From Pre-K to K: Getting all Children Off to a Strong Start

Your Instructor

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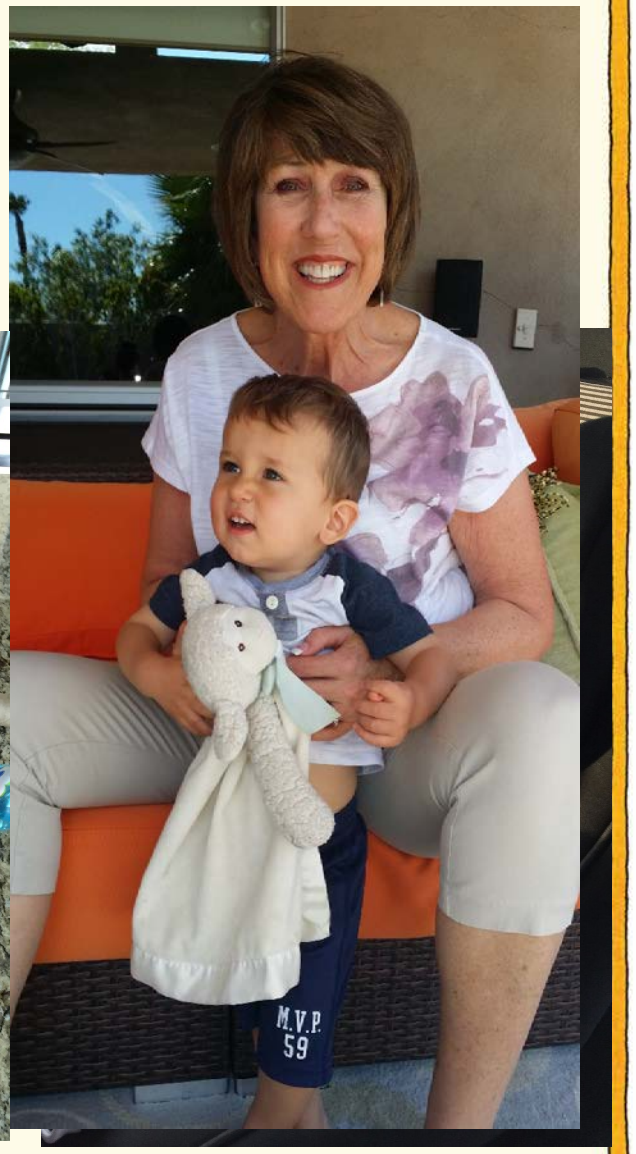
Grandbaby

Max James Garcia
Born March 24, 2015



Who's in the room?

- That's me!
- Raise your hand if…
- You teach pre-K
- You teach K
- You are a support person
- You are an administrator
- You are a Kansas native
- You are a Jayhawks or Wildcats fan
- You are a parent

Our Objectives for Today

- Explore research findings regarding how to build the reading brain.
- Discuss appropriate research-based practices for developing a strong foundation for literacy.
- Share some ideas about incorporating the essential elements of reading instruction into the Pre-K & Kindergarten classroom.

Across the nation states have adopted K-12 standards.
They represent a roadmap to academic success.

Does the road to success
really begin in kindergarten?

Pre-K

Window of Opportunity

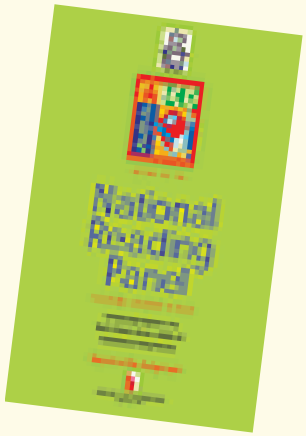
K

National Influences on Beginning Reading Instruction

National Reading Panel, 2000

Five essential elements of reading instruction:

Phonemic Awareness
Phonics
Fluency
Vocabulary
Comprehension



National Reading Panel, 2000.

National Early Literacy Panel

Strongest Predictors of Literacy Outcomes

- Oral Language
- Concepts About Print
- Alphabet Knowledge
- Phonological Awareness
- Writing Name & Writing

National Early Literacy Panel, 2008, 6 year synthesis of research

Common Core State Standards, 2010

- Students are **expected to read text of grade-level complexity** at every grade level beginning in grade one.

- Students are expected to be able to **comprehend, critique, cite evidence, build strong content knowledge, use media, and demonstrate independence in literacy.**

Foundational skills have been identified as Oral Language, Vocabulary, Print Concepts, Alphabet Knowledge, Phonological Awareness, Phonics & Word Recognition

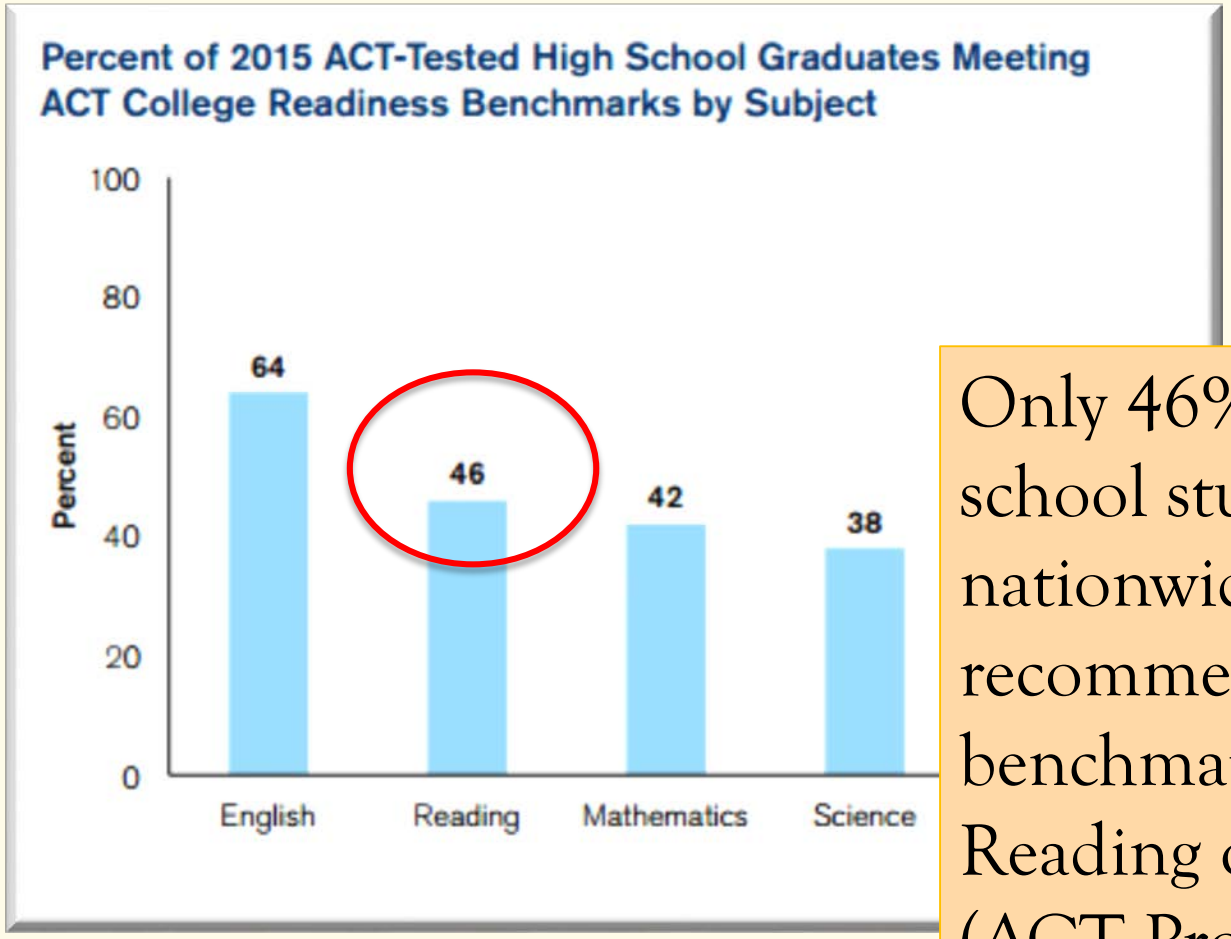
These must be taught early and well!

National Governors' Association, 2010.

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER
Common Core State Standards

Why the emphasis on EARLY literacy instruction?

Why the emphasis on EARLY literacy instruction?



Only 46% of our high school students, nationwide, meet the recommended benchmark levels in Reading on the ACT (ACT Profile Report, 2014).

ACT (American College Testing) Profile Report, 2014

Why the emphasis on EARLY literacy instruction?

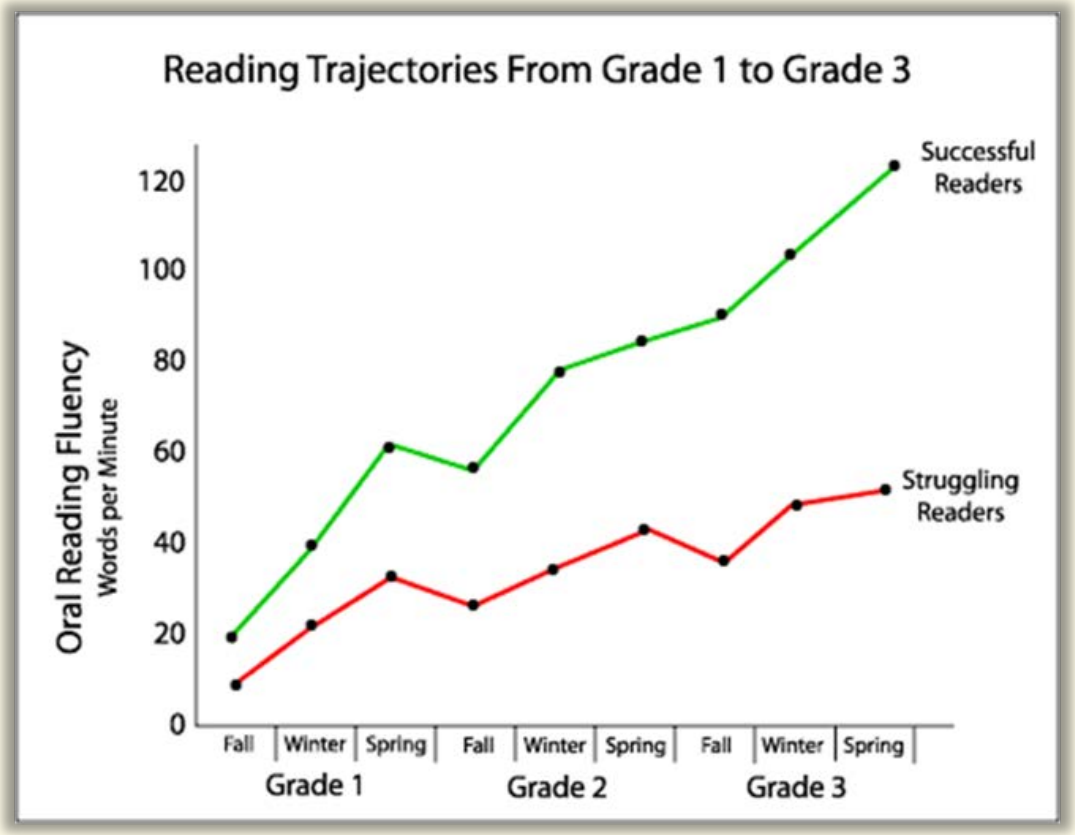
Only 36% of fourth graders are reading proficiently

- 9% advanced
- 27% proficient
- 33% basic
- 31% below basic

National Assessment of Educational Progress (NAEP) 2015

Why the emphasis on early literacy instruction?

Since our grade 4 scores are not where we want them to be, we must look at what we are doing in the primary grades.



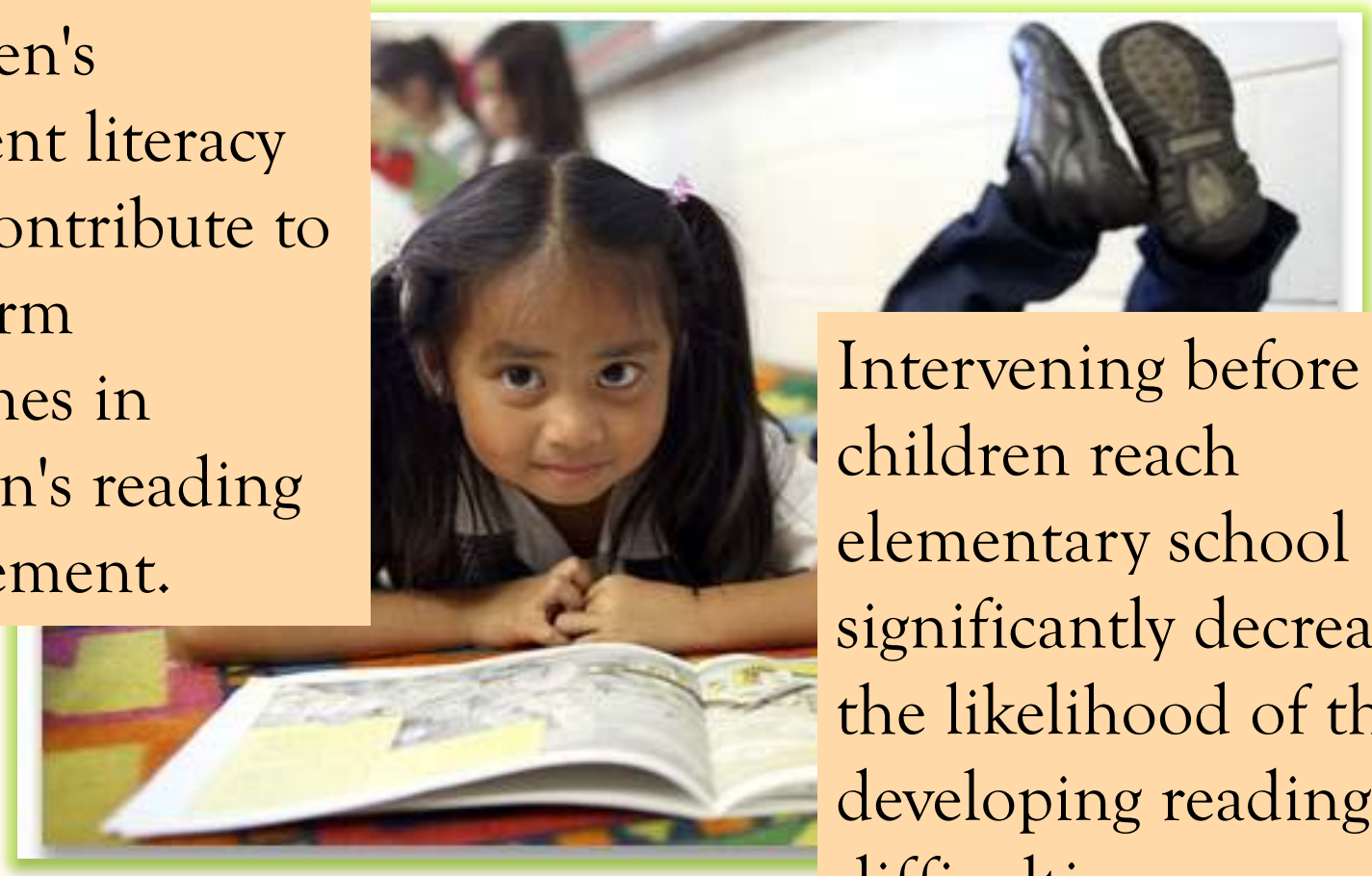
Future reading progress is set early on…and children who fall behind rarely "catch up" on their own (Duncan et al., 2007; Juel, 1988; Wagner et al.,1997; Wagner, Torgesen, & Rashotte,1994).

Why the emphasis on EARLY literacy instruction?

(Literacy Facts, www.literacytexas.org)

Why the emphasis on EARLY literacy instruction?

Children's emergent literacy skills contribute to long-term outcomes in children's reading achievement.



Intervening before children reach elementary school significantly decreases the likelihood of their developing reading difficulties.

Shanahan, T., & Lonigan, C. (2012). *Early Childhood Literacy: The National Early Literacy Panel and Beyond*.

"Neural imaging does not indicate that there are areas of the brain dedicated from birth to reading processes…"

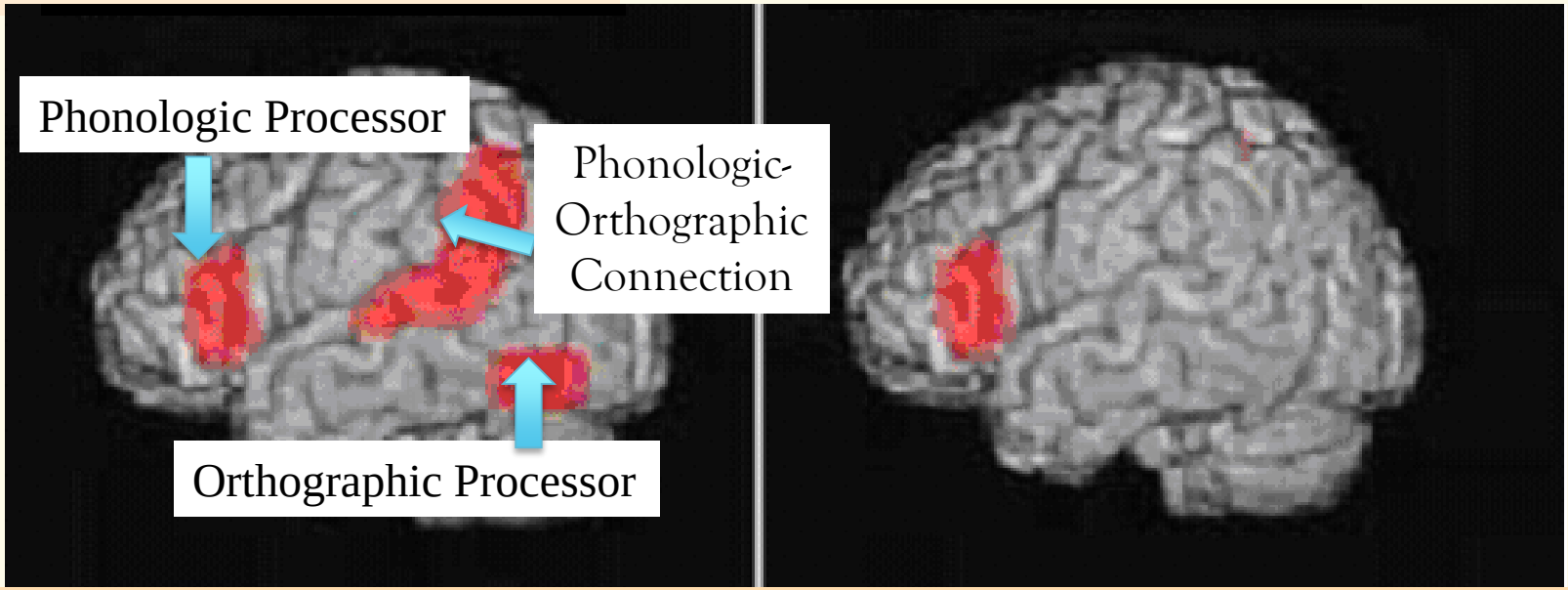
"…most imaging indicates the anatomical result of development in response to **successful instructional experiences**" (Hruby & Goswami, 2011, p. 157).

Fluent Reader

Clear connections between the phonological and orthographic processor

Pre-Reader

Neural pathways have not yet been created



"Within his brain, the child is literally **building the neural circuitry** that links the *sounds* of spoken words, the phonemes, to the print code, the *letters* that represent these sounds" (Shaywitz, *Overcoming Dyslexia* 2003, p. 177).
Dr. Shaywitz is a board certified pediatrician and co-director of the Yale Center for Dyslexia and Creativity.

fMRI images from Guinevere Eden, Georgetown University Medical Center Study

Children of the Code

If you don't do the brain work necessary for reading, you can't do the mind work necessary for learning

- Adapted from *Children of the Code*

http://www.childrenofthecode.org/

The Foundations of Reading

Decades of research have shown that oral language and vocabulary are fundamental to effective literacy learning.

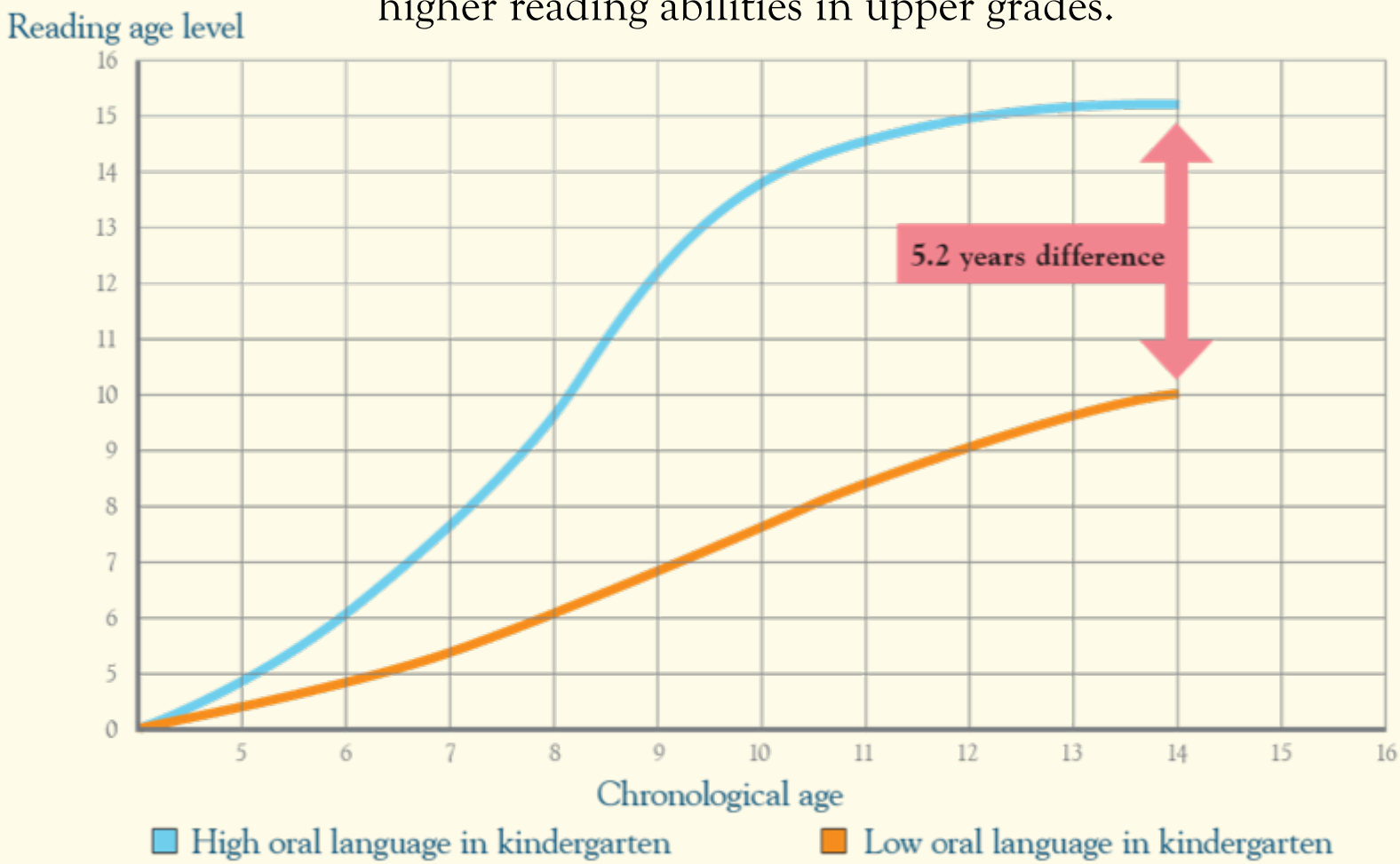
Oral Language is the Foundation for Literacy

"...improving young children's oral language development should be a central goal during the preschool and kindergarten years."

-Shanahan & Lonigan, 2012

Effects of Oral Language on Future Reading Growth

Oral language at age 3 predicts oral language in kindergarten, which correlates with higher reading abilities in upper grades.



Source: Hirsch, "The Effects of Weaknesses in Oral Language on Reading Comprehension Growth" (1996).

Effects of Poor Oral Language on Future Reading Growth

Fifth graders with poor comprehension had the lowest abilities on language assessments at 15, 24, 36 and 54 months.

Justice, Laura; Mashburn, Andrew; Petscher, Yaacov (2013). Very Early Language Skills of Fifth-Grade Poor Comprehenders. *Journal of Research in Reading*, v36 n2 p172-185.

Successful Language Learning Practices

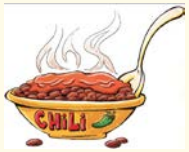
- **Conversations** devoted to a single topic (NELP)
- **Opportunities for children to talk**
- Encouragement for **analytical thinking** *("Why might you want to have a chair in the bedroom?")*
- **Modeling** of a variety of abstract words and complex sentences
- Provision of **information about word meanings** *("What are some other words for sofa?")*

Teachers should take the opportunity during play to converse with the child, and use questioning to promote vocabulary development and analytical thinking.

Shanahan, T., & Lonigan, C. (2012). *Early Childhood Literacy: The National Early Literacy Panel and Beyond.*

Language Support Techniques

- **Parallel Talk** – An adult describes what the child is doing. "You are taking off your jacket and hanging it on the hook under your name."

- **Self-talk** – An adult talks about what he or she is doing, using short sentences. " I am taking my chili out of the microwave and stirring it so it cools off before I take a bite." 

- **Expansion/Extension** – An adult adds more information to the sentences that the child expresses. A child says, "Mine!". An adult responds and says, "Tell Jimmy, 'The yellow crayon belongs to me. Could I have it back please?'"

The PT research team is based at Newcastle University, UK, and led by Drs. Alan Firth and Martha Young-Scholten. Work on PT began at Newcastle University in the summer of 2009.

Expand on These

With a partner or small group

- "Gimmee"
- "Nope"
- "I have owee."
- "Ki go bafroom?"

Activity: The 30-Second Conversation

- The 30-second conversation sets up teachers to engage in an individual conversation with a low-language student for 30 seconds—daily!
- Over the course of a year, this activity results in a LOT of authentic conversations. It strengthens and develops those important oral language skills.
- Students benefit from learning how to have conversations (e.g., listening and speaking).
- Added benefits: nurtures self-esteem and encourages the act and art of sharing.

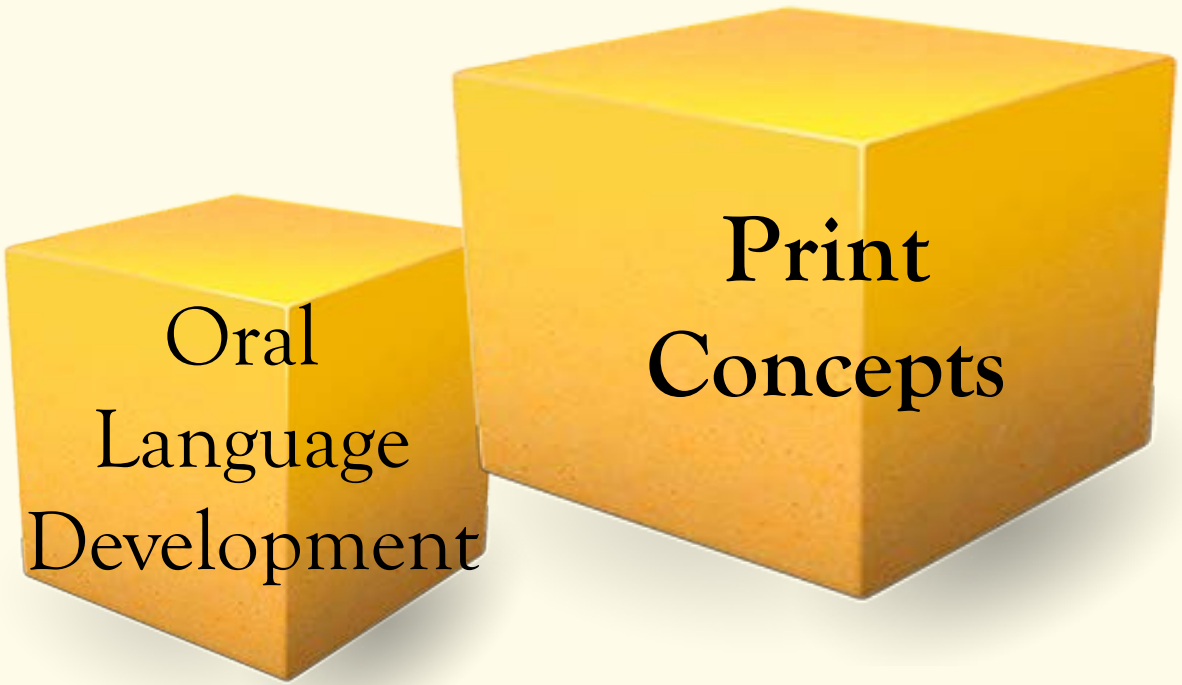
Dodson, J. (2011). *50 nifty speaking and listening activities: Promoting oral language and comprehension.* Longmont, CO: Cambium Learning Group Sopris.

The 30 Second Conversation

Let's Try It:

- Partner 1- Discuss why the emphasis on early literacy instruction.
- Partner 2- Discuss the effects of oral language on reading.
- Partner 3- See if you can name the strongest predictors of literacy outcomes.
- Have a **30 second conversation** with each partner speaking and responding in an authentic conversation.
- We will repeat this 2 to 3 times. – Listen for the bell!

The Foundations of Reading

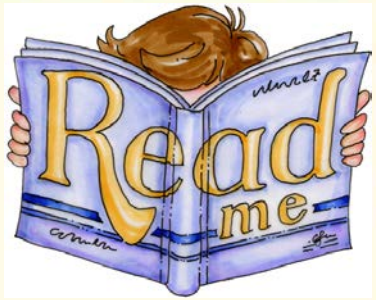


The next building block of literacy is print concepts.

Effects of Print Concepts on Future Reading Growth

According to numerous research studies, assessments measuring a child's understanding of **print concepts have successfully predicted future reading success** (e.g., Badian, 2001; Clay, 1993; Holdgreve-Resendez, 2010; Justice, et al., 2009; Piasta, et al. 2012; Stahl & McKenna, 2009; Stuart, 1995; Tunmer et al., 1988).

Print Awareness Concepts



- Recognizing print in the **environment**
- Understanding that print carries **meaning**
- Knowing that print is used for **many purposes**
- Experiencing print through **writing**

What are Print Concepts?

Examples

Concepts of Print	Concepts of Books
What a letter is	A book is for reading
What a word is	Parts of a book: front, back, top, bottom
There are spaces between words	How to turn pages
Sentences start with capital letters	We read the page on the left before the page on the right
Punctuation marks carry meaning	The print is read; the illustrations relate to the print
Words are read from left to right and from the top of the page to the bottom	Books have a title, author, and illustrator and these are located on the cover and title page
Print provides the reader with a message or information	Location and function of table of contents, index, and glossary.

To build print knowledge, teachers can…

- Make references to print during read alouds *–pointing to, asking questions, making comments about letters, words and sentences*
- Call attention to the way books are organized – *front cover, back cover, title page, table of contents, print and illustrations*
- Use print-related vocabulary – *cover, title, author, illustrator, letter, word, sentence, beginning, end,*
- Demonstrate the directionality of print

- Research shows that when pre-K children share books with adults, about 95% of their visual attention is directed at the illustrations in the storybook and 95% of their talk during shared reading focuses on illustrations

Morning Message

Today is Monday.

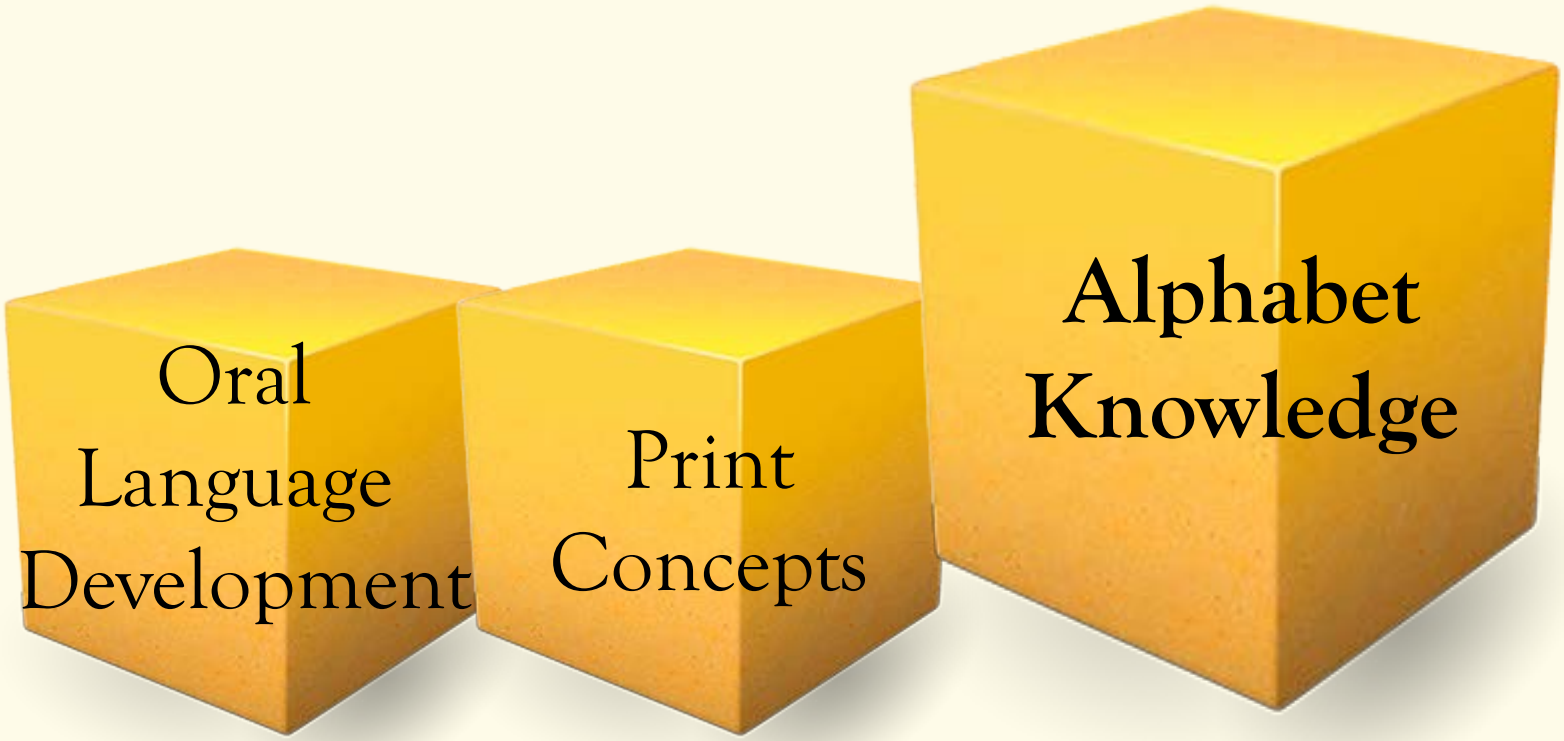
We will hear a story.

Building Print Knowledge

Turn & Talk
Talk about what you use (or could use) in your classroom to help promote concepts of print.

What do you do?

The Foundations of Reading



Alphabet knowledge is the third building block.

Effects of Alphabet Knowledge on Future Reading Growth

- A child's ability to identify the letters of the alphabet by name is one of the best predictors of how readily he or she will learn to read (Hammill, 2004; Treiman, Kessler & Pollo, 2006; Schatschneider, Fletcher, Francis, Carlson & Foorman, 2004).

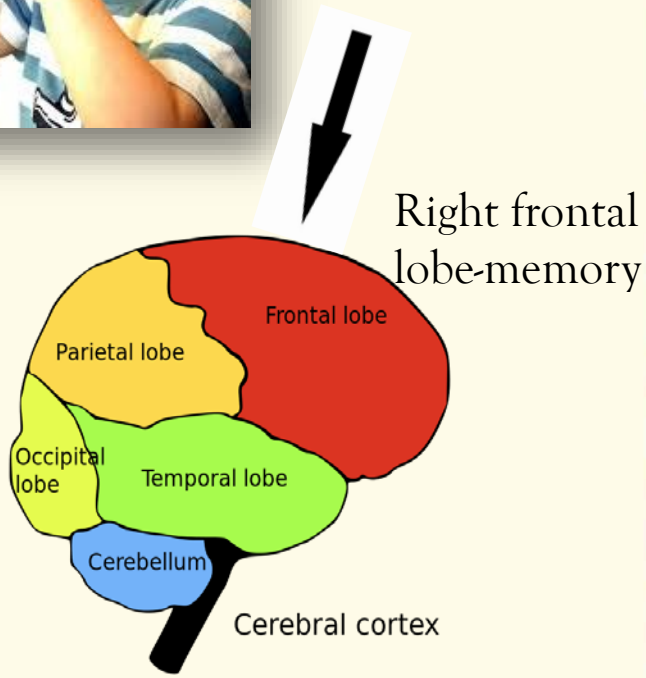
- Knowing 18 uppercase and 15 lowercase letter names by the end of preschool was positively correlated with first-grade literacy achievement

- Letter names also provide a connection between upper and lowercase letters of the alphabet. Teaching the letter name "A" provides a bridge between the symbols of A and a. These connections are critical to build memory networks in the brain for the alphabet.

Piasta, Shayne B.; Petscher, Yaacov; Justice, Laura M., *Journal of Educational Psychology (2012).*

What the brain does during the pre-reading stage?

During the pre-reading stage the child's brain takes snapshots of letters and words and memorizes these.



The brain then processes these, much in the same way it recognizes faces.

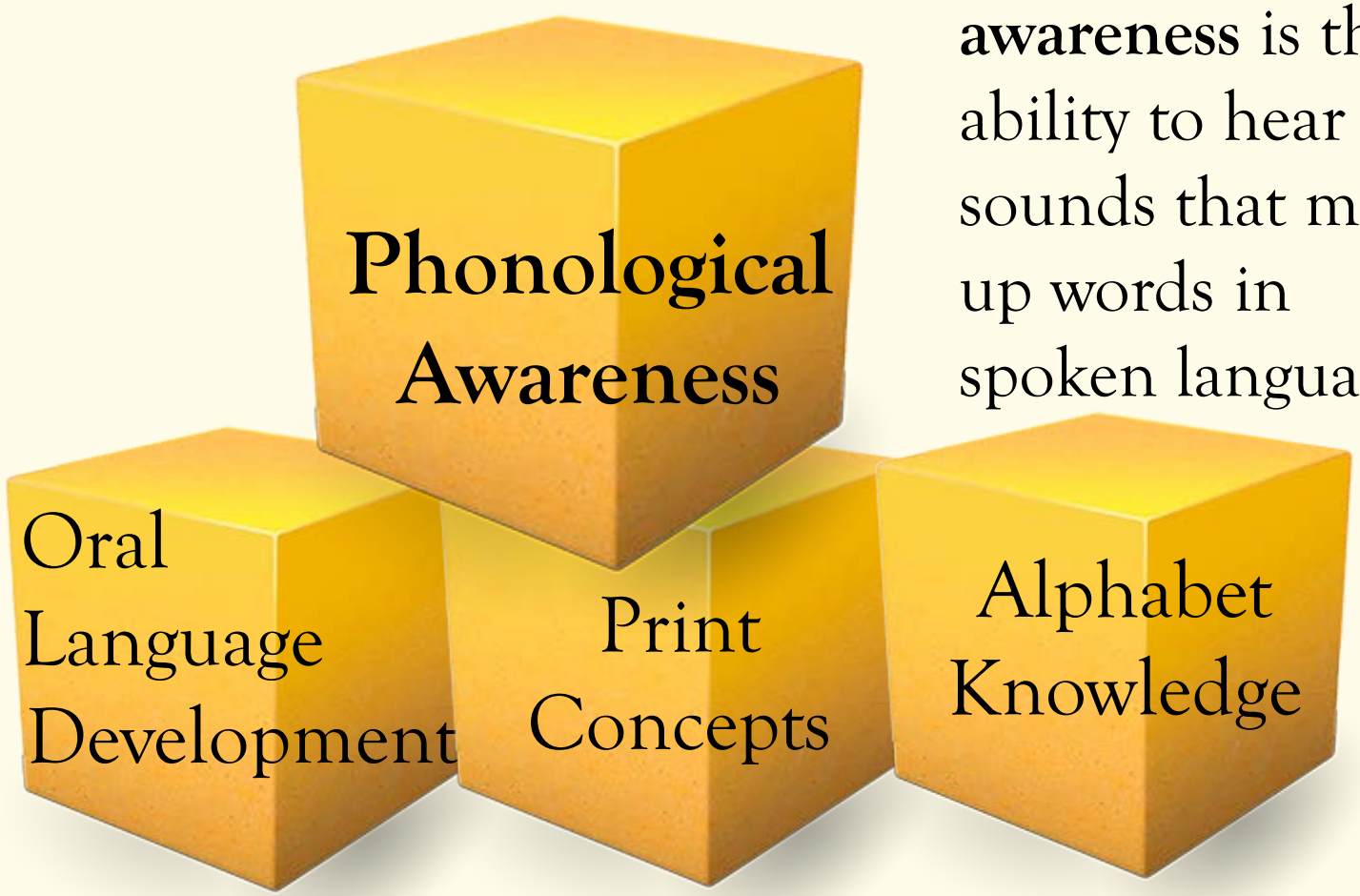
What Does it Mean to "Know" a Letter?

Children must have a solid foundation in letter knowledge. This includes:

Letter Recognition	What letter is this?
Letter-shape recognition	Point to the letter *a*.
Letter-sound knowledge	What sound does this letter make?
Rapid letter naming	Name these letters as quickly as you can.
Ability to print letters	Write the letter *a*.

Bradley & Stahl (2001)

The Foundations of Reading



Phonological awareness is the ability to hear sounds that make up words in spoken language.

Effects of Phonological Awareness on Future Reading Growth

Phonological Awareness is the ability to hear sounds that make up words in spoken language. This includes recognizing words that rhyme, deciding whether words begin or end with the same sounds, understanding that sounds can be manipulated to create new words, and separating words into their individual sounds.

Children who have well-developed sensitivity to the **sound structure of language** are better able to profit from beginning reading instruction.

Children who have problems acquiring phonological awareness will proceed more slowly in reading instruction in kindergarten and first grade.

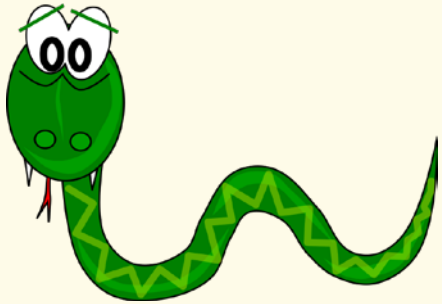
National Reading Panel Six Year Study in Early Literacy Development

Phonological Skills at Pre-K

- **Imitation of rhyme & alliteration**

  Pool, drool tool

  Seven silly snakes sang songs.



- **Rhyme recognition, odd word out**

  Which 2 words rhyme?: stair, steel, chair

- **Recognition of phonemic changes in words**

  "Hickory Dickory Clock . That's not right!"

- **Clapping, counting syllables**

  truck - 1 syllable airplane - 2 syllables

Reading Rockets,The Development of Phonological Skills, Moats & Tolman

Phonological Skills at K

- **Blending onset and rime**

  What word? th-umb qu-een

- **Producing a rhyme**

  "Tell me a word that rhymes with ball." (wall)

- **Compound word deletion**

  "Say hotdog. Say it again, but don't say hot"

- **Syllable deletion**

  "Say orange. Say it again, but don't say or."

Reading Rockets, The Development of Phonological Skills, Moats & Tolman

Phonemic Awareness

- **Phonemic awareness** is a subset of **phonological awareness** in which listeners are able to hear, identify and manipulate **phonemes**, the smallest units of sound that can differentiate meaning.
- Separating the spoken word "cat" into three distinct **phonemes**, /k/, /æ/, and /t/, requires **phonemic awareness**.

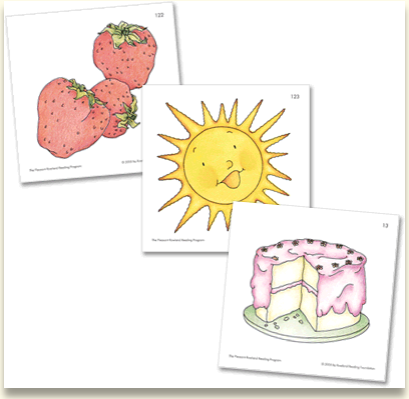
Phonemic Awareness Activities

- Examples:
- Phonemic manipulation - Replace the **first sound** in *mat* with /s/.
- Final sound substitution - Replace the **last sound** in mat with /p/.
- Vowel substitution - Replace the **middle sound** in map with /o/.
- Syllable deletion - Say baker **without** the *ba*
- Initial sound deletion - Say sun **without** the /s/.
- Final sound deletion – Say hit **without** the /t/.
- Initial phoneme in a blend deletion – Say step **without** the /s/.
- Final phoneme in a blend deletion – Say best **without** the /t/
- Second Phoneme in a blend deletion – Say frog **without** the /r/.

W. Blevins, Phonics from A-Z,A Practical Guide

Let's Practice Segmenting Phonemes

How many sounds do you hear in the word _____?



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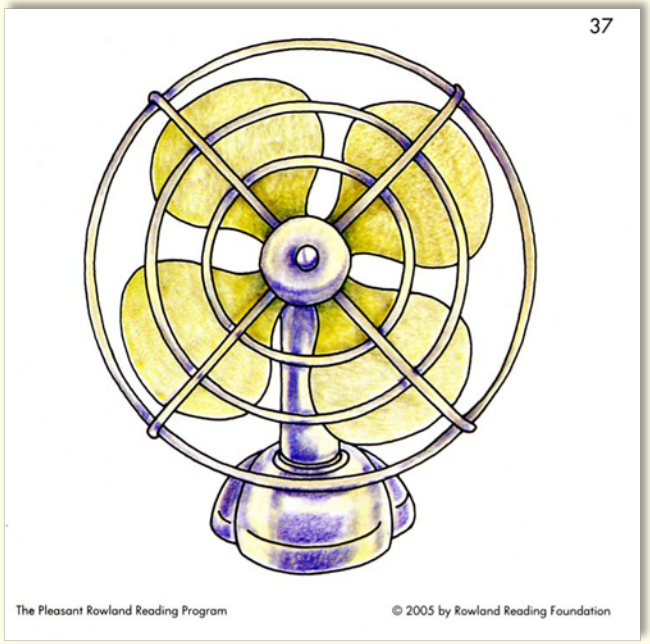

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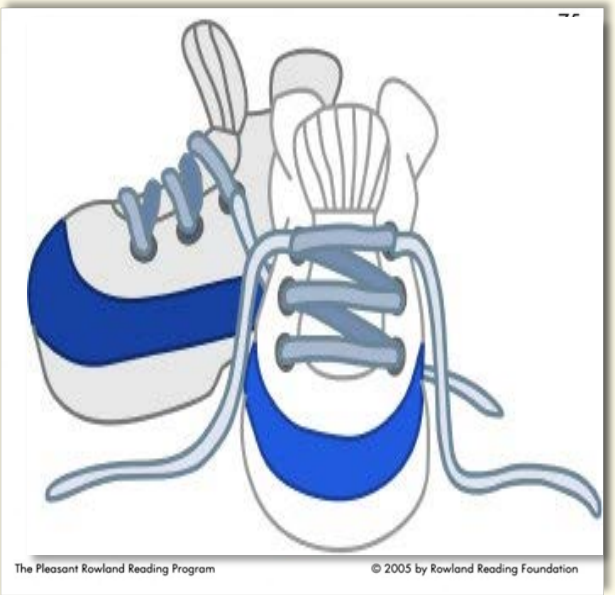

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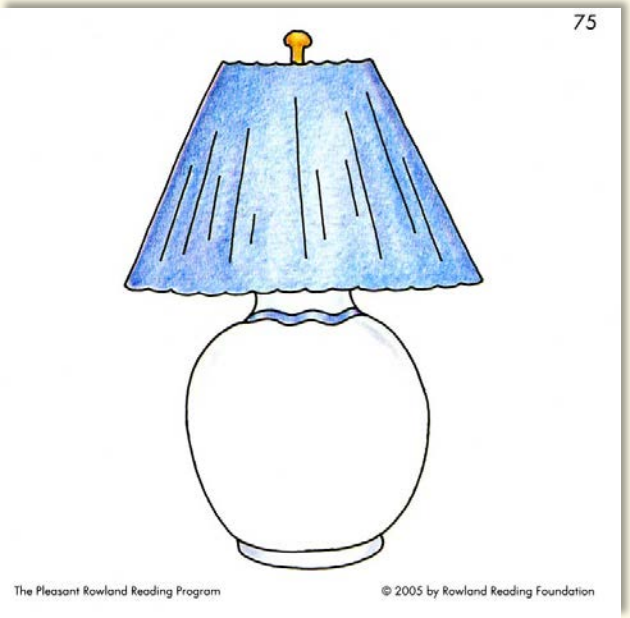


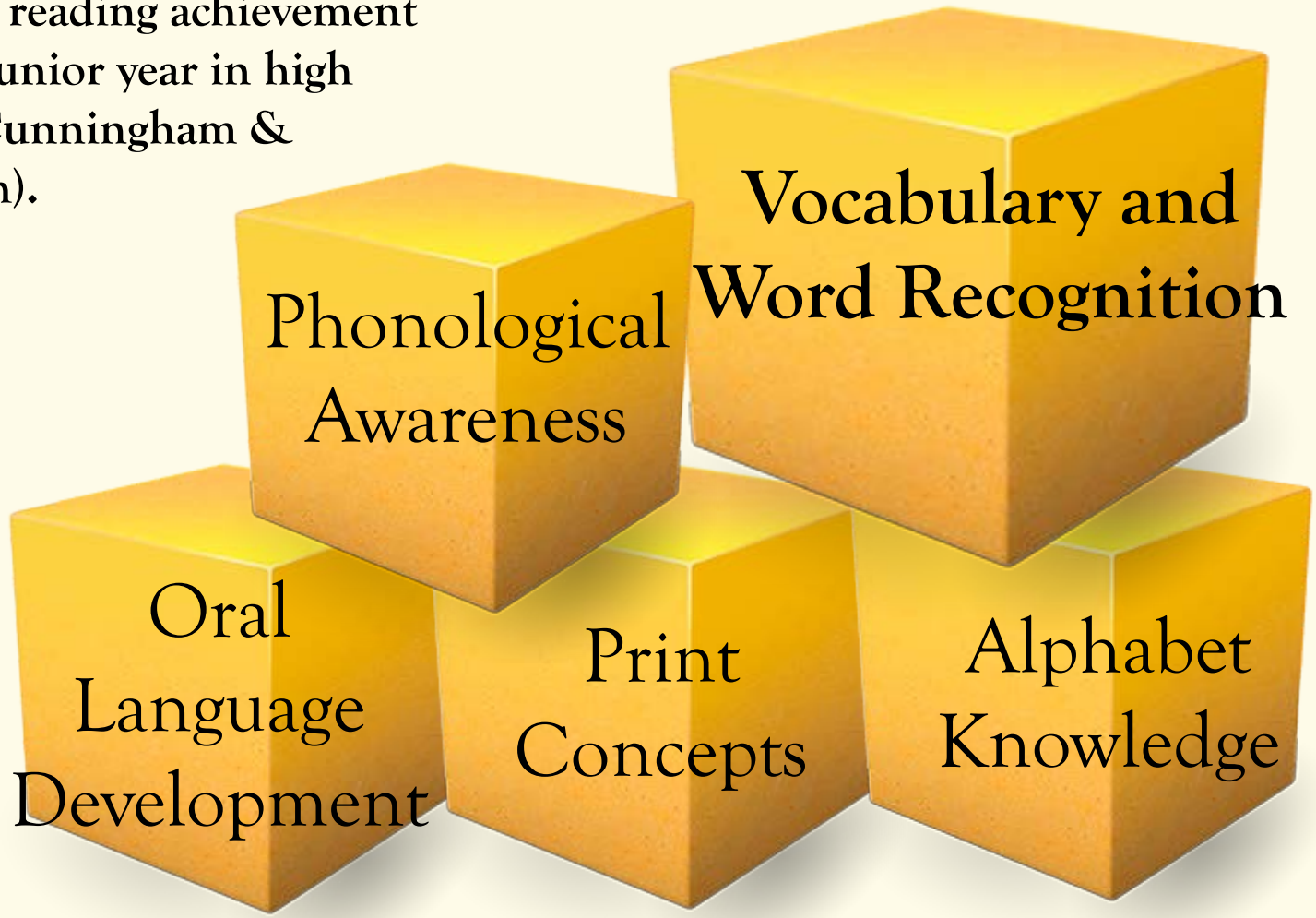
Head Waist and Toes

Use this if finger dexterity is not yet developed

- Great to use with CVC words.
- First phoneme – touch head
- Second phoneme – touch waist
- Third phoneme – touch toes
- Always bring the word back together
- **bus**
- **pet**
- **mop**

The Foundations of Reading

First grade vocabulary predicted students' reading achievement in their junior year in high school (Cunningham & Stanovich).



What Words?

- **Tier 1 Words** – **Basic vocabulary** – rarely requiring instruction in school- **Ex. clock, baby, happy, chair , bed**

- **Tier 2 Words** – **High utility words** – Words in general use, but not common- Most of the words are likely to appear frequently in a wide variety of texts and in written and oral language. **Ex. merchant, required, tend, maintain, performed, fortunate**

- **Tier 3 Words** – **Frequency of use is low** – Often limited to specific domains. **Ex. tundra, isotope, peninsula, igneous**

What Words?

(Anita Archer, 2013)

- **"Goldilocks Words"**
- Not too difficult
- Not too easy
- Just right

- Select words that are unknown
- Select words that are critical to passage understanding
- Select words that students will encounter in the future
- Roughly 3 – 10 words per story or chapter

Guiding Principle

The number of repetitions needed for students to master a skill varies.

Type of Reader	Repetitions Needed
Gifted Readers	1 - 4 repetitions
Average Readers	4 - 14 repetitions
Struggling Readers	14 – 40 repetitions
Disabled Readers	40 – 200 repetitions

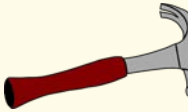
Meyer, M.S., & Felton, R.H. (1999). Repeated reading to enhance fluency: Old approaches and new directions. Annals of Dyslexia, 49, 283-306.

Practice Activity: Word Categories/Sorts

Rosch, E.H.; Mervis, C.B. (1981). "Categorization of Natural Objects". Annual Review of Psychology volume = 32: 89–113.

Put words/pictures under the best heading:

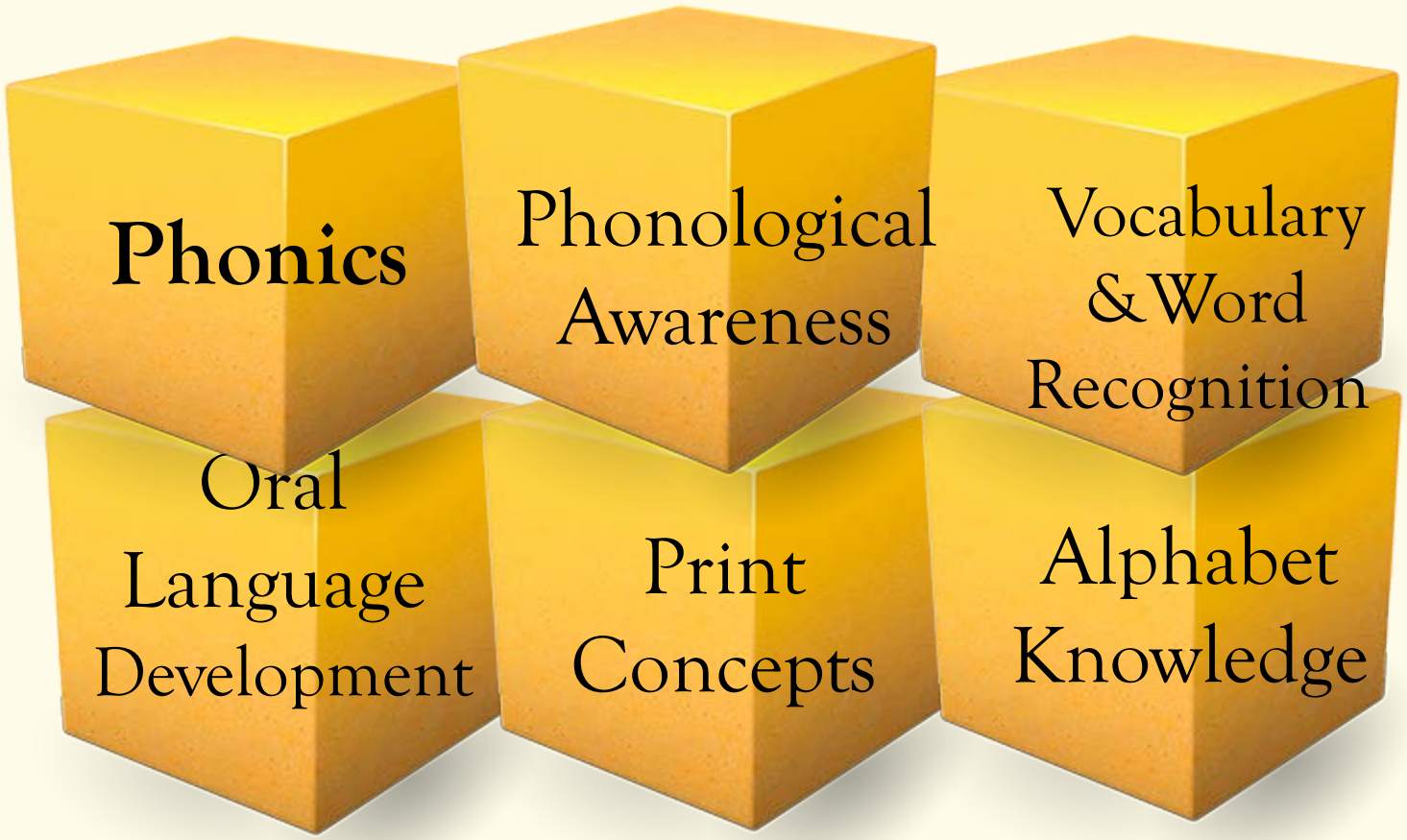
wrench tortilla dandelion dough spinach saw screwdriver
knife hammer grass tree cake fries
pancakes petunia spaghetti sandwich sapling



tools	plants	food

The Foundations of Reading

Phonics is simply the system of relationships between letters and sounds in a language.



Phonics

- **Phonics instruction** is a way of teaching reading that stresses the acquisition of letter-sound correspondences and their use in reading and spelling.

"For many children, practicing the ability to recognize sounds in words can make a big difference in how fast they learn to read."

Kim Burnim, 2006 National Teacher of the Year

Phonics instruction is. . .

- Built on phonological and phonemic awareness, and on thorough letter knowledge.
- Direct, systematic and sequential.
- Linked to meaningful reading.
- Simple, flexible, and enjoyable.

Systematic, explicit phonics instruction is most effective when it begins in kindergarten or first grade.

National Reading Panel, 2000.

Phonics knowledge includes...

- **Encoding** = Translating speech sounds into the letters that represent those sounds

- **Decoding** = Linking sounds to the printed letters, blending them together, and saying the whole word.

Shared Book Reading - dialogic

Shared Reading is an interactive **reading** experience that occurs when students join in or share the **reading** of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient **readers**, including **reading** with fluency and expression

Shanahan, T., & Lonigan, C. (2012). ***Early Childhood Literacy: The National Early Literacy Panel and Beyond*****.**

We have to INVOLVE our kids!

"Research has demonstrated that the most effective read-alouds are those where children are actively involved asking and answering questions and making predictions, rather than passively listening."

Lea M. McGee, Judith Schickedanz

"There is a growing body of research showing the promising effects of elaborative, interactive word study, built around repeatedly reading a story aloud in pre-K and primary grades (Beck, McKeown, & Kucan, 2002; Coyne et al., 2010; McKeown & Beck, 2011)."

http://vocablog-plc.blogspot.com/2011/05/how-to-read-aloud-to-children-to.html#sthash.rZVMTyb1.dpuf

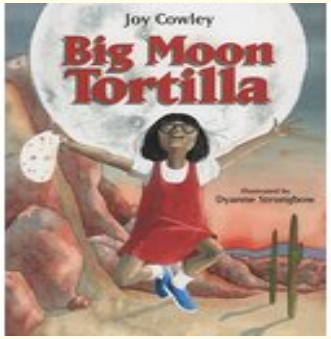
Effective Practices for Shared Book Reading

Multiple readings increase oral vocabulary and story comprehension skills

Stories need to be read at least **four** times over the course of **several** days

Trivette, Simkus, Dunst, Hamby, 2012

Multiple Reads



First Read

- Introduce **3-5 Tier 2 words**
- **Have students define** in complete sentences or through use of sentence frames.
- **Read all the way through** the read aloud with expression (prosody) and thinking aloud
- Closure: **Students share**

"It went into Marta's stomach, which rumbled and growled."
Rumbled means_____

Second Read

- Review **Vocabulary** with **TPR** and **short definitions**
- Note-take as you read with visuals, labels in a **graphic organizer for text structure** or sequence ladder.
- Prepare **Text Dependent Questions** to engage student response

Used with permission *Roots to Leaves LLC*, 2015

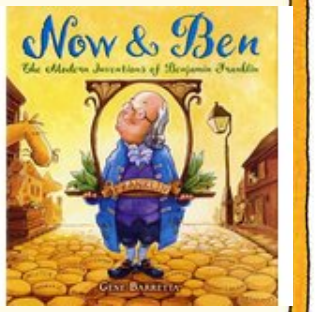
Dialogic Read Aloud

Third Read

- **Review** Vocabulary
- **Review** *graphic organizer or sequence ladder*
- "Read" the story once again, as you turn through the pages let the **students retell what's happening on each page in their own words**

Fourth Read

- **ACT IT OUT!** Make the text come alive! Bring in puppets or props to allow kids to interact with the text
- Revisit the vocabulary in subsequent weeks.



Used with permission *Roots to Leaves LLC*, 2015

ACT it OUT!

We're Going on a Bear Hunt!

https://www.youtube.com/watch?v=0gyI6ykDwds

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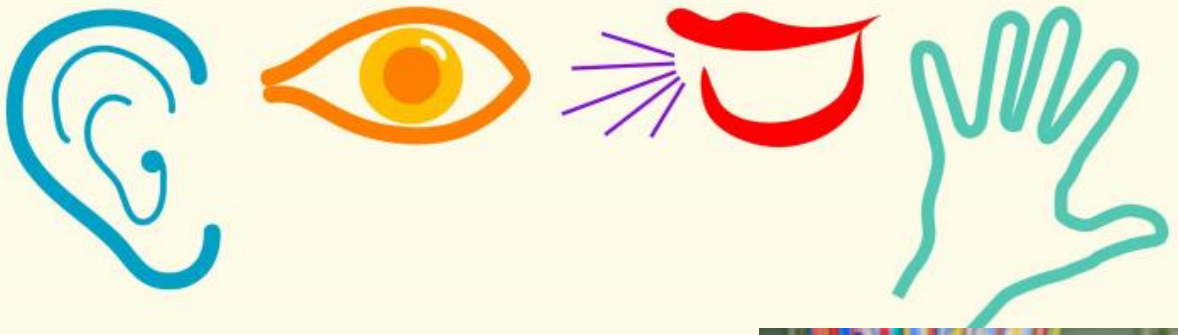
MULTI-MODAL INSTRUCTION

Encoding



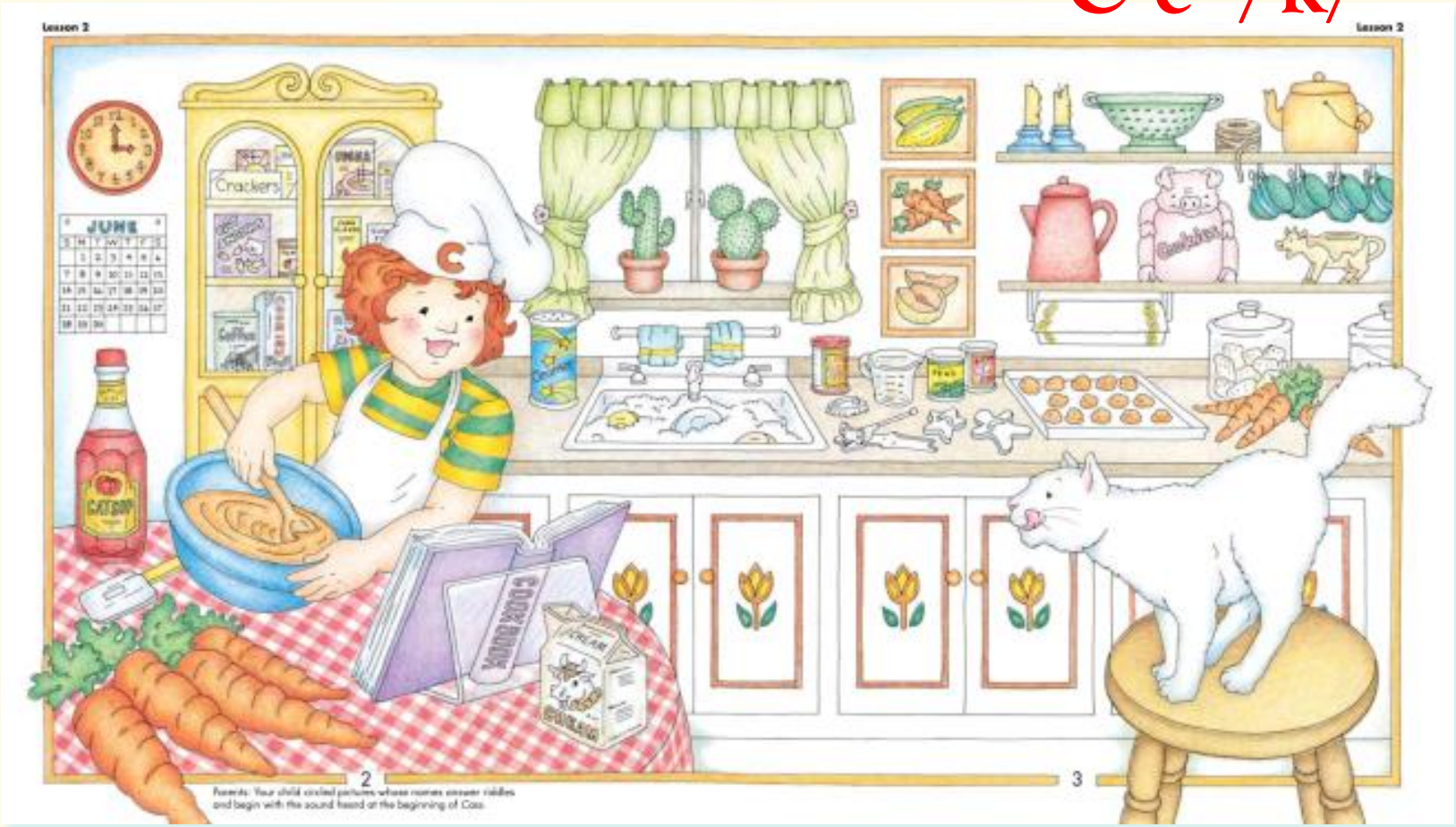
Decoding

Teaching Letters & Sounds

Hear It

Tuning into the sound of the letter

C c /k/

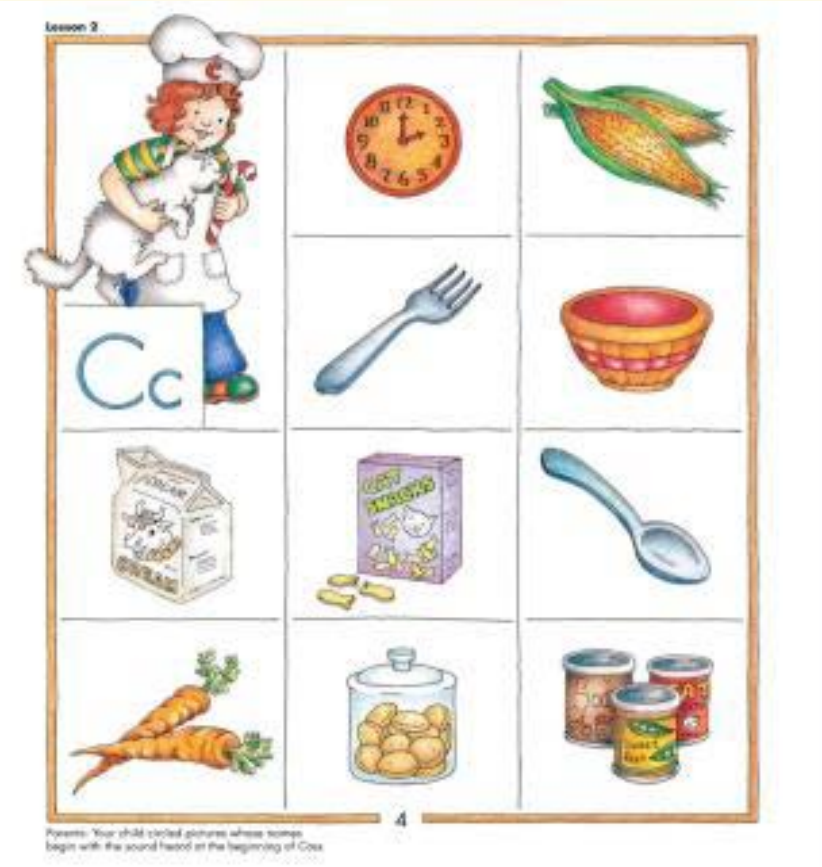


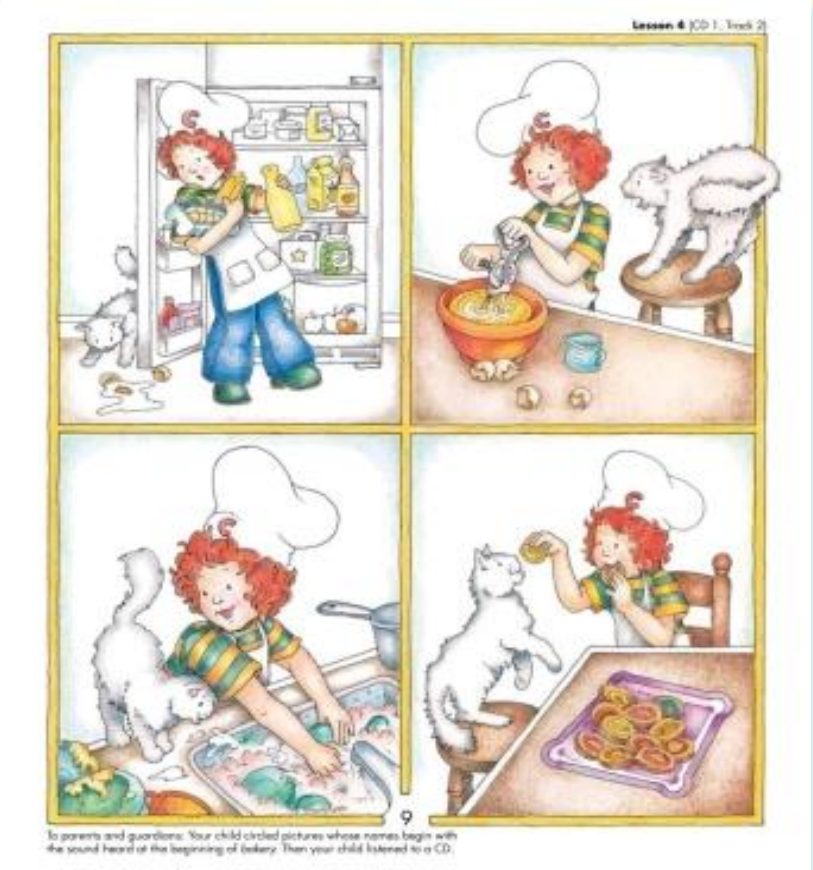
Teaching Letters & Sounds

Listen to and identify beginning /k/ and associate with letter c.

See It

Say It



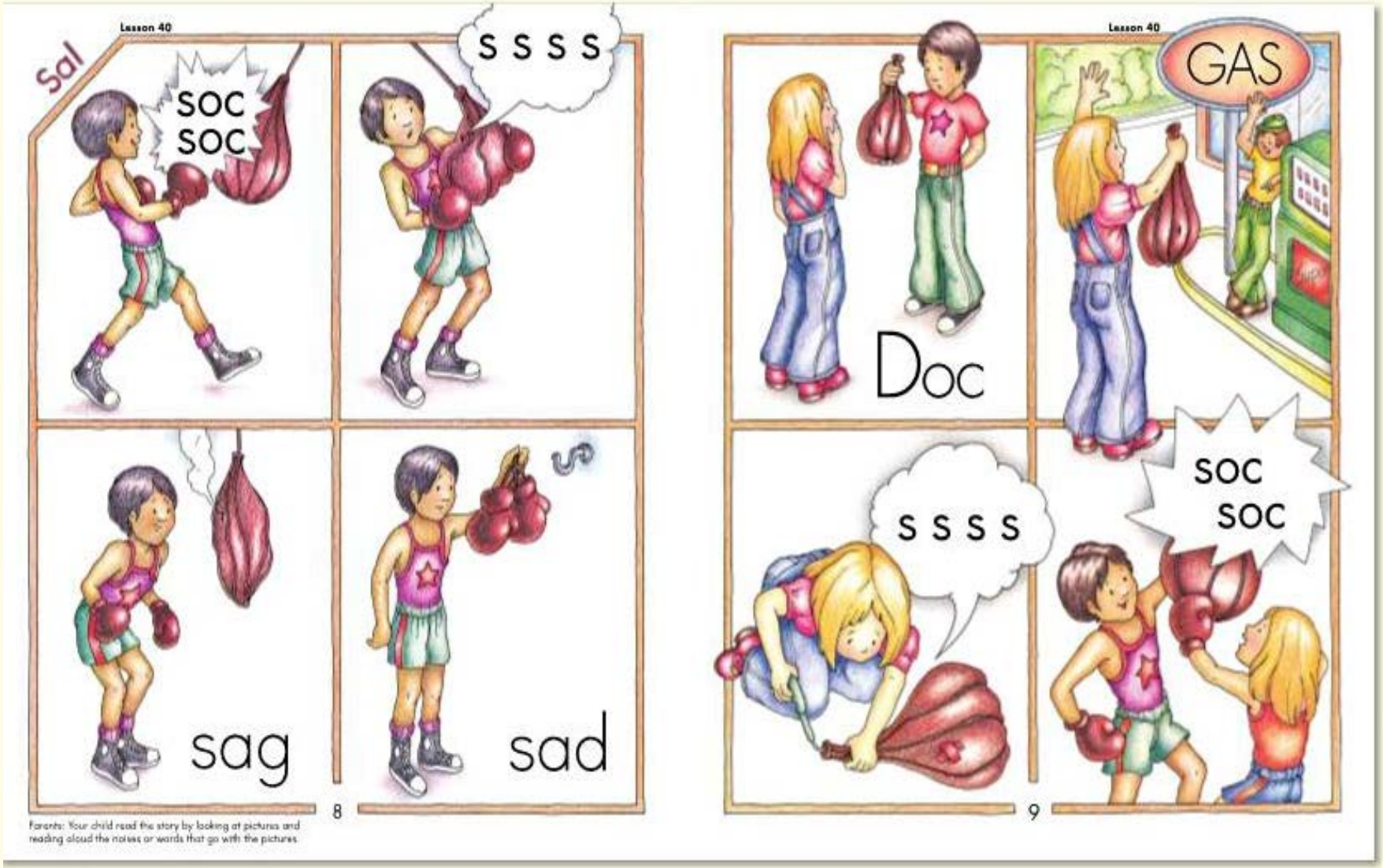


Teaching Letters & Sounds

Learning to write a letter reinforces memory of the letter shape and sound. Automaticity is key.

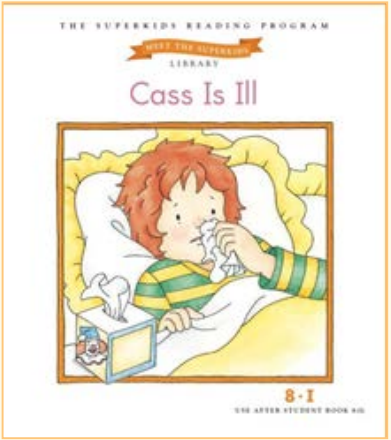
Write It

Once children have learned several consonants and a vowel or two, we want to provide them with opportunities to blend sounds together to form words.



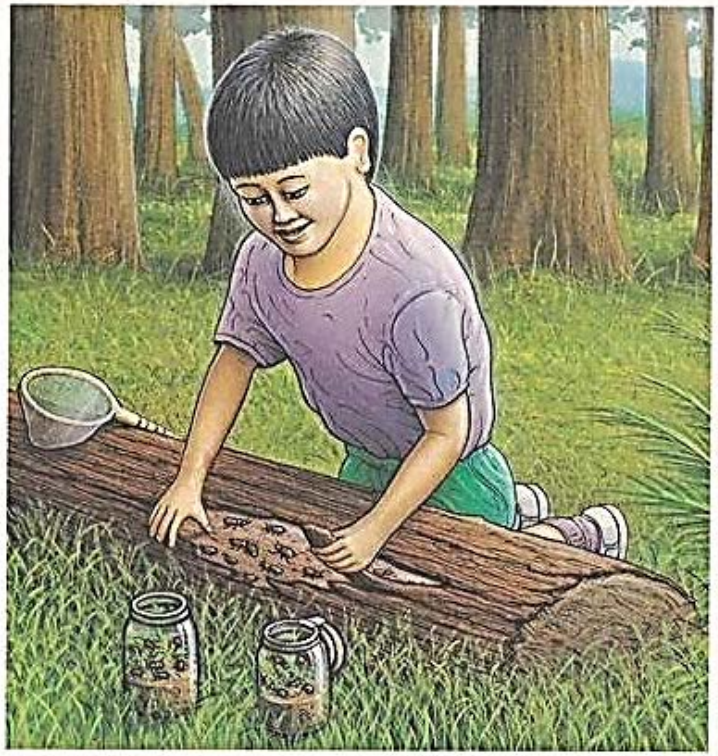
Kindergarten – Superkids – 8th week of school

Beginning Readers Need Cumulatively Decodable Texts



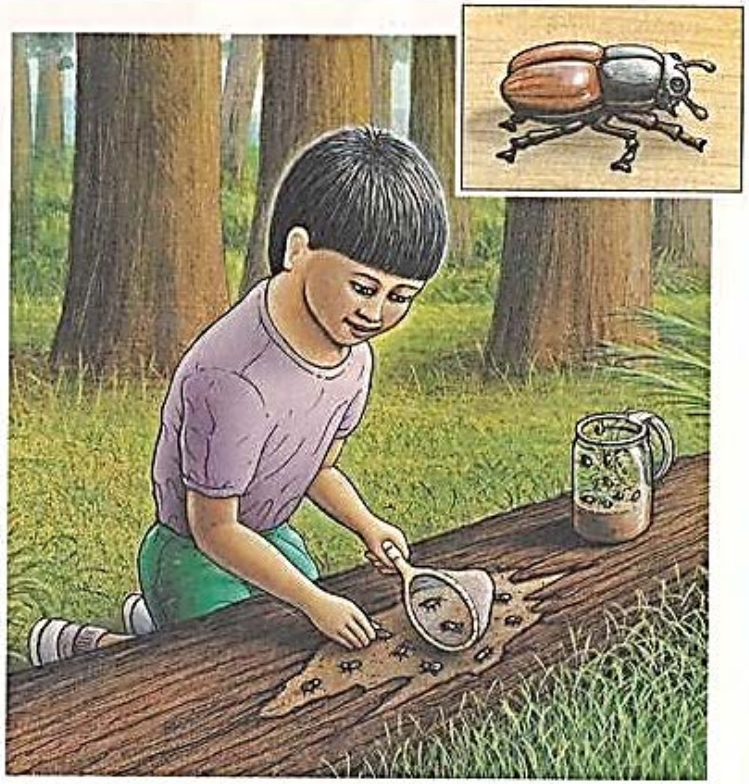
"...decodability **is a critical characteristic** of early reading text as it increases the likelihood that students will use a decoding strategy and results in **immediate benefits**, particularly with regard to **accuracy" (Cheatham & Allor, 2012).**

What phonetic elements would the student need to know to be able to read this?



I like to find things.

2

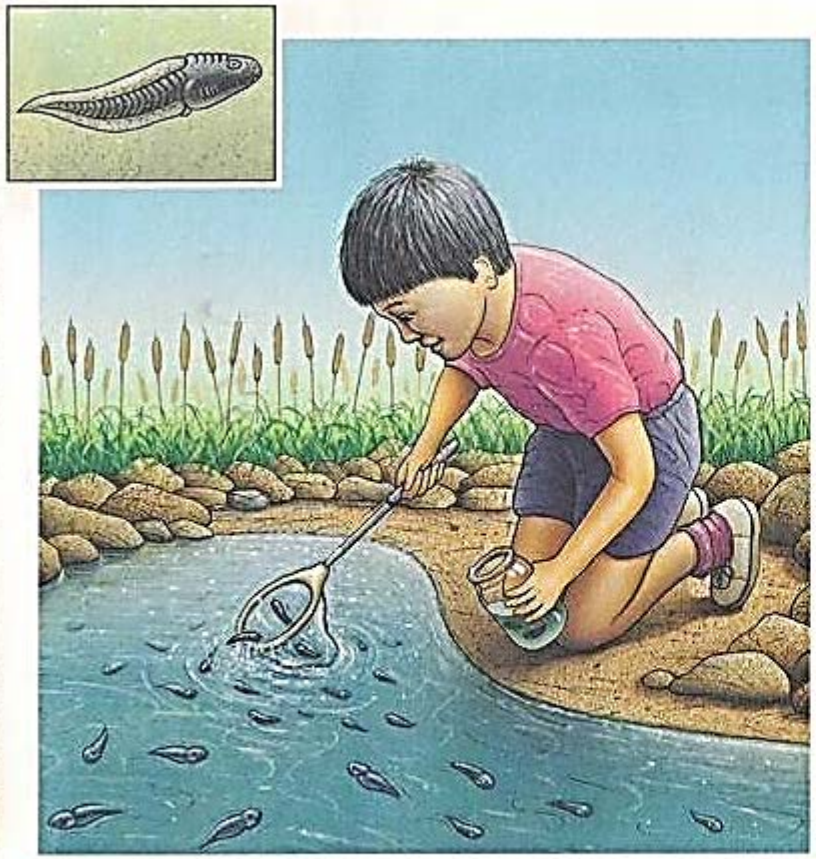


I like to find beetles.

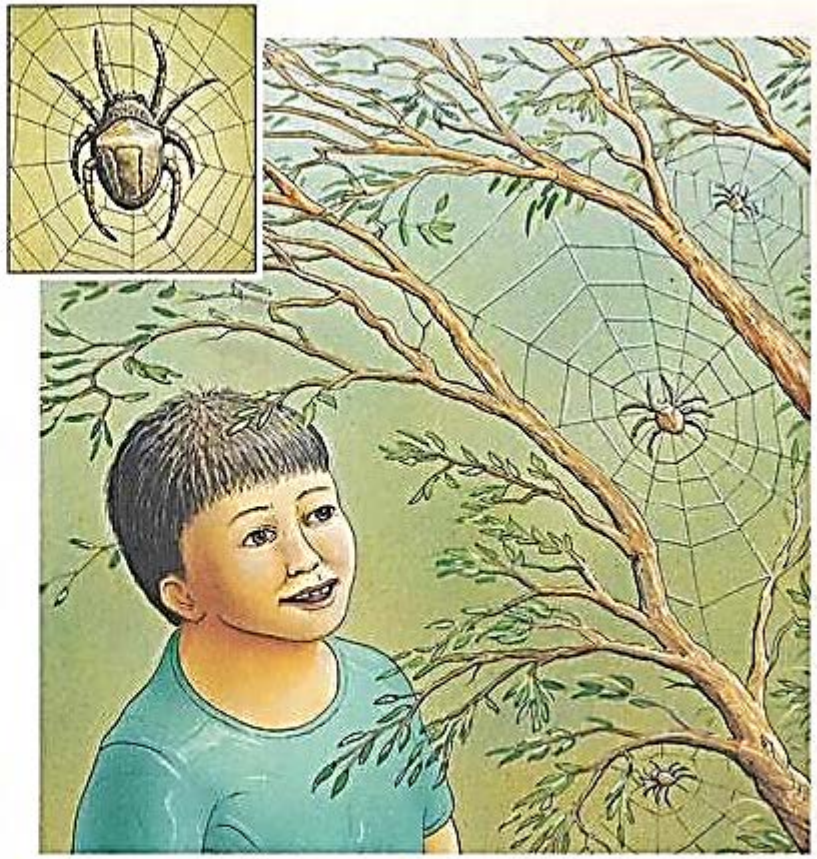
3

Letter-sound correspondence for letters: l, k, t, f, n, d, s, b, t

Long i, silent e, /oo/ sound (or "to"), /th/, -ing, long e for "ee", -le ending

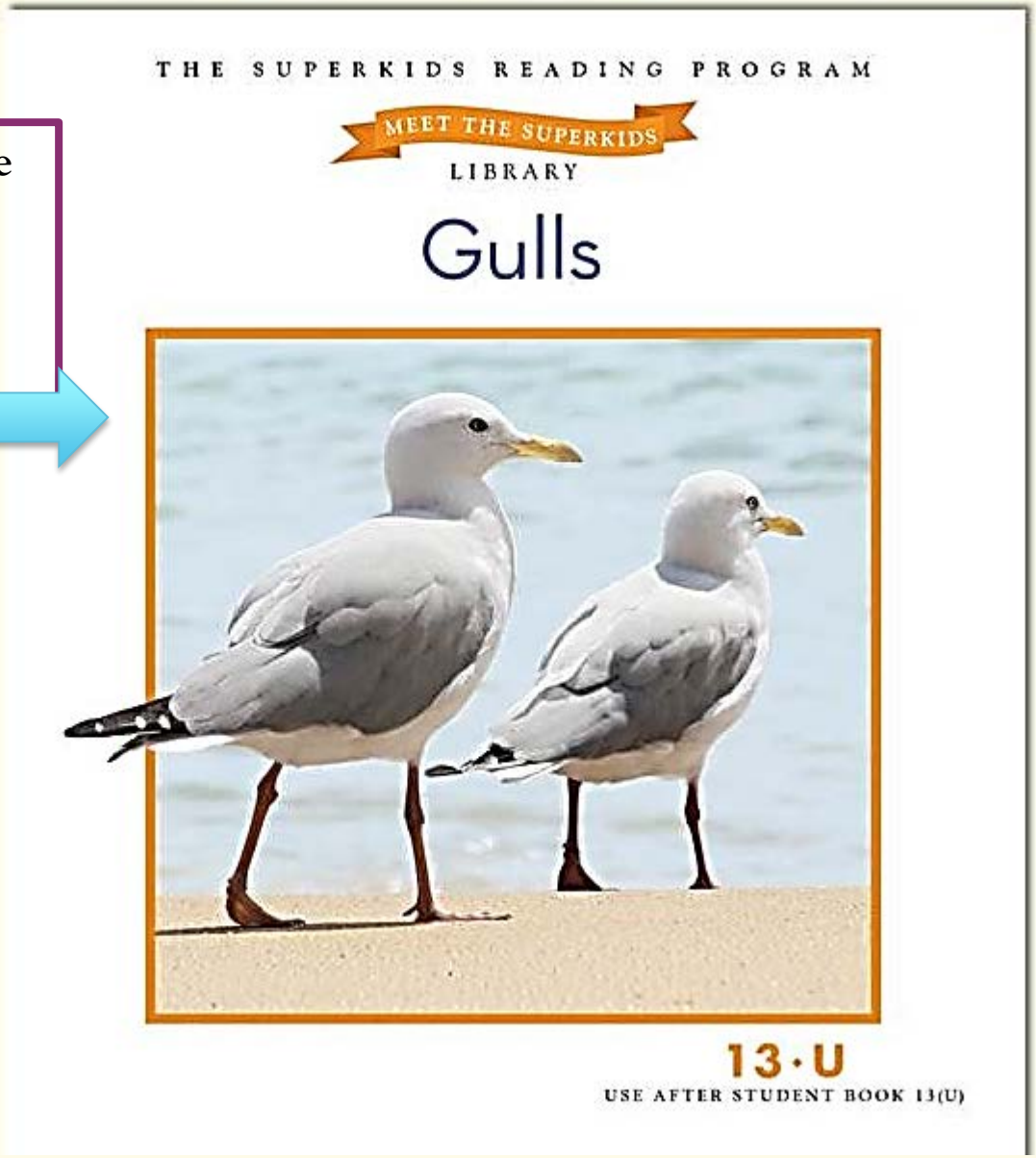


I like to find tadpoles.



I like to find spiders.

Let's compare Predictable text with Decodable Text...



c o g a d s l i t f e h u the

Children have been taught all of these letters and corresponding sounds.

Memory word

The gull adds fluff.

The gull has eggs.

c o g a d s l i t f e h u the

The pictures are used to confirm correct decoding.

The gulls fuss.

The gulls get fed.

7 8

The text includes only letters and sounds the children know. The words are easily decoded.

What's the Relationship Between Instruction & Text?

The **lesson-to-text match** is *pivotal* to the successful use of decodable text.

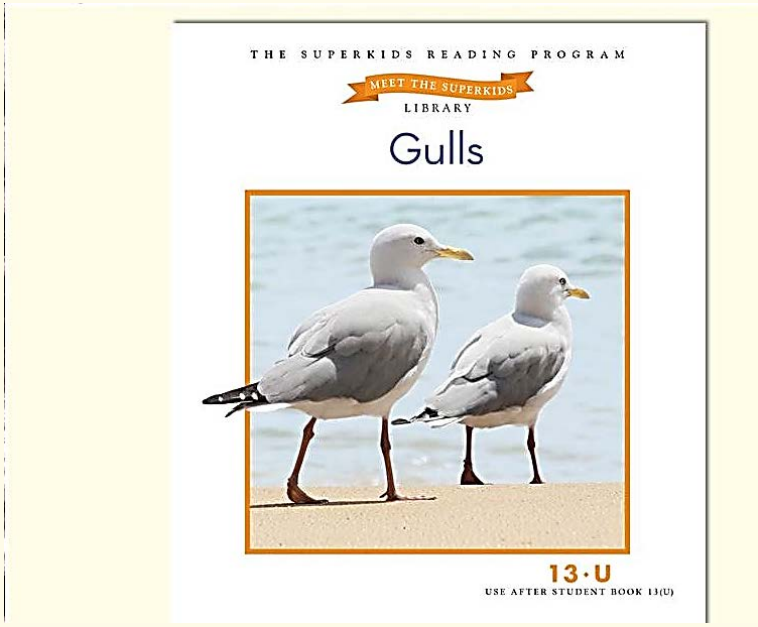
The words children read must contain letter-sound information they have been taught

"As an instructional strategy, the teaching and the text cannot be separated."

Mesmer, 2001, p. 136

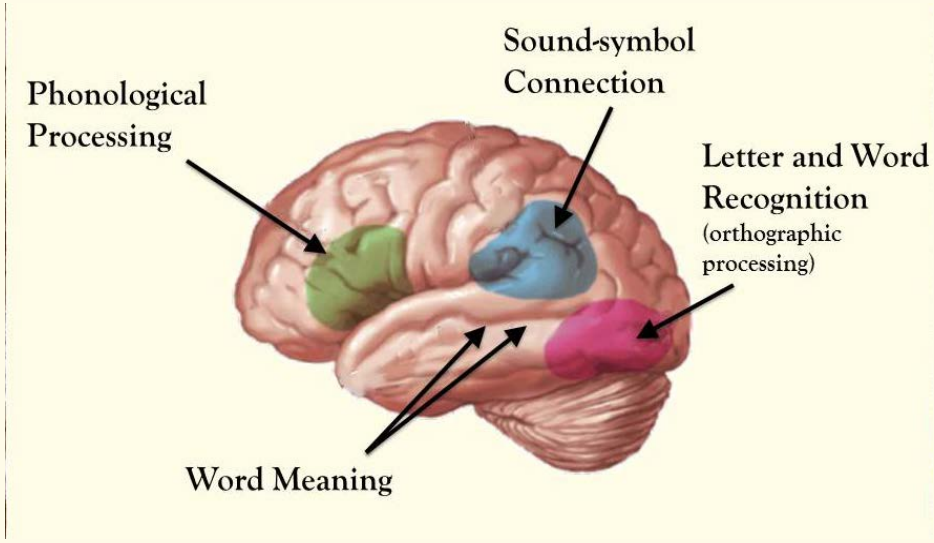
Turn and Talk

- Discuss with your neighbors the benefits of decodable text and the importance of lesson to text match.



Check your handouts!

What the Brain Must Do to Read Words



"Within his brain, the child is literally **building the neural circuitry** that links the *sounds* of spoken words, the phonemes, to the print code, the *letters* that represent these sounds.

Shaywitz, 2003, p. 177. Yale Center for Creativity and Dyslexia

Handwriting Facts

"Done right, early handwriting instruction improves students' writing. Not just its legibility, but quantity and quality."
- Steve Graham

Want to Improve Children's Writing?

Don't Neglect Their Handwriting

By Steve Graham

The famed playwright Harold Pinter, having just been introduced as a very good writer, was once asked by a six-year-old boy if he could do a *w*.[1] I suspect that *w* was a difficult letter for this young man, and he judged the writing capability of others accordingly.

This student's assumption—that being a "good writer" means having good handwriting—is not as off base as you might think. In dozens of studies, researchers (including, but certainly not limited to, myself and my colleagues) have found that, done right, early handwriting instruction improves students' writing. Not just its legibility, but its *quantity and quality*.

Of all the knowledge and skills that are required to write, handwriting is the one that places the earliest constraints on writing development. If children cannot form letters—or cannot form them with reasonable legibility and speed—they cannot translate the language in their minds into written text. Struggling with handwriting can lead to a self-fulfilling prophecy in which students avoid writing, come to think of themselves as not being able to write, and fall further and further behind their peers. Just as young readers must learn to decode fluently so they can focus on comprehension, young writers must develop fluent, legible handwriting (and must master other transcription skills like spelling*) so they can focus on generating and organizing ideas.

Handwriting and the Developing Writer

Imagine you have been asked to write something using a Chinese typewriter. This is a very complicated machine, containing about 6,000 characters. Top typing speeds are 11 characters per minute, so you'll have no hope of typing fast enough to keep up with your thoughts. As you write your masterpiece, some of your ideas are likely to slip from memory. Any time you have to hunt for the next character, your memory will be taxed further, resulting in even more of your ideas being forgotten. The act of typing is so demanding, cognitive resources that could be devoted to planning, evaluating, and sharpening text are diverted to simply transcribing it.

For young children, the act of writing is almost this demanding. The thought they must put into how to form letters interferes with other writing processes.[2] Eventually, most people's handwriting becomes fluent and automatic, minimizing that interference.[3] Researchers do not yet know when most youngsters reach this point, but it does not appear to be during the elementary years. In grades 4 to 6, handwriting fluency still accounts for 42 percent of the variability in the quality of children's writing,[4] and students' handwriting speed continues to increase at least until grade 9.[5]

Legibility is also a serious problem that, unfortunately, is inversely related to fluency.

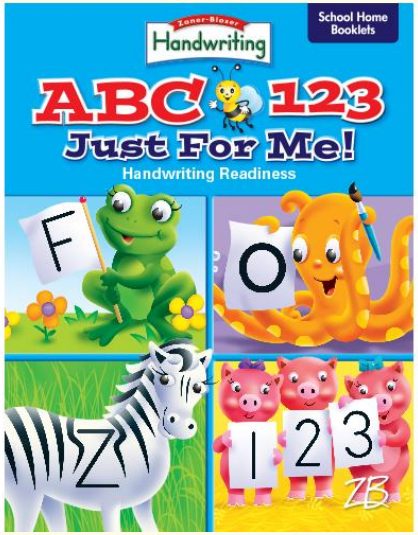
Steve Graham is a Currey Ingram Professor of Special Education and Literacy at Vanderbilt University. Graham is the editor of Exceptional Children *and the former editor of* Contemporary Educational Psychology. *He is the author of numerous scholarly articles and coauthor of several books, including* Handbook of Writing Research, Handbook of Learning Disabilities, Writing Better, *and* Making the Writing Process Work. *He is also a consultant for Zaner-Bloser, a company that produces handwriting materials, and a senior author of* Imagine It, *a basal reading and writing program published by SRA/McGraw-Hill.*

*For an in-depth article on spelling instruction, see "How Words Cast Their Spell" in the Winter 2008–2009 issue of *American Educator*: www.aft.org/pubs-reports/american_educator/issues/winter08_09/joshi.pdf.

ILLUSTRATIONS BY PAUL ZWOLAK

20 AMERICAN EDUCATOR | WINTER 2009–2010

Want to Improve Children's Writing? Don't Neglect Their Handwriting, Steve Graham, *American Educator, Winter 2009-2010*



A Quick Word About Handwriting

Some Best Practices

- Explicit instruction as to how letters are formed - model
- Describe how a letter is similar/different to others
- Using visual cues as a guide to letter formation
- Practice tracing, copying, writing letter from memory
- Instructional sessions short with frequent reviews
- Have students identify best formed letters
- Monitor practice. Ensure correct letter formation.
- Reinforce successful efforts. Give corrective feedback

Graham, Steve, "Want to Improve Children's Writing?; Don't Neglect Their Handwriting"
American Educator, Winter 2009-2010

Ensuring Literacy Success for Early Learners

"...what happens in preschool and the primary grades (K-3) significantly sets the literacy trajectory for the rest of one's life" (Teale, et al., 2015, p. 2).

Teale, Walski, Hoffman, Meehan, Whittingham, Colaner (2015). Early Childhood Literacy: Policy for the Coming Decade. UIC Research on Urban Education Policy Initiative. Policy Brief, Vo. 4, Book 1.

One last thought from Shanahan & Lonigan:

Pre-K

Window of Opportunity

K

Research based instruction makes a difference!

Thank You!

Deb Hoesterey
dhoesterey@comcast.net

Happily Ever After
Superkids
ABC, 123 - Handwriting