



Bridging Early Language and Early Decoding-Related Targets

Rebecca Landa, PhD, CCC-SLP
Kennedy Krieger Institute
Johns Hopkins School of Medicine
Bundle of Learning
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Learning to Read *And Comprehend*





Today

- Brief recap of Session 1
- Clarifications on language and emergent literacy
- Narrative representation
- Building narrative skills
- Decoding (John DelleGrotto)
- Wrap-up

Our focus today:

**Emergent Literacy
(Preschool & Pre-K)**

***Rapid development
period for language &
narrative skills***

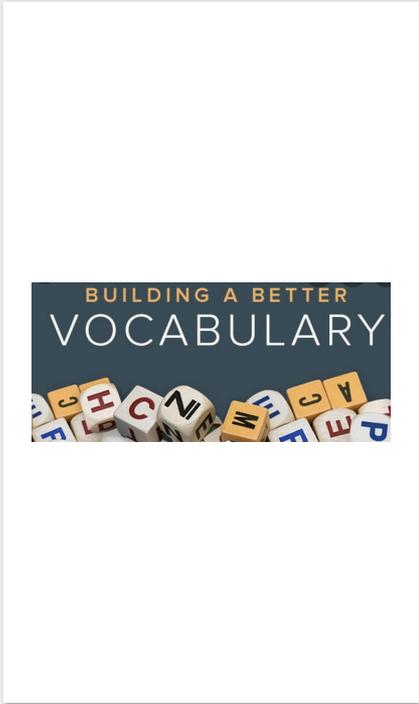
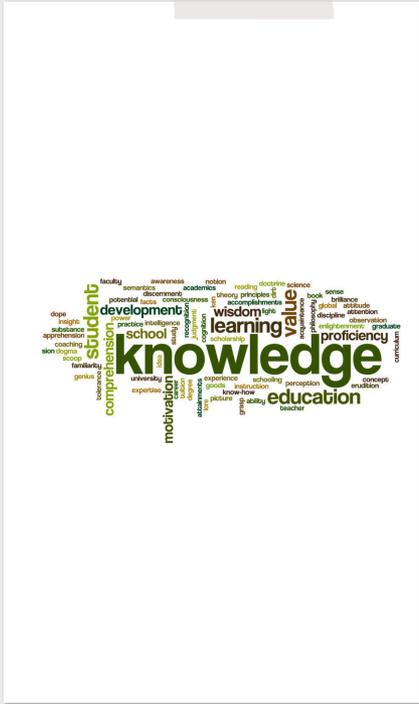


The earlier students are prepared for reading comprehension better (Hirsch, 2013; Kieffer & Vukovic, 2013).

Predictors of Reading Comprehension

- Vocabulary
- Syntax
- Narrative production
- Listening comprehension

(Dickinson et al., 2010; Language and Reading Research Consortium, 2015; McKean et al., 2017; National Early Literacy Panel, 2008)



Cognitively Challenging Talk

- Inferential talk
- Decontextualized talk
- Literate language
- Academic language

Continuum of Complexity

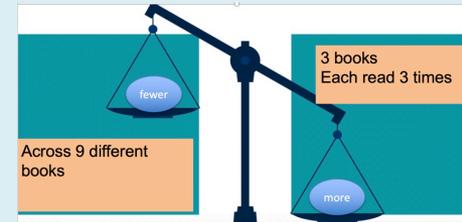
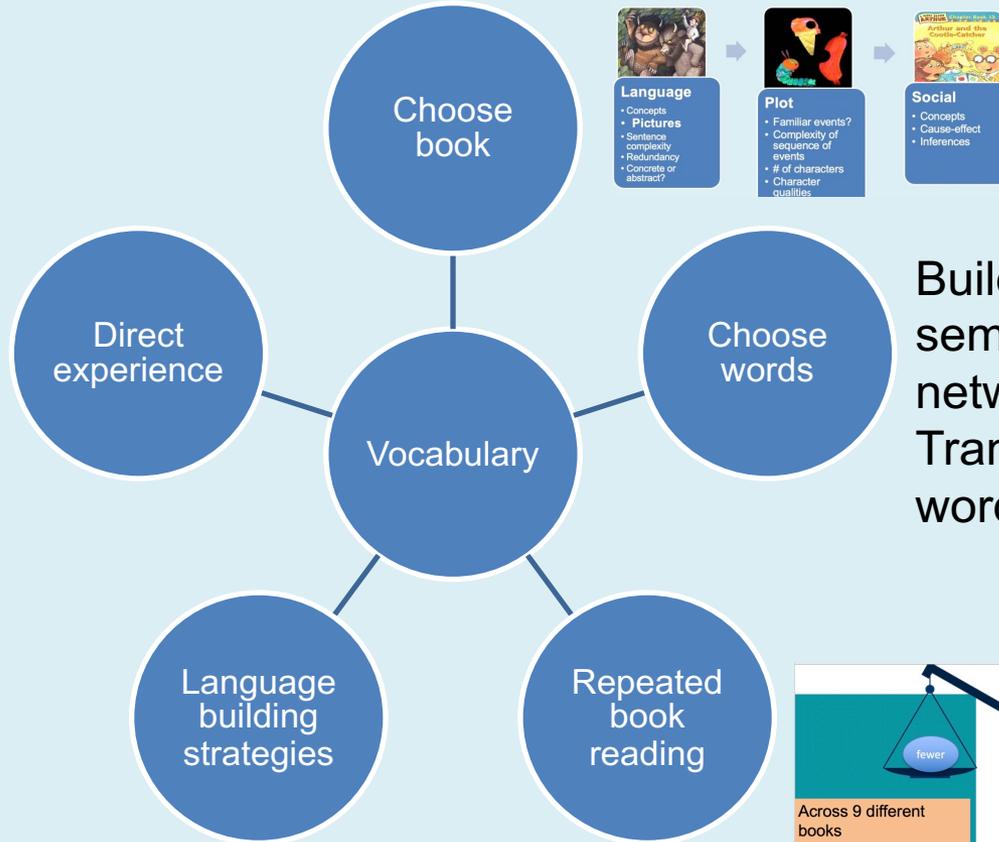
← Literal Inferential →

← Contextualized Decontextualized →

In Session #1



Session 1: 5 Aces



Tips to bring the book bundle to life and encourage learning!

- Don't worry about getting through the whole story. Stop when your child loses interest.
- It is okay to "skip" for a while on a certain page, even if you only finish a page or two in one sitting.
- Use this book bundle often with your child.
- Praise every attempt even if it isn't quite right. If your child says a word incorrectly, smile and repeat it with correct pronunciation. That will encourage your child to try again next time.
- Always encourage your child. Be specific: "Great! You done like that!" "We are listening!"
- Be playful. Take turns letting your child use the tape and stick.
- Avoid "test" questions like, "What color is this?" Instead, use "Oh! In the blank" to encourage thinking like "Here is drawing the"
- Label any play or gesture. "You are washing the apple."

*Research has shown that these strategies promote young children's language, social, and play development. © Rebecca Landa, PhD, CCC/SLP

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Clarification: Distinction

Whole Language

- Method of teaching children to read by recognizing words as whole pieces of language
- Language should not be broken down into letters and letter combinations to decode

Integrated Oral Language + Decoding

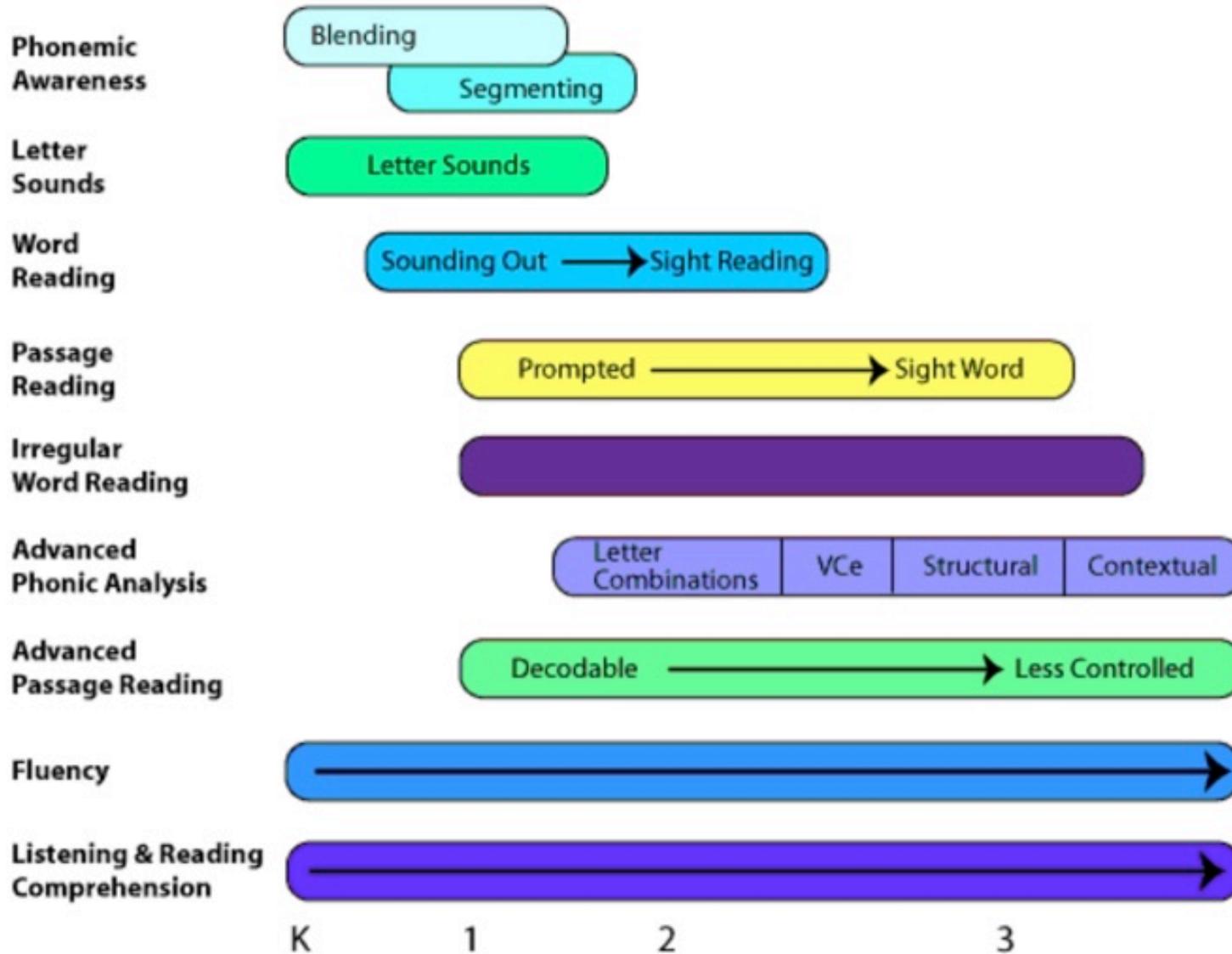
- Building the language skills needed for reading comprehension
- Explicit instruction targeting decoding skills

Word reading \neq Language comprehension

Word reading \neq Language comprehension

But each contributes to reading comprehension

Strategic Integration of Beginning Reading Skills



Annual Research Review: Reading disorders revisited – the critical importance of oral language

Margaret J. Snowling,^{1,2} and Charles Hulme³

¹Department of Experimental Psychology, University of Oxford, Oxford, UK; ²St John's College, University of Oxford, Oxford, UK; ³Department of Education, University of Oxford, Oxford, UK

Key points

Language is a critical foundation for learning to read aloud (decode) as well as for reading comprehension. Children with language difficulties at school entry are at high risk of reading disorders.

The etiology of reading disorders is multifactorial.

Reading disorders are highly comorbid with disorders of mathematics, language, and attention.

Evidence-based interventions for decoding promote word reading with integrated training in phonological awareness and reading practice using books.

Evidence-based interventions for reading comprehension are language based, promoting comprehension through vocabulary instruction, work on oral narrative, and reading comprehension strategies.

“...readers must translate print to language and then, much as in listening, they must interpret the meaning of that language.” (Shanahan & Lonigan)

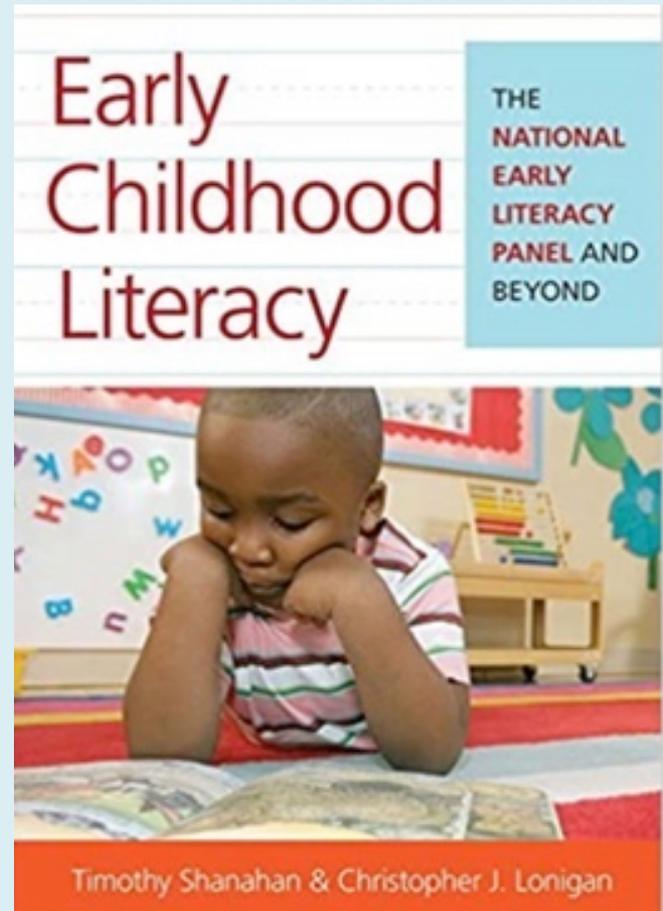
Improving Literacy & Communication
language)
magazine

TOPICS ▾ NEWS ▾ LANGUAGES ▾ RESOURCES ▾ STUDY ABROAD ▾ PROFESSIONS ▾

The Role of Early Oral Language in Literacy Development

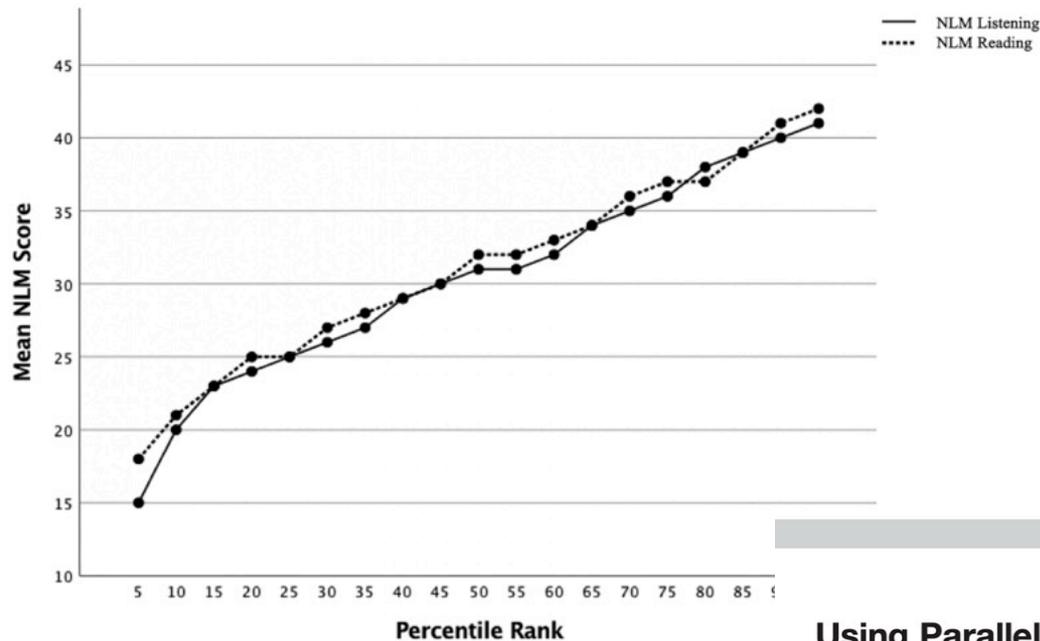


Timothy Shanahan and Christopher Lonigan explore the connection between early oral language development and later reading comprehension success



Listening comprehension parallels reading comprehension in 2nd and 3rd graders

Figure 2. Equipercentile analysis for Narrative Language Measures (NLM) Listening and Reading composite.



“Mean scores were not significantly different between the listening and reading comprehension measures...the two measures yielded scores that aligned with similar percentile rankings for a diverse sample of students, suggesting symmetry and equity.” pg 1097

LSHSS

Research Article

Using Parallel, Narrative-Based Measures to Examine the Relationship Between Listening and Reading Comprehension: A Pilot Study

Douglas B. Petersen,^a Trina D. Spencer,^b Alisa Konishi,^c Tiffany P. Sellars,^d Matthew E. Foster,^b and Dana Robertson^e

2020

STATISTIC



Many students are not able to comprehend grade-level material. They have difficulty attaining higher-level functional literacy levels (U.S. Department of Education et al., 2019).

Predictors of Reading Comprehension

- Vocabulary
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(Dickinson et al., 2010;
Language and Reading
Research Consortium,
2015; McKean et al., 2017;
National Early Literacy
Panel, 2008)

Narratives: Stories

- Story definition: Set of events with causal and temporal relations between them
- Events have a structure that conveys a character's goal-oriented behavior (Peterson & McCabe, 1983):
 - Initiating event (problem)
 - Attempt (action)
 - Consequence (outcome)



More on this later...

Bridging language
and narrative



Reading Comprehension

- Active text processing and meaning construction:
 - Conceptual and vocabulary knowledge (Session 1: Aces)
 - Motivation (Session 1: Interactive book sharing)
 - Oral language proficiency
 - Text structures (narrative)
 - Self-efficacy levels(National Reading Panel, 2008; van den Broek et al., 2005)

Motivation...



<https://gritfitnessandperformance.com/2019/01/02/short-vs-long-term-goals-which-is-more-important/>

Cultivate a **LOVE** of reading



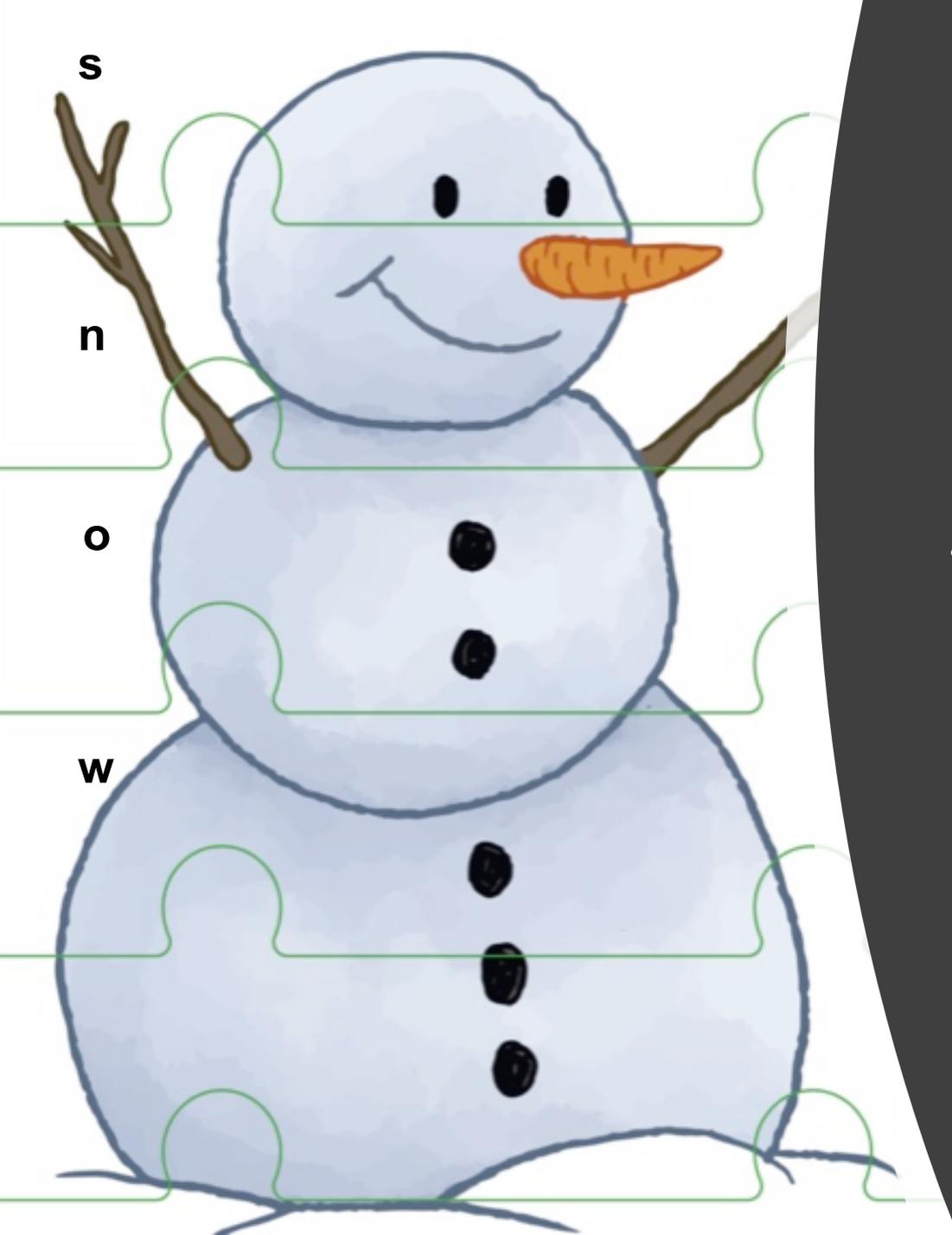
Beware of
Reading
without
Meaning



- <https://www.youtube.com/watch?v=8Cfi8dVS4Eg>

Reading Experience Checklist

- Engaging story
- Relatable (familiar aspects)
- Opportunities to participate
 - Verbally (beyond answering questions)
 - Nonverbally
- Developmentally adjustable
- Goals/activities are meaningful (not just a decontextualized drill)

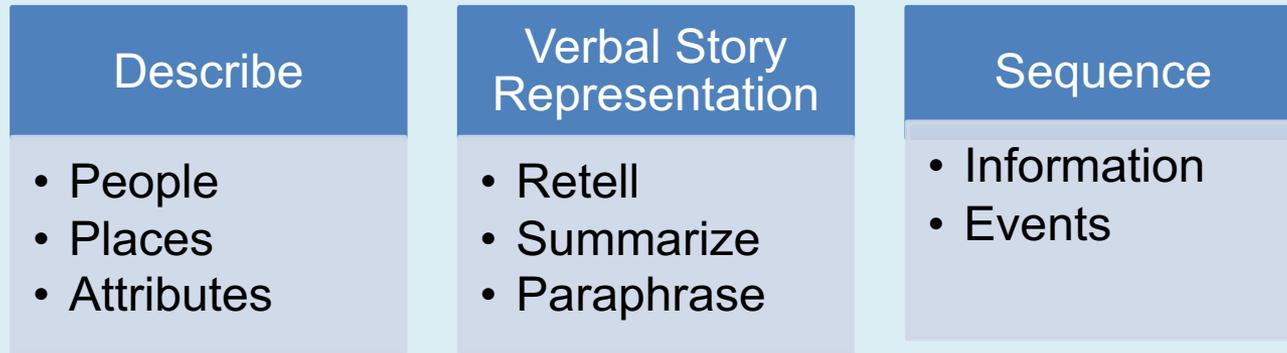


Decontextualized drills

- Find fun ways to connect to story

Reading Comprehension

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 - Motivation
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 - Text structures (narrative)
 - Self-efficacy levels
- (National Reading Panel, 2008; van den Broek et al., 2005)



Comprehending, Retelling, Composing Text

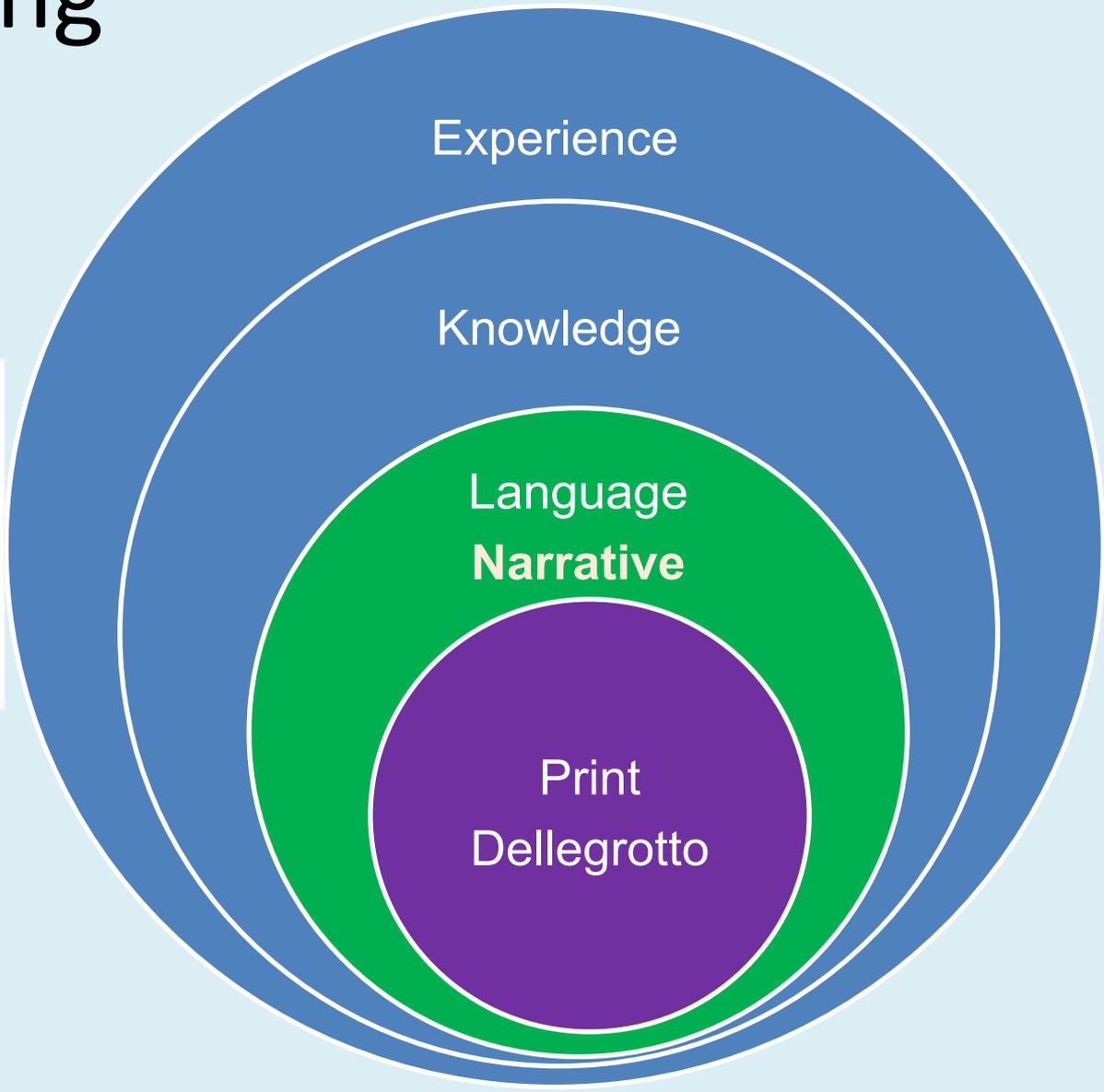


Meaning

Reading Comprehension

- Active text processing and meaning construction:
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 - Motivation
 - Oral language proficiency
 - Text structures (narrative)
 - Self-efficacy levels(National Reading Panel, 2008; van den Broek et al., 2005)

Skilled Reading



Learning to read for meaning

Narrative

What is it?

Why is it important?

How does it develop?

How do I teach it?

What is narrative
representation?

Cognitive Construct

Narrative representation, or story structure, is a “schema”, a type of cognitive map used to understand, interpret, and produce stories (Khan et al., 2016).

Stories having this predictable structure are more readily comprehended (Hudson & Nelson, 1983; Stein & Albro, 1997).

Story Grammar Model

(Stein & Glenn,
1979)

Characters and Setting

Initiating event (launches a chain of events)

Internal response (goal plan or reaction to the IE; often motivates the 'attempt' action)

Subsequent Attempt to achieve the goal

Outcome or consequence of the attempt

Narratives consist of

Narrative
macrostructure
(Story
Grammar)

- Organizes the discourse structure of a narrative
- IE, Attempt, Consequence
- +other elements (internal response, reactions, embedded episodes)

Narrative
microstructure
(Language)

- Semantics
- Syntax
- Morphology
- Phonology
- (Colozzo et al, 2011)

The Three Little Pigs

Once upon a time there were three little pigs. One pig built a house of straw while the second pig built his house with sticks. They built their houses very quickly and then sang and danced all day because they were lazy. The third little pig worked hard all day and built his house with bricks.

A big bad wolf saw the two little pigs while they danced and played and thought, “What juicy tender meals they will make!” He chased the two pigs and they ran and hid in their houses. The big bad wolf went to the first house and huffed and puffed and blew the house down in minutes. The frightened little pig ran to the second pig’s house that was made of sticks. The big bad wolf now came to this house and huffed and puffed and blew the house down in hardly any time. Now, the two little pigs were terrified and ran to the third pig’s house that was made of bricks.

The big bad wolf tried to huff and puff and blow the house down, but he could not. He kept trying for hours but the house was very strong and the little pigs were safe inside.

He tried to enter through the chimney but the third little pig boiled a big pot of water and kept it below the chimney. The wolf fell into it and died.

The two little pigs now felt sorry for having been so lazy. They too built their houses with bricks and lived happily ever after.

(The three, 2015)

Three Little Pigs Story Map

Characters: 3 pigs, wolf
Setting: Pigs' houses.
2 flimsy, 1 sturdy

Initiating Event: Wolf chases pigs. Wants to eat them.

Attempt: Pigs run to their own house.

2nd & 3rd Embedded episodes
IEs: Wolf blows down 2 pigs' houses

Attempts: 1st & 2nd pigs run to 3rd pig's sturdy house.

4th Embedded episode IE:
Wolf tries to blow down 3rd pig's house & go down chimney

Attempt: Pigs put boiling water in fireplace

Consequence/Resolution: Wolf falls into boiling water & dies. 2 pigs rebuilt their houses & all lived happily ever after.

Starts
early in
life



Starts early in life

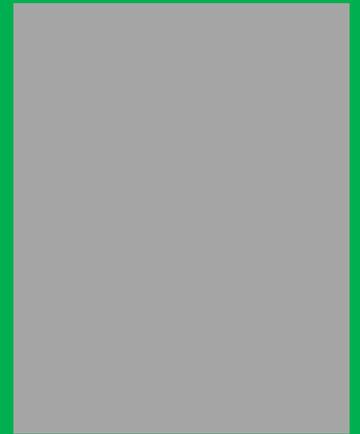
- Learning 'scripts', or maps, of routine events (Schank & Abelson, 1977)
- Brain is organized to form 'maps' of events - routine activities
- Example: Fast food vs formal restaurant
 - we know and expect what to do and say and when

\$RESTAURANT

1. enter restaurant
2. be seated
3. read menu
4. order food
5. served food
6. eat food
7. pay for meal
8. leave restaurant

A less common type of narrative. Does not focus on a specific event.

Why is it
important?



Narrative Skills and Academic Success

- Early narrative skills predict later academic achievement (Dickinson & McCabe, 2001)
- Children's narrative skills are associated with listening comprehension (Bourg et al., 1997) and reading comprehension (Petersen et al., 2020)
- Ability to produce a narrative in preschool strongly predicts reading comprehension until 10th grade (Snow et al., 2007)
- Narrative-focused oral language intervention causally improves reading comprehension (Language and Reading Consortium, 2019) and writing outcomes (Kirby et al., 2020)

Importance of Developing Narrative Skills

- Common Core State Standards: specific outcomes for story grammar and language complexity
- In English Language Arts Standards distributed across
 - Reading literature
 - Speaking and listening
 - Language
- Improves written narration (Kirby et al., 2020)
 - Children usually cannot write what they cannot say

Pennsylvania State Standards

G. CONVENTIONS OF STANDARD ENGLISH

Standard	Concepts and Competencies	Supportive Practices
1.5 K.G Demonstrate command of the conventions of standard English when speaking, based on Kindergarten level and content.	The learner will: <ul style="list-style-type: none"> • Speak using increasingly complex sentences. • Use common verbs and nouns. • Use past and future tense. • Use plurals including those which do not end in "s." • Use pronouns. • Use a variety of prepositions. 	The adult will: <ul style="list-style-type: none"> • Model the proper use of standard English when speaking. • Provide multiple opportunities for oral language practice and use.

LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

1.3 Reading Literature

BIG IDEAS: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information.
ESSENTIAL QUESTIONS: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?

A. KEY IDEAS AND DETAILS – THEME

Standard	Concepts and Competencies	Supportive Practices
1.3 PK.A With prompting and support, retell a familiar story in a sequence with picture support.	The learner will: <ul style="list-style-type: none"> • Retell a story in sequential order using various materials. 	The adult will: <ul style="list-style-type: none"> • Provide opportunities to practice sequencing using pictures, flannel boards, dramatic play. • Engage with children using digital media to reinforce sequencing skills. • Ask questions that support the use of sequencing. (e.g., "What was the first thing that happened?" "What happened after?")

B. KEY IDEAS AND DETAILS – TEXT ANALYSIS

Standard	Concepts and Competencies	Supportive Practices
1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).	The learner will: <ul style="list-style-type: none"> • Use specific details from the story to answer questions. 	The adult will: <ul style="list-style-type: none"> • Provide purposeful and playful exposure to a variety of fictional texts. (e.g., fables, folklore, fairy tales, nursery rhymes, tall tales, dramas, poetry, picture books, story books) • Ask "who," "what," "how," "when," and "where" questions. • Provide verbal prompts and picture cues to assist in recall.

C. KEY IDEAS AND DETAILS – LITERARY ELEMENTS

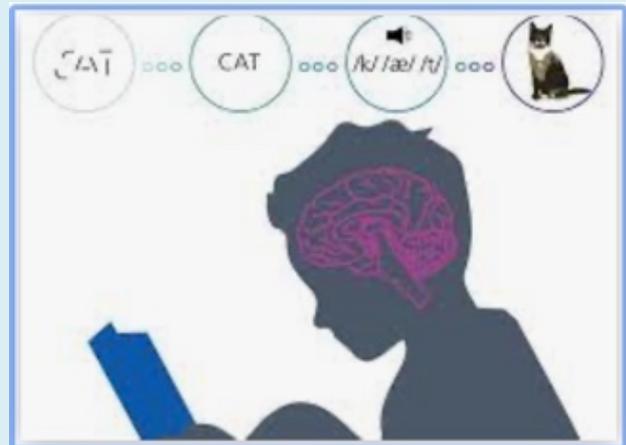
Standard	Concepts and Competencies	Supportive Practices
1.3 PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story.	The learner will: <ul style="list-style-type: none"> • Demonstrate understanding that "setting" is where a story takes place. • Demonstrate understanding that "characters" are people or animals who have a role in the story. • Respond to questions and prompts about characters, settings, and events during a read-aloud. 	The adult will: <ul style="list-style-type: none"> • Explicitly use the term "character" along with verbal or visual prompts (e.g., "Who is this story about?") when asking questions about a text. • Explicitly use the term "setting" along with verbal or visual prompts. (e.g., "Look at this picture. Where do you think this story takes place?")

D. CRAFT AND STRUCTURE – POINT OF VIEW

Standard	Concepts and Competencies	Supportive Practices
1.3 PK.D With prompting and support, name the author and illustrator of a story.	The learner will: <ul style="list-style-type: none"> • Understand that an author writes the story. • Understand that the illustrator draws the pictures. 	The adult will: <ul style="list-style-type: none"> • Explicitly use the terms "author" and "illustrator" along with their definitions. • Credit children as "author" and "illustrator" of their own works (drawings and dictations).

“Teaching students to understand what they read is a complex task.”

Petersen et al. (2020) p. 1097

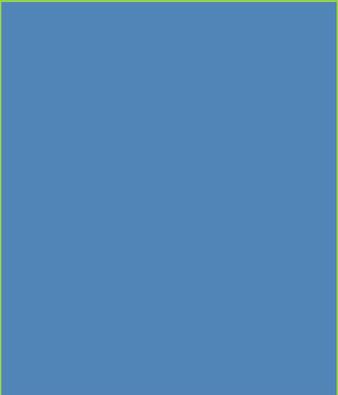


University of Washington

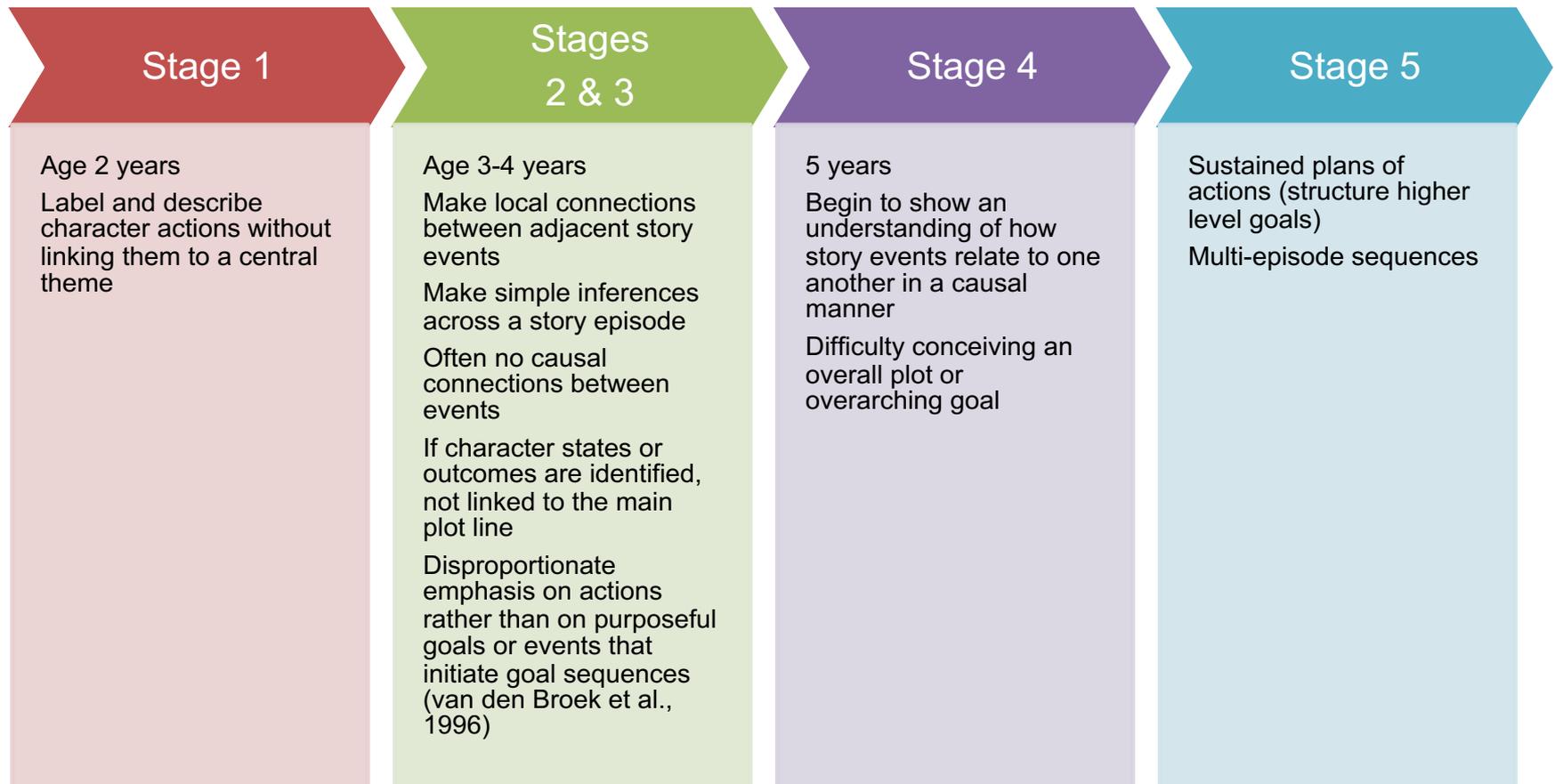
Facilitates

- Situationally appropriate behavior
- Situationally appropriate language
- Cognitive processing efficiency
 - leaving space for processing nuances
- Story comprehension
- Story construction
- Anticipation, prediction, inferencing

How does narrative skill
develop?



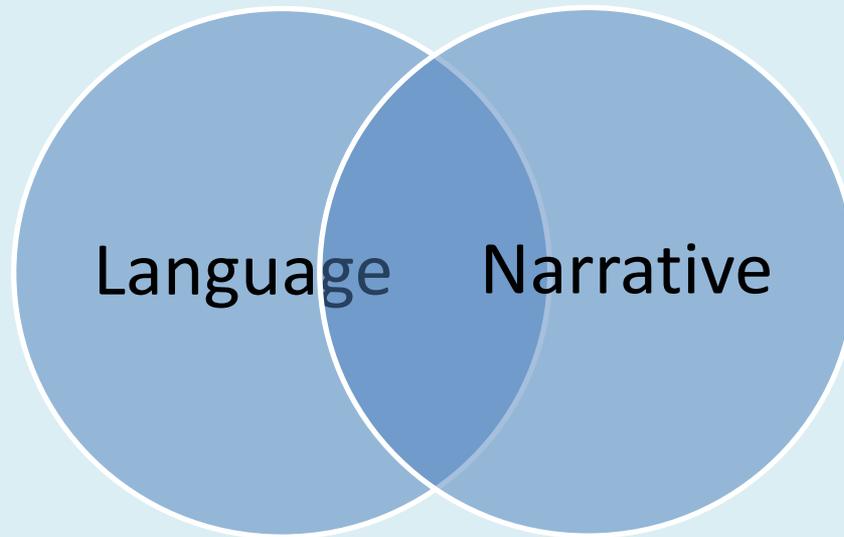
Narrative Development: Stages of story structure understanding and competence Applebee (1978)



Late childhood

- Successfully and consistently construct internally cohesive story episodes
- Specify all within- and cross-episodes connections in their narratives
- Track character perspectives

Comprehension



- As children start to use language to link events within and across episodes, their narratives are more coherent and well-formed.
- Vocabulary skills contribute to this ability (Petersen et al., 2020).
- With increasing age, vocabulary and grammatical skills assume new functions that aid in the organization of narratives (Berman & Slobin, 1994)

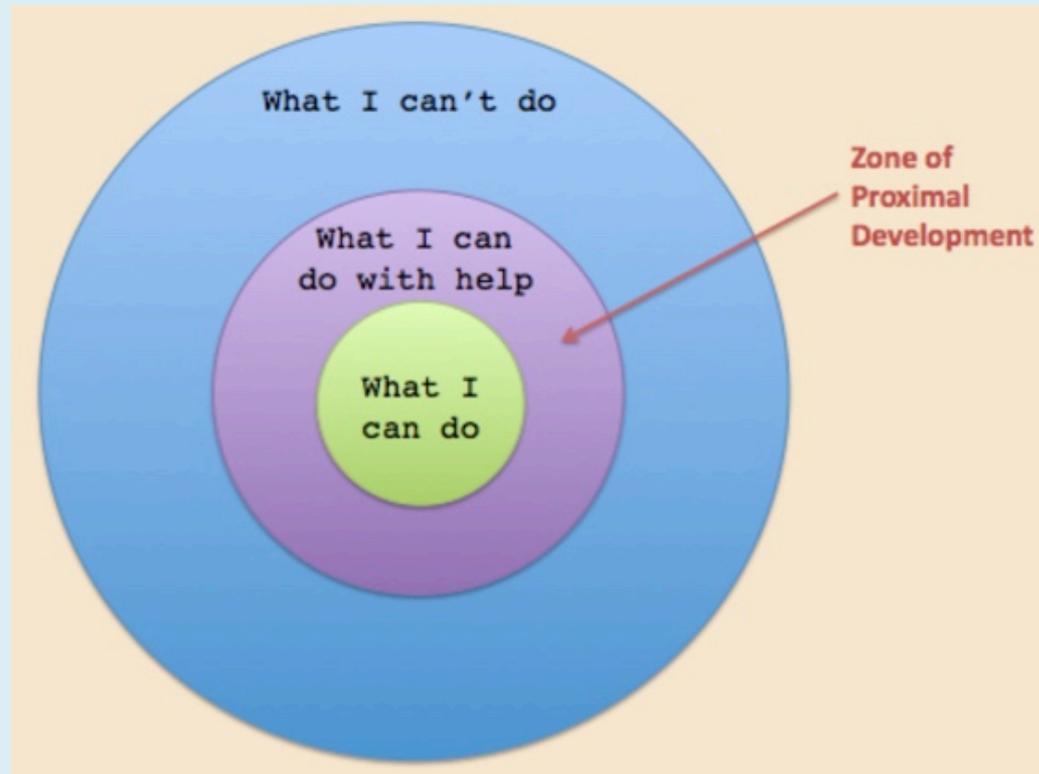
Role of Vocabulary in Narratives

- Children with larger vocabularies may produce (in their stories):
 - more temporal and connective words
 - more character references (pronominal references; adjectives describing characters and character actions)
 - more evaluative aspects (elongations, similes and metaphors, gratuitous terms, and emotional and mental state references)
- Petersen et al. 2020

Better vocabulary skills...

- Better listening and reading comprehension (e.g., Perfetti & Stafura, 2014; Senechal et al., 2006)
- Better inferencing within and across clauses
 - Enables listener (or reader) to build accurate situation model of the story (or text).
- Improves referential accuracy at the word level
- Supports story-level comprehension and, in turn, story retelling skills (Petersen et al., 2020)

Be aware of your expectations...



Vygotsky, 1978

Table 3. Percentage of children producing 0–4 episode components (subgoals, subproblems, subsolutions, subresolutions) for each of three episodes sequences in the four different age groups.

No. of episode components	3-year-olds	4-year-olds	5-year-olds	6-year-olds
Episode sequence No. 1				
0	28	13	7	8
1	8	8	7	0
2	17	13	5	3
3	24	27	13	13
4	23	39	70	75
Episode sequence No. 2				
0	30	13	8	5
1	12	4	2	2
2	11	11	10	5
3	19	19	14	15
4	29	53	66	73
Episode sequence No. 3				
0	31	17	10	5
1	13	4	3	3
2	12	16	4	9
3	24	22	19	9
4	21	41	64	75

- Large individual differences
- Dramatic shift in production of complete episodes between 3-5 yrs
- First story episode, % of 3, 4, 5 year-olds producing all four episode-related components in their narratives.



Difficulty

Applebee, 1978;
Stein & Glenn,
1979; Khan et
al., 2016)

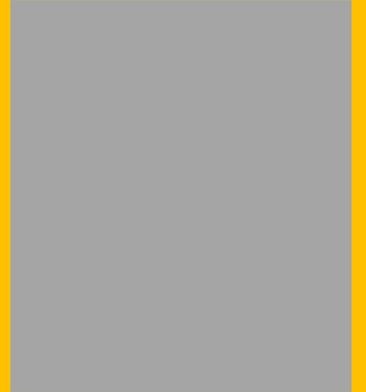
Goal definition (hard)

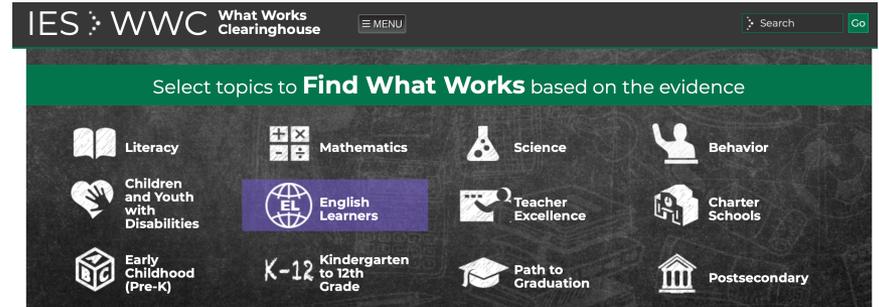
Goal monitoring (hard)

Multiple causal connections within
each story component (van den
Broek et al., 1996) (hard)

Resolutions are easiest (Khan et al.,
2016)

How do I teach
narrative skills?





Fear not! We know what to do!

Resources

Start with State Common Standards

LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS		
1.1 Foundational Skills		
BIG IDEA: Emerging reading involves the use of pictures, symbols, and text to gain information and derive meaning.		
ESSENTIAL QUESTION: How do I acquire and practice pre-reading skills?		
A. BOOK HANDLING		
Standard	Concepts and Competencies	Supportive Practices
1.1 PK.A Practice appropriate book handling skills.	The learner will: <ul style="list-style-type: none"> • Orient a book correctly. • Turn pages in order. • Use pointers or finger to track print on charts, posters, environmental print or in books. • Practice tracking from top to bottom and left to right with scaffolding. 	The adult will: <ul style="list-style-type: none"> • Model correct book orientation. • Model turning pages carefully and in order. • Provide pointers and charts for children to practice tracking. • Reinforce children moving from top to bottom and left to right.
B. PRINT CONCEPTS		
Standard	Concepts and Competencies	Supportive Practices
1.1 PK.B Identify basic features of print.	The learner will: <ul style="list-style-type: none"> • Differentiate between numbers and letters and letters and words. • Recognize and name some upper and lower case letters of the alphabet. 	The adult will: <ul style="list-style-type: none"> • Provide rich environmental print in the classroom (e.g., posters, charts, word walls). • Provide a variety of materials (e.g., hands-on, print, and/or digital) for exploration of letters. • Provide opportunities in group and learning centers for identifying letters, words, numbers, and sentences. • Use print and digital-text materials for functional purposes.
C. PHONOLOGICAL AWARENESS		
Standard	Concepts and Competencies	Supportive Practices
1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	The learner will: <ul style="list-style-type: none"> • Recognize rhyming words. • Recognize when two or more words begin with the same sound (alliteration). • Count syllables in spoken words. • Isolate and pronounce initial sounds. • Segment single-syllable spoken words into phonemes. 	The adult will: <ul style="list-style-type: none"> • Provide opportunities for children to experiment and play with the sounds that words make through rhymes, nonsense words, poems, music, and chants. • Read books that contain rich language (rhyme, repetition, and rhythm). • Provide opportunities for children to clap out the syllables of names or words. • Play rhyming and sound games. • Provide materials for exploration of sounds.
D. PHONICS AND WORD RECOGNITION		
Standard	Concepts and Competencies	Supportive Practices
1.1 PK.D Develop beginning phonics and word skills.	The learner will: <ul style="list-style-type: none"> • Associate some letters with their names and sounds. • Identify familiar words and environmental print. 	The adult will: <ul style="list-style-type: none"> • Provide charts and morning messages for children to read independently. • Promote reading the room strategy, such as searching for letters and words in environmental print. • Create learning centers that focus on letters, sounds, words, and creating simple sentences. • Use print and digital-text materials for functional purposes.

LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS		
1.3 Reading Literature		
BIG IDEAS: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information.		
ESSENTIAL QUESTIONS: What is the text really about? How does interaction with the text promote thinking and responses? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?		
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D. CRAFT AND STRUCTURE – POINT OF VIEW		
Standard	Concepts and Competencies	Supportive Practices
1.3 PK.D With prompting and support, name the author and illustrator of a story.	The learner will: <ul style="list-style-type: none"> • Understand that an author writes the story. • Understand that the illustrator draws the pictures. 	The adult will: <ul style="list-style-type: none"> • Explicitly use the terms "author" and "illustrator" along with their definitions. • Credit children as "author" and "illustrator" of their own works (drawings and dictations).

Use a Curriculum Map

Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: Vocabulary	1	2	3	4	5	6	7	8	9
Focus 1: Concept Naming and Use									
* 1a: Names pictures of common concepts	X	X	X	X	X	X	X	X	X
* 1b: Uses words to describe location, size, color, and shape	X	X	X	X	X	X	X	X	X
* 1c: Uses names and labels of basic concepts	X	X	X	X	X	X	X	X	X
Focus 2: Categorization									
2a: Identifies and sorts pictures of common words into basic categories	X	X	X	X	X	X	X	X	X
Focus 3: Vocabulary Development and Use									
* 3a: Learns new vocabulary through stories and instruction	X	X	X	X	X	X	X	X	X
3b: Listens to new vocabulary in multiple contexts to understand its use	X	X	X	X	X	X	X	X	X
3c: Uses newly learned vocabulary on multiple occasions to reinforce meaning	X	X	X	X	X	X	X	X	X

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: Phonemic Awareness	1	2	3	4	5	6	7	8	9
Focus 1: Sound and Word Discrimination									
1a: Tells whether words and sounds are the same or different	X	X							
1b: Identifies which word is different		X	X						
1c: Identifies different speech sound			X	X					
Focus 2: Rhyming									
2a: Identifies whether words rhyme	X								
2b: Produces a word that rhymes		X	X						
Focus 3: Blending									
3a: Orally blends syllables or onset-rimes			X	X					
* 3b: Orally blends separate phonemes					X	X	X		
Focus 4: Segmentation									
4a: Claps words in sentences	X								
4b: Claps syllables in words		X	X						
4c: Says syllables				X	X				
* 4d: Identifies first sound in 1-syllable words	8 ^a	X	X	X	25 ^a				
* 4e: Segments individual sounds in words					18 ^b	X	X	X	35 ^b

* High priority skill

a. DIBELS ISF Score

b. DIBELS PSF Score

c. Optimal time for rhyme instruction not established

Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: Comprehension	1	2	3	4	5	6	7	8	9
Focus 1: Predicting									
1a: Uses pictures and information about the story to predict what will happen next				X	X				
Focus 2: Identifying Information From Stories									
* 2a: Answers <i>who</i> ¹ , <i>where</i> ² , and <i>what</i> ³ questions after listening to a sentence or short paragraph	1,3	1,3	1-3	1-3					
2b: Responds to stories by answering and asking questions, discussing ideas, and relating events to personal experiences	X	X	X	X	X	X	X	X	X
Focus 3: Retelling and Summarizing									
* 3a: Retells a familiar story with a book				X	X				
3b: Retells a familiar story without a book including beginning, middle, and end						X	X		
3c: Retells a story and includes characters, settings and important events							X	X	
3d: Identifies the correct sequence of events in a story read orally by someone else								X	X
Focus 4: Making Connections									
4a: Connects events, characters, and actions in the story to specific life experiences	X	X	X	X	X	X	X	X	X

* High priority skill

Good Lesson Plans

Standards and goal areas	Monday	Tuesday	Wednesday	Thursday	Friday
LL1.1 PK.C <ul style="list-style-type: none"> Recognize rhyming words. Recognize when two or more words begin with the same sound (alliteration) 	Introduce/review concept of rhyming	Recognize rhyming words Seek-peek Tree-see Bear-share	Recognize rhyming words Seek-peek Sled-red Pan-can Recognize when two or more words begin with the same sound (alliteration): S Snow, storm, sparkling, snowman	Recognize rhyming words Seek-peek Mouse-house Be-me Recognize when two or more words begin with the same sound (alliteration): S Snow, stack, sparkling, snowman	Recognize rhyming words Seek-peek Sled-red Mouse-house Recognize when two or more words begin with the same sound (alliteration): S Snow, speed, slide, snowman
LL1.1 PK.D <ul style="list-style-type: none"> Associate some letters with their names and <u>sounds</u>. 				Associate the letter "S" with its sound	Associate the letter "S" with its sound
LL1.2 PK.J Vocabulary acquisition & Use <ul style="list-style-type: none"> Talk about 	Excited Tight Fort	Excited Tight Fort	Excited Tight Fort	Through Excited Tight Fort	Through Excited Tight Fort

Choose Good Books



Initials _____
Date _____

Book Title _____

See SPS Scoring Guide for instructions.

1 Screening Is the book a narrative?
If yes, proceed to Step **2** A narrative includes an initiating event (explicit or implied) and goal direction.

2 Storybook Difficulty **Difficulty Score** _____
Rate the book on the following items. Summarize points in the Difficulty Score box.

1. Inference
 1 Low All of the information needed to understand the story is explicitly stated in the story.
 2 Medium To understand the story, children need to use background information OR make connections between story events that are not explicitly stated.
 3 High To understand the story, children need to use background information AND make connections between story events that are not explicitly stated.

2. Emotion Complexity
 1 Basic Only a basic character emotion is explicitly stated in the text.
 2 Complex/Implicit A complex character emotion is stated explicitly or emotion is implied through other content.
 3 Conflicting A character experiences more than one emotion that conflict.
List the emotions

3. Narrative Complexity
 1 Simple Includes only one initiating event, at least one related action, and at least one resolution.
 3 Complex Includes more than one initiating event, at least one related action, and at least one resolution.

4. Character Complexity 1 1-3 characters 2 4-6 characters 3 > 6 characters
5. Sentences Per Page 1 0-3 sentences 2 4-6 sentences 3 > 6 sentences
6. Illustrative Support 1 High 3 Low
7. Challenging Words 1 < 10 words 2 10-20 words 3 > 20 words
List the challenging words

3 Instructional Purpose
Based on how you rated the book in Step 2, provide an overall judgment about its potential purposes. Refer to the User Guide for instructions.
This book is appropriate for teaching... Check all that apply.
 Toddlers Preschoolers Kindergardeners First Graders
 Narrative Structure Vocabulary Comprehension Alphabet Knowledge /
 Feelings / Social Skills Science Math Social Studies

Instructional Tools

- Story Champs (Spencer & Petersen, 2016)
- Story Grammar Maker program (Moreau & Fidrych, 2008)
- SKILL (Gillam et al., 2018)

2020

LSHSS

Research Article

Narrative Intervention: Principles to Practice

Trina D. Spencer^a  and Douglas B. Petersen^b 

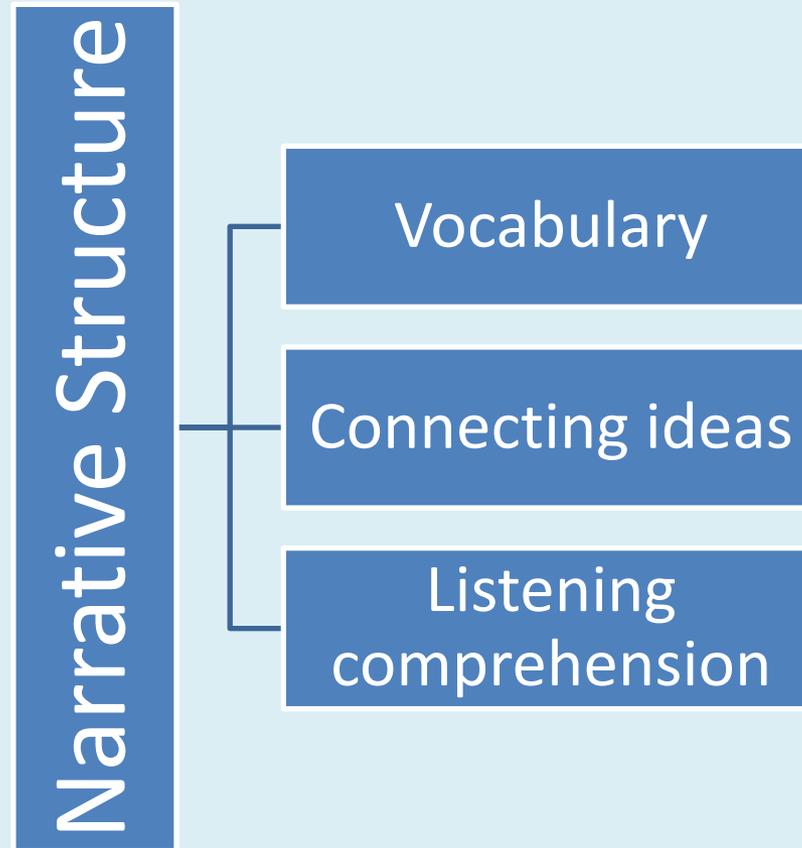
2020



Here are
some
Aces!



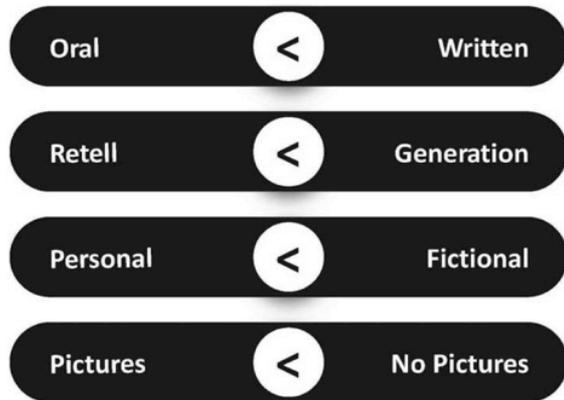
#1: Intentionally teach narrative as a foundation



Ace #2: Honor Developmental Principles



Figure 1. General continuum from easier to more difficult storytelling.



Spencer & Petersen, 2020

1. **Read the book aloud**
(with child active participation)
2. Use names for the narrative elements
3. Highlight the elements as they occur
4. **Strategic retelling**
5. **Encourage personal narratives**

ALSO

Setting and Resolution are easier than goals and causal information



Ace #3: Different Stories with Same Story Grammar (multiple exemplar training)

- So that children extract the schematic pattern
 - Name the main character(s)
 - Name the problem
 - Name the feelings
- Name the action (goal) [*hardest*]
 - Name the consequence (resolution) [*easiest*]

**Successful story generation or retelling indicates generalization and metalinguistic development (Spencer & Petersen, 2020)*

Ace #4: Repeated Reading

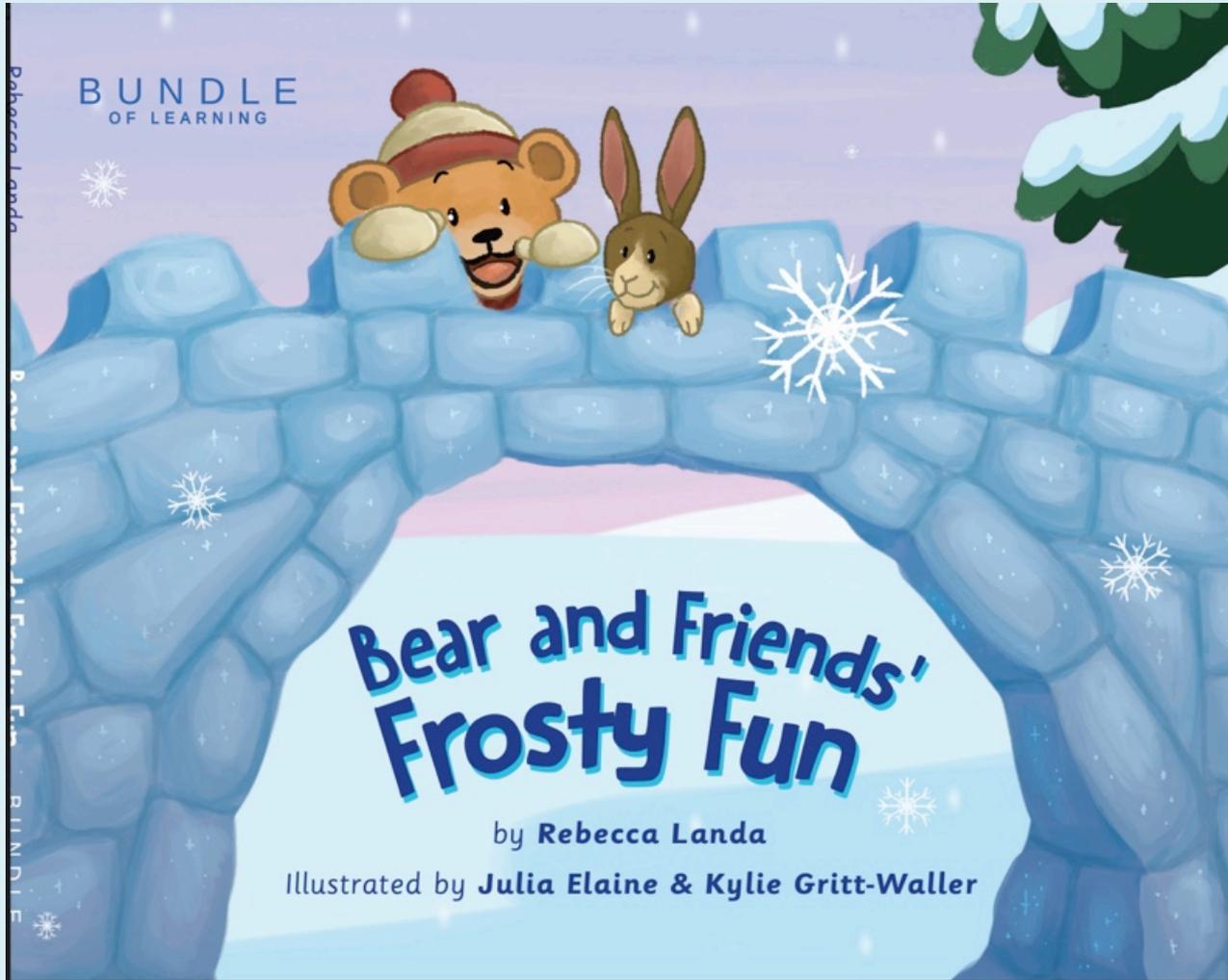
Storybook Reading

Read a book aloud to an individual child, a small group, or a whole class of children. Storybook reading should last approximately 20 minutes. Read the same book three times over the course of a week or two. Interact with the children using the book following the guidelines below for what to do before, while, and after reading the book. Embed the explicit vocabulary instruction into storybook reading.



	FIRST READ <i>Teacher takes an active role by reading text and making comments. Children are actively listening.</i>	SECOND READ <i>Children participate more verbally by answering questions and commenting more.</i>	THIRD READ <i>Children take a highly active role as they reconstruct the story with teacher guidance.</i>
Before Reading	Introduce the book with a few sentences about the character and central problem. Use cover illustrations and title to help children predict what will happen in the story.	Remind children that they know the characters and some things the character does. Ask questions about the problem, character's actions, and ending.	Invite children to identify the problem, character's actions, and the ending. Ask the children to recall the title of the book.
While Reading	Make comments that reveal what the main character is thinking or feeling. Ask inferential questions about parts of the story that require children to draw from their own background knowledge.	Make comments that reveal what the main character is thinking or feeling. Ask inferential questions about parts of the story that require children to draw from their own background knowledge.	Before reading a page, show the illustration and ask, "What is happening here?" Extend children's comments or ask for clarification. Encourage children to retell parts of the story as you continue through the book.
After Reading	Ask why questions that encourage children to recall the character's thoughts and feelings, as well as the problem and actions.	Ask prediction questions about what the character might do next or do the next time he/she experiences the same problem. Ask questions like, "What would have happened if...?"	Ask prediction questions about what the character might do next or do the next time he/she experiences the same problem. Ask questions like, "What would have happened if...?"

Demo: Interactive Book Sharing



Bundleoflearning.com

Explicit Vocabulary Instruction

Strong vocabulary skills in elementary school can often be a predictor of future student success in school. Which is why teaching vocabulary properly is so important. One effective method for vocabulary instruction is explicit teaching. **Explicit teaching is the purposeful creation and delivery of information.** Here are five tips for providing explicit vocabulary instruction to your class:

Spencer, Elizabeth J, et al. Teaching Vocabulary in Storybooks: Embedding Explicit Vocabulary Instruction for Young Children. Young Exceptional Children, 2012, pp. 1-15, Teaching Vocabulary in Storybooks: Embedding Explicit Vocabulary Instruction for Young Children, yec.sagepub.com/.



Choose 3

Possible Transportable words in Frosty Fun:

Nouns: fort (p14-15)

Adjectives: excited (pages 2, 11-12, 14); steep (13-14),

Adverb: tight (3 – lid on thermos; 4-5 close eyes for hide-n-go-seek; 10; 15)

Preposition: behind (6,8,9) through (15)

Verbs: peek, whisper, stack (20, 25), nibble (22), melt (24)

<http://www.trinastoolbox.com/docs/Bitz%20%20Pix%20Spring%202020/Explicit%20Vocabulary%20Instruction.pdf>

My selection meets criteria

Likely new

Relatable
(children directly
experience)

Will show up in
conversations,
classroom, other
books

Useful in life

Can be taught
well (story,
easily defined,
child-friendly ex.)

Watch for these things as I read:

Cover: Title, pictures
(characters, setting,
predictions)

Use the words
“characters, setting,
plan,
feeling/reaction,
problem, result”)

Pause and discuss
vocabulary

Active participation
(Questions, fill-in-
the-blank, pausing)

Inferencing

- Their opinion/experience

Bear and Friends' Frosty Fun

Story Map

Characters:

Bear, Bunny, Pup,
Mouse

Setting: Snowy day.

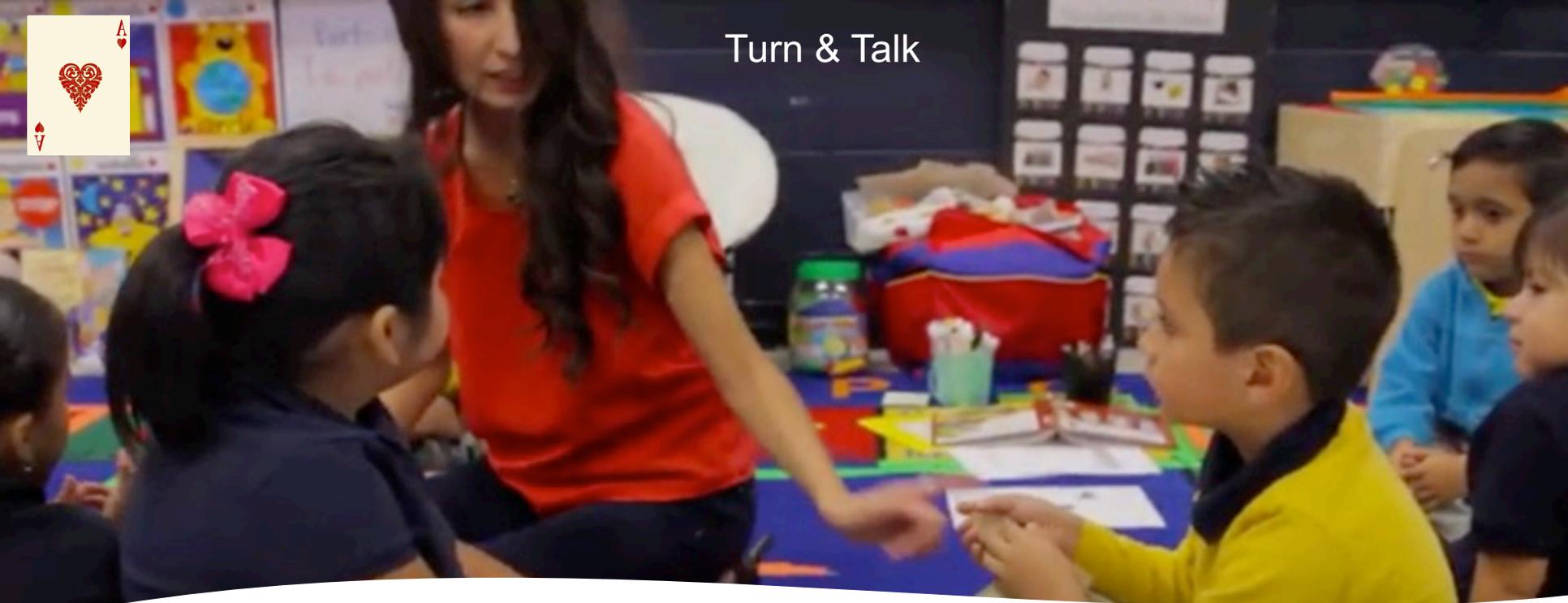
Near Bear's house

Initiating Event: Friends play
hide-n-go seek**Attempt:** Bear finds
friends**Embedded episodes IE:**
Bunny brings surprise to Bear**Attempt:** Bear opens
gift. It is a sled.**Embedded episode IE:** Sled
ride goes out of control. Knock
down Snowman.**Attempt:** Make and
stack snowballs**Consequence/Resolution:**

Snowman is happy & well. Gives
a treat to friends. Friends go
home.



Turn & Talk



Ace #5: Active Participation

Focused practice to ensure learning (practice telling & retelling!) (Ukrainetz, 2006)

- With modeling & corrective feedback
- Choral responses
- Peers as co-teachers
- Peers as retell partners (provide the book!)

<https://www.youtube.com/watch?v=V3OUQPJSm7s>



Ace #6: Make it meaningful

Maintain all story grammar elements (Curenton, 2011)

- When elements are missing, can't detect causal and temporal relations between components

Tie the setting and characters to rest of the story to keep story coherence

Main meaning is in the middle of the story

- Feelings that the event triggered
- Add layers of information about the problem that caused the feeling and what was done to resolve it



Ace #7: Whole-Part-Whole

1

Read whole story before discussing individual elements

- Enables child to grasp the purpose and motivation

2

Break story into chunks, providing multiple opportunities for practicing each part

3

Be sure to recontextualize and attach meaning to it

Frosty Fun Example

- Teacher: What was the friends' problem?
They were going too fast. They lost control. They knocked Snowman apart! So they...
- Children: *They rolled the snow into big snowballs. They stacked them up and put him together!*
- Teacher: And then, how did it end?
- Children: *Snowman was fine. He was so happy. They celebrated with snowcakes!*

Then tie together

Go back and put 2 parts together

- *The friends were going too fast. They knocked Snowman apart!*
- *So they... rolled the snow into big snowballs. They stacked them up and put him together!*

Then put the whole story together

- Use the connecting words ('then', 'and so', 'because')

Friends think of their day,
the sled in the snow,
fun stacking snowballs
to make snowman grow . . .



the yummy snow cakes
and the hiding from friends.
Happy friends rest as
their snowy day ends.



Bear and Friends' Frosty Fun

Bundleoflearning.com

Story Map		Instructions: Fill in the boxes to show how your story developed.	Name: _____
Characters:	Setting:	Problem:	
	Title:	Author:	
How the Characters Tried to Solve the Problem:		Solution:	

© Teacherfiles.com Graphic Organizers

Visual Support



- **Star** = Main Character, *"Who is the star of the story?"*
- **Globe** = Setting, *"Where in the world does the story happen?"*
- **Heart** = Characters' feelings, *"How did he/she feel?"*
- **Magnifying Glass** = Problem, *"Look closely to find the problem in the story."*
- **Tool Box** = Solution, *"How did they fix the problem?"*



Ace #9: Give Feedback

Give feedback

Affirm (head nod, recast) (Cleave et al., 2015)

Focus on what the child should do; minimize attention to the error (Watkins & Slocum, 2004)

Immediately

If child skips a component = error

(Watkins & Slocum, 2004)

Be specific

Don't hint; this is confusing (Oops, you forgot something)

Do ask specifically or model (Oops, you forgot to tell us how he feels.)

(Watkins & Slocum, 2004)



Generalization Opportunities

- Create opportunities for story telling in Centers, Morning Meeting, etc.
- Turn and Talk <https://www.hameraypublishing.com/pages/turn-and-talk>
- Place icons and graphic organizers around the classroom
- Post the targeted vocabulary words and create images and opportunities to use them throughout the classroom