

The Science of Reading Shift: A look through the pre-k lens

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Mission

Guilford county students will graduate as responsible citizens prepared to succeed in higher education, or in the career of their choice.*

*This mission was adopted by the Guilford County Board of Education on December 12, 2000.

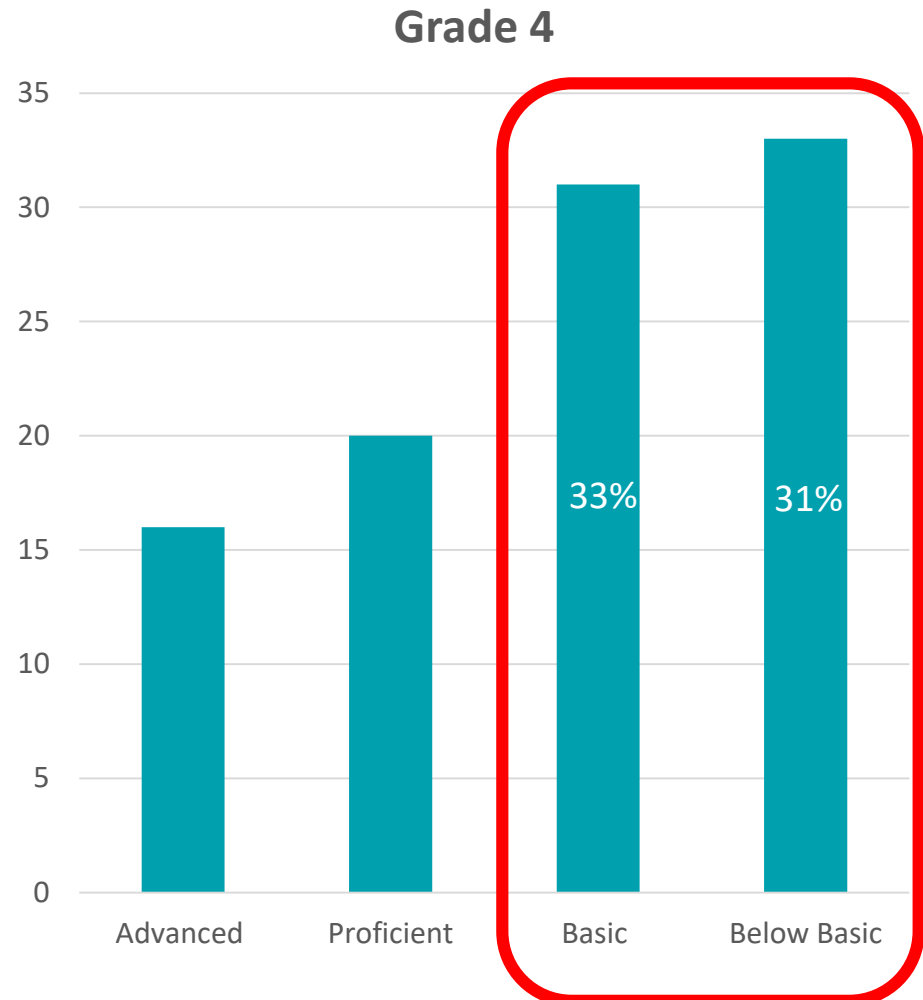
Vision

Transforming learning and life outcomes for all children

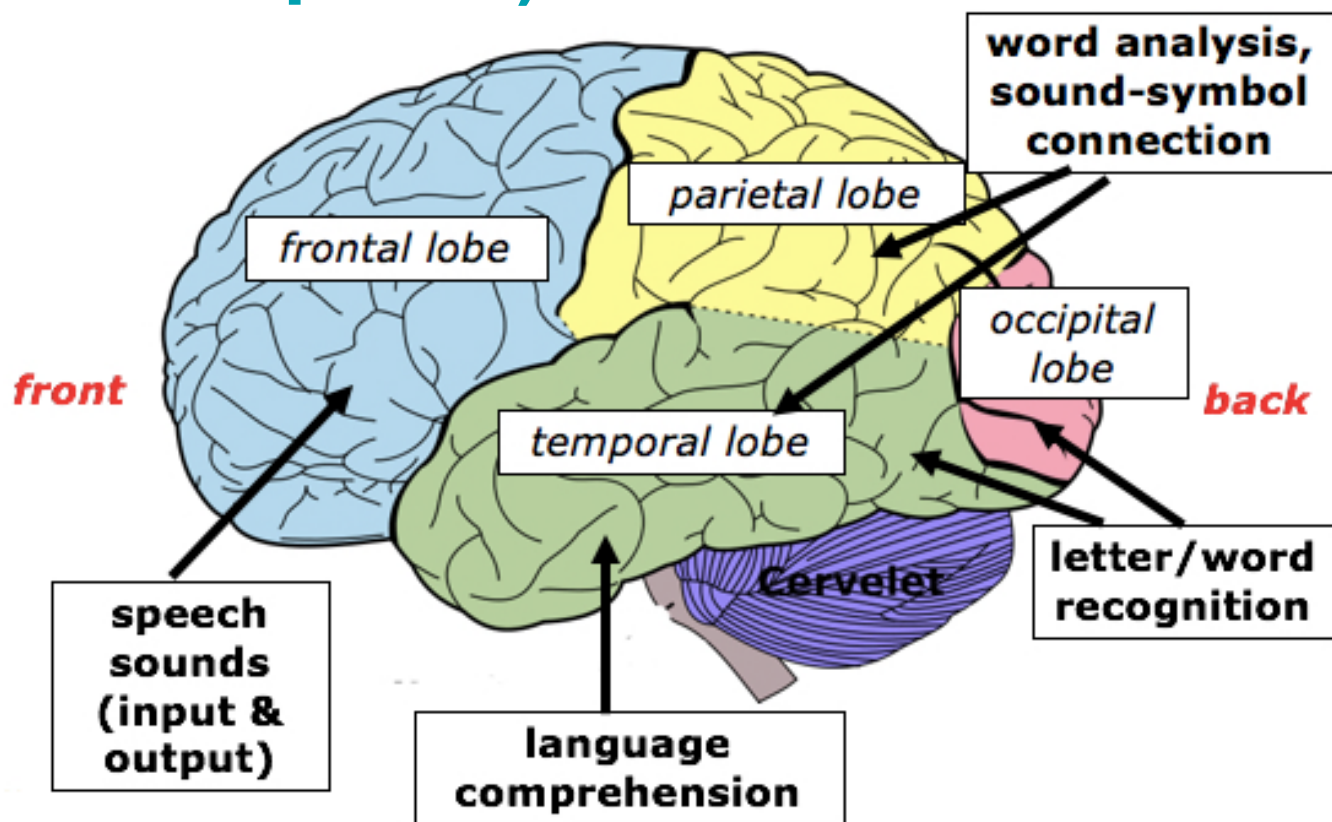


The Facts

95% of all
students *can*
learn to read



The Reading Brain (left hemisphere)



The Simple View of Reading



1	x	0	=	0
0	x	1	=	0
1	x	1	=	1

Scarborough's Reading Rope

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly
Strategic

Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly
Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

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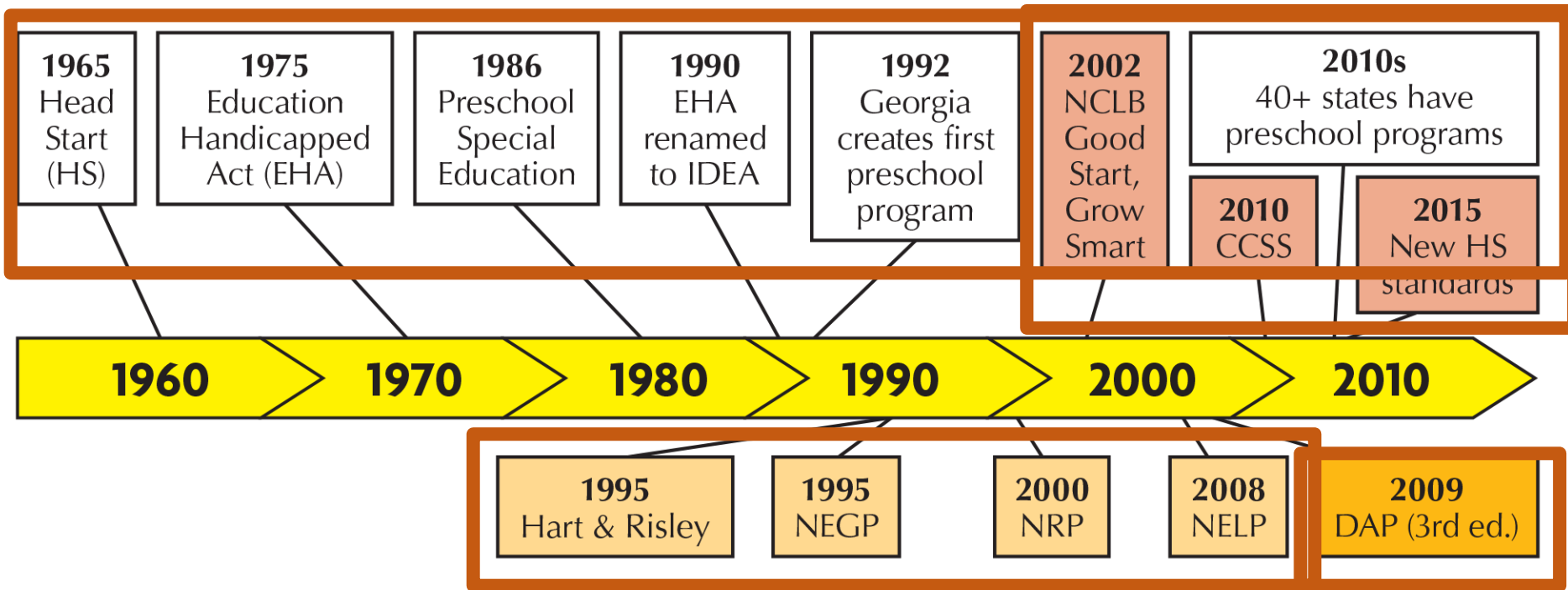
Definitions



Early literacy: Foundational skills learned from birth to 5-6 years of age.

Early reading and writing: Skills expected in kindergarten and early elementary grades.

Early Childhood Influences



Developmentally Appropriate Practice (2020)

NAEYC defines **developmentally appropriate practice** as “methods that promote each child’s optimal development and learning through a **strengths-based**, **play-based** approach to **joyful, engaged learning**. Educators implement **developmentally appropriate practice** by recognizing the multiple assets all young children bring to the early learning program as **unique individuals** and as **members of families and communities**.....As a result, to be developmentally appropriate, practices must also be **culturally, linguistically, and ability appropriate** for each child.”

“The hallmark of developmentally appropriate teaching is *intentionality*. Children require explicit instruction by teachers or parents and do not automatically acquire these foundational skills” (Paulson & Moats, 2019).

**What does it mean to be
“developmentally appropriate” and
“explicit” in pre-k classrooms?**

Foundational Skills in Early Childhood

Oral Language

- Phonology
- Semantics
- Syntax
- Morphology
- Prosody

Phonological Awareness

- Words in sentences
- Syllables in words
- Phonemes in syllables

Print Knowledge

- Alphabet knowledge
- Writing

Oral Language Example

- ✓ Developmentally appropriate
- ✓ Explicit
- ✓ Intentional

Adapted from Beck, I.L., McKeown, M.G., & Kucan, L. (2013) Bringing words to life: Robust vocabulary instruction (2nd ed.). New York, NY: Guilford Press

Explicit Vocabulary Teaching Routine

1. Say the word with child-friendly definition, using multisensory connections (e.g. photo)
2. Have the children repeat the word
3. Provide other contexts for the word to reinforce its meaning
4. Have the children describe the word meaning to a shoulder buddy



mischief

Phonological Awareness Example

- ✓ Developmentally appropriate
- ✓ Explicit
- ✓ Intentional

Picture Puzzles

Segment syllables or initial sound



Print Knowledge Example

- ✓ Developmentally appropriate
- ✓ Explicit
- ✓ Intentional

Scaffolded Name Writing

Tracing, start points, copying

Mary
Mary
• • • •

Addressing the Shift

Acknowledging current opinions and viewpoints

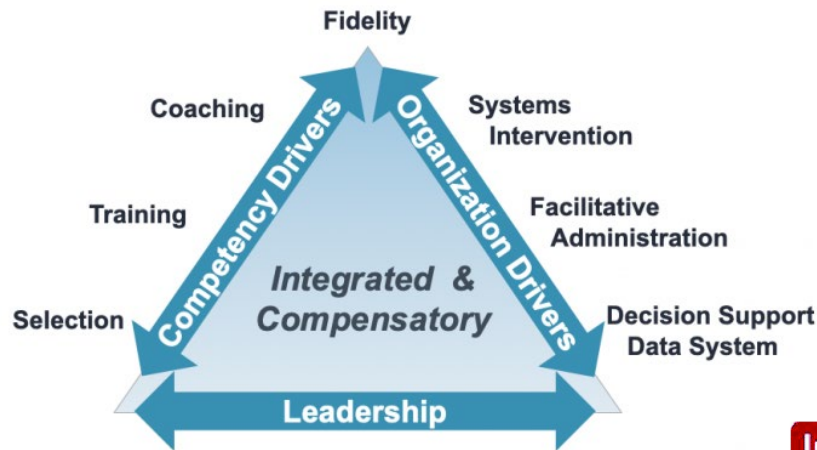
Professional development & coaching

Re-evaluating curricula and assessment tools

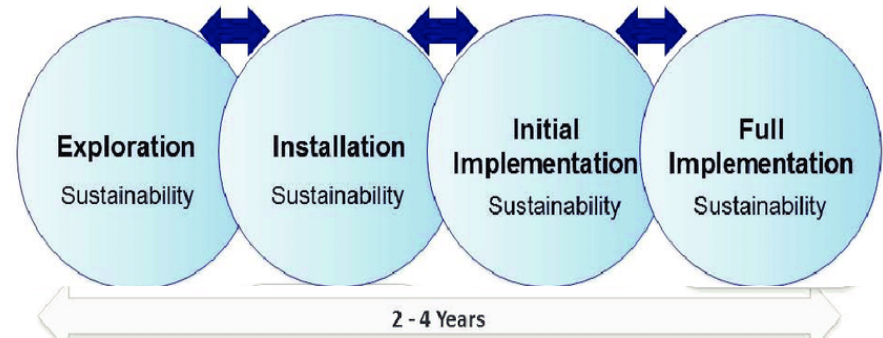
Ongoing guided conversations in PLCs

Implementation Science

Implementation Drivers



Implementation Stages



SoR Resources in Early Childhood

Language Essentials for Teachers of Reading and Spelling for Early Childhood

Educators (LETRS EC)

Professional Learning Community: Emergent Literacy (from IES REL)

FCRR Learning Center Activities

Sesame Street in Communities

Heggerty Phonemic Awareness Assessment

Phonological Awareness Literacy Screening