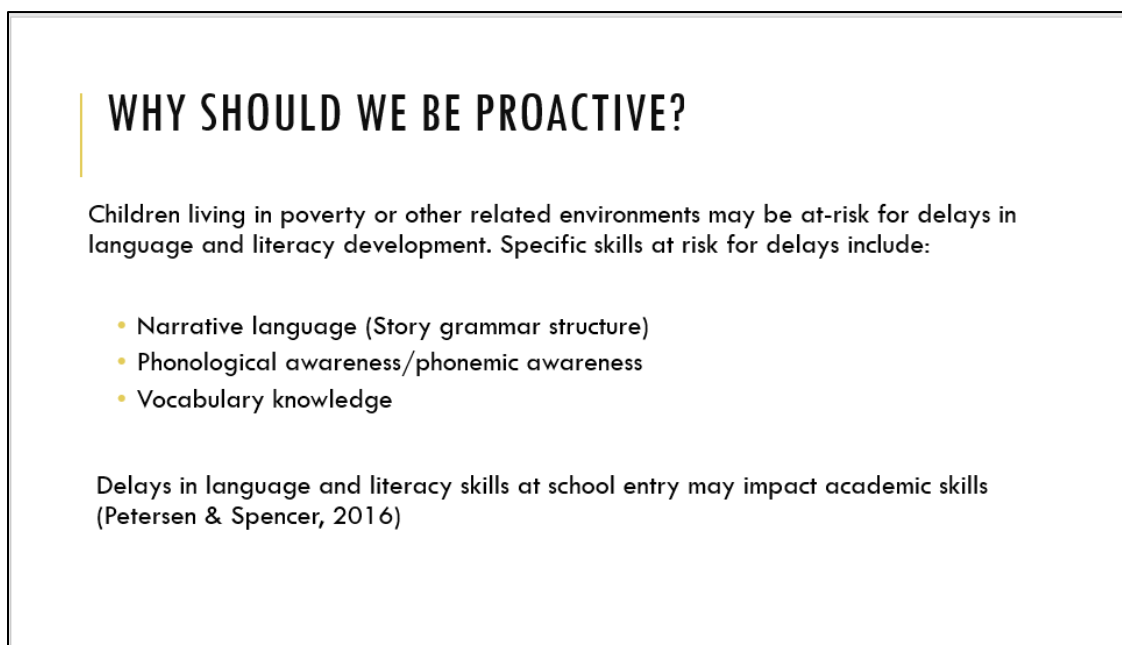


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Supplemental Material S3. PowerPoint Training.



- Now that you have taken part in session one, we can begin to dive into the study!
- In this ppt, we will discuss the importance of supporting language and literacy development in children, especially those living in low-income environments.
- Then we will talk about general ways you can facilitate early language and literacy learning in the classrooms. After that, we will talk about and practice the specific strategies that we will be targeting in this study.



- It is important to expose all young children to language and literacy learning opportunities to set them on a positive academic trajectory. Children living in poverty or other related environments may be at-

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risk for delays in language and literacy development. Specific skills at risk for delays include: Narrative language (Story grammar structure), Phonological awareness/phonemic awareness, and Vocabulary knowledge.

- Delays in language and literacy skills at school entry may also impact academic and social skills.
- Researchers have examined strategies and methods of early intervention or prevention. A widely researched method is shared storybook readings.

SHARED STORY BOOK READING

Research supports the use of interactive shared book reading strategies to improve the language skills of children, including those at-risk for delays due to multiple environmental factors (Trivette & Dunst, 2007).

Shared storybook readings are not passive, they are INTERACTIVE. Students are INVOLVED in the reading! Interactions might look like:

- Asking open-ended questions/WH questions
- Demonstrating early literacy skills
- Teaching new vocabulary words
- Modeling sound/letter manipulation skills
- Expanding child responses

- Read slide, emphasizing examples of interactive strategies.

STORY BOOK READING CONT...

Additionally, simple narratives in children’s stories allow for explicit teaching of narrative structure or story grammar elements (SGE). This has been shown to:

- Promotes story comprehension
- Leads to gains in inclusion of SGE within narratives
- Increases story complexity

(Brown, Garzarek, & Donegan, 2014; Hayward & Schneider, 2000; McCabe, Boccia, Bennett, Lyman, & Hagen, 2009)

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- Additionally, children’s books often contain simple narratives which allow for explicit teaching of narrative structures. Explicit teaching of narrative structures has shown to promote story comprehension.
- Interventions involving explicit instruction of story grammar elements (SGE) led children to include more SGEs within their own narratives, thus increasing story complexity (Brown, Garzarek, & Donegan, 2014; Hayward & Schneider, 2000; McCabe, Boccia, Bennett, Lyman, & Hagen, 2009).



- In your role, you currently provide support to the teachers and children and are an extremely valuable part of the education team.
- But in addition to ALL of the amazing things you are already doing in the classroom, there are many ways to address the language and literacy areas that we have discussed without formal training.
- Now, we will talk about general ways you can facilitate early language and literacy learning in the classrooms.

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CONCEPTS ABOUT PRINT

Author

Illustrator

Title of the story

Turning book pages

Front cover/back cover

Connection between text and pictures

Direction of print

- Left to right
- Top to bottom

- Within a story book reading, we can draw attention to a variety of early literacy concepts including:
- Teaching that the Author is the person who writes/Illustrator is the person who draws the pictures.
- Discussing the Title of the story and the front cover/back cover of the text.
- Demonstrating how to turn pages/ Demonstrating direction of print (left to right/top to bottom).
- Making connections between the story book text and pictures.
- You were already doing several of these things in your story readings. Some of these items might seem intuitive, but they are concepts that children learn through adult teaching, models, and examples.

PHONOLOGICAL AWARENESS

Identify and make oral rhymes

- **Run, Fun, Sun**

Clap out the number of syllables in a word

- **Apple = Ap-ple**

Recognize words with the same initial sounds

- **Map, Moon, Monkey**

PHONEMIC AWARENESS

Identify the sounds that make up a word

- **Map is made up of sounds M-A-P**

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- In addition to pointing out concepts of print, you can incorporate sounds awareness into books or the opportunity to work on phonological awareness. Phonological awareness is the skill of identifying and manipulating units of oral language.
- Phonemic awareness is under the umbrella of phonological awareness and refers to the ability to focus on and manipulate individual sounds in spoken words. These skill areas are vital to early reading development.
- Here are a few simple examples of how to promote these skills within your classrooms.

PHONOLOGICAL/PHONEMIC AWARENESS

Directly teach sound letter correspondence

- **“Our story starts with Brown Bear, Brown Bear. I am seeing lots of letter Bs. The letter B says “b” like in brown and bear.”**

Directly teach rhyme

- **“Brown bear, brown bear, what do you see? I see a dog looking at me. Me and see have the same ending. They both say “eee” at the end. They rhyme, me and see.”**

Clap out the number of syllables

- **“How many parts does animal have? Let’s clap, A-NI-MAL. Animals has three claps, or three parts.”**

- Here are some additional examples of how to directly teach or model phonological/phonemic awareness skills.

VOCABULARY

Pre-teach more advanced words before reading the story

- **“Today we are going to read a story that included the word “dash.” Dash means to run very quickly.”**

Provide a definition within the story context.

- **“The kids dashed, or ran very quickly, away.”**

- As mentioned, books are filled with wonderful words that can enrich our student’s language.
- When choosing books with your students, you can browse through the pages and pick a few “harder” words to target/teach during your reading.
- You can introduce the words and their definitions prior to reading or as they appear in the story.

VOCABULARY

What words to choose?

- “Tier 2” words: these are words that are common across contexts but probably not familiar incidentally

- Examples: rich verbs, adjectives, adverbs, descriptive nouns

Example:

Suddenly, a big octopus **emerged** from the cave. He stopped to **glare** at the other fish.

T1: Cave

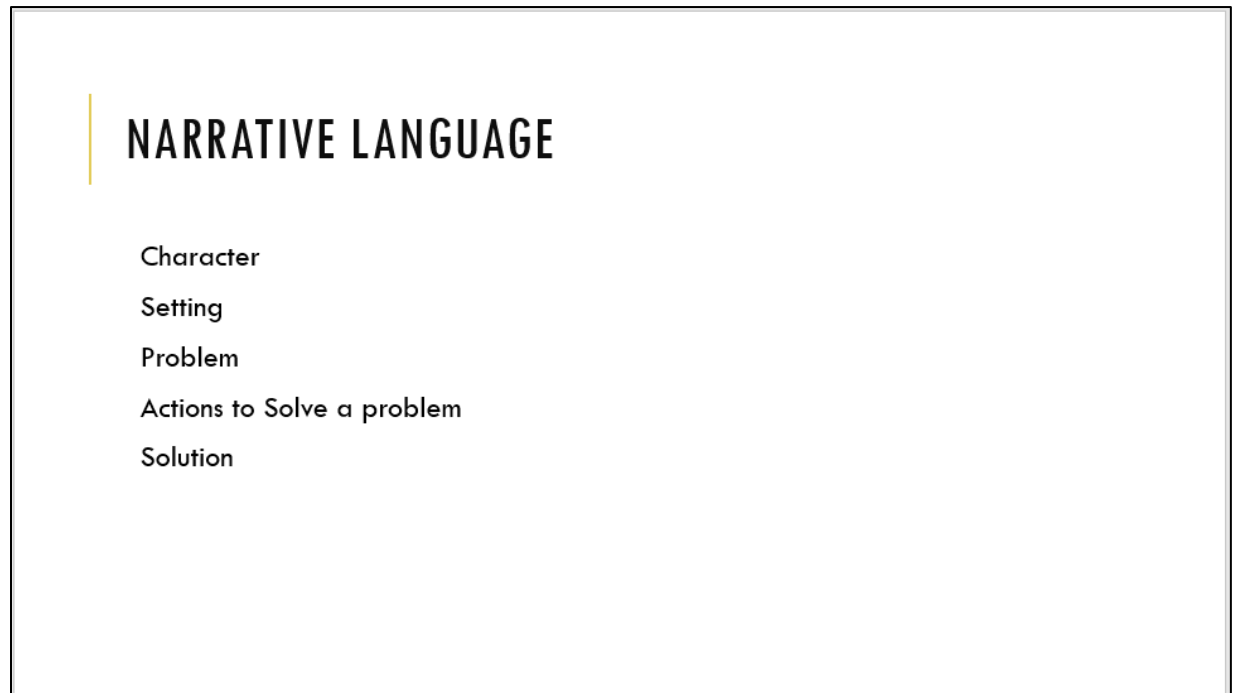
T2: Suddenly

T3: Octopus

- When choosing words to target, you can choose between Tier 1, 2, and 3.
- Tier 1: words that children are typically exposed to in their day to day activities (go, stop, run, etc.).

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- Tier 2: words that can be used across contexts but are less commonly heard (sprinting, delightful, etc.).
- Tier 3 – words that can rich and descriptive but are context specific (cardiovascular, mitosis, etc.).
- Tier 2 words are the best type of word to target to get the most bang for your buck. Let’s read this example and decide on what words might be tier 2 (suddenly, glare, emerged).



- As mentioned before, understanding SGEs is an important skill for children. We can increase understanding through explicit SGE instruction. Explicit instruction of SGEs can include the SGE name (character, setting, problem, fixing the problem, solution), definition, and explicit teaching of the book specific SGEs. Definitions of the five SEGS include:
- Characters - the people or animals that the story was about; Setting - where the story took place; Problem - what went wrong in the story; Fixing the problem - what the character did to try and fix/solve their problem; Solution - how the story ended.

SMALL GROUP ROUTINES

Give expectations at the start of the reading

- **“We are going to read a story together and I’m going to need eyes and ears on me”**

Reinforce positive/desired behaviors

- **“I like how Ben is sitting on his bottom and watching our story”**

Offer tangible rewards

- **“After we are done reading our story, you get to pick out a sticker”**

- While you may have the opportunity to conduct a whole group reading, small group readings (2-4 students) allows children more opportunities to speak and participate in the reading experience. These are a few tips to help successfully run a small group.

SMALL GROUP ROUTINES

Hold the book where every student can see

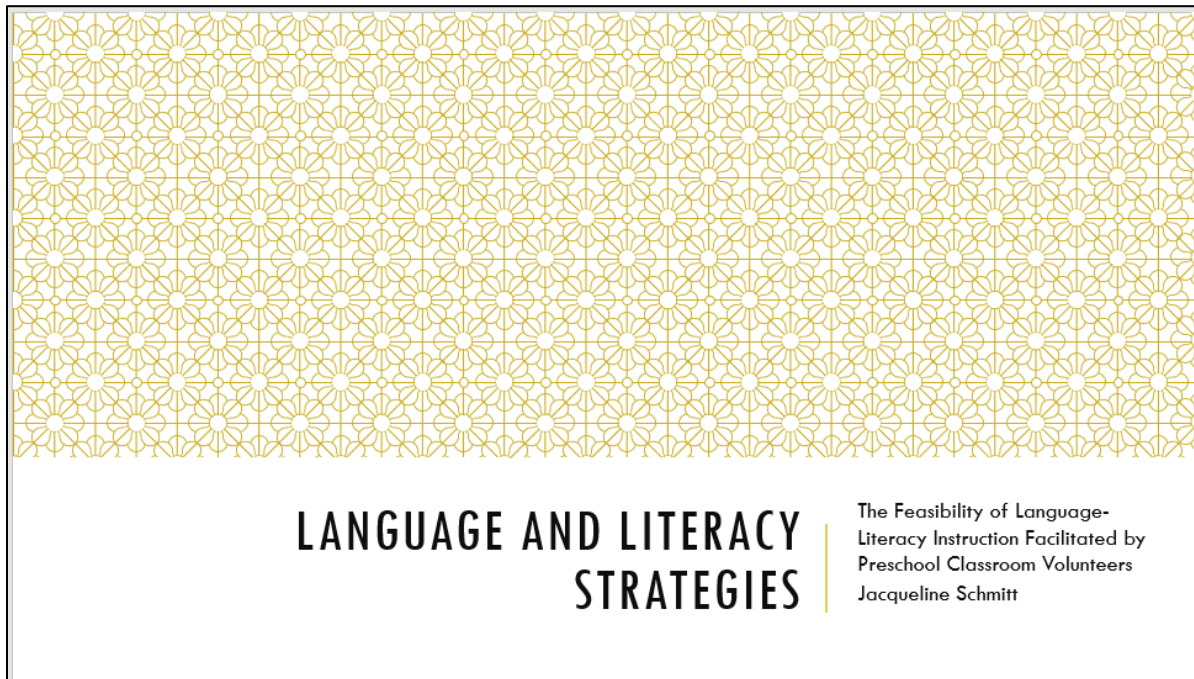
Speak with a loud and engaging voice

Vary your pitch and include character voices when you can

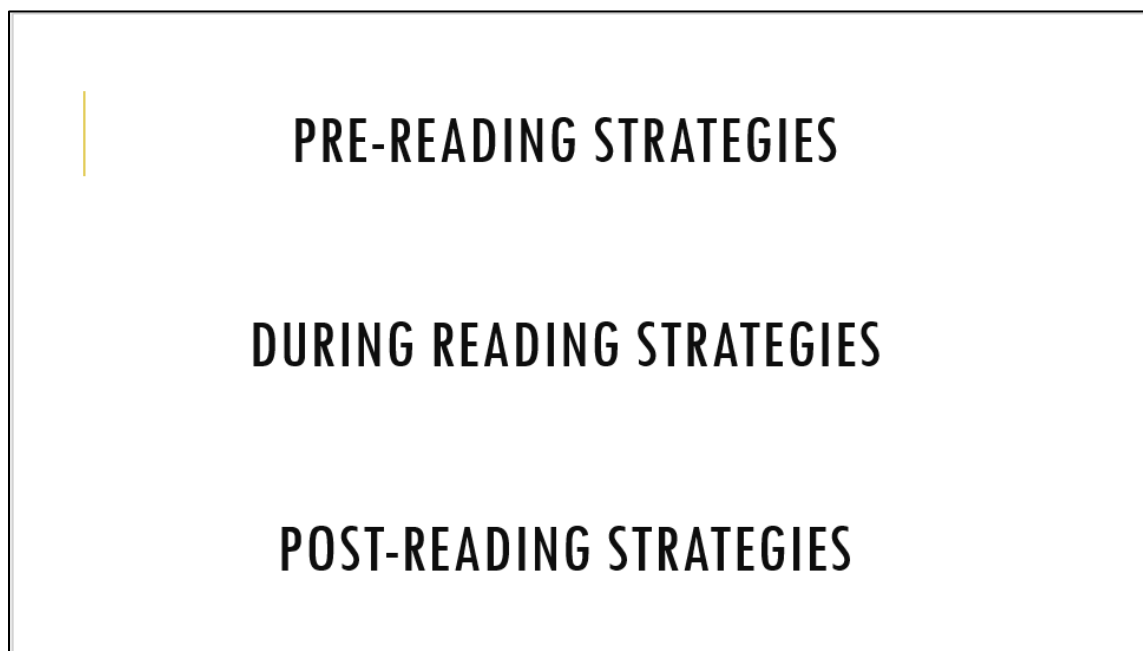
Offer WAIT time when you ask questions!!!!

- Here are few additional ideas to support small groups.

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- Now we are going to go over the reading strategies that I really want to promote during our time together over the next few weeks.



- The strategies or skills are broken down into pre-reading, during-reading, and post-reading.
- Pre-reading strategies are those used prior to the instructor opening the book.
- During-reading strategies are those used during the typical book/text reading.

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- Post-reading strategies are those used after the storybook is closed.

PRE-READING STRATEGIES

| | |
|---|--|
| Reference to purpose of visual aid | For example while holding the visual aid, the instructor can say “We are going to use these pictures to help tell the story” while pointing to the visual aid strip. |
|---|--|

• Rectangular

- Pre-reading strategies will include verbal and physical references to the SGE visual aid to introduce its purpose to the children, establishing its use as a teaching tool.
- See example.

DURING READING STRATEGIES

Reference to SGE using Visual Aid

Verbal reference to the visual aid

Example:

I see a blue fish with sparkling scales, he must be the character in our story. He is who the story is about.

Physical reference to the visual aid

Example:

Points to visual aid then says, “the character is rainbow fish.”

Pulls Velcro visual off strip and says “the fish is the character in our story.”

- As each of the five SGE appear in the story (character, setting, problem, fixing the problem, solution) attempt to include as many of these pieces in your instruction as possible.
- 1) State the SGE name (character, setting, problem, fixing the problem, solution).
- 2) State the corresponding definition.
- 3) State the book-specific element (e.g., Clifford the Big Red Dog is a book specific character).
- 4) Physically point to/pulled off each SGE icon on the VA.
- See examples.

DURING READING STRATEGIES

WH- Questions

(Who, what, when, where, why, or how)

Examples of WH question prompts:

Prediction prompts

- **What will happen next?**

Observation prompts

- **What do you see on this page?**

Comprehension prompts

- **Why did he do that?**
- **Where did they go?**

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- To elicit interactions, ask WH- questions led with who, what, when, where, why, how, or tell me to prompt interactions to predict (e.g., what will happen next?), comprehend (e.g., why did he do that?), comment (what do you think about that?), or describe (e.g., tell me what he looks like).
- Typically, WH questions should be open-ended (have more than one answer) to allow the children to generate their own responses.
- See examples.

DURING READING STRATEGIES

| | |
|-------------------------------------|---|
| Expansion of Child Responses | Repeat the child’s response and add information to extend comprehension opportunities |
| | Adult Question: What will the fish do next? |
| | Child Response: Share |
| | Adult Expansion: Oh, you think fish will share his scales. |

- If the children responded to the WH-questions or spontaneously commented on the book, repeat the child’s response but add information to demonstrate use of a longer, more complex utterance.
- See example.

POST-READING STRATEGIES

Review of Story Grammar Elements (SGE) using WH questions and Visual Aid References

| | | | | |
|--|--|---|---|---|
| Visual image depicting “characters” | Visual image depicting “setting” | Visual image depicting “problem” | Visual image depicting “fixing the problem” | Visual image depicting “solution” |
| <p>The characters are the people or animals in the story.</p> <p>Who are the characters in the story?</p> | <p>The setting is where the story happens.</p> <p>Where was the setting in the story?</p> | <p>The problem is something that causes the character trouble.</p> <p>What was the problem in the story?</p> | <p>Characters can try to fix their problem.</p> <p>How did the character try to fix the problem?</p> | <p>The solution is how the story ends.</p> <p>How did the story end?</p> |

- After finishing the story and closing the book, ask the children the following WH-questions related to SGE names or definitions:
 - Who were the characters/who was the story about?
 - Where was the setting/where did the story take place?
 - What was the problem/what went wrong in the story?
 - How was the problem fixed/how did the character try to fix the problem?
 - What was the solution/how did the story end?
- As you ask each question, physically pull off the SGE icon or point to the icon to demonstrate the relationship between the picture and SGE name.

POST-READING STRATEGIES

Expansion of Child Responses

Repeat the response and add information to extend comprehension opportunities.

Adult Question:

What is the setting, or where did the story happen?

Child Response:

Water

Adult Expansion:

That's right! The setting is in the water that we call the big blue ocean. The story happens in the ocean.

- If the children responded to the WH-questions, repeat the child's response but add information to demonstrate use of a longer, more complex utterance.
- See example (This is a very long expansion. It can be as simple as “The setting is in the water. We call it the ocean.”).

VIDEO BREAKDOWN

- We are now going to watch a video of example of what these strategies look like within a small group storybook reading.

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- As the strategies are happening, the name will appear in white on the screen. Feel free to pause and ask questions at any point.
- Play 15-minute video.

PRACTICE

Generate:

- WH Questions
- Expansions

- Now we are going to practice some of these skills! Let’s begin with WH questions. Look at this ocean scene. What kind of WH questions could you ask? (Take examples).
- Great questions! Here are a few other examples: “What is the fish going to say to the Octopus?” “What is the Octopus going to do?” “Where does the Octopus live?” “Why does the Octopus have so many legs?” “Why does the Octopus live in a cave?” “How does the fish feel right now?”
- Now we are going to practice expanding on child comments/responses. I will pretend to be the “child.” Ask me the WH questions here, I will respond. Try to expand what I say by repeating what I say but adding more information (prompt volunteers to expand responses if they have difficulty coming up with their own examples).

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MORE PRACTICE!

- Now we are going to go back through the book “The Littlest Dragon.” You all did a wonderful job engaging the children with this book before, but we are going to practice the skills that we just heard about and practiced. **Have the VIs:** 1) walk through book to find SGEs; generate at least 5 WH questions; ask the WH questions that they generated and role play child responses. Prompt VIs to expand on your response.
- Next session, we will begin practicing these strategies in readings with students in your classrooms.

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