K-3 Early Language, Literacy, and Numeracy Training

THE DOMAINS OF LITERACY: BEGINNING READING STAGE
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Domains of literacy during the Initial Reading and Decoding Stage

**Learner Characteristics**
- grows aware of sound-symbol relationship
- focuses on printed symbols
- uses decoding to figure out words
- is developing listening to reading comprehension

**Domains of Literacy**
- Phonics and word recognition
  - Vocabulary development
- Spelling
- Grammar awareness
- Composing
- Comprehension
- Listening comp
- Reading comp
Domain: Phonics and Word Recognition (Palabigkasan at Pagkilala sa Salita)

The ability to identify a written word by sight or by deciphering the relationship between the sounds of spoken language and the letters in written language.
Teaching Word Recognition in MT and Filipino

A. Teach a letter (for example: Mm)
1. Vocabulary development
2. Introduce the letter
   “The name of each picture starts in m
3. Introduce the letter sound
   “M sounds as m m m.”
4. Introduce the letter form.
   “This is how the big M is written.”
   “This is how the small m is written.”
5. Give exercises.
B. Teach the next letter (Ss)
   Follow the same procedure as A.
   (teaching letter Mm)
C. Teach the next letter (Aa)
   Follow the same procedure as Aa for 1-6.
D. Blend the letters to form syllables:
   (ma, sa )
E. Blend the letters to form words:
   (ama, mama, sama, . . .)
• Introduce phrases, short story.
  si ama
  si Mama
  sasama sa ama

• Introduce sentences/short story
  Sasama si Asa kay Mama.
  Sasama si Mama kay ama.
  Sama-sama sina Asa, Mama, at ama.

• Introduce questions.
  Sino . . .
Lesson: Short e words
A. Vocabulary Development
B. Introduce the words
C. Guided Practice (s)
D. Independent Practice
Sequence in Teaching the Word Families

1. Short vowel words in CVC pattern
   short e as in pen
   short a as in bat
   short i as in pin
   short o as in mop
   short u as in bug
Domain: Spelling (Pagbaybay)

being able to convert oral language sounds into printed language symbols
Teaching PWR should likewise involve:

- Vocabulary development
- Spelling
Domain: Grammar Awareness
(Gramatika)

Knowledge of language features and sentence structures in written language
Teaching a grammar lesson

• During the early years grammar awareness is taught indirectly through oral activities.

• Explicit teaching of grammatical structures
  ❖ Introduction: the story may serve as a springboard.
  ❖ Teaching/Modeling: generalizations
  ❖ Guided Practice(s): games, contests
  ❖ Independent Practice: SW

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Domain: Composing (Komposisyon)

being able to formulate ideas into sentences or longer texts and represent them in the conventional orthographic patterns of written language
Composing activity may be an offshoot of a story listened to.

The Most Beautiful House in the Forest
• The King’s Birthday Gift
Letter to Santa Claus

Dear Santa,
I want to have a bike. I am a good girl this year.

Love,
Gianna

Dec. 1, 2012

[Hand-drawn picture of a tricycle]
Activities to develop composing skills

• Writing sentences for a drawing (may use invented spelling if the words that s/he writes has not been taught yet).
• short paragraphs
• letters
• posters
• diaries
• stories
• In the early grades, the focus of composing is on putting down one’s ideas...

• Mechanics of writing (capitalization, punctuation marks, indentation, margin) are secondary.
Domains of Literacy During the Fluency Stage (Gr 2-3)

Learner Characteristics
- develops fluency in reading
- recognizes patterns in words
- checks for meaning and sense
- knows a stock of sight words

Domains of Literacy
- Fluency
- Vocabulary development
- Reading comprehension
- Study skills
Domain: Fluency (Tatas)

The ability to read orally with **speed**, **accuracy** and **proper expression**
• develops fluency in reading
  from: The / man/ has/ a/ hat.
  to: The man / has a hat.

• recognizes patterns in words

• checks for meaning and sense.
  The house /trots. to The horse trots.

• knows a stock of sight words

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Fluency

• Accuracy
• Automaticity
• Proper Expression

• Word recognition must be accurate, rapid and require little conscious attention so that attention can be directed to the comprehension process.

• One reason students may not comprehend text is that they are spending all their attention and energy on figuring out the words.
• Regular oral reading activities will develop reading fluency.
Domain: Vocabulary Development (Pag-unlad ng Talasalitaan)

Knowledge of words and their meanings in both oral and print representations
The child should understand the words that s/he decodes.

There are three eggs in the nest.
VOCABULARY DEVELOPMENT

• Unlocking of difficult words in the story prior to storyreading
• Introducing a letter of the alphabet, word recognition
• Concepts in the content subjects
Techniques in vocabulary development

- Through realia
- Pictures
- Actions
- Synonyms and antonyms
- Context clues
Domain: Reading Comprehension
(Pag-unawa sa Binasa)

A complex and active process in which vocabulary knowledge is a crucial component and which requires an intentional and thoughtful interaction between the reader and the text.
The Interaction between the Reader and the Text

The Reader

Schema

Language

Interest

Purpose

The Context

The Text

The Reader
Comprehension Skills

• **Use of context and prior knowledge:** activating prior knowledge conceptually related to text and establishing a purpose for reading.

• **Comprehension Strategies:** being self-aware as they discuss and analyze text to create new meanings and modify old knowledge.
• Comprehending Literary text respond to literary text through the appreciation of literary devices and an understanding of story grammar.

• Comprehending Informational text locate information from expository texts and use this information for discussion or written production.
Development of Reading comprehension

- Reading Comprehension
- Fluency
- Word recognition

Vocabulary development

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Decoding and Comprehending

• Reading is getting meaning from and giving meaning to the printed symbols.

• If you are able to decode the words but you do not get meaning from them, do you “read”? 
Read the dialogue

• Nagkakarawat an manga aki.”

• “Nagdadaralagan sinda sa tinampo.”

• “Madagomon. Mauran nin makusog.”

• “Puli na kita. Mababasa kita kan uran”
• Were you able to decode all the words?

• Did you get meaning from what you decoded?

• Did you “read”? 

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Shift from listening to reading comprehension: Explicit teaching of comprehension skills

- Noting details
- Sequencing events
- Sensing cause/effect
- Problem and solution
- Finding main and detail sentences
- Finding the main idea/topic sentence
- Outlining
- Summarizing
• The elements of a good story (literary)
• Understanding a poem
  ➢ Stanzas and lines
  ➢ Rhyming words
  ➢ Figurative language
• Noting information in an expository text
• Understanding graphs, tables, figures . . .
Domain: Study Skills
(Estratehiya sa Pag-aaral)

A general term for techniques and strategies that help a person read or listen for specific purposes with the intent to remember.
Some examples of study skills

• Following directions
• Alphabetizing
• Getting information from table of contents
• Getting information from tables
• Interpreting graphs
  ➢ pictograph
  ➢ line graph
  ➢ bar graph
  ➢ pie graph . . .
DIOS MABALOS!
MARAMING SALAMAT!
THANK YOU!
MUCHAS GRACIAS!