Connecting Phonological Awareness, Writing, and Reading

Professional Development for Teachers
March 12, 2010
In two/three minutes, respond to one or two of these prompts:

1. How have you assessed individual children’s phonological awareness skills in an ongoing manner?
2. How have you extended OWL phonological awareness skills to support the later-bloomer’s success?
3. What everyday activities are you using to assess and then teach phonological awareness skills?
4. How have you targeted phonological awareness activities for children on both ends of the continuum?
Group Norms

► Be on time
► Respect all opinions
► Listen
► No sidebar conversations
► Turn off cell phones
Goals

1. Use scaffolding to enhance both phonological skills and early literacy.
2. Provide multiple opportunities for children to do authentic writing.
3. Reference environmental print throughout the day.
What do we know about …?

► Use the next fifteen minutes to complete the questionnaire.

► When you are finished, please see one of the facilitators.

► Your responses will be used only as aggregate research data.
Break Time

Cocoa  Coffee  Tea
Dialogue with Jason Sachs
Table Talk

1. When and where do preschoolers write throughout the day?
2. When do children see adults writing in the classroom?
What do research and literature tell us?
Writing involves MUCH, MUCH MORE than the ABC’s…. A Child’s Point of View

1. When and why should I write?
2. How do people know what I’ve written? Is there a special way to organize these marks?
3. How come sometimes the words are listed down the page and other times, we write across the page?
4. How do I know which of these marks to represent my words?
5. How do I know that someone else will be able to know what I meant?
Phonological Awareness

Phonemic Awareness

Phonics

Letters

Listening

Reading
Shifting the Focus

“Many researchers emphasize reading over writing, but it may be better to shift the focus of attention to children’s writing. Their writing is highly informative when we want to assess their phonemic awareness. It is also important to encourage beginning readers to write because, while writing, children analyze their own speech, thereby becoming better able to differentiate phonemes.”

- Kamii & Manning (2002)
Children are beginning to recognize the relationship between alphabetic symbols and the sounds they represent; they increasingly understand that print conveys meaning and that the tools of writing can lend themselves to experimentation. All of these knowledge bases appear to be reflected in young children’s written representation of their names.

Learning to Write Letters: Prerequisite Knowledge

1. Visual memory of each letter
2. Line segments that form each letter
3. Sequence used to put lines together
4. Direction to draw each letter
Phonological Awareness
Writing Levels

The forms and stages are NOT necessarily mutually exclusive!

- Some items adapted from Vernon & Ferreiro (1999)
1. **Scribbles**

Children’s messages are represented by scribbles, marks and pictures, which represent the way they identify print. Their differentiation between writing and drawing is intermittent.
2. **Non-Phonetic Letter Strings**

Children recognize that text has a fixed number of forms and a variety of characters. They begin to explore writing independently.
3. **Initial syllable**

Children begin to make correspondences between letters and syllables.

I w t n a b
K a r s b
4. **Strict syllable without use of pertinent letters**

Strict one-to-one correspondence between oral syllables and letters but the letters are not pertinent - ANY letter can represent any given syllable.
5. **Strict syllabic writings with use of pertinent letters**

Systematically use one letter for each spoken syllable and use an appropriate letter for most syllables.
6. **Syllabic-alphabetic writings**

A mixture syllables and phonemes
7. **Alphabetic writings**

Systematic phoneme-letter correspondences, although spellings may not be conventional.

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I went to the prk
I went to the shp
I went to the zoo
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“When we ask children to write something… (i.e., a word or a phrase) that they have not yet been taught to write, we can witness a real process of construction. Data include not only the written product, but also all the comments and verbalizations made during the writing process and interpretations children give once the piece of writing has been completed... Between initial scribbling and invented spellings, a whole range of precise conceptualizations take place.”

- Vernon & Ferreiro (1999)
“Just sound it out.”

1. Say the word mentally to himself;
2. Break off the first phoneme from the rest of the word;
3. Mentally sort through his repertoire of letters and find one to match with that phoneme;
4. Write down the letter he has decided on;

5. Recite the word again in his mind;

6. Recall the phoneme he has just spelled subtract it from the word, and locate the next phoneme to be spelled; and

7. Match the phoneme with a letter of the alphabet, and so on, until all of the phonemes have been spelled.
“Children’s errors often show us what they know about writing conventions, as well as what they have not yet learned.”

Outside-in and Inside-out Processes

- **Outside-in processes**: sources of information or influences outside of the written word (e.g., knowledge of particular vocabulary words or understanding of narrative structure).

- **Inside-out processes**: sources of information or influences from within the written words (e.g., knowledge of print concepts and phonological awareness).

- Whitehurst & Lonigan, 1999, 2001
The sensitivity of English-speaking [children] to onset and rime (easily reflected in children’s nursery rhymes and language games) may not be as prevalent in speakers of other languages. Taking into account these differences, we don’t expect Spanish-speaking children to follow the same path as English-speaking children to reach Phonological awareness.”

- Vernon & Ferreiro (1999)
“Reading was the most valuable gift I ever received. When I would become lonely for my mother, I would read the labels in my grandmother’s store. I would be carried off to the faraway places on the labels.”

Maya Angelou
July, 2003
Making Wallpaper Come Alive

We need to USE environmental print in the classroom throughout the day… otherwise it’s just WALLPAPER!

Discuss and debrief:

What is it that teachers say and do to make environmental print meaningful to children?
Using Emergent Writing to Foster Language and Literacy Growth
The Key

Access
Interaction
Modeling

Provide ACCESS to a variety of...

- Papers
- Writing Utensils
- Printed Materials - children’s names, books, magazines, letters, coupons
- Writing Tools - alphabet stamps, magnetic letters, foam letters
Facilitate INTERACTION Related to Writing and Reading

► Interactive Writing: morning message, large print lists, charts, poems, recipes, class story retellings

► Writing associated with socio-dramatic play
Teacher-Child Interaction

I made the drawing, and I worked very hard. I tried to make something. I did at school. I played math. This picture is a math game. I put magnets on a magnet board. You look at the magnets and decide which ones match. It's a match game.

Max January
Child-Child Interaction
Provide **MODELING** of Writing for a Variety of Purposes

- Use classroom routines and activities to model the writing process.
  - “Thank you” notes
  - Supply lists
- Use “self-talk” to make metacognition explicit
Reflection: a mirror image, a likeness, a replica.
After discussing what they thought they might see when looking into a mirror at their faces, the children sat down to draw their self portraits.
Curious to see what Naomi was creating, Justin eventually takes a look at her drawing to see her representation of the two friends together.

Naomi: Justin, I'm going to make spikey hair. I have spikey hair. My picture is more wild, it's going to take a long time.

Justin: This is a small head. Look at my head, it's so tiny. (Justin touches the mirror on the reflection of his head.)

Naomi: Cheek, cheek, I made my cheek. I'm making Justin. That's what you're saying to me, "Hi Naomi!"

Justin: (Moving over to see what Naomi has drawn.) Can you make more spikey hair?

Naomi: There's your belly button. Look what I did to Justin's body. Here Ms. Linda, now Justin and me are saying hi to each other. Hi, Justin!
Lunch
The Social Aspect of Writing

Children’s emergent writing is important to study because it reflects children’s use of a social tool… through which children interact with and represent the social world around them.
Writing **TO**, **WITH**, and **BY** Children

1. Individually fill out the yellow Activity Worksheet Chart entitled “Writing To, With, and By Young Children” based on your own classroom.

2. Complete the four columns:
   - In the first column list the writing resources you provide for children.
   - In the second column list ways you include writing **TO** children.
   - In the third column list ways you include writing **WITH** children.
   - In the last column list ways you include writing **BY** children.

3. After completing your charts, share with table.
Effective Teachers …

► Look for opportunities to talk about writing – “What letters should I write?” or “What letters do you need?”

► Encourage children to read their “writing” before trying to interpret it – “Can you read your writing to me?”

► Write the whole word when a child asks – seeing the word in its entirety helps the child form a visual picture of the word and its configuration.

► Never write directly on children’s work… write at the bottom of the page or on a separate strip.
Scaffolding

What child and teacher do together

scaffold

I do it.

We do it.

You do it!

What child can do only with help

What child can now do alone
Scaffolding Children’s Writing

► Progress within a child’s Zone of Proximal Development can be enhanced when not only social interactions are present but also special instructional techniques are utilized. (ZPD = the space between the child’s level of independent performance and the child’s level of maximally assisted performance).

► Scaffolding = how an expert can facilitate the learner’s transition from assisted to independent performance.
Scaffolds

► Scaffolds do not make the task itself easier, but rather make it possible for a learner to complete the task with support.

► Initially, maximum teacher assistance is needed to elevate performance to its highest potential level. Gradually, the level of assistance decreases as the learner becomes capable of doing more independently. At this point the teacher “hands over” responsibility to the learner, removing the scaffolds.

► Teachers must help learners develop strategies they can apply to novel problems they will encounter, not just answers to specific questions.
“Scaffolding Writing”  
- Bodrova & Leong

► The child creates his/her own message and then, with the teacher’s help or independently, draws a highlighted line to stand for each word in the message.

► The child then fills out the empty lines, placing scribbles, letter-like forms, or letters on the line to stand for the word in the message.
Practice Scaffolding

 ► In pairs, practice Bodrova and Leong’s process of scaffolding. Each partner should take a turn being the “child” and the “teacher.”

 ► The child creates his/her own message and then, with the teacher’s help or independently, draws a highlighted line to stand for each word in the message.

 ► The child then fills out the empty lines, placing scribbles, letter-like forms, or letters on the line to stand for the word in the message.
In the Classroom
Debrief

► What will children get out of the scaffolding process?
► How does the scaffolding process enhance the concept of word?

The dragon sat on a hill.
Remember...

...other aspects of expressive language.
In order to instill a lifelong love of writing in children, it’s important to help student writers “go public.” (Sanacore, 1998)

Students write better when they know audiences will be reading what they wrote. (Atwell, 1987)

Publishing makes the reading-writing connection real as it engages students in the writing process and the communication of meaning to a real audience. (Bromley & Mannix, 1993)
Focus on Instructional Partners’
Upcoming Professional Development

What do you want Instructional Partners to know about phonological awareness?
We invite you to participate in the Boston Ready Celebration

Wednesday, June 9, 2010
Umass Boston Campus Center
Work Plans

► Review the 3 ELLCO areas we handed out.

► What changes will you make in your classroom environment and practices based on this information?
What did you learn today?
In the Book Bag

Random House Book of Poetry

Merriam Webster
Children’s Dictionary

Getting There
Wrap Up

- Taking it home
- Sign out
- Poster Boards
- Certificates
- Materials