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# **Developmentally Appropriate Practices & Standards—Working Together**

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University of Michigan

# Focus of Talk

- What we need to do
- How we need to do it

# **Case Study #1: One Teacher's Experience**

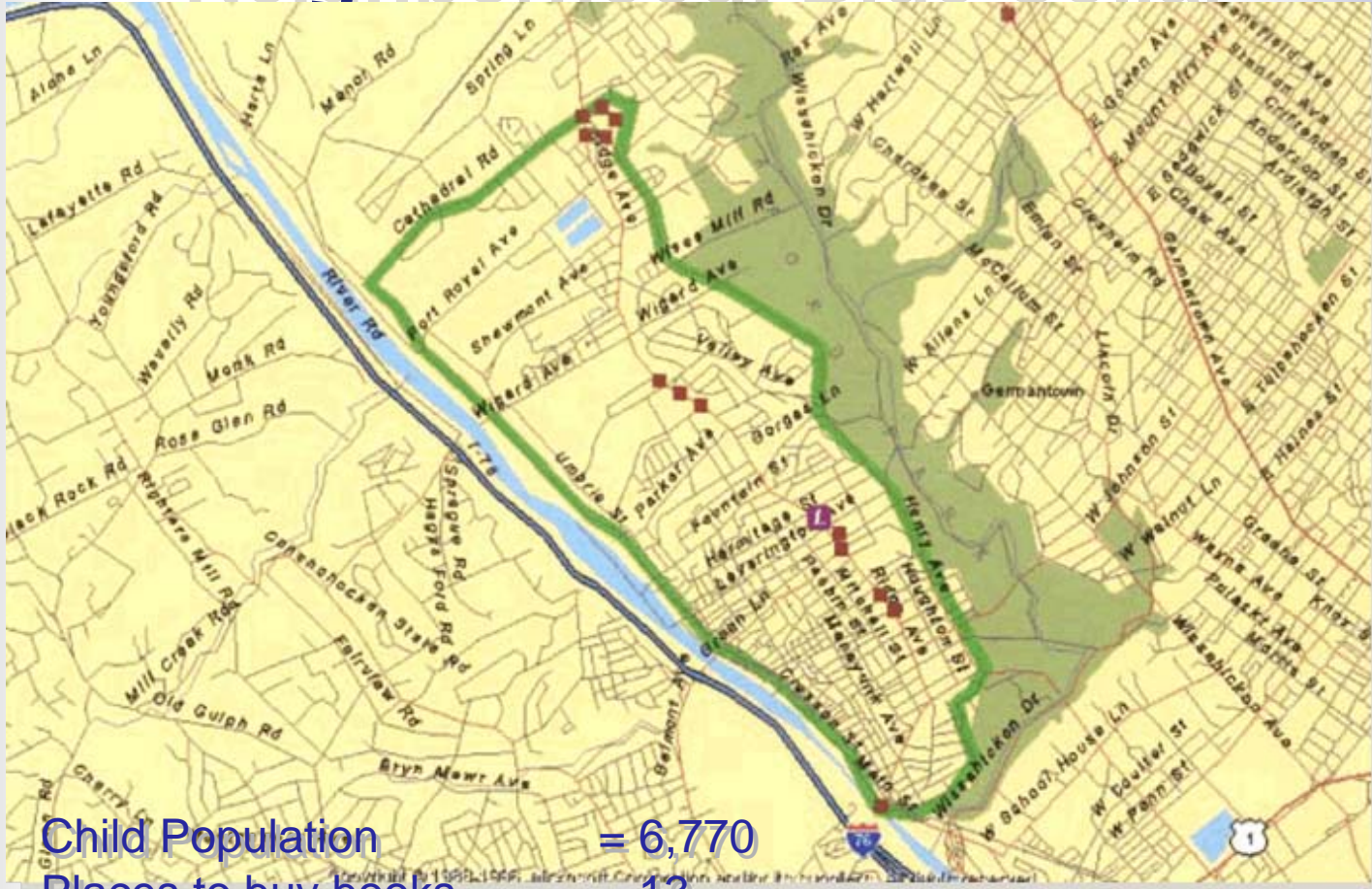
# Why Begin Early?: The Opportunity Hypothesis

- 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

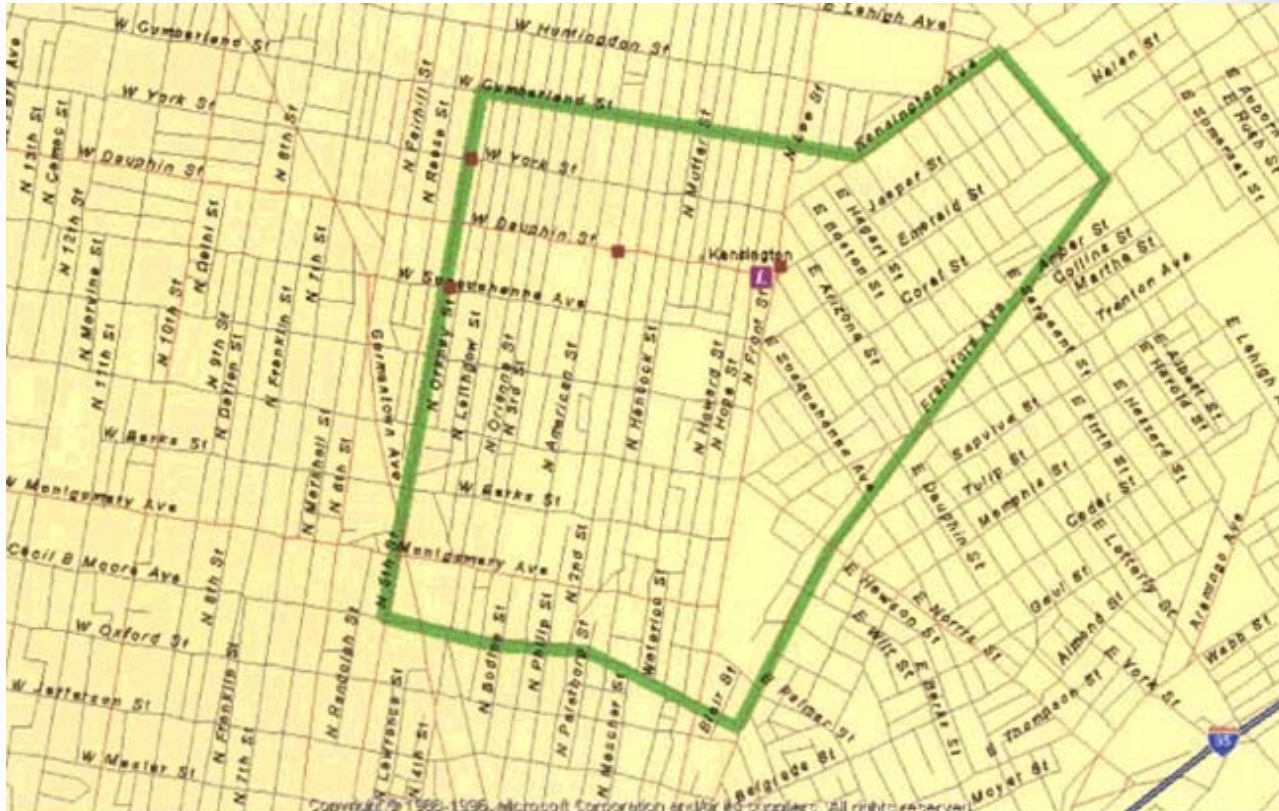


# Middle-income Neighborhood



Child Population	=1,239
Places to buy books	=11
Titles in Stores	=16,453

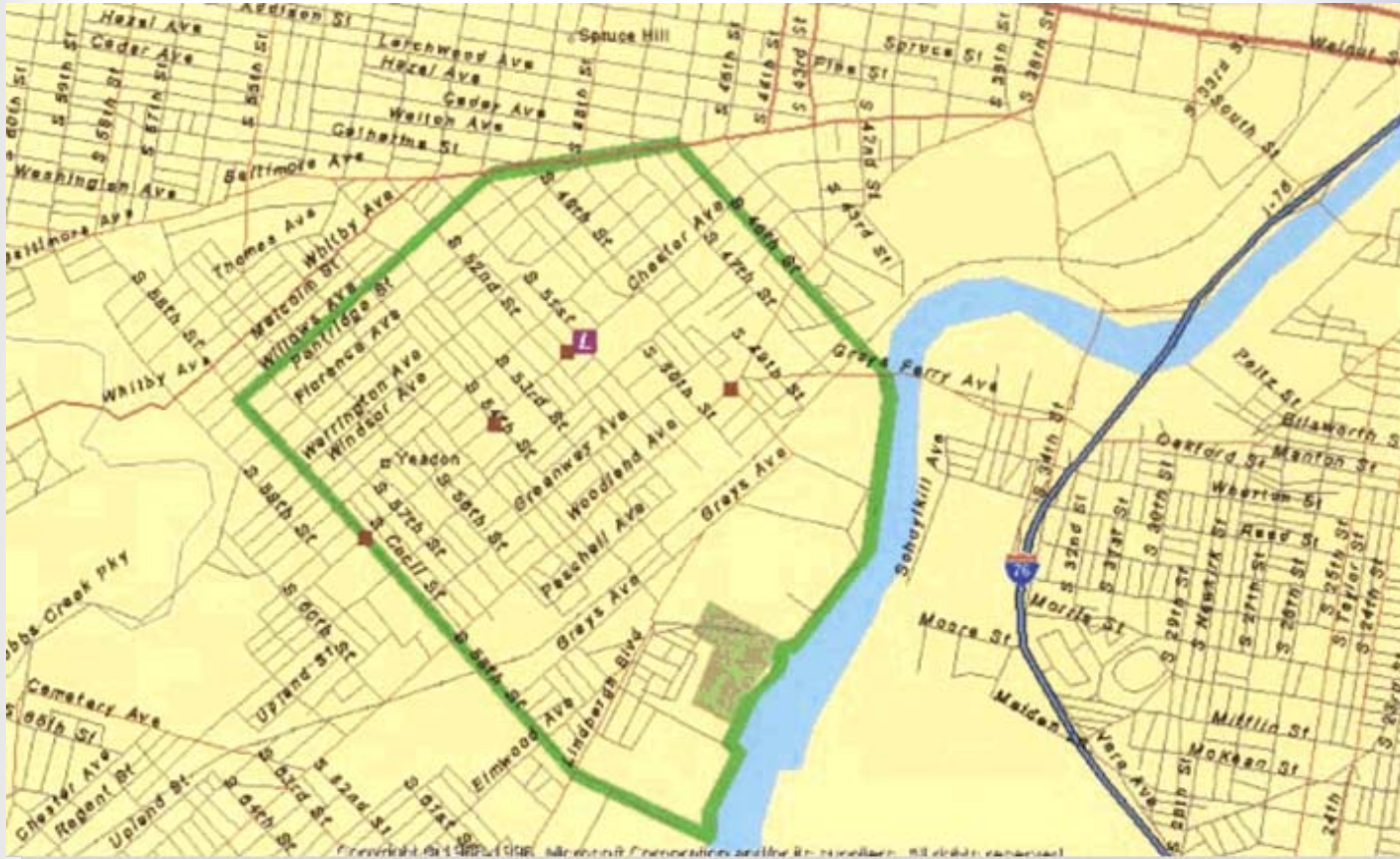
# Access to Print in a low-income neighborhood: Highly diverse



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



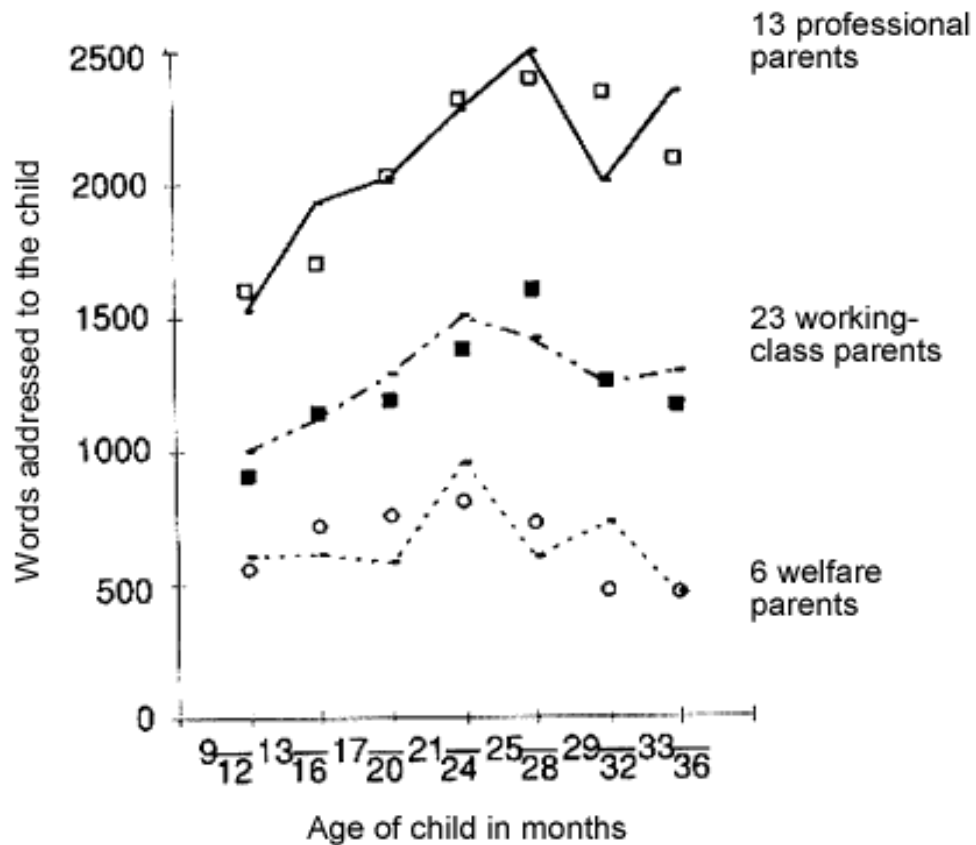
# Concentrated Poverty



Child Population	=9,686
Places to buy Books	=4
Number of Titles	=33

- Interactions...

# Hart and Risley...



# Beginning Kindergarten Students' School Readiness Skills by Socioeconomic Status (SES)

- )

	Lowest SES	Highest SES
• Ability to recognize letters of alphabet	39%	85%
• Ability to identify beginning sounds of words	10%	51%
• Identifies primary colors	69%	90%
• Counts to 20	48%	68%
• Writes own name	54%	76%
• Amount of time having been read to prior to kindergarten	25 hours	1,000 hours
• Accumulated experience with words	13 million	45 million

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# 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

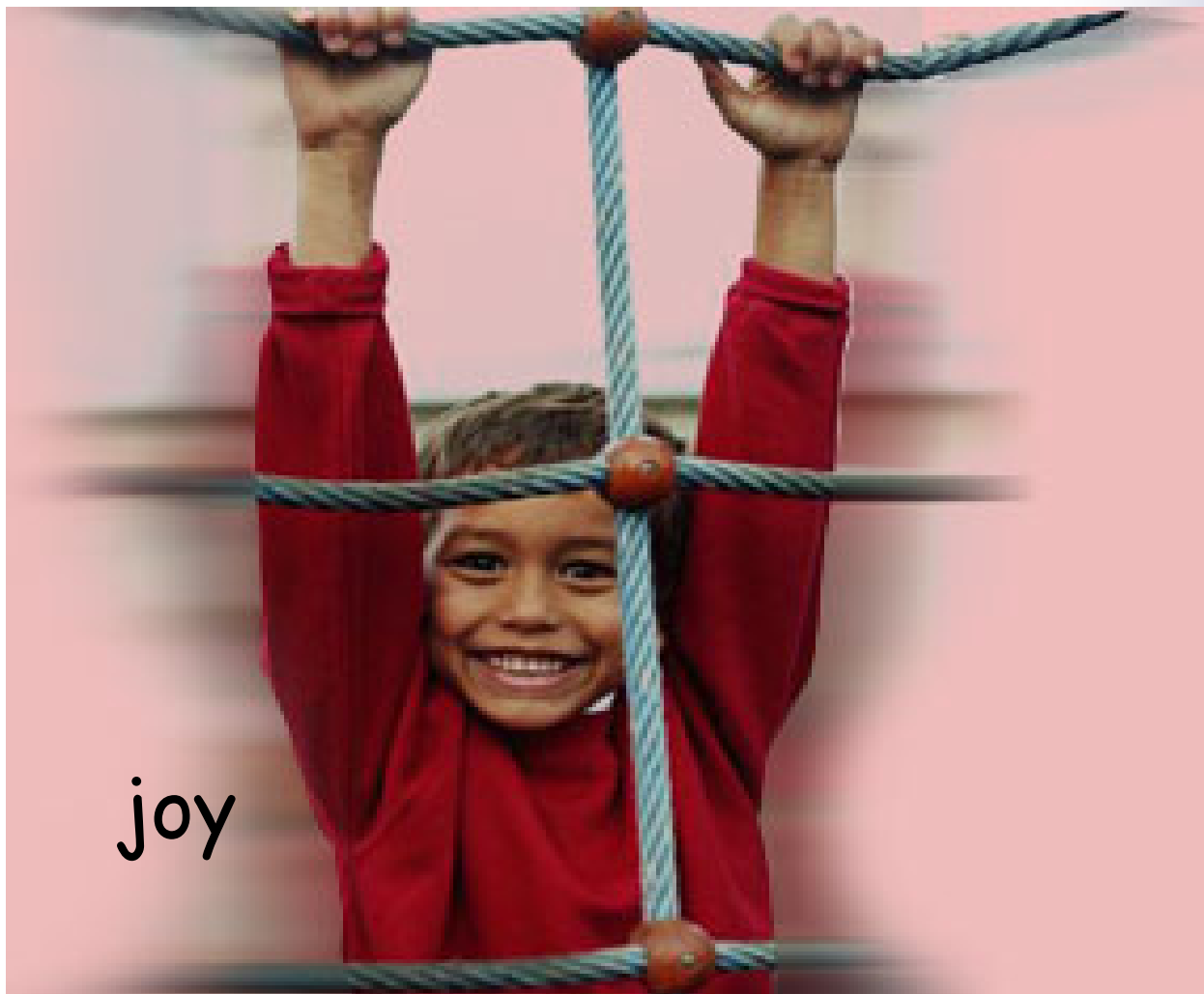




creativity



sharing

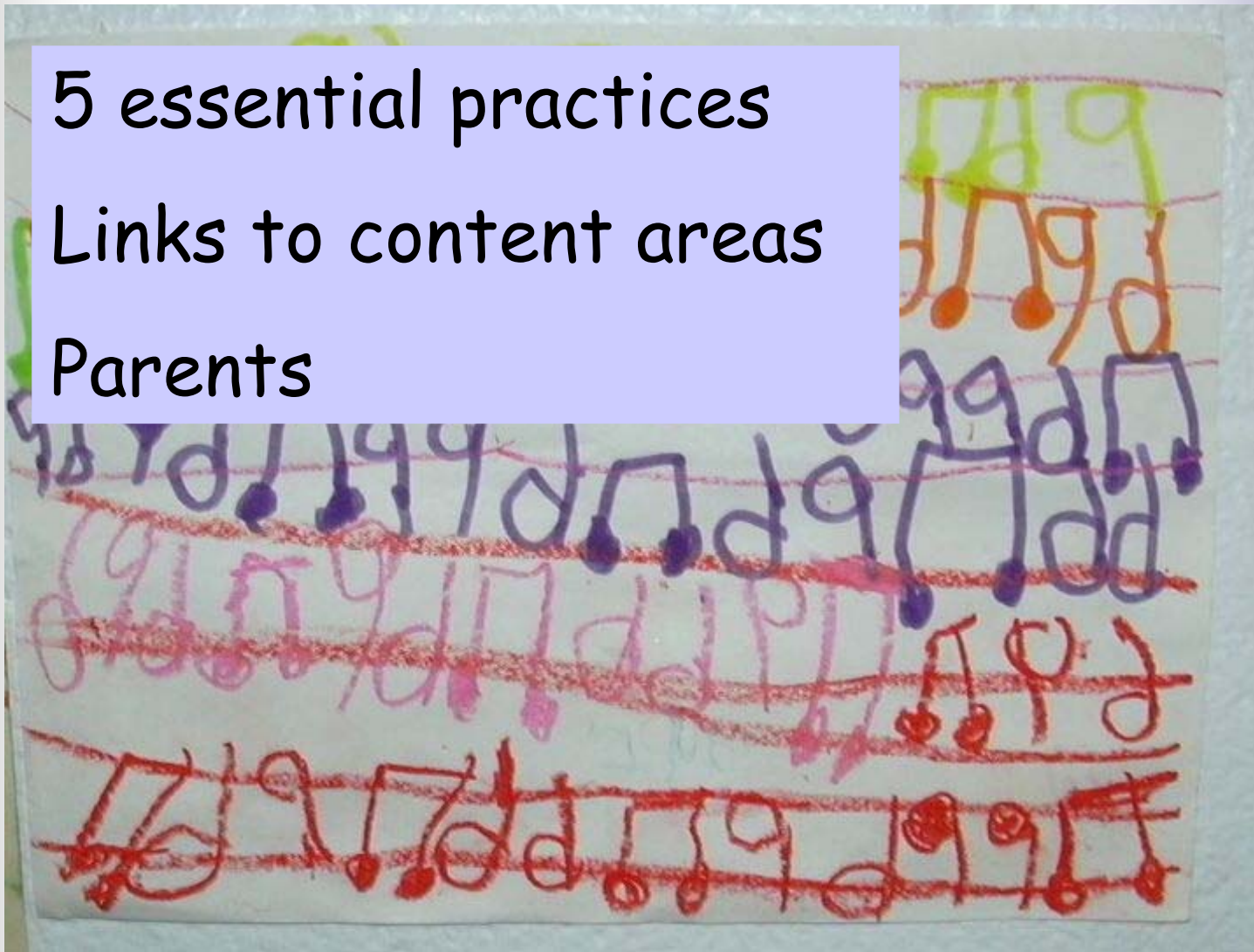


joy

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?





























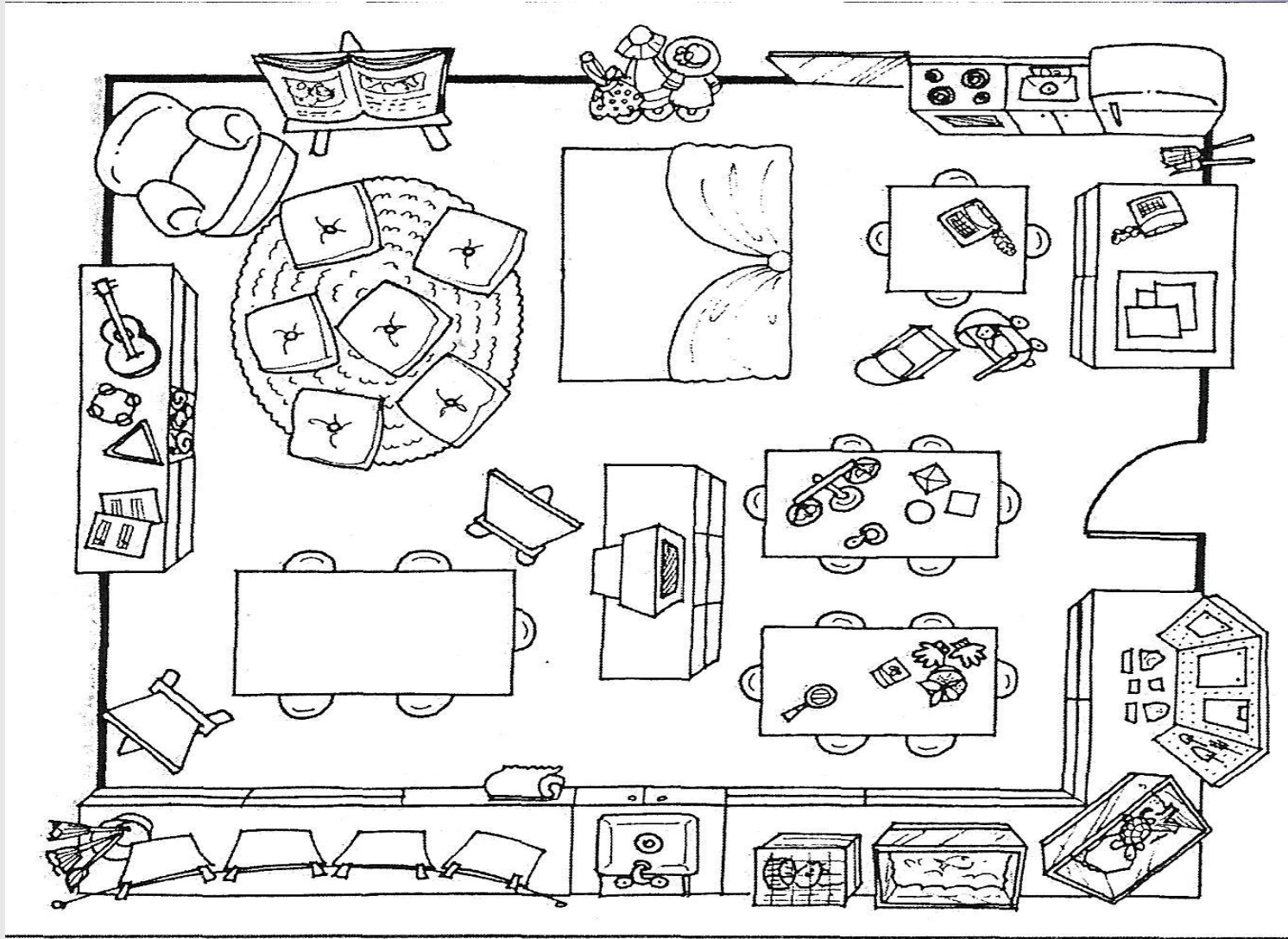


# Child Related Displays





# Supportive learning environment





# SCIENCE

display area

window

seedlings in paper cups

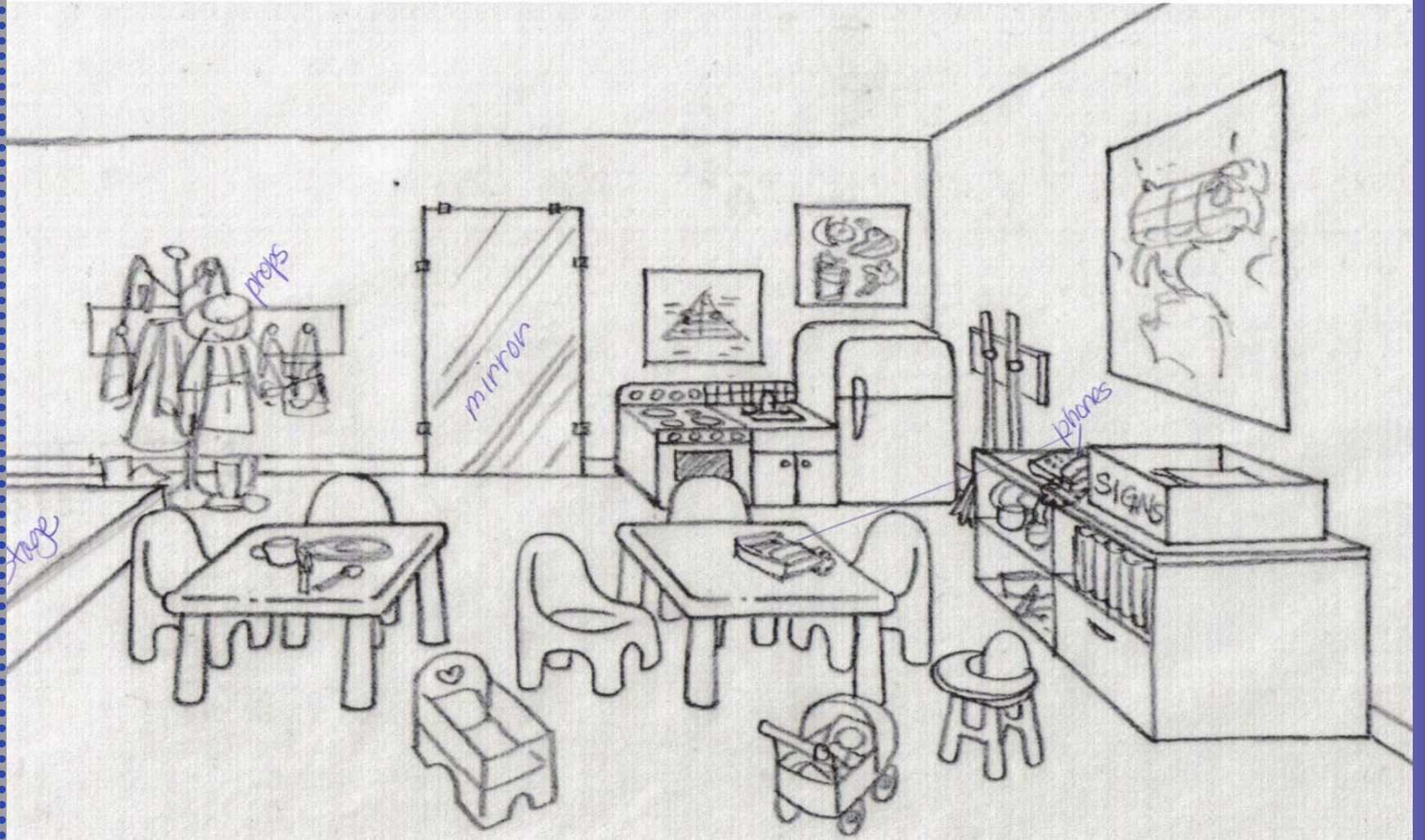
turtle

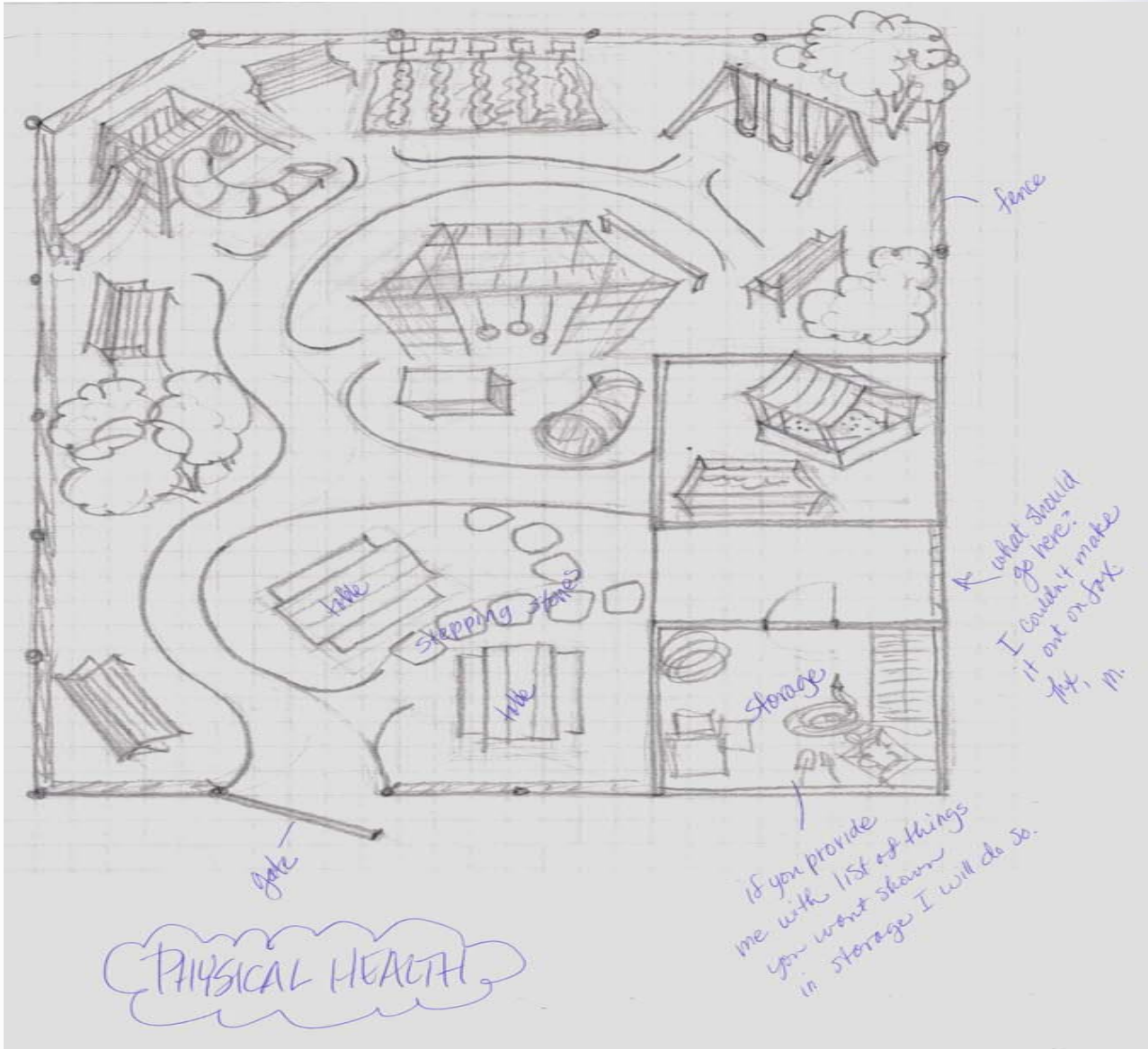
fish

hamster



# Social Studies





PHYSICAL HEALTH

what should go here?  
I couldn't make it out on fox  
M, M.

if you provide me with list of things you want shown in storage I will do so.



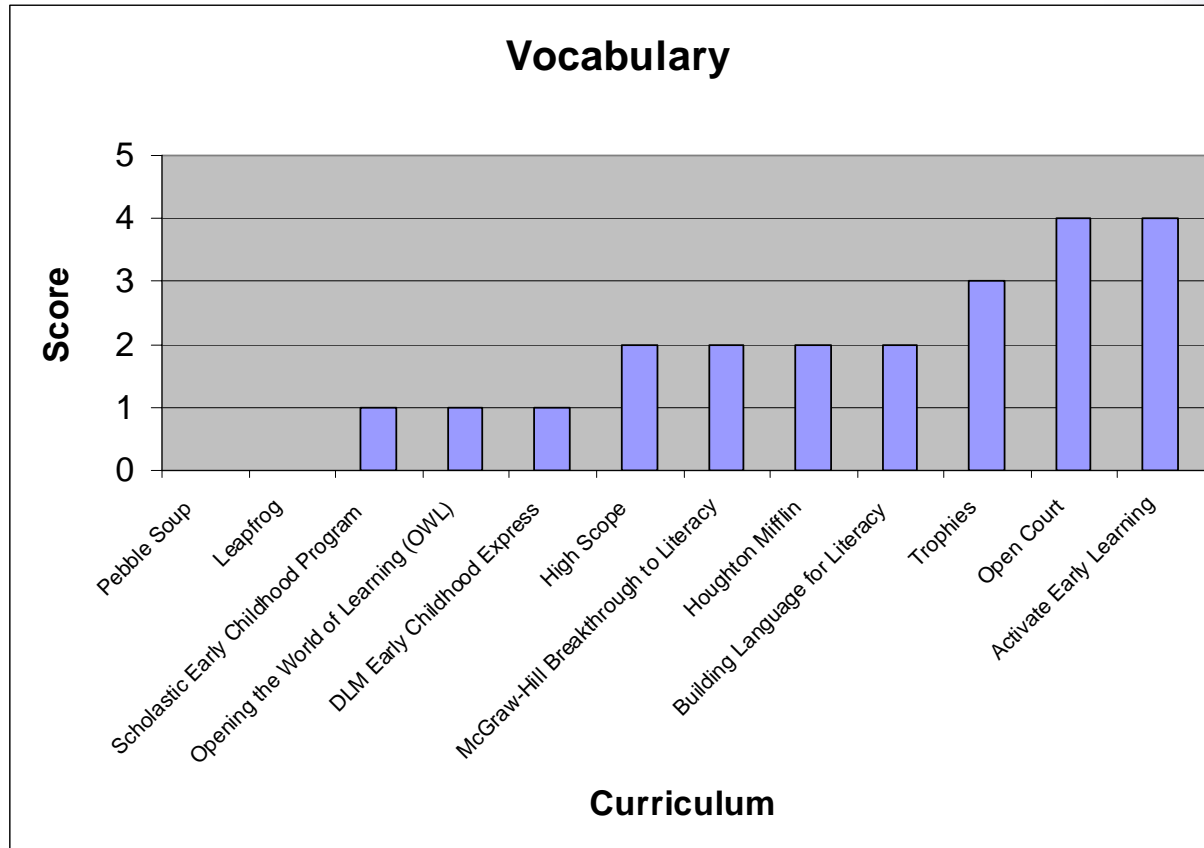


knowledge seekers

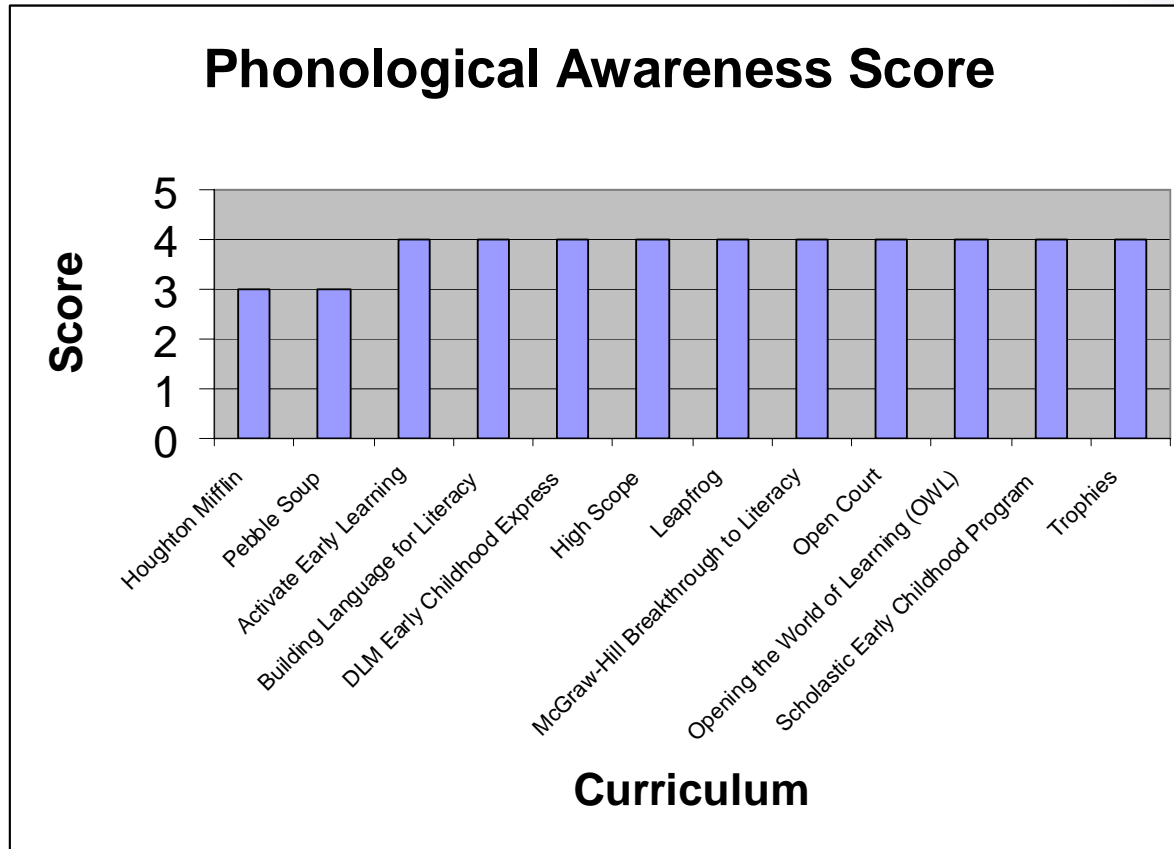
# A content rich curriculum

Unit	Major Concepts	Materials Need	PreKindergarten Guidelines
Magnetism	<p>Magnetic force attracts things made of iron and steel</p> <p>Magnets have many uses and help us do many things</p>	<p>Objects to test and sort</p> <p>Books</p> <p>Magnets</p>	<p>The child:</p> <ul style="list-style-type: none"> <li>• uses one more sense to observe phenomena</li> <li>• analyzes patterns and relationships</li> </ul>
Colors	<p>There are many different colors and they have different names. Primary colors are red, yellow and blue</p>	<p>Books</p> <p>Paint</p> <p>Colored paper</p> <p>Color swatches</p> <p>Food colors</p>	<p>The child:</p> <ul style="list-style-type: none"> <li>• uses different colors to create meaning</li> <li>• uses new vocabulary in everyday communication</li> </ul>
Sound	<p>We can identify things by their sounds</p> <p>Sound is created by vibrations of objects</p> <p>Sounds can be high/low, loud/soft</p>	<p>Musical instruments</p> <p>Records</p> <p>Kitchen food</p> <p>Containers</p> <p>Chutes and marbles</p> <p>Popcorn cooking</p>	<p>The child:</p> <ul style="list-style-type: none"> <li>• Identifies similarities and differences</li> <li>• Begins to distinguish among sounds of several instruments.</li> </ul>

# Current Pre-K programs



# Current Programs





# 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)





Vocabulary Curriculum

Unit 1 Book 4

# INSECTS



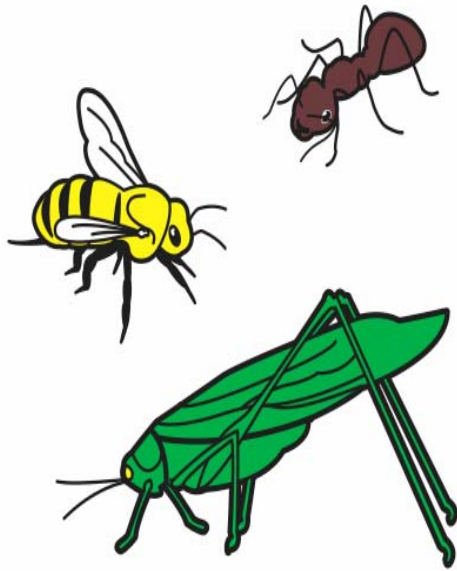
## WOW Teacher Manual

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



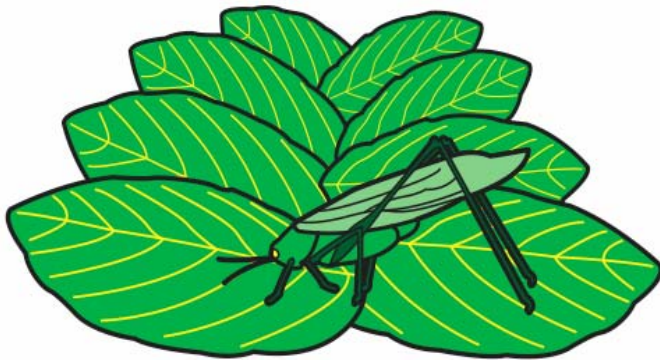
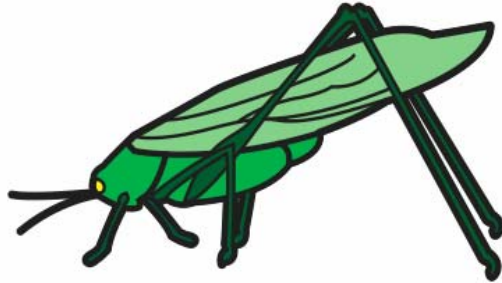
# Daily Lesson

- 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?

# WOW Information Book



**PICTURE CARDS**




# WOW Phone



Wild Animals Category  
 Pets Category  
 Water Animals Category

Choose Category

Picture 1



Zebra

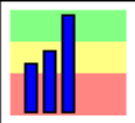
Correct     Incorrect

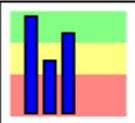
Ms. Marie 1st Ms. Marie 2nd Ms. Janine 1st	Harry Hermione Ron
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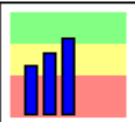
Add Class    Add Student

Start Category

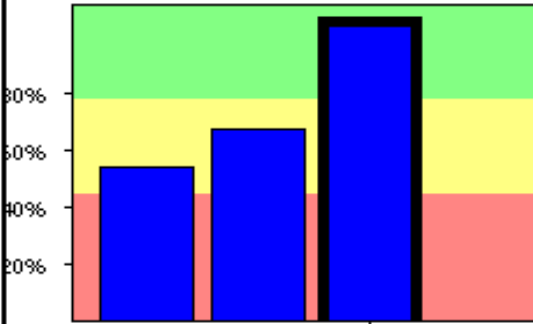
## Results

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

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

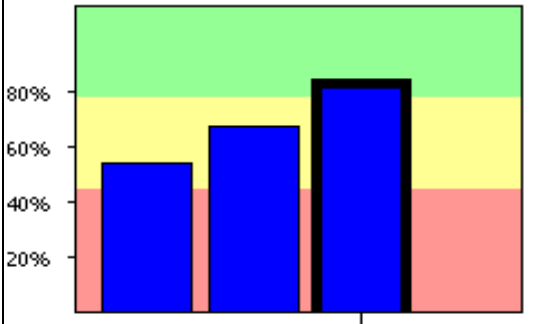
 **Overall Results:**  
 Press this button to show aggregate results from all students and categories.

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

