Today's webinar in the 5 STEPS

Building Blocks
Dorothy Hall & Elaine Williams, based on Patricia Cunningham's Four Blocks

Reading

- To or For:
  Provide a model of reading personally meaningful text and encourage the child to read with the support of the adult. Emphasize how we can manipulate sounds in language.

- With:
  Encourage participation by reading familiar books with repeated lines, supporting the child to predict and read the lines, use think-alouds to show how the pictures help predict the words, and encourage the child to read with her inner voice. Emphasize how we can manipulate sounds in language.

- Alone:
  Provide access to many accessible books in a range of genres and formats, encourage the child to read with her inner voice. Emphasize how we can manipulate sounds in language.

Instructional framework

- Teacher
- Student
- Parent
- Community

Building Blocks

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_core words as sight words

Shared reading: TO

✴
Language exploration is fun!
✴
Books + me = interaction
✴
People read books by turning pages and looking at the pages.
✴
Books are interesting and fun
✴
Reading is important.

Shared reading: WITH

✴
The words on the page are what we read aloud.
✴
I can read to myself. I am important when I read.
✴
If I look at the pictures, I can guess some of the sentence.
✴
If I listen to the words, I can predict some of the sentence.
✴
I can hear the words in my head.
✴
I can read!

Shared reading: ALONE

✴
I am a reader: I can read words.
✴
"I know that word!": I can learn words.
✴
The words in my books are also in my AAC.
✴
Letters make words. Words make sentences.
✴
I can make words and sentences.
✴
Reading is fun!

Core words as sight words

Our students need books:

✴
About themselves and their world.
✴
About what they are interested in learning about.
✴
That they can read by themselves, independently.
✴
That they can read and share with others.
✴
That they can read TO others.
✴
That make them want to read.
✴
That make them want to learn to read.

Beginning Literacy Framework

Beginning Literacy Framework

Enrichment: reading to the student: rich text and graphics, just beyond student’s readability level, builds love of reading

Transitional: student beginning to read with support: shifts focus to text, less attention to graphics, begin applying reading strategies, scaffolds of rhyme, rhythm, repetition, predictability, repeated lines and high-frequency decodable words

Conventional: student beginning to read independently; minimizes the demands of diverse sentence structures
Book selection is highly individual

✴ One student's conventional level text is another student's enrichment level text

✴ What interests one student will not interest another

✴ Students may need more concept development and more world knowledge before commercial books are engaging

✴ Books are an excellent way to develop concept and more world knowledge!

I like earrings.

I like short earrings.
I like heart earrings.

I like shell earrings.

I like long earrings.

I like flower earrings.

I like green earrings.

I like blue earrings.
I like fish earrings.

I really like earrings.

I like turtle earrings.

I like bird earrings.

I like orange earrings.

I like purple earrings.
I really, really like earrings.

But, I don't like yellow earrings.

I like star earrings.

I like music earrings.

I like round earrings.

I like fruit earrings.

I really, really like earrings.
Can you change them for me?

What do we notice about that book?

What did you notice about that book?

✴ High-frequency phrase + describing words + repeated noun
✴ Simple repetitive repeated line: I like ___ earrings
✴ Not 100% predictable
✴ Concept development around opposites
✴ Might appeal to specific students

✴ For your student, what level of text was this?
✴ Enrichment
✴ Transitional
✴ Conventional

How might we adapt the book?

✴ Length: add or reduce page length, sentence length
✴ Personalization: familiar photos
✴ Develop a narrative

Things I Like
I like to ride in cars outside.
I like to walk around the city.
I like to take baths.
I like to ride my tricycle.

What did you notice about that book?

✴ Repeated sentence stem: I like to __
✴ Highly personalized
✴ Photos provided the context
✴ Robust vocabulary
✴ Socially interactive: Did you learn about the student? Did you connect with her?
Maggie, Maggie, what do you see?
I see Harry looking at me!

For your student, what level of text was this?

✴ Enrichment
✴ Transitional
✴ Conventional

I see Harry looking at me!

Maggie, Maggie, what do you see?
What did you notice about that book?

- Simple repetitive repeated line:
  - Penguins can + verb
  - 100% predictable

Symbol-supported text:
- did it actually help?

What do we notice about that book?

- The words on the page are what we read aloud.
- I can read to myself. I am important when I read.
- If I look at the pictures, I can guess some of the sentence.
- If I listen to the words, I can predict some of the sentence.

Symbol-supported text undermines reading strategies
What did you notice about that book?

✴ No story structure or information:
✴ Not enrichment
✴ No repeated lines; some pages had no pictures
✴ Visual emphasis on initial letter
✴ All names: great sight words!
✴ Highly personalized, high-contrast

What do we notice about that book?

✴ We can talk about the pages or just read the words
Uh oh, he blew it.

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 Uh oh, he blew it.
So how do we USE this?

Reflect what your student is showing you.

She likes rats.

Caroline Musselwhite

He likes to sing.

She likes to sing.

He likes cats.

She likes cats.

He likes to swing.

He likes to swing.

Caroline Musselwhite

You like this?

Forward, you say:
Student is smiling and leaning showing you.

Uhh, he blew it.
So how do we USE this?

Model through retelling:

**She likes to run.**

She likes to pounce.

**He likes to run.**

So how do we USE this?

Model through retelling:

**She is pretty.** I think you do NOT like rats!

Describe: She is pretty (or orange or cool).

Parent: Right! You LIKE rats!

Reflect: Student nonverbal cues patient strokes fox.

Student: Are you telling me she is nice?

Expand: Student: She is pretty.

Parent: Right! She is pretty.
Your Turn: How do we USE this?

Model through retelling:_________________________

Describe:____________________________________

Reflect: student nods head: I think you're saying ___________

Expand: Parent: LIKE

He spins to run: Who did it? Caroline Musselwhite
Who did this? You!
Who ate this? You!

Your Turn: How do we USE this?
So how do we USE this?

**Questions**

- Who did this?
- Who did THIS?
- Who am I?
- Who are you telling me YOU LIKE cake?
- How do you know this?
- Who looks good?
- Who do you think ate it?

**Possible Next Steps**
- Download and print a book!
- Search Tar Heel Reader
- Evaluate your student's library in terms of the level of text and level of engagement
- Search for new words!
- Share your experiences in the Facebook group
- Evaluate your student's library in terms of

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Thank You!