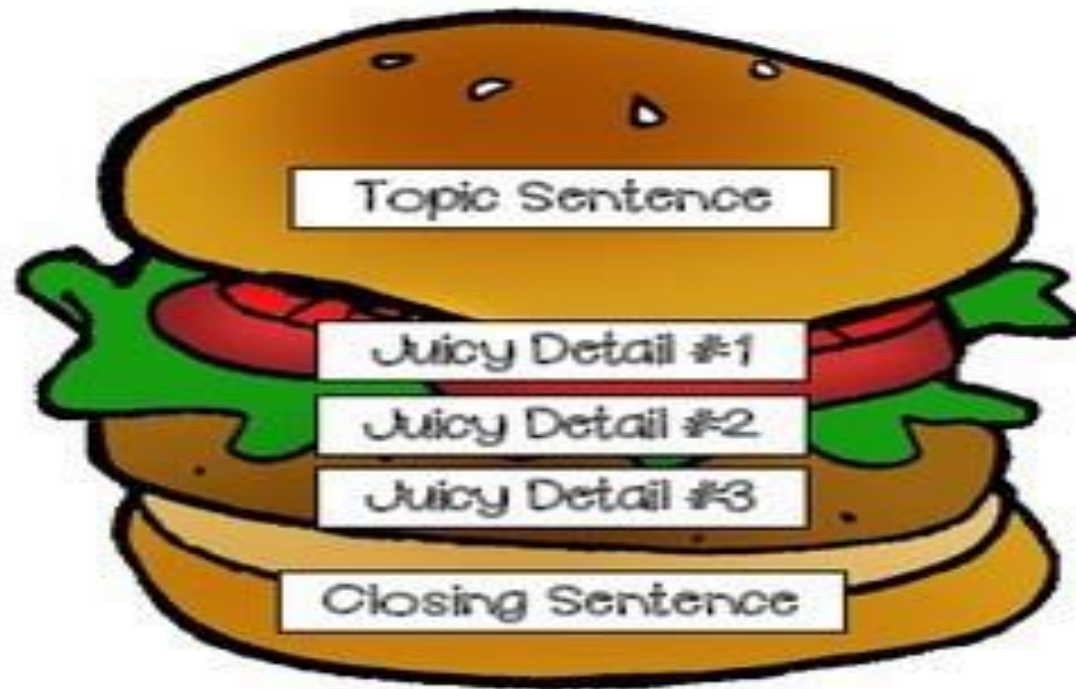
Ohio's Standards

- Tell a story
- Express ideas
- Share information
- Discuss and respond to questions



Structure of Writing

The Hamburger Paragraph



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Three Step Writing Plan

- Plan – **talk to the children** about what to write
- Write – write within view of the children and **“think aloud” as you write** your sentence, highlighting the vocabulary and conventions you planned
- Read – **Point to each word** and read the sentence together.



Planning Shared Writing

- Focus on the objective and keep your message simple.
- Keep sentences short and the text limited.
- Make sure to include vocabulary.
- “Recast” student input when necessary. Keep the message but state in a brief, clear and grammatically correct sentence.



Shared Writing- Thinking Aloud

- Draw attention to writing procedures and conventions such as:
 - Alphabet formation
 - Use of upper and lowercase letters
 - Capitalization of the first word in a sentence, and names, days, months and place names.
 - Punctuation to follow message
 - Spelling, using alphabetic principals reflective of work in the Alphabetics group.





Unit:
Book:



Extra Materials Needed: book and whiteboard or chart paper to create shared writing

Shared Writing Preparation Template:

Topic Sentence: Prepare this topic sentence by writing it on the Shared Writing board, leaving blank spaces for the underlined word:

Vocabulary to include, if possible:

Specific letters or conventions to highlight:

Current letters from the alphabetic group, capitals, periods

Plan your detail and concluding sentences (You can utilize the following.)

Detail:

Detail:

Detail:

Conclusion:

Steps in the Process

Discuss the book and vocabulary:

Write Topic Sentence

Plan:

Write:

Read aloud, pointing to each word:

Write Detail Sentence(s)

Plan:

Write:

Read aloud, pointing to each word:

Continue adding detail sentences if students are engaged.

Write Concluding Sentence

Plan:

Write:

Read aloud, pointing to each word:

Read again, encouraging children to read with you

***Read whole paragraph with students. Post writing where they can return to it frequently to "read."**



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Thank you!

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