

GISD Early Literacy Audit

Spring 2011

Graham ISD Vision 2020 Elementary Curriculum Committee

What is Early Literacy?

Early Literacy is the knowledge and skills that are the forerunners to later success in reading and writing.

What are key components to building early literacy?

According to the National Institute for Literacy, there are five major components that MUST be taught specifically and explicitly. They are listed below with a short explanation of each.

- **Phonemic Awareness Instruction**

PHONEMIC AWARENESS IS THE ABILITY TO HEAR, IDENTIFY, AND MANIPULATE THE INDIVIDUAL SOUNDS – PHONEMES – IN SPOKEN WORDS.

1. It helps children learn to read and spell.
2. It teaches children to notice, think about, and manipulate sounds in spoken language.
3. It is most effective when children are taught to manipulate phonemes by using the letters of the alphabet.
4. It is most effective when it focuses on only one or two types of phoneme manipulations, rather than several.
5. Instruction should be explicit about the connection between phonemic awareness and reading.

- **Phonics Instruction**

PHONICS INSTRUCTION TEACHES CHILDREN THE RELATIONSHIP BETWEEN THE LETTERS (GRAPHEMES) OF WRITTEN LANGUAGE AND THE INDIVIDUAL SOUNDS (PHONEMES) OF SPOKEN LANGUAGE.

1. Systematic and explicit instruction with substantial practice in application of knowledge is more effective than non-systematic and or no phonics instruction.
2. It significantly improves kindergarten and first-grade children's word recognition and spelling.
3. It significantly improves children's reading comprehension.
4. It is more effective for children from various social and economics levels.
5. It is particularly beneficial for children who are having difficulty learning to read.
6. It is most effective when introduced early.
7. It is NOT the entire reading program for beginning readers. Students should also be working with the alphabet, engaging in phonemic awareness activities and listening to stories and informational texts read aloud to them. Students should be reading texts (aloud and silently), and writing letters, words, messages, and stories.

- **Fluency Instruction**

FLUENCY IS THE ABILITY TO READ A TEXT ACCURATELY AND QUICKLY. FLUENT READERS FOCUS THEIR ATTENTION ON MAKING CONNECTIONS AMONG THE IDEAS IN A TEXT AND BETWEEN THESE IDEAS AND THEIR BACKGROUND KNOWLEDGE. THEREFORE, THEY ARE ABLE TO FOCUS ON COMPREHENSION.

1. Two types of instruction – **Repeated and Monitored Oral Reading** and Independent Silent Reading

- **Vocabulary Instruction**

VOCABULARY REFERS TO THE WORDS WE MUST KNOW TO COMMUNICATE EFFECTIVELY. VOCABULARY IS VERY IMPORTANT TO READING COMPREHENSION. THERE ARE FOUR TYPES OF VOCABULARY: LISTENING, SPEAKING, READING, AND WRITING. RESEARCH TELLS US THAT MOST VOCABULARY IS LEARNED INDIRECTLY AND THAT SOME VOCABULARY MUST BE TAUGHT DIRECTLY.

1. Indirect instruction happens when students see or hear words used in many different contexts – being read to, listening to conversations, etc.
2. Direct instruction happens when students are explicitly taught both individual words and word-learning strategies; aids reading instruction.
 - a. Specific word instruction
 - b. Word-learning strategies
 - c. Using dictionaries and other reference aids
 - d. Using word parts – affixes
 - e. Using context clues

- **Text Comprehension Instruction**

COMPREHENSION IS THE REASON FOR READING. GOOD READERS ARE PURPOSEFUL (HAVE A REASON FOR READING) AND ACTIVE (USE THEIR EXPERIENCES AND KNOWLEDGE OF THE WORLD TO UNDERSTAND WHAT THEY ARE READING). READERS SHOULD USE SPECIFIC COMPREHENSION STRATEGIES – A CONSCIOUS PLAN AND SET OF STEPS THAT GOOD READERS USE TO MAKE SENSE OF TEXT. COMPREHENSION INSTRUCTION SHOULD BE EXPLICIT, CAN OCCUR IN COOPERATIVE GROUPS, AND HELP READERS USE STRATEGIES FLEXIBLY AND IN COMBINATION. STRATEGIES INCLUDE:

1. Monitoring comprehension (metacognition – thinking about thinking)
2. Using graphic and semantic organizers
3. Answering questions (implicit, explicit, scriptal)
4. Generating questions
5. Recognizing story structure
6. Summarizing

Data Review

- TPRI - Texas Primary Reading Inventory
 - Results attached for 2010-2011 BOY, MOY, and EOY
- Difficult to do a comparative analysis of 2009-2010 to 2010-2011 SY due to
 - Paper/pencil administration in the past
 - TPRI format and structure changed considerably
- Reading Recovery Information – First grade students only
 - Reading Recovery – 45 minutes daily, one-on-one
 - Round 1 (Fall 2010 to February 2011) – 6 of 15 graduated from the program
 - Round 2 (February 2011 to present) – 15 students
 - Literacy Groups – 30 minutes, four-to-one ratio (two with teachers, two on listening center)
 - Round 1 (Fall 2010 to February 2011) – 12 of 32 graduated from the literacy groups
 - Round 2 (February 2011 to present) – 27 students
 - Staff currently assigned to this program
 - Reading Recovery / Literacy Groups – 2.5 full time teachers and 1 full time assistant

Previous years activities in early literacy in GISD

- DIBELS
- TPRI
- Centers-based Instruction
- Reading Recovery – 1st grade
- Reading groups – each teacher was allowed to send 4-5 of their lowest students to the pull-out program
- Limited direct phonics instruction as evidenced by the fact that there was not a specific program or methodology being used by all or most primary grade level teachers

Current activities in early literacy in GISD

- TPRI is currently being administered on iPads using the Tango software
- Continued use of Centers-based instruction – Kinder and 1st grade
- Continued use of Reading Recovery as an intervention program at 1st grade
- Continued use of Reading group time as an intervention at Kindergarten – revamped this year to use TPRI data to determine the weakest students throughout the entire grade level
- On average number of minutes according to teachers' schedules for direct instruction of core content materials / CSCOPE related instruction / Saxon Phonics / etc.
 - Kinder –
 - Reading / ELA - 75, 50, 45, 30, 65, 35, 60, 20, 20, 55, 45 (MWF) –
Total: 500 / Average: 46 minutes
 - CENTERS – 30, 60, 40(+45TR), 60, 35, 40, 0, 40, 60, 45, 45 –
Total: 455 / 46 minutes
 - 1st grade – 190, 110, 155, 150, 145, 150, 155, 145, 130, 145, 155 –
Total: 1,630 / Average: 148 minutes (2h 28m)
 - 2nd grade – 150, 165, 150, 150, 170, 150, 160, 150, 150, 155 –
Total: 1,550 / Average: 155 minutes (2h 35m)
- Saxon phonics - no less than 15 minutes a day, no more than 30
 - Kinder: two class schedules noted explicit phonics instruction time
 - 1st grade: four class schedules noted explicit phonics instruction time
 - 2nd grade: three class schedules noted explicit phonics instruction time

Future recommendations for Early Literacy in GISD

- Established set of time scheduled for Reading / ELA.
 - Monday – Friday
 - Specifically scheduled Reading / ELA time for **all** early literacy grades with the understanding that the Literacy Centers should be integrated into the CSCOPE lessons to allow teachers to work with small groups while students are engaged in center activity that is directly connected to the instruction of the core academic Reading / ELA content as found within the CSCOPE lessons.
 - Phonics – 30 minutes
 - Literacy Centers – 30 minutes
 - CSCOPE Lesson – 90 minutes
- Continued with the use of Saxon Phonics integrated, as appropriate, with CSCOPE Word Study component of Reading / ELA – at a minimum:
 - Kindergarten: 25-30 minutes
 - 1st grade: 20-25 minutes
 - 2nd grade: 15-20 minutes
- Increased use of CSCOPE in all subjects. CSCOPE puts a heavy emphasis on writing across the curriculum, which enhance the early literacy initiative.
- Continued development of CSCOPE Reading / ELA system using all elements throughout a lesson (mini-lesson, learning application, closure):
 - Word Study
 - in coordination with Saxon phonics
 - use of decodable readers on a nightly / weekly basis for all K, 1, and 2 students
 - Shared Reading
 - Independent Reading
 - Writing
- Move from primarily centers based instruction to a combination of learning atmospheres as laid out in the CSCOPE system which would include the following:
 - Whole group instruction
 - Paired instruction
 - Small group instruction
 - Collaborative group instruction
 - Instruction using centers as a resource and based on Literacy Centers
 - What are Literacy Centers?
 - *A literacy workstation is an area within the classroom where students work alone or interact with one another, using instructional materials to explore and expand their literacy.*
 - *A time for children to practice reading, writing, speaking, listening, and working with letters and words.*
 - How are Literacy Centers different from Instructional-based Centers?

LITERACY WORK STATION	TRADITIONAL LEARNING CENTERS
Materials are taught with and used for instruction first, then placed in workstation for independent use.	New materials are often placed in the center without first being used in teaching.
Stations remain set up all year long. Materials are changed to reflect children’s reading levels, strategies being taught, and topics being studied.	Centers were often changed weekly with units of study.
Stations are used for students’ meaningful independent work and are an integral part of each child’s instruction. All students go to work stations daily.	Students often used centers when they “finished their work”. Centers were used for fun and / or motivations.
Materials are differentiated for students with different needs and reading levels	All students did the same activities at centers....there was not usually much differentiation
The teacher meets with guided reading groups during literacy workstations.	If the teacher met with small groups, each group often did the same task.

- Redefine Reading Recovery and Reading groups to function more similarly, more efficiently, more productively.
 - Larger student to teacher ratios would allow more students access to remediation at an earlier age
 - Use data collected from BOY, MOY, and EOY TPRI results from Tango Software to determine specific instruction for individual students.
 - Teachers could access books housed in Reading Recovery library for use as decodable readers, leveled readers, classroom set, etc.
 - Instruction focused specifically on building the five components of an effective reading program
 - Phonemic Awareness
 - Phonics
 - Fluency
 - Vocabulary Development
 - Text Comprehension
- Professional Development Suggestions:
 - Site visits to schools with reading intervention programs other than Reading Recovery
 - Purchase of *Literacy Work Stations: Making Centers Work* by Debbie Diller for all Kindergarten, 1st grade, and 2nd grade teachers
 - On-site visit(s) from Region 9, 11, or 14 to offer guidance on use of decodable readers with all students in coordination with the Saxon phonics program
 - On-site or SKYPE visit(s) from CSCOPE State Team member to advise us on setting up Literacy Centers to work with the CSCOPE lessons
 - Additional trainings on early literacy at regional ESCs

