Developmentally Appropriate Practices & Standards—Working Together

Susan B. Neuman
University of Michigan
Focus of Talk

- What we need to do
- How we need to do it
Case Study #1: One Teacher's Experience
Why Begin Early?: The Opportunity Hypothesis

- Learning to read and write: Developmentally appropriate practice
  - Begins at birth
  - Reading and writing occur interchangeably
  - Children need to understand the purposes of using literacy
  - Literacy practice must build on good early childhood practice
Poverty...
Access to Print in a Middle-income Neighborhood: Blue Collar

Child Population = 6,770
Places to buy books = 13
Titles in Stores = 2,157
Middle-income Neighborhood

- Child Population = 1,239
- Places to buy books = 11
- Titles in Stores = 16,453
Access to Print in a low-income neighborhood: Highly diverse

Child Population = 4,890
Places to buy books = 4
Number of Titles in Stores = 358
Concentrated Poverty

- Child Population = 9,686
- Places to buy Books = 4
- Number of Titles = 33
• Interactions…

Hart and Risley…

![Graph showing words addressed to the child by age of the child in months for different groups of parents: 13 professional parents, 23 working-class parents, and 6 welfare parents.](image)
### Beginning Kindergarten Students’ School Readiness Skills by Socioeconomic Status (SES)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Lowest SES</th>
<th>Highest SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to recognize letters of alphabet</td>
<td>39%</td>
<td>85%</td>
</tr>
<tr>
<td>Ability to identify beginning sounds of words</td>
<td>10%</td>
<td>51%</td>
</tr>
<tr>
<td>Identifies primary colors</td>
<td>69%</td>
<td>90%</td>
</tr>
<tr>
<td>Counts to 20</td>
<td>48%</td>
<td>68%</td>
</tr>
<tr>
<td>Writes own name</td>
<td>54%</td>
<td>76%</td>
</tr>
<tr>
<td>Amount of time having been read to Prior to kindergarten</td>
<td>25 hours</td>
<td>1,000 hours</td>
</tr>
<tr>
<td>Accumulated experience with words</td>
<td>13 million</td>
<td>45 million</td>
</tr>
</tbody>
</table>
The Need Hypothesis: Risk factors

- Stark, and triangulated differentials in access to print for children who come from middle- and lower-income neighborhoods
- Resources, Language, Social Networking
The impact of risk-factors

- Environmental opportunity hypothesis: The Matthew Effect” (Stanovich, 1982)
- Familiarity hypothesis: Cognitive routines result from functional activities (Coles, 1990)
- Knowledge gap hypothesis (Neuman & Celano, 2006)
What do we need to do?

• Better understand the mechanisms that underlie risk factors
• Create better connections to effective interventions
Underlying Assumptions about Early Literacy Development

- Content knowledge
- Procedural Knowledge
- Dispositions
Nurturing Knowledge
Susan B Neuman
Kathleen Roskos
with
Tanya Wright
Lisa Lenhart
wonder
discovery
inquiry
building
curiosity
problem solving
creativity
joy
5 essential practices
Links to content areas
Parents
The Five Essentials

- Supportive learning environment
- Songs, rhymes, and word play
- Storybook Reading
- Developmental writing
- Literacy and play
Step 1: Resources

- Child-related displays
- Functional print
- Books plus cozy corner book areas
- Orderly environment
- Teacher talk and interaction
- Lots of love and positive reinforcement
Environmental Features

- **Space**
  - Effects of carved space

- **Toys**
  - Cognitive toys that engage children minds

- **Clusters of objects**

- **Authentic objects**

- **Culturally specific objects**
What’s Wrong with this Picture?
Child Related Displays
Supportive learning environment
Social Studies
knowledge seekers
# A content rich curriculum

<table>
<thead>
<tr>
<th>Unit</th>
<th>Major Concepts</th>
<th>Materials Need</th>
<th>PreKindergarten Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magnetism</td>
<td>Magnetic force attracts things made of iron and steel</td>
<td>Objects to test and sort Books</td>
<td>The child:</td>
</tr>
<tr>
<td></td>
<td>Magnetic force attracts things made of iron and steel</td>
<td>Magnets</td>
<td>• uses one more sense to observe phenomena</td>
</tr>
<tr>
<td></td>
<td>Magnets have many uses and help us do many things</td>
<td></td>
<td>• analyzes patterns and relationships</td>
</tr>
<tr>
<td>Colors</td>
<td>There are many different colors and they have different names. Primary colors are red, yellow and blue</td>
<td>Books Colored paper Color swatches Food colors</td>
<td>The child:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• uses different colors to create meaning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• uses new vocabulary in everyday communication</td>
</tr>
<tr>
<td>Sound</td>
<td>We can identify things by their sounds</td>
<td>Musical instruments Records Kitchen food Containers Chutes and marbles Popcorn cooking</td>
<td>The child:</td>
</tr>
<tr>
<td></td>
<td>Sound is created by vibrations of objects</td>
<td></td>
<td>• Identifies similarities and differences</td>
</tr>
<tr>
<td></td>
<td>Sounds can be high/low, loud/soft</td>
<td></td>
<td>• Begins to distinguish among sounds of several instruments.</td>
</tr>
</tbody>
</table>
Current Pre-K programs

Vocabulary

Score

Curriculum

Pebble Soup

Leapfrog

Scholastic Early Childhood Program

Opening the World of Learning (OWL)

DLM Early Childhood Express

High Scope

McGraw-Hill Breakthrough to Literacy

Houghton Mifflin

Building Language for Literacy

Trophies

Open Court

Activate Early Learning
Current Programs

Phonological Awareness Score

Score

- Houghton Mifflin
- Pobble Soup
- Activate Early Learning
- Building Language for Literacy
- DLM Early Childhood Express
- High Scope
- Leapfrog
- Open Court
- Scholastic Early Childhood Program
- Trophies

Curriculum
Step 2: Language

- Children need rich, explicit instruction to learn new words (a lot of information).
- Frequency of use leads to more word learning (Baumann & Kameenui, 2004).
- Word learning requires rich mental capacities, conceptual, social, and linguistic (Bloom, 2000).
- Vocabulary learning needs to be taught in meaningful contexts (Beck et al., 2002).
- Multiple exposures to target words and carefully scheduled review and practice enhances vocabulary knowledge (Coyne, Kame‘enui, Simmons, & Harn, 2004).
- Children need rich, explicit instruction to learn new words (a lot of information).
Instructional Features

- High-risk children need instructional formats:
  - Clear
  - Well-structured
  - Sufficiently redundant
  - Well-sequenced
  - Designed to accelerate their learning of skills and content.
• often
• Briskly paced to cover a substantial amount of material
• Motivating
• Appropriately challenging (the term we use is ‘challenging but achievable’)
• Eliciting frequent and corrective feedback
• Well-sequenced to provide clear accountability and consistent follow-up
The World of Words (WOW)
WOW Teacher Manual

- In-depth content rich instruction
- Assisted instruction
  - Get Set
  - Give Meaning
  - Build Bridges
  - Step back
Daily Lesson

- Tuning in....
- Content learning
- Information book
- Sorting cards
- Biweekly assessment
This book is about insects. Insects are very small creatures. Mostly, insects live outside. Which insects can you see in this picture?
PICTURE CARDS
Results

Student Results:
Press this button to show Harry’s results.

Category Results:
Press this button to show all results from the Water Animals Category.

Overall Results:
Press this button to show aggregate results from all students and categories.

WOW Phone

Wild Animals Category
Pets Category
Water Animals Category

Choose Category

Zebra
Correct  Incorrect

Picture 1

Ms. Marie 1st
Ms. Marie 2nd
Ms. Janine 1st

Harry
Hermione
Ron

Add Class  Add Student

Start Category

Harry’s Results

Category: Water Animals Category
Score: 7/7 (100%)

Class Average: Ms. Marie 1st

Category: Water Animals Category
Average Percent Correct: 80%
Initial research findings

- We can enable them to learn phonological and phonemic awareness skills through engaging
- We can accelerate vocabulary and content knowledge dramatically through in-depth teaching
Children are knowledge seekers

- Support children’s learning
- Make them motivated to learn more
- Engage their minds
Step 3: Parent Involvement
Parent Involvement and Family Literacy