


What is Developmentally Appropriate about Explicit Instruction?

Part 1

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Topics Part 1

- Developmental Skill Expectations
 - Brain growth considerations
- Developmentally Appropriate Practice
 - Definitions and considerations
 - Connections to explicit instruction
- Common Core Standards Comparison to Developmental Expectations

Learning Objectives:



- Describe evidence-based developmental skill expectations for early literacy
- Describe the tenets of developmentally appropriate practice in early childhood classrooms
- Describe the appropriateness of the skill expectations of Common Core standards

- **Early Childhood** is the period from birth through age 8
- **Early literacy** learning is defined as the time period from birth to six years of age (Robyak, Masiello, Trivette, Roper & Dunst, 2007).
- **Early reading and writing** occur in kindergarten into the early elementary grades.



Early Literacy Foundations of Reading and Writing

(National Reading Panel 2000)

- **Phonemic Awareness**
- **Phonics**
- **Vocabulary**
- **Fluency**
- **Comprehension**
- **Spelling**
- **Composition**

- **Oral Language**
- **Phonological Awareness**
- **Print Knowledge**

(National Early Literacy Panel 2008)

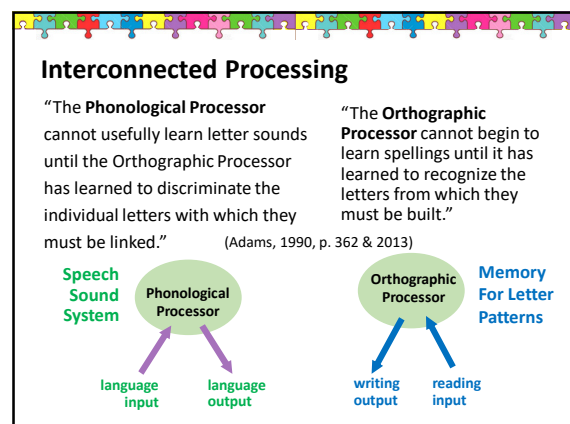
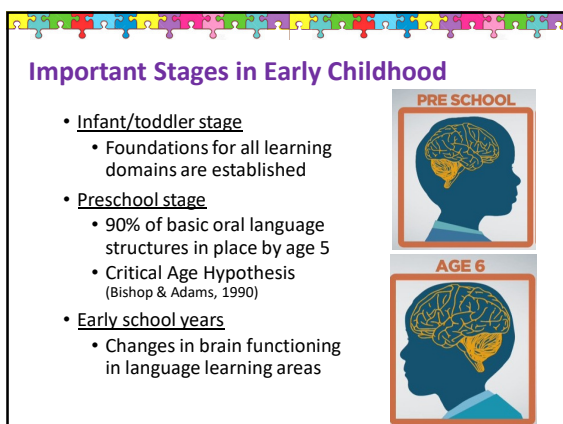
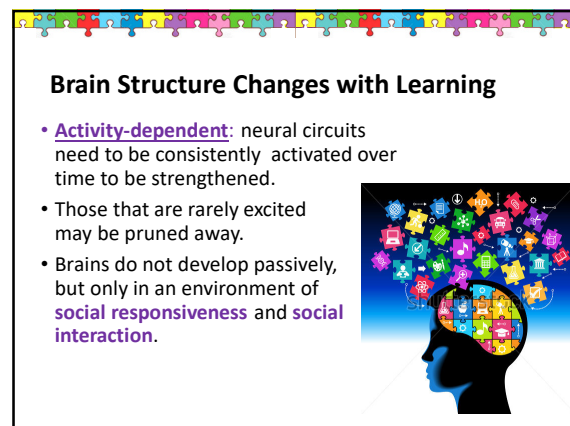
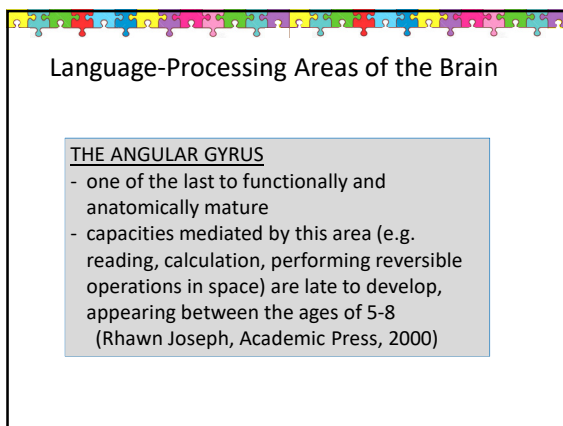
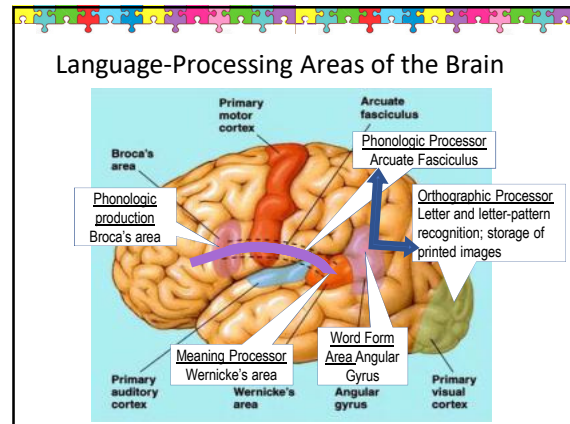
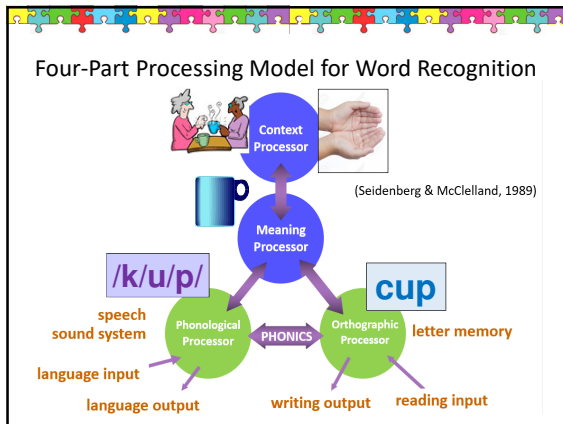
What are critical points for:

Phonemic Awareness

- Initial sound segmentation?
- Sound segmentation of single syllable words?
- Sound deletion?

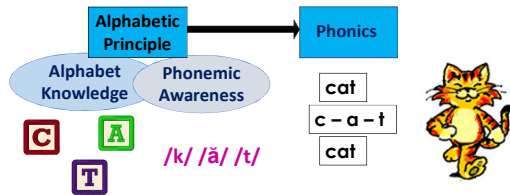
Print

- Letter name knowledge?
- Letter sound knowledge?
- Identifying 20 sight words?
- Identifying 100 sight words?
- Writing a complete sentence?
- Writing a paragraph?



Transition from Early Literacy to Early Reading and Writing

- **Alphabetic principle** is the understanding that there is a systematic relationship between letters and speech sounds.



Letter Knowledge

- Letter name knowledge appears to help children develop letter sound knowledge (Adams, 2013; Burgess & Lonigan, 1994).
- Letter names appear to facilitate grapheme-phoneme associations in that many letter names contain relevant phonemic connections (i.e., "b" /bi/, "t" /ti/) (Ehri et al., 2001; Foulon, 2005; Treiman et al., 1994).

"If a child cannot rely on the alphabetic principle, word recognition is inaccurate or laborious and comprehension of connected text will be impeded."

(Snow et al., 1998)



Phonemic Awareness Skills

- Phonological skills may be the catalyst for letter name to sound knowledge
- being able to segment the sounds in letter names "b" into /b/ /ē/

(Piasta & Wagner, 2010)

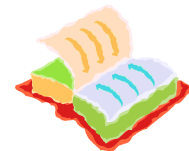
Progression of Phonological Awareness Skills

Early PA	Toddler to preschooler	Segmenting and blending syllables Rhyme detection
Basic PA	Preschool to 1 st grade	Segmenting and blending initial and individual phonemes Rhyme production
Advanced PA	2 nd grade and beyond	Adding, deleting, substituting, and reversing word segments

(Kilpatrick, 2015)

Phases of Early Word-Reading and Spelling Development

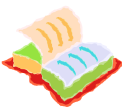
- Prealphabetic
 - incidental visual cues
- Partial Alphabetic
 - letter knowledge
 - partial phoneme awareness
- Full Alphabetic
 - early site-word learning
 - Phoneme-grapheme correspondence
 - Complete phoneme awareness
- Consolidated Alphabetic



(Ehri, 2014)

Prealphabetic

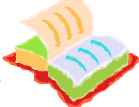
- May or may not know letters
- Lack of phonemic awareness
- No grapheme-phoneme connection between spellings and pronunciations
- Sight words learned by remembering salient visual or context cues
- No non-word decoding ability
- Words spelled nonphonetically



(Ehri, 2014)

Partial Alphabetic

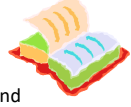
- Most letter shapes and names known
- Limited phonemic awareness; benefit of articulatory awareness instruction
- Partial grapheme-phoneme (GP) connections formed
- Sight words learned by remembering partial GP connections
- Little or no non-word decoding ability
- Partial phonetic spellings invented



(Ehri, 2014)

Full Alphabetic

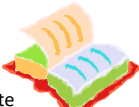
- Major GPs of writing system known
- Full phonemic awareness; segmentation and blending
- Complete GP connections formed
- Sight words learned by remembering complete GP connections
- Growing ability to decode unfamiliar words and nonwords
- Phonetically accurate spellings invented



(Ehri, 2014)

Consolidated Alphabetic

- Grapho-syllabic spelling units known
- Grapho-syllabic connections predominate
- Sight words learned primarily by grapho-syllabic connections
- Can decode unfamiliar words and nonwords proficiently
- Grapho-syllabic and GP units to invent spellings




(Ehri, 2014)

Predicting Reading Development

In **early kindergarten**:
the **best TWO** predictors of reading achievement in 2nd grade are:


- ☑ **Initial sound isolation**
(Phonemic awareness)
- ☑ **Letter name knowledge**



(National Reading Panel, 2000;
National Early Literacy Panel, 2009)

Letter Name Learning

- Considering literacy outcomes of word identification, spelling, and passage comprehension in first grade and . . .
- Looking at sensitivity, specificity and positive predictive power:
 - Optimal benchmark at **P-K to K** of:
 - **18 uppercase**
 - **15 lowercase letters**




(Piasta, Petscher, & Justice, 2012)

Predicting Reading Development

In late kindergarten to early 1st grade:

- ☑ Phonemic awareness of CVC words
- ☑ Letter sound knowledge

(Catts et al., 2015;
National Reading Panel, 2000)




Predicting Reading Development

In late 1st grade:

- ☑ Complete phoneme segmentation
- ☑ Reading fluency and word reading accuracy

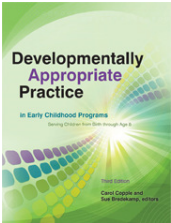
(Hasbrouck & Tindal, 2005;
National Reading Panel, 2000)



2009 Third Edition of DAP

*Developmentally
Appropriate Practice*
in Early Childhood Programs
Serving Children from Birth
through Age 8
(2009, 3rd Edition)

1st edition in 1987
2nd edition in 1997



Developmentally Appropriate Practice

DAP involves teachers:

- meeting young children where they are (by stage of development), both as individuals and as part of a group;
- and helping each child meet challenging and achievable learning goals.

Developmentally Appropriate Practice

3 Core Considerations

- Knowing about child development and learning.
- Knowing what is individually appropriate.
- Knowing what is culturally important.



Developmentally Appropriate Practice (DAP)

A hallmark of developmentally appropriate teaching is **intentionality**. Good teachers are intentional in everything they do:

- setting up the classroom, planning curriculum, making use of various teaching strategies, assessing children, interacting with them, and working with their families.

(NAEYC, 2009)



Understanding Direct Instruction



- teaching approach
- skills-oriented
- teacher-directed

- Teacher-child modulated learning is more effective than child-modulated learning. (Connor, Morrison, & Slominski, 2006)

- Valuable learning experiences occur when adults provide children with the “tools” they need to then make child-guided learning experiences valuable. (Shanahan & Lonigan, 2013)



Playful teaching and playful play.

Vygotsky's Premises

- Young children need to acquire a set of fundamental cognitive, linguistic, and social-emotional competencies for all learning.
- Skills include oral language, deliberate memory, focused attention, and self-regulation.
- Children require explicit instruction by teachers or parents and do *not* automatically acquire these skills.

Learning by Discovery

- Education, as a discipline, has placed much higher value on observation and hands-on-experience. (Seidenberg, 2017)
- For discovery learning to be effective, it needs to be closely coupled to explicit guidance and instruction (Mayer, 2004)

What about following a child's lead?

“There is a profound limit to the role that first-hand experience can play in cognitive development. In many domains, children cannot gather the relevant data for themselves. Children have to depend on what other people tell them.” (*Trusting What You're Told: How Young Children Learn From Others*, Paul Harris, 2012)

*When we guide children's learning,
they will lead themselves where they need to go.*

Three Stages of Learning

1. **Acquisition:** The child learns a new skill.
2. **Maintenance:** The child practices a new skill to mastery.
3. **Generalization:** The child completes a skill with automaticity across settings.

(Gist, 1997)

Effective Instruction Considerations

Systematic <ul style="list-style-type: none"> • SCOPE of skills and content • SEQUENCE easy to hard • Frequent REVIEWS 	Explicit <ol style="list-style-type: none"> 1. Demonstration 2. Guided practice 3. Collaboration 4. Independent practice
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I DO model skill

WE DO guided practice

Y'ALL DO work with peers

YOU DO assess learning

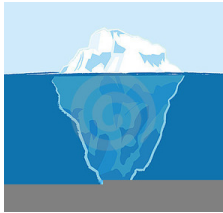
Statistical Learning

Explicit instruction (the visible tip of the iceberg)

Leads to

Implicit learning (the submerged part of the iceberg)

“Semi-supervised within an implicit experience.” (Seidenburg, 2017)



Oral to Written Language


- **Some:** make the connection automatically through rich and frequent exposure to oral language.
- **Most:** benefit from explicit instruction in that essential relationship
- **Few:** will not develop the understanding unless they have explicit, direct instruction plus many opportunities for repetition in order to become proficient readers with good comprehension.

Writing Assessment Expectations

- Common Core Standards expect 2nd and 3rd grade students to master reliably writing in complete sentences.
- Research shows that students are still mastering clausal construction during these grades.
- By grade 4, students should reliably be writing in complete sentences.

(Berninger, Nagy, & Beers, 2011)

Questions and comments?



• Thank you

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