Passport to Literacy 2.0
Exploring Effective Early Literacy Strategies for Pre K – 2nd Grade
Office of Elementary Education and Reading
Passport to Literacy 2.0: Exploring Effective Early Literacy Strategies for (Pre K – 2\textsuperscript{nd} Grade)

Agenda

<table>
<thead>
<tr>
<th>Concurrent Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8:30-10:15</strong></td>
</tr>
<tr>
<td>Topic I: Developing Writing</td>
</tr>
<tr>
<td>Topic II: Phonological Awareness, Phonics, and More Phun</td>
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<tr>
<td>Topic III: Art of Mastering Centers</td>
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<tr>
<td><strong>10:15-10:25</strong></td>
</tr>
<tr>
<td>BREAK</td>
</tr>
<tr>
<td><strong>10:25-12:25</strong></td>
</tr>
<tr>
<td>Topic II: Phonological Awareness, Phonics, and More Phun</td>
</tr>
<tr>
<td>Topic III: Art of Mastering Centers</td>
</tr>
<tr>
<td>Topic I: Developing Writing</td>
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<tr>
<td><strong>12:25-1:30</strong></td>
</tr>
<tr>
<td>LUNCH</td>
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<tr>
<td><strong>1:30-3:30</strong></td>
</tr>
<tr>
<td>Topic III: Art of Mastering Centers</td>
</tr>
<tr>
<td>Topic I: Developing Writing</td>
</tr>
<tr>
<td>Topic II: Phonological Awareness, Phonics, and More Phun</td>
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</table>
Developing Independent Writing

Writing in the Primary Classroom

September 2017

Division of Literacy
Office of Elementary Education and Reading
601-359-2586

VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
State Board of Education Goals  FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Session Norms

• Silence your cell phones
• Please check and/or reply to emails and texts during the scheduled breaks
• Do not hesitate to ask questions
• Be an active participant
Session Goals

• Review the developmental stages of writing
• Discuss the process for implementing writing in the primary grades
• Explore strategies for encouraging teacher and student writing in the classroom

Table Talk: In what ways do you...

Develop Independent Writing?

Ring the bells that still can ring.
Forget your perfect offering.
There is a crack in everything.
That's how the light gets in.
Leonard Cohen
“All students, advantaged or disadvantaged, go through similar stages of literacy development. Therefore, they need the same excellent instruction, not different instruction. Disadvantaged students just need more of it: more demonstrations, more shared experiences, and more guided practice in order to become successful independent learners.”

- Regie Routman
### The Developmental Stages of Writing

<table>
<thead>
<tr>
<th>1. Scribbling</th>
<th>2. Letter-Like Symbols</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Scribbling looks like random assortment of marks on a child’s paper</td>
<td>• Letter-like forms emerge, sometimes randomly placed and interspersed with numbers</td>
</tr>
<tr>
<td>• Sometimes the marks resemble drawing</td>
<td>• The child can tell about their drawing or writing</td>
</tr>
<tr>
<td>• While they do not resemble print, the marks are significant because they</td>
<td>• Spacing is rarely present</td>
</tr>
<tr>
<td>represent the child’s ideas</td>
<td></td>
</tr>
</tbody>
</table>

![Example Scribble](image1.png)

### The Developmental Stages of Writing

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Children write some legible letters showing they know more about writing</td>
<td>• Children begin to see a difference between a letter and a word</td>
</tr>
<tr>
<td>• Children develop awareness of the sound-to-symbol relationship, but might</td>
<td>• May not use spacing between words</td>
</tr>
<tr>
<td>not correctly match sounds and corresponding symbols</td>
<td>• Messages make sense and match their pictures, especially when they choose their</td>
</tr>
<tr>
<td>• Usually write a capital letter and have not yet started spacing</td>
<td>topic</td>
</tr>
</tbody>
</table>

![Example String](image2.png)
## The Developmental Stages of Writing

<table>
<thead>
<tr>
<th>5. Consonants Represent Words</th>
<th>6. Initial, Medial, and Final Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Child begins to leave spaces between words</td>
<td>• Children may spell some sight words, familiar names, and environmental print correctly</td>
</tr>
<tr>
<td>• May often mix upper and lowercase letters into writing</td>
<td>• Unfamiliar words are spelled phonetically</td>
</tr>
<tr>
<td>• Usually they write sentences that tell ideas</td>
<td>• Writing is readable</td>
</tr>
</tbody>
</table>

### Example Images:
- Child's drawing showing consonants being represented as letters without spaces.
- Child's writing showing initial, medial, and final sounds.

## The Developmental Stages of Writing

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Writing is readable and approaches conventional spelling</td>
<td>• Children in this phase can spell most words correctly</td>
</tr>
<tr>
<td>• Writing is interspersed with words in standard form and have standard letter patterns</td>
<td>• Children are developing an understanding of root words, compound words, and contractions which helps them spell similar words</td>
</tr>
</tbody>
</table>

### Example Images:
- Child's writing showing transitional phases.
- Child's writing showing standard spelling.
Activity: Determine the Developmental Stage

Handwriting vs. Writing
Instruction and Practice

Instruction ➔ Practice ➔ Automaticity
“The main reason why writing is difficult is that it is the quintessential mental juggling act.”

“Motor and sensory skills must be strong enough to support coordination of writing implements for letter formation… Graphomotor skills are necessary for controlling the direction, spatial proportion, flow, and size of letters during writing.”

- Louisa C. Moats

**Simple View of Writing**

Louisa C. Moats

**Mental control processes**

- Lower-level transcription skills
- Higher-level language processing

* = Writing proficiency
Handwriting vs. Writing Instruction and Practice

“The lower-level writing skills – including letter formation, sentence-writing fluency, spelling, spacing, punctuation, and capitalization – demand a great deal of a student’s available attention until those skills become automatic.”
– Louisa C. Moats

Warm-Up to Build Transcription Fluency

Includes student activities such as:
- Forming a few letters, using numbered arrow cues, tracing, verbalizing, or writing from memory, then evaluating accuracy
- Producing the alphabet, in sequence, one or two times per session, until fluency is achieved
- Writing graphemes for dictated phonemes (vowels and consonants), including letter combinations such as vowel teams and digraphs
- Combining onsets and rimes to write whole syllables
- Writing high-frequency words to dictation – a few at a time, singly, or in sentences – saying the letters while writing each word

Tips for Teaching Letter Formation

1. Teach lowercase manuscript first, then uppercase letters. Move to cursive in second or third grade.

2. Sequence the introduction of letters according to groups with similar basic strokes.

3. Use lined paper with well-marked margins.

4. Check student posture, pencil grip, and paper position.
Handwriting vs. Writing Instruction and Practice

5. Name a letter, then demonstrate formation by verbally describing each stroke as you model writing the letter.

6. Supply a modeled letter that uses numbered arrows to remind students of the order and direction of strokes.

7. Have students imitate the motion with their whole arm and two fingers pointing, tracing in the air.

8. Ask students to trace over a formed letter before writing from memory. Have students name the letter as they write it.

9. Have struggling students trace over a model on a large surface first.

The Developmental Stages of Writing

What should we expect from early writers?

Kindergarten:

- By the end of kindergarten, students should be either early phonetic or later phonetic writers (Ehri & Snowling, 2004)
- They should spell by sound
- Students should be able to write a few high-frequency irregular words correctly
- Students should begin to write words in sequence, with correct spacing and periods at the end of sentences
The Developmental Stages of Writing

What should we expect from early writers?

First Grade:
• Student should understand that sentences have structure; they should have a subject and a predicate
• Students should be able to write in response to prompts when led by the teacher

Second Grade
• They should be able to revise their writing in response to peer and teacher conferences
• Students can adjust their writing in response to the task
• Teachers should expect independence in planning for writing
• Linking sentences to form paragraphs is a goal
Implementing Writing in the Primary Classroom

“Worksheets aren’t good enough… worksheets foster mediocrity. Mediocrity is not an option.”

- Regie Routman
Implementing Writing in the Primary Classroom

<table>
<thead>
<tr>
<th>DEPENDENCE</th>
<th>INDEPENDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To Learners</strong></td>
<td><strong>With Learners</strong></td>
</tr>
<tr>
<td><strong>Demonstration</strong></td>
<td><strong>Shared Demonstration</strong></td>
</tr>
<tr>
<td>teacher</td>
<td>teacher</td>
</tr>
<tr>
<td>• Imitates</td>
<td>• Demonstrates</td>
</tr>
<tr>
<td>• Models</td>
<td>• Leads</td>
</tr>
<tr>
<td>• Explains</td>
<td>• Negotiates</td>
</tr>
<tr>
<td>• Thinks aloud</td>
<td>• Suggests</td>
</tr>
<tr>
<td>• Shows how to “do it”</td>
<td>• Supports</td>
</tr>
<tr>
<td></td>
<td>• Explains</td>
</tr>
<tr>
<td></td>
<td>• Responds</td>
</tr>
<tr>
<td></td>
<td>• Acknowledges</td>
</tr>
</tbody>
</table>

Handover of responsibility
## Implementing Writing in the Primary Classroom

### DEPENDENCE

<table>
<thead>
<tr>
<th>To Learners</th>
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<th>By Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstration</strong></td>
<td>Shared Demonstration</td>
<td>Guided Practice</td>
</tr>
<tr>
<td><strong>student</strong></td>
<td><strong>student</strong></td>
<td></td>
</tr>
<tr>
<td>• Listens</td>
<td>• Interacts</td>
<td>• Scaffolded conversations</td>
</tr>
<tr>
<td>• Observes</td>
<td>• Questions</td>
<td>• Interactive writing and teaching</td>
</tr>
<tr>
<td>• May participate on a limited basis</td>
<td>•Collaborates</td>
<td>• Shared read aloud</td>
</tr>
<tr>
<td></td>
<td>• Responds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tries out</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Approximates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Participates as best he can</td>
<td></td>
</tr>
</tbody>
</table>

### INDEPENDENCE

<table>
<thead>
<tr>
<th>To Learners</th>
<th>With Learners</th>
<th>By Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstration</strong></td>
<td>Shared Demonstration</td>
<td>Guided Practice</td>
</tr>
<tr>
<td><strong>instructional context</strong></td>
<td><strong>instructional context</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Writing and reading aloud</td>
<td>• Shared writing and reading</td>
<td>• Guided writing and reading experiences</td>
</tr>
<tr>
<td>• Direct explanation</td>
<td>• Scaffolded conversations</td>
<td>• Partner writing and reading</td>
</tr>
<tr>
<td>• Shared read aloud</td>
<td>• Interactive writing and teaching</td>
<td>• Reciprocal teaching</td>
</tr>
<tr>
<td></td>
<td>• Shared read aloud</td>
<td>• Literature conversations</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

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Implementing Writing in the Primary Classroom

Modeled Writing

• I Write
• We Write
• You Write

Teacher demonstrates to the whole class. Teacher does all the writing while thinking aloud. Demonstrates writing resources, revision and editing. Occurs daily.

Implementing Writing in the Primary Classroom

Shared Writing

• I Write
• We Write
• You Write

The teacher is the only writer. However, both teacher and student share to create the text.

Interactive Writing

• I Write
• We Write
• You Write

Teacher and students share the writing experience as both the teacher and students help to create the writing piece by sharing the pen.
Implementing Writing in the Primary Classroom

Concise Framework for a Shared Writing Lesson
- Choose a meaningful prompt tied to a text
- Discuss the purpose and audience for the writing
- Brainstorm content from the text
- Ask for suggestions for a beginning sentence
- Say the words as you write them
- Shape student language – accept everything, revise later
- Move quickly to keep engagement (10-15 minutes)
- Focus on meaningful language and logical organization
- Stop and reread as you go (editing and revision)

Implementing Writing in the Primary Classroom

Small Group/ Paired Writing
- I Write
- We Write
- You Write
Teacher/students work together to continue working on the writing skill in a small group setting.

Independent Writing
- I Write
- We Write
- You Write
Students work to develop a writing piece independently with little to no assistance from peers or the teacher.
Strategies for Writing

Strategies for Writing: Phonics

Make a story using the word family, sight words, and pictures provided.

Word family: -at
Sight words: the, is, a, has
Pictures

Make a story using the phonics, sight words, and pictures provided.

Phonics skill: long /i/
spelled -igh
Sight words: always, found, sleep
Pictures
Strategies for Writing: Phonics

Pat and Matt

The cat is Pat. Pat the cat is fat. Pat the cat sat on a mat. Pat the cat has a hat. The rat is Matt. Matt the rat is fat. Matt the rat sat on the mat. Matt the rat has a hat.

The Knight’s Fright

One night the brave knight wanted to go to sleep. He found a high bed. The knight always slept in the highest bed he could find. He turned off the light and BAM! Something gave him a fright! He jumped in fright and fell from the high bed.

Strategies for Writing: Phonics

Your turn!
Practice 1:
• Phonics skill: r-controlled vowel a
• Sight words: always, sing, best
• Special words: chicken

Practice 2:
• Phonics skill: compound words
• Sight words: right, there, which
• Special words: special
Strategies for Writing: Writing Instruction

Sentence Builder Chart (LETRS Module 9)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The</td>
<td>dog</td>
<td>runs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The fast, wild</td>
<td>dog</td>
<td>runs</td>
<td></td>
<td></td>
<td>quickly.</td>
</tr>
<tr>
<td>The feral</td>
<td>dog</td>
<td>charged</td>
<td>the mailman.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The sweet</td>
<td>dog</td>
<td>licked</td>
<td>my</td>
<td>face</td>
<td>with his tongue.</td>
</tr>
</tbody>
</table>

Strategies for Writing: Writing Instruction

Practicing Sentence Expansion (LETRS Module 9)

1. Begin with a bare-bones sentence
2. Add one or more predicate expanders (*how? When? Where?*)
3. Say more about the subject (*what kind? how many?*)
4. Add detail; substitute stronger words

<table>
<thead>
<tr>
<th>who</th>
<th>how</th>
<th>where</th>
<th>when</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The engaged kindergarten students practiced text-based writing every day in independent centers.
Activity: Strategies for Writing: *Writing Instruction*

Practicing Sentence Expansion (LETRS Module 9)

**Your turn!**

1. Begin with a bare-bones sentence
2. Add one or more predicate expanders (*how? When? Where?*)
3. Say more about the subject (*what kind? how many?*)
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<table>
<thead>
<tr>
<th>who</th>
<th>how</th>
<th>where</th>
<th>when</th>
</tr>
</thead>
</table>

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Strategies for Writing: *Writing Instruction*

**Planning Frame for Descriptive Writing**

<table>
<thead>
<tr>
<th>Looks</th>
<th>Sounds</th>
<th>Smells</th>
<th>Tastes</th>
<th>Feels Like</th>
<th>Moves</th>
</tr>
</thead>
</table>

*Draw a picture here:*
Strategies for Writing: Writing Instruction

Writing During Centers

The Writing Box

1. Pick a picture out of the box.
2. Place your picture on the top of your paper.
3. Write about your picture.
   • Who is in the picture?
   • What is happening?
   • Where is the action taking place?

Story Strips

1. Pick a Story Strip baggie.
2. Organize the story strips to make sense.
3. Write the story.

Strategies for Writing: Writing Instruction

Routine Writing

After reading, routinely provide students with a writing prompt that requires text-based evidence. Can be done in all subject areas!

• Reading
  - Literature
  - Informational
• Science
• Social Studies

Examples:
• Free Writing
• Coding Text (Close Reading)
• Journal Writing
• Writing in response to text
Resources


Video:
http://www.youtube.com/watch?v=KjqkHS3EOBU
Strong Readers = Strong Leaders Campaign

• Statewide public awareness campaign promotes literacy, particularly among PreK-3 students

• Campaign aims to equip parents and community members with information and resources to help children become strong readers

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Phonological Awareness, Phonics, & More ‘Phun’

Building Foundational Skills

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Session Goals

• Explore the Foundations of Reading
  Phonological Awareness
  Phonemic Awareness
  Phonics

• Examine and Apply Explicit Classroom Phonics Routines and Strategies
  Phoneme-Grapheme Mapping
  Word List Activities
  Anchor Chart
  6 Syllable Types
Opening Activity

Arrange the phonological awareness activities in order from easiest (1) to hardest (6).

- Phoneme deletion and manipulation
- Sentence segmentation
- Onset-rime blending and segmenting
- Rhyme recognition during word play
- Blending and segmenting individual phonemes
- Syllable counting or identification

Phonological Awareness vs. Phonemic Awareness

- **Phonological awareness** is the ability to notice, hear, identify, and manipulate words and word parts, including phonemes, syllables, onset and rime. (Arbruster, Lehr, & Osborn, 2001).

- **Phonemic awareness** is a subset of phonological awareness. (Reutzel & Cooter, 2005).

- **Phonemic awareness** is the ability to hear, identify, and manipulate individual phonemes in spoken words. (The Partnership for Reading, 2001)

A phoneme is the smallest unit of sound. Remember phonemes may be represented by a single letter or a combination of letters.
Awareness

Phonological Awareness

• Many struggling readers have weak phonological awareness skills.
• The standards cease to incorporate PA after 1st grade.
• “At risk” students and struggling readers need to be assessed in phonological awareness.
• Assessment administrator must have quality PA skills to achieve valid results.
• If deficit is in PA, interventions should target the deficient skills.
Phonological Awareness ‘PHUN’

Phonological Awareness Progression CCSS

1. Word/Language Awareness
2. Rhyme Recognition during Word Play
3. Repetition/Creation of Alliteration during Word Play
4. Syllable Counting or Identification
5. Onset & Rime Manipulation
6. Phoneme Identity
7. Phoneme Isolation
8. Phoneme Blending
9. Phoneme Segmentation
10. Phoneme Addition
11. Phoneme Substitution
12. Phoneme Deletion
Phonological Awareness Examples (Easiest to Most Difficult)

**Word/Language Awareness**: Move a chip for each word in the sentence. *The dog barks. Three*

- Repeating a sentence
- Breaking a sentence into separate, spoken words
- Clapping words in a sentence
- Counting words in a sentence
- Reciting nursery rhymes

**Sound and Word discrimination**: What word doesn't belong with the others: "cat", "mat", "bat", "ran"? *"ran"

Follow up question to increase critical thinking: How do you know?

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Phonological Awareness Examples (Easiest to Most Difficult)

**Rhyming**: What word rhymes with "cat"? *Bat*

- Recognizing rhyming words
- Repeating rhyming words out of a series of words
- Isolating the non-rhyming word out of a series of words
- Producing a rhyming word with a familiar word
- Producing a rhyming word with an unfamiliar or nonsense word (Dr. Seuss)

**Alliteration**: Sally sells seashells down by the seashore. Which initial sound is repeated? */s*/

---
Phonological Awareness Examples (Easiest to Most Difficult)

Onset Rime Blending: The onset of "cat" is /k/, the rime is /at/.
Say /k/ /at/. Now put them together. “cat” /k/ /at/.
- Isolating onset phonemes (sounds in spoken words)
- Identifying same onset phonemes (sounds in a series of words)

Syllable counting: Repeat the word, “table.” How many syllables are in the word, “table”? two (“Choppers”)
- Blending individual words into compound words
- Blending syllables into spoken words
- Blending onset with rime into spoken words
- Blending phonemes (sounds) into spoken words

Phonological Awareness Examples (Easiest to Most Difficult)

Identifying final and medial
- Isolating final phonemes (sounds) in spoken words (“Punch it out”)
- Isolating medial phonemes (sounds) in spoken words (“Roller coaster”)
- Identifying same final phonemes (sounds) in a series of words
- Identifying same medial phonemes (sounds) in a series of words
Phonological Awareness Examples (Easiest to Most Difficult)

**Segmenting (“Open palms”)**
- Segmenting individual words in compound words
- Segmenting syllables in spoken words
- Segmenting onset and rime in spoken words
- Segmenting phonemes in spoken words (Not using palms; swoop across)

/brt/ /d/ /rne/ /n/
/re/ /ess/ /p/ /cl/ /l/
/l/ /m/ /gl/ /l/
/r/ /o/ /ck/ /wn/ /nt/

Phonemic Awareness

is the ability to detect, identify, and manipulate phonemes in spoken words.
Phonemic Awareness Examples

• **Phoneme identification**: What sound begins these words milk, mouth, monster? /m/ What is your mouth doing when you make that sound? “Lips together and sound goes through nose”

• **Phoneme isolation**: What is the first sound in the word? Ship /sh/, van /v/, What is the last sound in the word? Comb /m/, pig /g/

• **Phoneme blending**: What word is made up of the sounds /j/ /u/ /g/? “jug”

• **Phoneme segmentation**: What are the sounds in “jug”? /j/ /u/ /g/

• **Phoneme addition**: What word is made if you add /th/ to the beginning of “ink”? think

• **Phoneme substitution**: What word would you have if you changed the /t/ in cat to an /n/? “can”

• **Phoneme deletion**: What is “cat” without the /k/? “at”
Phonemic Awareness Examples (Easiest to Most Difficult)

**Substituting Phonemes ("2 closed fists")**
- Substituting the initial phonemes (sounds) in spoken words
- Substituting the final phonemes (sounds) in spoken words
- Substituting the medial phonemes (sounds) in spoken words

Garden to harden; light to night

**Adding Phonemes ("Open palms")**
- Adding words to make compound words (Phonological)
- Adding syllables to words or word parts (Phonological)
- Adding initial phonemes (sounds to spoken words)
- Adding final phonemes (sounds) to spoken words (suffix: -ing)

Bookmark to bookcase
Flashlight to stoplight
Limit to habit
Hat to cat to bat to sat
Cup to cut to cub

Phonemic Awareness Examples (Easiest to Most Difficult)

**Deleting Phonemes ("Open palms")**
- Deleting words from compound words (Phonological)
- Deleting syllables from spoken words (Phonological)
- Deleting initial phonemes (sounds) from spoken words
- Deleting final phonemes (sounds) from spoken words

Cupcake
Valley
Mite
Slide

**Letter Naming: Phonics**
- Letter Cards: names and sounds
- Letter cards: blends and digraphs
Phonemic Awareness Activity

Alicia Van Hekken (Hand Movements from Heggerty):
https://www.youtube.com/watch?v=rQzHg1mSWA4

Phonemic Awareness

Kinesthetic Video

Alicia Van Hekken (Hand Movements from Heggerty):
https://www.youtube.com/watch?v=rQzHg1mSWA4
Phonemic Awareness

- Phonemic Awareness is **NOT** the same as phonics.
- Phonemic Awareness is an auditory skill.
- Phonemic Awareness is the understanding that *spoken* language can be broken into **phonemes**.
- Segmenting words into phonemes and blending phonemes into words contributes to learning to read and spell.

"The impact of phonemic awareness instruction may be **greatest in preschool and Kindergarten**, and may become smaller beyond first grade."

Ehri et al., 2001

Phonics

Classroom Activities
Letters in Print = Phonics

- Phonics instruction helps children learn the relationship between letters of the written language and the sounds of the spoken language.
- Phonics instruction focuses on the correspondence between letters and sounds.
  - Decoding: the process of reading words in text
  - Encoding: the process of using letters/sound knowledge to write

Reading First Virginia 2003

The Research Says…

- Explicit, systematic instruction is important
- Occurs within authentic reading & writing contexts
- P.A. skills causally related to word decoding & spelling
- Instruction most effective in small groups
- Focus on small set of skills
- Part of daily instructional routine 10-15 min/day, increase for “at risk” (FCRR)
- Strongest effects occur in Pre-K & K
- Close collaboration among SLP & teacher
- Identify students “at risk” early & tailor instruction
Explicit Phonics Instruction

1. **Goal and purpose of lesson**
2. **Review**: speed drills
3. **New concept**: identify sound, match to symbol – explicitly teach
4. **Word reading for accuracy**: blend and read new words
5. **Word practice for fluency**: word chain, sort or phoneme-grapheme mapping
6. **Dictation**
   (Small Group)
7. **Word meaning**
8. **Read connected text**
Explicit Phonics Instruction: Word Chaining

Word Chain

Manipulate one phoneme at a time.

1. Teacher: "The word is _____. What's the word?"
2. Students: "_______"
3. Teacher: Delete the "___/___" in ______ and change it to "/___/".
4. Teacher: "What's the (new) word?"
5. Students articulate new word while teacher monitors responses.
6. Teacher: "Write it!"
7. Students write new word, one phoneme (sound) per box.
Explicit Phonics Instruction: Phoneme Grapheme Mapping

Phoneme-grapheme Mapping

<p>| | |</p>
<table>
<thead>
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Phoneme-grapheme Mapping Protocol

1. Teacher: "The word is ______. What’s the word?"
2. Students: "__________"
3. Teacher: "Segment it!"
4. Students pull down markers/chips and segment each sound/phoneme.
5. Teacher: "First sound?"
6. Students say first sound.
7. Teacher: "Vowels or unvoiced?"
8. Students respond.
9. Teacher: "Stopping or continuous?"
10. Students respond.
11. Teacher: "Letter name?"
12. Students respond.
13. Teacher: "Write it!" (Repeat steps 5-13 for each proceeding sound.)
14. Teacher: "Write the word on the side and spell it (cloud)."
15. Teacher: "Stand up."
16. Students stand up. Class body maps while spelling! We call it "Spell- er-cast!"

Types of Phoneme Grapheme Mapping Charts

- Grid using sticky notes
- Elkonin boxes using manipulatives
- Interactive notebook
**Phoneme-Grapheme Mapping Routine**

- Say a word. Students will repeat the word.
- Say each sound in the word while students use markers (chip, coin, counting cube, sticky note, etc.) to represent each sound in the word.
- One box (sound) at a time, students say the sound for the box, move the marker and write the correct grapheme to represent the sound.
- Repeat this process until the word is complete.
- Write the complete word.

**Type of Graphemes**

- List A – Short Vowels
- List B – CVC Words
- List C – Consonant Blends
  - Doubled Consonants
- List D – Digraphs
- List E – Silent E Words
- List F – Vowel Teams
  - Diphthongs
- List G – R-controlled Vowels
**Modeled Whole Group Activity**

- **Short Vowels – Lists A and B**
  
  \[vc; cvc\]
  
  Each phoneme (sound) is represented by one grapheme (letter).

- **Blends or doubled consonants – List C**
  
  \[ccvc or cvcc\]
  
  Blends
  
  Each phoneme is represented by one grapheme.
  
  Doubled consonants
  
  The 2 letters represent 1 sound and will therefore be placed in 1 box.

**Modeled Whole Group Activity**

- **Digraphs – List D**
  
  \[ccvc or cvcc with digraphs\]
  
  The 2 letters represent 1 sound and will therefore be placed in 1 box.
Quick Post-It Note Checkpoint

From today…
• 1 thing that is “circling” in your mind
• 3 important “points”
• 1 thing that “squares” with your thinking

Anchor PA Elements within Phonics Charts

Research supports:
• Embedding a letter into a picture, depicting a strong, meaningful connection between the letter shape and its associated sound. (Mastropieri, M. & Scruggs, T. 1991)
• Providing oral kinesthetic features of sound greatly improves phonological skill development (Howard, M. 1986)
Activity: 4 Quadrant Letter/Sound Anchor Chart

- **Quadrant 1**: Letter/Sound
- **Quadrant 2**: Ear & Mouth (Look, feels, sounds like)
- **Quadrant 3**: Words & pictures with the target letter/sound that are meaningful to the students
- **Quadrant 4**: Pictures/words with sound in initial, medial, final position

---

Phonemes, Graphemes, and Letters Review

- **Phonemes**
- **Graphemes**
- **Letters**
**BONUS! Phonics: 6 Syllable Types “CLOVER”**

<table>
<thead>
<tr>
<th>Types</th>
<th>Characteristics</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed</td>
<td>ends in one or more consonants; vowel sound is short; vowel is closed in by a consonant</td>
<td>milk, duds</td>
</tr>
<tr>
<td>Consonant L-e</td>
<td>a consonant followed by an “l—e”; must connect to another syllable type</td>
<td>table, giggle, people, muffle, circle, ankle, bride, fizzle</td>
</tr>
<tr>
<td>Open</td>
<td>ends in a single vowel; vowel makes long sound; there is no consonant to close it in</td>
<td>acorn, hi, baby, even, motor, me, fever</td>
</tr>
<tr>
<td>Vowel teams</td>
<td>a group of vowels working together to make a single sound</td>
<td>food, steamer, boat, toy, hay, fall</td>
</tr>
<tr>
<td>Magic E</td>
<td>vowel--consonant--e pattern; vowel sound is long</td>
<td>wake, stove, kite, mute, dima</td>
</tr>
<tr>
<td>R- Controlled</td>
<td>follows a vowel and distorts the sound</td>
<td>party, cork, churn, shirt, herd</td>
</tr>
</tbody>
</table>

**Website Resources**

- MDE Literacy: [http://www.mde.k12.ms.us/literacy](http://www.mde.k12.ms.us/literacy)
- Florida Center for Reading Research: [http://www.fcrr.org/for-educators/](http://www.fcrr.org/for-educators/)
- Assessments, Alphabet Charts, Other PA Resources: [www.literacyresourceinc.com](http://www.literacyresourceinc.com)
- Alicia Van Hekken (Hand Movements): [https://www.youtube.com/watch?v=rQzHq1mSWA4](https://www.youtube.com/watch?v=rQzHq1mSWA4)
Dr. Kymyona Burk, State Literacy Director (K-12)
kymyona.burk@mdek12.org
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csullivan@mdek12.org
Kristen Wells, K-3 Assistant State Literacy Coordinator
kwells@mdek12.org
The Art of Mastering Literacy Centers

September 2017

Division of Literacy
Office of Elementary Education and Reading
601-359-2586

Session Norms

• Silence your cell phones
• Please check and/or reply to emails during the scheduled breaks
• Be an active participant
• Do not hesitate to ask questions

Participate
VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

State Board of Education Goals  FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates From High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher
Session Goals

- Review literacy center procedures and organizational systems
- Discuss instructional routines and activities used at the teacher table during literacy centers
- Explore literacy center activities that are aligned to the MS CCRS
- Review and discuss various ways to differentiate literacy center activities

Literacy Centers:
Procedures and Organizational Systems
Non-Negotiables & “Best Practices”

- Center activities **address** the components of reading.
- Centers are clearly **labeled** with **standards** and **directions**.
- Centers have an **accountability** sheet.
- A **rotation chart** is present.
- Centers are **differentiated**.
- **If possible**: utilize technology!

Independent Centers: Grouping your Students

- Partners vs. groups
- Independently
- **Heterogeneously**: group students with mixed ability
- **Homogeneously**: group students with similar ability
Rotation Charts & Scheduling

- Based on data, plan how OFTEN you will see each group
- Readers “above grade level” may not meet at the teacher led table daily (adapt activities for their level and students report to teacher)
- Readers “below grade level” should meet with the teacher daily (based on their skill deficit)
- Plan how many centers will be out per day (2? 4? 10? It’s all possible!)

Sample Rotation Schedules & Charts
More Rotation Chart Examples

Labeling & Organization

• Labeling: Reading Component, Standards, and Directions
• Organization of Centers
• Organization of Student Work (folders, bins, binders etc.)
Transitions

Things to think about…

- When will my students know to clean up?
- How will they move from place to place?
- How will they know where to go?

Types of Transitions:

- Use a timer
- Use a bell
- Play a song
- Sing a song/chant
- Count down

When in doubt...come up with a procedure!

Activity: Map it Out!

- CREATE a center system that would work for YOUR classroom (including tables, carpet and floor space)
- Be sure to include the following:
  - How many center “stations” will you have?
  - How you will transition?
  - How many groups of students (Teacher Table(s) and independent groups)?
  - How often you will see your groups?
**Map Example!**

- Fluency
- iPads
- Writing
- carpet
- Vocabulary
- Phonemic Awareness
- Teacher Table
- Teacher Table
- Sight Words
- Comprehension
- Phonics
- Computers

---

**Activity: Map, Debrief, & Share Out**

- How many centers will you have at once?
- Where will your centers be?
- How many groups will you have?
- What transition will you use?
Literacy Centers:
The Teacher Table

Teacher Table: Grouping your Students

- Use STAR Reading and other diagnostic data collected to initially group students by skill deficit area
- Try to have no more than 3 to 5 students per group
- Remember: Groups should be FLEXIBLE based on DATA!
### Teacher Table: Example Activities and Materials

#### Letter and Sound Review
Use alphabet chart or flashcards

#### Phonemic Awareness Routine
Use Phonemic Awareness training lesson plan

#### Phonics
Students say the sounds on the CVC word or letter cards and practice blending, segmenting, building, and producing new words

#### Sight Words
Use a grade-specific word list or review class words of the week

---

### Teacher Table: Example Activities and Materials

#### Dictation
- Use stickies and/or handwriting paper
- Call out words to review (CVC or sight words)
- Enhance by having students dictate a sentence

#### Reading Comprehension
- Use decodable text with comprehension questions
- Read the story with (below grade level and on grade level) students
- Allow students (above grade level) to read and complete questions independently
### Teacher Table: Example Routine

**Before Reading**
- Plan the instruction
- Introduce the text and strategy or skill
- Teach a mini-lesson; focus on the skill and/or strategy

**During Reading**
- Model reading strategies and have students read the text aloud
- Observe students’ interactions with the text
- Address previously planned or new teaching points (based on students’ interactions with text)

**After Reading**
- Revisit the text
- Review the focus skill or strategy
- Extend the text through writing
- Record notes on students’ interactions with the text and how they are progressing towards a level of independence
- Reflect on your teaching
Let’s Watch and Learn!

Activity: Turn and Talk

• How do you know if your center activities are rigorous and meet grade-level standards?

• What MDE documents do you currently use to plan your literacy centers?
Literacy Center Activities:

Diving into the Content

Your Literacy Centers Must...

• Be aligned to one or more of the Mississippi College- and Career-Readiness Standards (MS CCRS)
• Be aligned to one of the five components of reading and writing
• Differentiated
## MS CCRS & Components of Reading Correlation

<table>
<thead>
<tr>
<th>Component of Reading</th>
<th>MS CCR Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological Awareness</td>
<td>RF.2</td>
</tr>
<tr>
<td>Phonics</td>
<td>RF.1, RF.3</td>
</tr>
<tr>
<td>Fluency</td>
<td>RF.4, RF.K.3c, RF.1.3g, RF.2.3f sight words</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>RI.4, RL.4, L.4, L.5, L.6</td>
</tr>
<tr>
<td>Comprehension</td>
<td>All RI/RL</td>
</tr>
<tr>
<td>Writing</td>
<td>All W &amp; RI/RL if writing a response to a text dependent question that focuses on a specific standard</td>
</tr>
</tbody>
</table>

### Phonological & Phonemic Awareness (RF.2)

Phonological awareness is the ability to notice, hear, identify, and manipulate words and word parts, including phonemes, syllables, onset and rime (Arbruster, Lehr, & Osborn, 2001).

Phonemic Awareness is the understanding that **spoken** language can be broken into **phonemes**.

**VERY IMPORTANT: NO PRINT!**
Examples: Phonological Awareness (RF.2)

Phonics (RF.1, RF.3)

The relationship between letters and sounds!
Examples: Phonics (RF.1, RF.3)

Phonics Activity: Phoneme Grapheme Mapping

**Phoneme Grapheme Mapping RF.3**

**Directions:**
1. Fill out the sound boxes using the word list provided to you.
2. BE CAREFUL. Each box represents ONE sound, NOT one letter.
3. After writing the words, color-code and label as follows:
   a. Trace INITIAL or FINAL blends (2 boxes) in blue
   b. Trace digraphs/trigraphs in red
   c. Trace vowel teams or diphthongs in green
   d. Trace r-controlled vowels in purple
   e. Cross-out bossy-e’s and put an arrow to the vowel whose sound changes to long.
   f. Make sure your “x” covers TWO boxes.
   g. If you have a qu, circle the pair (two boxes)
   h. If it’s multi-syllable word, LIGHTLY color the first syllable in YELLOW and the second syllable in ORANGE.
4. Use the EXAMPLE to HELP you!!
Phoneme Grapheme Mapping List

Sample Word List:
- scratch
- messy
- lights

Phoneme Grapheme Mapping

<table>
<thead>
<tr>
<th>s</th>
<th>c</th>
<th>r</th>
<th>a</th>
<th>tch</th>
<th>scratch</th>
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<td>e</td>
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<td>y</td>
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<td>messy</td>
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<td>l</td>
<td>igh</td>
<td>t</td>
<td>s</td>
<td></td>
<td>lights</td>
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</tbody>
</table>
Fluency (RF.4)

- Letter naming fluency
- Letter-sounds fluency
- Words, phrases and sentences
- Phonics skill-based passages
- Leveled passages

More Examples: Fluency (RF.4)

Letter naming/ sounds and sight word fluency

Sentence Fluency
Sight Words (RF.K.3c, RF.1.3g, RF.2.3f)

- Word building, identifying and reading
- Differentiate (Pre-primer, primer, etc.)
- Personal Word Walls
- Punch Cards

Vocabulary (L.4, L.5, L.6, RI.4, RL.4)

- Academic vocabulary from standards
- Words from whole-group instruction
- Context Clue Questions
- 4-Square Vocabulary
- Morpheme Web Wheels
- Vocabulary Triangle
- Categorizing
Examples: Vocabulary

(RI.4, RL.4, L.4, L.5, L.6)

Word Wall Center Activities

- Choose 4 words and complete 4-squares
- Choose 4 words and phoneme grapheme map
- Choose 4 words and write a narrative
- Rhyming Words: Choose 4 words and come up with as many rhyming words as possible
- Phonics Scavenger Hunt: Look for words with a specific pattern

Comprehension (RL & RI)

- Students read a passage/book & complete a **graphic organizer** according to skill/standard
- Students answer text dependent questions (could be a board of questions and they roll a dice to answer)
- **Task cards** with short passages and questions (and students pull out their evidence)
- **Close Reading**/Annotating Text
- **Sequencing** Parts of a Text
- “**Library Center**” with Accountability

Examples: Comprehension (RL & RI)

Graphic organizers

Task Cards
Writing (W.1, W.2, W.3 & TDQs)

- Text Dependent Questions
- Opinion Writing
- Informative/Explanatory Writing
- Narrative Writing
- Writing in response to pictures!
- Writing a narrative based on a sequence of pictures

Literacy Centers:
Differentiating Activities
How can you differentiate your literacy center activities?

- **Color-code activities** within a center (folders, stickers, dots, bins, etc.)
- **Leveled texts**
- **Vary** activities at a center (extensions for higher students, modifications with lower students)
- Students can complete **different** center activities
- **Resources for students to reference**: anchor charts & word wall, examples, popsicle sticks as word spacers, pencil grips, printing on colored paper, multi-sensory learning, etc.

### Examples of Differentiated Activities

**Skill Focus:** Alliteration  
**Resource:** “Say Something Silly!” Literacy Center

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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</thead>
<tbody>
<tr>
<td>Luis and Rachel</td>
<td>Alex and Marcus</td>
<td>Gail</td>
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</tbody>
</table>
| • Listen to the tongue twisters as you follow along with the sentence strips.  
• Draw a picture of your favorite tongue twister on Activity Sheet #1. | • Read each sentence strip 3 times or until you can read them fluently.  
• Use Activity Sheet #2 to copy your favorite tongue twister from the sentence strips.  
• Circle the first letter or letters (blends) for each word.  
• Draw a picture of your favorite tongue twister. | • Read the tongue twister sentence strips fluently.  
• Use Activity Sheet #3 to write your own tongue twisters. Draw a picture for your twister. |
**Activity: Differentiation**

Plan a differentiated Center Activity for Standard RL 3:

K.3-Identify characters, settings, and major events in a story.

1.3-Describe characters, settings, and major events in a story, using key details.

2.3-Describe how characters in a story respond to major events and challenges.

**In your group:**

Come up with ways for the activity to be differentiated for both lower-ability students and higher-ability students.

Be prepared to share!

---

**Kindergarten Integrated Centers Document**

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- Planning Centers

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<tr>
<th>Name of Activity</th>
<th>STANDARDS</th>
<th>MATERIALS</th>
<th>STUDENT PROCEDURE</th>
<th>CENTER ACCOMMODATION</th>
</tr>
</thead>
</table>

Overview ............................................................................................................. 5
Integrated Creative Arts Center for Literacy ................................................ 6
Integrated Science Center for Literacy ......................................................... 8
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Integrated Social Studies Center for Literacy ................................................ 30
Integrated Motor Development Center for Literacy ....................................... 34
Integrated Technology Center for Literacy .................................................... 36
Resources


Strong Readers = Strong Leaders Campaign

• Statewide public awareness campaign promotes literacy, particularly among PreK-3 students

• Campaign aims to equip parents and community members with information and resources to help children become strong readers
Dr. Kymyona Burk, State Literacy Director (K-12)
kymyona.burk@mdek12.org

LeighAnne Cheeseman, K-3 English Learner/Assistant State Literacy Coordinator
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Casey Sullivan, K-3 Assistant State Literacy Coordinator
csullivan@mdek12.org

Kristen Wells, K-3 Assistant State Literacy Coordinator
kwells@mdek12.org
INTEGRATED Kindergarten CENTER ACTIVITIES FOR LITERACY
ALIGNED TO THE MS-CCRS AND KINDERGARTEN GUIDELINES

School Template
The purpose of the ELA *Integrated Kindergarten Centers Activities for Literacy School Template* is to document additional activities that could be used to meet the kindergarten standards and guidelines. Using the ELA *Integrated Kindergarten Centers Activities for Literacy* as a guide, teachers may add center activities to this template that may be used during the literacy block. Activities may include modifications to the MDE’s list that have been personalized to meet the thematic components and needs of individual students. Additional information and resources for educators may be found by visiting [http://mdek12.org/ESE/literacy](http://mdek12.org/ESE/literacy).
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| CENTER ACCOUNTABILITY |

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| CENTER ACCOUNTABILITY |
### Name of Activity

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<tr>
<th>STANDARD(S)</th>
<th>MATERIALS</th>
<th>TEACHER PROCEDURE</th>
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