



@nellkduke

HANDOUT WITH
SELECTED SLIDES

Early Literacy Development in Children Age 3 to Grade 3

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Plan for Presentation

- One example SBAC item
- (Some of) what do students need to know and be able to do to perform well on this item
 - How we assess that
 - How we develop that
- Implications for policy, assessment, and instruction
 - The Example of Grouping and Planning for Tier I Small-Group Reading Instruction
 - The Example of Selecting Interventions for Tier II and III

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The Sample Item You'll See

"This site provides examples of test questions used on Smarter Balanced assessments in English language arts /literacy and math."

<http://sampleitems.smarterbalanced.org/>

Grade 3

ELA/Literacy

Reading

Reading and Evidence

CCSS: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.

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The passage I read, **Sap's Running** by Stephen R. Swinburne, can be found at:

[https://sampleitems.smarterbalanced.org/Item/187-](https://sampleitems.smarterbalanced.org/Item/187-3177?&isaap=TDS_SCNotepad;TDS_WL_Glossary;TDS_Highlight1;TDS_ExpandablePassages1;TDS_ST1;TDS_PS_L0;TDS_CC0;TDS_S_Masking0;ENU;TDS_BT0;TDS_SLM0;TDS_TTS0;)

[3177?&isaap=TDS_SCNotepad;TDS_WL_Glossary;TDS_Highlight1;TDS_ExpandablePassages1;TDS_ST1;TDS_PS_L0;TDS_CC0;TDS_S_Masking0;ENU;TDS_BT0;TDS_SLM0;TDS_TTS0;](https://sampleitems.smarterbalanced.org/Item/187-3177?&isaap=TDS_SCNotepad;TDS_WL_Glossary;TDS_Highlight1;TDS_ExpandablePassages1;TDS_ST1;TDS_PS_L0;TDS_CC0;TDS_S_Masking0;ENU;TDS_BT0;TDS_SLM0;TDS_TTS0;)

The question is:

What inference can be made about the temperature in Vermont? Use details from the passage in your answer.

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Free or very-low-cost assessments (with demonstrated validity and reliability) of many of the constructs in this presentation are listed here:

https://www.michigan.gov/documents/mde/Free_and_Very_Low_Cost_Assessments_FINAL_3-23-18_621439_7.pdf

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**(Some of) what do students
need to know and be able to
do to perform well on this
item**

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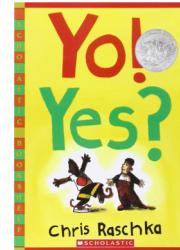
Print Awareness

- What is it?
- How should we assess it? (e.g., MLPP Concepts of Print Assessment)
- How should we develop it?

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Print-Referencing Read Alouds

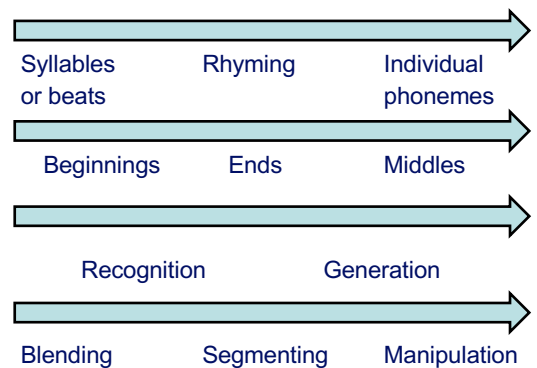
Verbal and non-verbal strategies for drawing children's attention to print during adult-child read aloud (e.g., Justice & Ezell, 2002; Justice, McGinty, Piasta, Kaderavek, & Fan, 2010)



Phonological Awareness

- What is it?
- How should we assess it?
- How should we develop it?

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Letter-sound Knowledge/Phonics

- What is it?
- How should we assess it?

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Excerpt from the Informal Decoding Inventory, From *Differentiated Reading Instruction in Grades 4 and 5: Strategies and Resources*, by Sharon Walpole, Michael C. McKenna, and Zoi A. Philippakos, Copyright 2011 by The Guilford Press. All rights reserved.

Vowel Teams									
neat	spoil	goat	pail	field	fruit	claim	meet	beast	boast
								Total	
craid	houn	rowb	noy	feap	nuit	maist	plloat	tead	steen
								Total	

(cont.)

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Letter-sound Knowledge/Phonics

- What is it?
- How should we assess it?
- How should we develop it?

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In A Lot of Cases, Not the Way We're Doing It Now . . .

Phonics Faux Pas

Avoiding Instructional Missteps in Teaching Letter-Sound Relationships

By Nell K. Duke, Heidi Anne E. Mesmer



https://www.aft.org/ae/winter2018-2019/duke_mesmer

Word-reading strategies

- What is it?
- How should we assess it?
- How should we develop it?
- Free online module #3 for K to 3 at literacyessentials.org provides information about prompting for word-reading strategies along with a downloadable guide for prompting.

A good example of the importance of informed observation!

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Comprehension Monitoring

- What is it?
- How should we assess it?
- How should we develop it?

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Connor, C. M., Phillips, B. M., Kaschak, M., Apel, K., Kim, Y.-S., Al Otaiba, S., Crowe, E. C., Thomas-Tate, S., Johnson, L. C., & Lonigan, C. J. (2014). Comprehension tools for teachers: Reading for understanding from prekindergarten through fourth grade. *Educational Psychology Review*, 26, 379–401. DOI 10.1007/s10648-014-9267-1

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More about monitoring for meaning

- COMPASS developed by Kim and Phillips as reported in Connor et al., 2014
- PreK to grade 3
- 8 - 10 weeks
- Portion of each lesson on monitoring
- Gradual release of responsibility (Pearson & Gallagher, 1983) within lesson
- Lessons increase in difficulty
- Lessons scripted

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Cont.

- Identify whether parts of a short story are “silly or do not make sense”
Example: *“Johnny loves to play outside. It is nice and warm today. When Johnny asked his mother if he could go out and play, his mother said it is too cold to play outside.”*
- Illustrations progressively removed
- Reminded about monitoring for sense
- Positive effects compared to a control group on monitoring and listening comprehension

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Fluency

- What is it?
- How should we assess it?
 - A woman, without her man, is nothing.
 - A woman: without her, man is nothing.
- How should we develop it?

From Melanie Kuhn

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Vocabulary and World Knowledge, Including Cultural Knowledge

- What is it?
 - *soil, mineral, contain, Iroquois, tomahawk, gash, tradition, sugaring, mysterious, stump*
- Nelson, Ralph, and Harold

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Vocabulary and World Knowledge, Including Cultural Knowledge

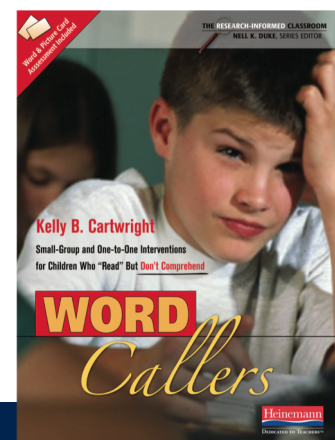
- What is it?
- How should we assess it?
- How should we develop it?

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Graphophonological Semantic Cognitive Flexibility

- What is it?
- How should we assess it?
- How should we develop it?

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Executive Function*

- What is it?
- How do we assess it?
- How do we develop it?

Observation,
Assessment from the
School Psychologist

*In addition to cognitive flexibility

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García-Madruga, J. A., Elosúa, M. R., Gil, L., Gómez-Veiga, I., Vila, J. O., Orjales, I., Contreras, A., Rodríguez, R., Melero, M. A., & Duque, G. (2013). Reading comprehension and working memory's executive processes: An intervention study in primary school students. *Reading Research Quarterly*, 48, 155-174.

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Vocabulary Strategies

- What is it?
- How should we assess it?

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- Noticing Unfamiliar Words Assessment (Wise, in progress)
- Meaning Inference Assessment (Wise & Duke, 2019)

Example: The dog's bark was a faint woof—not loud at all.

In this sentence, what does faint mean?

Which of these choices best describe what faint means?

- noisy
- quiet
- fast

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Vocabulary Strategies

- What is it?
- How should we assess it?
- How should we develop it?

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Morphological Awareness

- What is it?
dysmorphophobia
sweetened
-en (become, e.g., soften)
-ed (in the past)
- How should we assess it?
- How should we develop it?

Observation,
Assessment from the
Speech Language
Pathologist

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Syntactic Processing

- What is it?
- How should we assess it?
- How should we develop it?

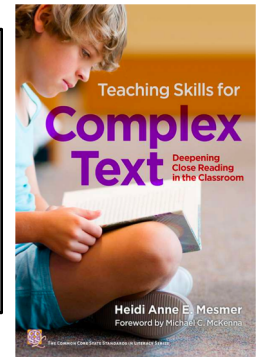
Observation,
Assistance from the
ESL Specialist

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Useful Resources

Mesmer, H. A., & Rose-McCully, M. M. (2018). A closer look at close reading: Three under-the-radar skills needed to comprehend sentences. *The Reading Teacher*, 71(4), 451–461.

DOI: [10.1002/trtr.1639](https://doi.org/10.1002/trtr.1639)



Text Structure Analysis

- What is it?
- How should we assess it?
 - Hall, K. M., Markham, J. C., & Culatta, B. (2005). The development of the early expository comprehension assessment (EECA): A look at reliability. *Communication Disorders Quarterly*, 26(4), 195-206.
- How should we develop it?
 - Solid effect sizes for text structure instruction

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Inferring/Inferencing

- What is it?
- How do we assess it?
- How do we develop it?

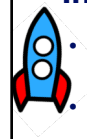
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And. . .

- Rereading, Canning, Skimming, Navigating
- Keyboarding and handwriting
- Spelling
- Writing fluency
- Composition
- Reading attitudes
- I made myself stop!

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Implications



- Michigan needs to develop a lot more expertise in literacy education.
- We need to get much smarter about what assessment tools are measuring—and what they're not.



- Informed observation has to be front and center.

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Implications

- We need to use the information we have.



- We need to get much more serious about research-informed practice.

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Getting More Serious about Standards-, Assessment-, and Research-Informed Practice: *The Example of Grouping and Planning for Tier I Small-Group Reading Instruction*

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Grouping

- “Level”-based grouping
- Needs- and/or strengths-based grouping
 - Homogenous
 - Heterogenous
- Interest-based grouping
- Random

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Some reasons why I think we should not use *only* level-based grouping:

- levels are *very* approximate
- students can be ‘at’ the same level for very different reasons and thus need different instruction
- students below-level never get to grapple with grade-level text
- research studies draw into question the need for always matching text level to reader
- some other grouping strategies also have support
- possible self-perception issues?

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Getting More Serious about Standards-, Assessment-, and Research-Informed Practice: *The Example of Selecting Interventions for Tier II and III*

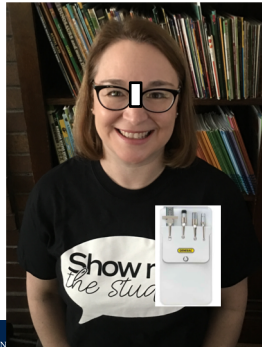
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See page three of:

<https://sites.google.com/a/umich.edu/nkduke/publications/differentiation>

Put Another Way . . .

Let's get a lot nerdier
about literacy!



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