

# Early Literacy Learning Series

## Possible Answers and Supporting Information for Questions

### August Early Learning Series

1. Which early learning developmental domain supports all other domains of development?

- Communication
- Language
- Literacy

2. Language instruction should provide opportunities for children to develop:

- Receptive language
- Expressive language
- Social language
- Include support for dual language learners



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### August Early Literacy Learning Series (2nd Hour)

3. What are the 2 strands of the Reading Rope that lead to skilled reading?

- Decoding
- Language Comprehension

4. What are the 3 essential parts of a letter card routine?

- Sound is \_\_\_
- Name is \_\_\_
- Picture is \_\_\_

5. Note at least 2 tips for letter formation.

- Use golf pencils
- Use thin dry-erase markers
- Sensory feedback tracing
- Structured tracing
- Magic c
- Teach non-examples
- Compare and sort

6. Describe your understanding of a sound wall.

\*Answers will vary but should include some of the following:

- Manner of articulation
- Mouth, tongue and lip placement
- Vowel Valley
- Consonants
- Words are organized by their first sound (not their first letter)



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## Possible Answers and Supporting Information for Questions

### Early Literacy Learning Series- Print Awareness

7. What three components make up print awareness?

- Print functions
- Print knowledge
- Book knowledge

8. List three instructional strategies you can use to enhance print awareness.

\*Answers will vary but should have some of this:

- Explicit Instruction
- Dialogic/ Interactive Read Alouds
- Print Rich Environment
- Share the Pen
- Wide Variety of Genre
- Track, Count, Underline, Circle
- Build- Large motor and Fine motor

### Early Literacy Learning Series- Phonemic Awareness

9. What are the five components of Reading Instruction?

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

10. What is the smallest unit in spoken language called?

- A Phoneme



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11. What is the difference between blending and segmenting phonemes?

- Blending: putting phonemes together /k/ /a/ /t/ = cat
- Segmenting: finding each phoneme cat = /k/ /a/ /t/

12. How many phonemes are in the English language?

- 44 phonemes

13. What is the process called that readers use to store written words for quick retrieval?

- Orthographic mapping

14. How many phonemes are in each of the following words?

clap- 4	c	l	a	p	
them- 3	th	e	m		
teacher- 4	t	ea	ch	er	
eight- 2	<u>eigh</u>	t			



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## Possible Answers and Supporting Information for Questions

### Early Literacy Learning Series- Phonemic Awareness 2

15. What specific phonemic awareness skills do we need to support our students in building?

- Identification
- Blending
- Segmenting
- Manipulation

16. Which two phonemic awareness skills are MOST essential for skilled reading?

- Blending
- Segmenting

17. What are the three descriptors for effective phonemic awareness instruction?

- Systematic
- Explicit
- Developmentally/ Age appropriate



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### Early Literacy Learning Series- Phonics and Decoding

18. What is the Simple View of Reading?

- $D \times LC = RC$ 
  - Decoding multiplied by Language Comprehension equals Reading Comprehension

19. What do we call the knowledge of the relationships between phonemes and graphemes?

- Phonics

20. What do phonics help us do?

- Decode

21. Summarize your understanding of phoneme/ grapheme mapping.

\*Answers will vary but it looks like this:

"clap"- 4	c	l	a	p	
"them"- 3	th	e	m		
"teacher"- 4	t	ea	ch	er	
"eight"- 2	<u>eigh</u>	t			



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### Early Literacy Learning Series- Vocabulary

22. What are the principles for effective vocabulary instruction?

- Embrace complex words, use them and teach them
- Make vocabulary learning memorable
- Consider precise variations of common words
- Combine definitional information with contextual information
- Attend to the sound structure and the meaning of the word

23. Could you summarize your understanding of a Frayer Model?

- a graphic organizer used to help students deeply understand the meaning of a vocabulary word by requiring them to define it, list its characteristics, provide examples, and identify non-examples

### Early Learning Series- Decodable Texts

24. What is the purpose of decodable text? When should we use them?

- Decodable text is for practicing accurate reading with text that only includes phonics patterns that have already been taught.
- We use decodable text to practice new phonics patterns and then we move away from decodable text once students are accurate.
- We continue using decodable text for students who are not yet accurate with the phonics patterns that have been taught. For example, reading interventions employ decodable text.



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25. Describe the differences between Decodable Readers and Early Leveled Readers.

- Decodable Readers
  - spelling patterns and high-frequency words that the students have learned
  - focus on accuracy
  - sounding out the word (decoding) is the only strategy for unknown words
- Early Leveled Readers
  - predictable text
  - many high-frequency words
  - pictures to support the text
  - patterned sentence structures
  - various guessing strategies are used for unknown words

26. Summarize your understanding of the error correction methods discussed in this video.

- Correct errors when the student is finished reading!
- Tell the students how many words they got correct!
- Point to the error
- Student decodes the word, help if needed
- Underline the word
- Student reads the sentence again
- Repeat until accurate

### **Early Literacy Learning Series- Special Education and Inclusion**

27. Explain the Least Restrictive Environment (LRE)?

\*Answers will vary

- Dictates that a continuum of placement options be available to best meet the diverse needs of children with disabilities and presumes that the first placement option considered for each child with a disability is the regular classroom the child would attend if they did not have a disability.



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28. Explain Inclusion.

\*Answers will vary

- Supplementary aids and services AND specialized instruction delivered in the regular classroom setting

29. Describe at least two benefits of Inclusive Practices.

\*Answers will vary

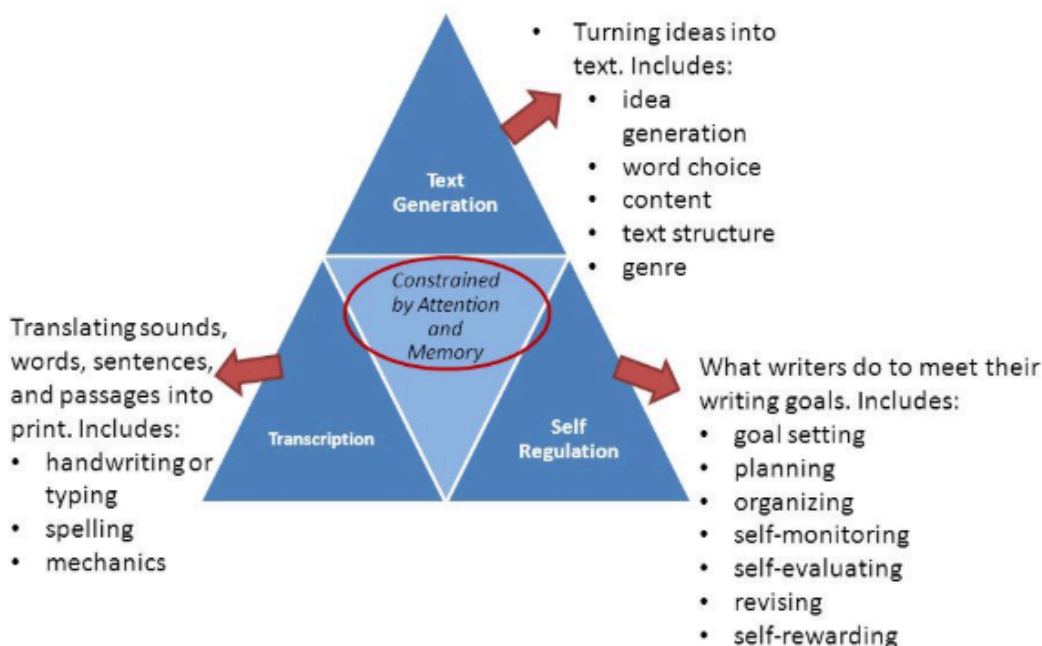
### Early Literacy Learning Series- Early Writing

30. What are the 4 components of the Simple View of Writing? Give some information about each component.

\*Answers will vary

## Simple View of Writing

(Berninger & Amtmann, 2003)



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## Possible Answers and Supporting Information for Questions

31. What is a CBM? What are some benefits of using a CBM for measuring writing?

- Curriculum Based Measurement: a system of measurement that can be used by teachers to monitor student progress over time and to evaluate the effects of instructional programs. Simple, efficient procedures that provide global indicators of student performance and progress in core academic domains (writing).
- Supplement informal diagnostics with a different perspective
- Can be given frequently; daily or weekly
- Easy to administer and score
- Measures small increments of student progress
- Can signal the need for further diagnosis and intervention

32. What are the tenets of explicit instruction across writing tasks?

- Segment complex skills
- Modeling
- Think Alouds
- Systematic (gradual) fading of supports and prompts
- Opportunities to respond and receive feedback
- Purposeful practice and repetition



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### Early Literacy Learning Series– Dyslexia

33. Explain Dyslexia in your own words.

- Answers will vary
  - a specific learning disability
  - neurobiological in origin
  - difficulties with accurate and or fluent word recognition
    - poor spelling, poor decoding
  - unexpected in relation to cognitive ability and the receipt of effective instruction
  - affects comprehension, reduces reading experiences, and impedes vocabulary growth

34. Which areas of the brain are for reading?

- The left side typically
- *Broca's Area*– phonological; articulation and word analysis
- *Occipito-temporal*– orthographic; word form, the “letter box”
- *Parieto-temporal*– word analysis
  - This area is not very active in a dyslexic brain; the phonemes do not attach to the graphemes, and the words don't get stored

35. What might we screen for to determine risk? When can we screen for risk?

- We can assess pre-readers, typically age 4 and up
  - early language, alphabet knowledge, basic phonemic awareness
- We can assess beginning readers soon after reading instruction begins
  - alphabet knowledge, phonemic awareness (blending and segmenting), basic, single-syllable words (nonsense and real)
  - later– accurate, automatic word and passage reading

36. Which two phonological tasks must a student be able to do before they are ready for decoding and spelling instruction?

- Blend
- Segment



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## Possible Answers and Supporting Information for Questions

### Early Literacy Learning Series– Mental Health and the Repercussions of Struggling to Read

42. Name at least two negative mental health outcomes that can be connected to struggling to read.

- anxiety
- depression
- low self-esteem
- social difficulties

43. What mental health concerns have you observed in your students who struggle with reading?

- answers will vary

44. Consider the supports available in your school or district. Is there a clear process for accessing these supports? Is mental health a component of your school or district's MTSS system? Do you know what to do when you have concerns? Consider these questions and reflect on your comfort level with mental health.

- answers will vary

45. How might family engagement initiatives support both mental health and early literacy?

- answers will vary



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### Early Literacy Learning Series- Reading Comprehension

46. Compare and contrast reading comprehension and language comprehension.
- Language comprehension means we can understand what is said to us
  - Reading comprehension means we can understand what we read
  - Language comprehension is needed for reading comprehension
47. What factors determine reading comprehension?
- Decoding
  - Language comprehension
  - Background knowledge
  - Vocabulary
48. What are the four types of vocabulary?
- Listening vocabulary- the spoken words that you can understand
  - Speaking vocabulary- the words you use when speaking
  - Reading vocabulary- the words you can understand when you read
  - Writing vocabulary- the words you use when you write
49. Explain the three tiers of vocabulary.
- Tier 1- Basic vocabulary, commonly used in everyday conversation and beginning writing.
    - *sad, eat, red, phone, baby, sit, car, sun, cat*
  - Tier 2- High-frequency, academic vocabulary appearing in multiple contexts.
    - *elderly, rule, foundation, fine, energy, analyze, blush, bolt, process*
  - Tier 3- Low-frequency, context-specific vocabulary.
    - *molecule, aorta, thesis*
50. How does morphology support reading comprehension?
- Answers will vary
    - Morphology is the study of the forms of words, the smallest parts of words that still have meaning
    - Affixes, prefixes, suffixes
    - vocabulary
      - vocab u lary- something you have that relates to words
        - vocab= word lary= suffix that forms nouns and means 'related to'



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### **Early Literacy Learning Series- Early Literacy for Administrators**

51. In what ways do you leverage student data?

- Answers will vary

52. In what ways do your data practices affect Tier 1 instruction?

- Answers will vary

53. Reflect on your systems. In what ways do they support student learning? Identify any areas that could use revision.

- Answers will vary

54. Identify three areas for professional development in your district.

- Answers will vary

55. Identify three barriers in your role as an instructional leader. What steps can you take in the next day, month and year to move those barriers?

- Answers will vary



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### Early Literacy Learning Series- Proficiency-Based Learning

56. List some features of proficiency-based learning.

- Answers will vary
  - A focus on mastering specific skills
  - Emphasizes individual learning progressions
  - Aligns with state standards

57. How can proficiency-based learning support early literacy?

- Answers will vary
  - Building foundational skills to mastery
  - Ensuring mastery before progression
  - Aligns with MT ELA standards

58. What is a proficiency scale, and how do we use it?

- Answers will vary
  - A proficiency scale is used by the teacher to determine if the task, activity, or assessment they have designed to measure a student's performance includes all parts of the standard, therefore allowing the student to receive a score of 2 or higher on the rubric, which is used to measure the students performance.

59. When thinking about a standard, what do the nouns and verbs tell us?

- Nouns- content
- Verbs- skills

60. Where do you look for scaffolding ideas when a student cannot meet a standard?

- look at the same standard in the previous grade, these are prerequisite skills for the standard you are working on



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### Early Literacy Learning Series– Sound Walls

61. Explain a speech-to-print approach for literacy instruction.

- Answers will vary
  - The human brain is hardwired for language, but not for reading
  - Speech to print connects the sounds of spoken language to symbols or letters (print)
  - Speech to print leverages existing knowledge of spoken language

62. List two or more benefits of a speech-to-print approach.

- enhanced phonemic awareness
- stronger encoding skills
- improved decoding skills
- rapid progress toward efficient reading

63. How many speech sounds does the English language have?

- 44

64. Compare and contrast word walls and sound walls.

- Answers will vary
  - Word walls
    - arranged in alphabetical order by the first letter of a word
    - print to speech
  - Sound walls
    - arranged by sound articulation according to the first sound of a word
      - can be arranged by the vowel sound
    - speech to print

65. How does learning about articulation support phonemic awareness, phonics, and spelling?

- Answers will vary
  - Articulation, or the production of speech sounds, can improve the ability to hear, identify, and manipulate the sounds in words. It provides a foundation for understanding the relationship between letters and sounds. It supports spelling by building an understanding between sounds and their spellings.



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### **Early Literacy Learning Series- Literacy in Mathematics**

37. Describe two reasons to integrate literacy and math.

- Overcome challenges with capacity and time
- Skill multiplying for students
- Prevent frustration
- Reading is a powerful tool for math learning

38. Respond to the data study about how much instructional time is devoted to each math content area.

- Answers will vary

39. Reflect on your math program. Does the scope and sequence provide enough extension and practice opportunities? If not, how might you provide those?

- Answers will vary

40. In what ways does your program incorporate literacy? Specifically think about vocabulary and discussion.

- Answers will vary

41. Reflect on wait time. What do you do well and how could you improve?

- Answers will vary