

Getting Started with Building Foundations that Last: P – 3 Literacy Alignment with David Matteson

	PreK Instruction
Getting Started	<p>As teachers begin using the approaches modeled in David Matteson’s presentations and texts, the following materials, resources and strategies are provided to guide instruction in the implementation process. Here are some key ideas to remember as we implement BFTL (Building Foundations That Last):</p> <ul style="list-style-type: none"> • Our focus is on building comprehension and meaning. • We want children to see themselves as readers and writers. • Emphasize the use of oral language, telling stories, writing to communicate, and connecting reading to writing.
Materials	<ul style="list-style-type: none"> ▪ Emergent Classroom Packet (<i>Emergent Story Card</i>, three teacher guides-phonics, comprehension, spelling; poster of <i>Emergent Story Card</i> (front & back) ▪ DM Quarterly Writing Benchmarks (PreK-1) ▪ DM Anchor Papers (PreK-1) ▪ Yellow Books - <i>My Pictures & Stories</i> ▪ Teacher Guide – <i>My Pictures and Stories</i>
Oral Language Development	<p><i>Teacher tells own personal stories, orally using...</i></p> <ul style="list-style-type: none"> ▪ Descriptive words (i.e. variety of verbs, adjectives) & high level vocabulary ▪ Animation, expression and gestures to engage students in the narrative ▪ And labeling emotions ▪ Teaching objectives from the <i>Levels of Student’s Oral Language</i> from the <i>Early Literacy Continuum for Writing</i> to guide your instruction ▪ Words or short phrases to label objects in the picture

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Fine Motor	<ul style="list-style-type: none"> ▪ Use <i>Levels of Student Work</i> from the <i>Early Literacy Continuum for Writing</i> to assess fine motor & plan fine motor instruction and practice ▪ Use small pencils (i.e. golf pencils) ▪ Encourage crossing out for making changes in writing rather than using erasers ▪ Model and provide practice drawing basic shapes (circle, rectangle, oval, square, triangle) ▪ Demonstrate use of basic shapes in creating recognizable pictures
Playing at Reading	<p><i>To help students see themselves as readers...</i></p> <ul style="list-style-type: none"> ▪ Demonstrate “reading the story” with wordless books ▪ Encourage children to “read a story” with wordless books ▪ Demonstrate “reading the pictures” in books with text, letting students know you may “read the story” without using text
Modeled Writing	<ul style="list-style-type: none"> ▪ Provide brief, daily, modeled writing using your own personal narratives with pictures and labels ▪ Model thinking and planning the story in your mind, prior to drawing and writing ▪ Include use of shapes to create recognizable objects within picture, to facilitate story writing and retelling ▪ Model use of visual detail in pictures (facial expression, details important to story) ▪ Include narrative story elements in drawings (character, setting, action or significant event) ▪ Include other features in pictures (labels, speech bubbles, thought bubbles) ▪ Demonstrate labeling in the picture & then moving to writing below the line ▪ Model use of the <i>Emergent Story Card</i> poster as a resource for writing ▪ Utilize modeled writing prior to working with small writing groups using the “Yellow Books” (see <i>My Pictures & Story Teacher’s Guide</i>—“Using My Pictures & Stories Book”) ▪ Model a variety of writing forms (i.e. labels, list, sign, letter note, nametag)

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Early Learning Continuum, Writing Benchmarks, and Writing Anchor Papers	<ul style="list-style-type: none">▪ Use <i>Early Learning Continuum for Writing</i> to assess levels of student work and oral language and to guide instruction▪ Use <i>Prekindergarten Quarterly Benchmarks</i> to determine teaching points▪ Use <i>PreK Writing Anchor Papers</i> to...<ol style="list-style-type: none">1) determine developmental expectations across the year2) plan for modeled writing
Independent Writing	<ul style="list-style-type: none">▪ Encourage students to talk through their stories before drawing/writing▪ Encourage use of labels and pictures▪ Use questions and the Emergent Story Card to draw out the narrative elements in a child's story▪ Encourage children to add narrative elements and details to their pictures▪ Encourage use of basic shapes, important visual details in pictures▪ As skills develop, encourage children to add labels, speech bubbles, etc. to pictures▪ Encourage use of the <i>Emergent Story Card</i> to sound out and write words▪ Encourage writing below the line after child is using labels in picture▪ Incorporate writing opportunities in centers▪ Provide opportunities to revisit and retell the same story over time▪ Provide opportunities for children to share their writing with an audience