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# **Making Literacy an Integral Part of Your Program With Y4Y (Grades K-5)**



**21<sup>st</sup> CCLC Spring Conference  
Normal, Illinois  
May 13, 2015**

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# Your Facilitators



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# Session Objectives

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- Review the building blocks of literacy: reading, writing, speaking, listening and language
  - Develop strategies to integrate literacy activities and projects throughout your program
  - Identify Y4Y resources that assist in developing literacy skills for students in grades K-5
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# Go to <http://y4y.ed.gov>



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Y4Y > Learn > Literacy

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## Literacy

### Introduction to Literacy



Learn how literacy is a critical component of all other subject areas. Understand the knowledge and skills that comprise literacy in the 21st Century and learn to incorporate literacy everywhere in your program.

### Implementation Strategies



Find strategies to move literacy into practice, including assessing students' needs and implementing a variety of engaging, age-appropriate and research-based activities.

### Coaching My Staff



Learn how to effectively support staff using exemplar literacy training materials and strategies for team-building and making connections with schools and community resources.

### Tools



Find ready-to-go and customizable tools that can assist you in planning, implementing, and assessing your projects.

### My Notebook

LITERACY

The Notebook is a useful way to jot down notes as you go through the various topics available on the **You For Youth** website. If you'd like to use the notebook, please **sign in** if you already have an account or **register now** to join the Y4Y community!

### Glossary

LITERACY

#### Search This Topic

Type here to filter terms...

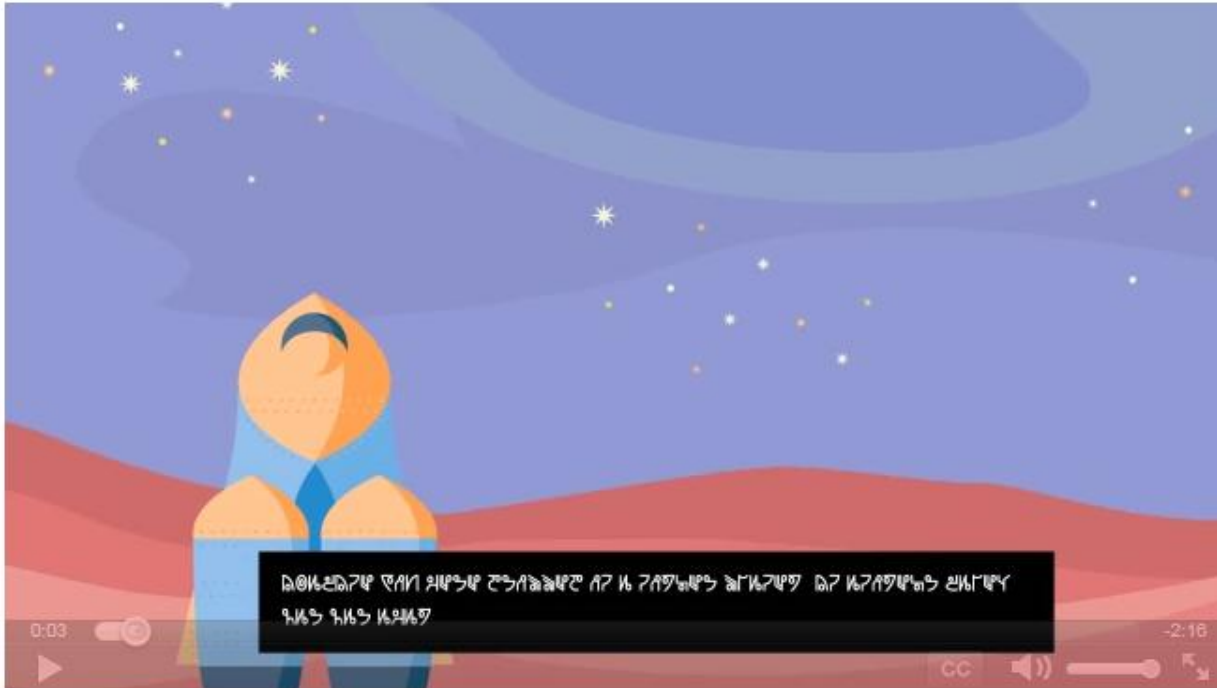
[Show Literacy Glossary](#)

[View Entire Glossary](#)

# What is Literacy?



## Overview



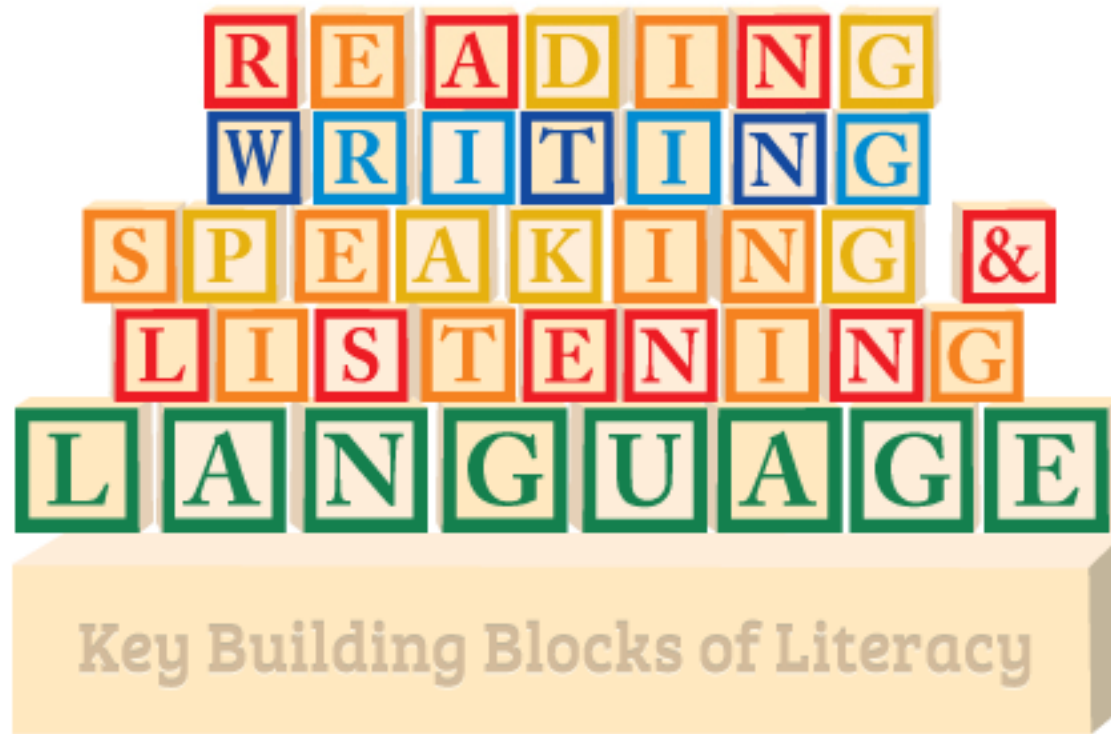
# Driving Question

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How can you boost literacy development for students in grades K-5 using Y4Y resources?

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# Building Blocks



# Five Components of Reading

1. Phonemic Awareness
2. Phonics
3. Vocabulary
4. Fluency
5. Reading Comprehension



# Common Challenges

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- A. Reads slowly, without expression or tone
- B. Confuses similar sounds, e.g. /f/ and /v/
- C. Misreads words when context is unclear
- D. Gets confused when words are used in specialized ways, e.g. “root” in math vs. “root” of a tree
- E. Struggles to answer questions about a text he or she has just read

1. Phonics
2. Vocabulary
3. Comprehension
4. Phonemic Awareness
5. Fluency

# Phonemic Awareness

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- Ability to work with sounds in *spoken* words
  - Skills to identify, blend, and segment sounds in words, like *onset* and *rime*
  - Rhymes and alliteration
-

# Phonics

- Ability to map sounds to written letters
- Skills to decode and write words



# Fun with Phonemes and Phonics



- Finger play
- Word games with poetry and songs
- Print-rich environments

# Activity Centers

- Provide opportunities to explore literacy
- Engage and expand literacy knowledge around youth interests

You For Youth / Literacy

## Literacy Activity Center Planner

Description or Theme of Center: \_\_\_\_\_

Literacy area focus: (check all that apply)  
 Reading  Writing  Speaking and Listening  Language  Other

Learning objectives/purpose: \_\_\_\_\_

Number of users at one time: \_\_\_\_\_

Primarily for:  Individual work  Pairs  Small groups  Any

Instructions:  Clearly written for users to understand  
 Needs to be explained or demonstrated  
 Users can explain to each other

Availability:  Always  Days/times \_\_\_\_\_  
 Homework  By request


Supervision:  None, general only  Periodic check  
 Demonstrations and explanations needed  
 Active supervision


Supplies needed:  
Instructions (instruction card or paper to include): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Materials, tools, equipment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Observation Checklist:  
 Actively used  
 Instructions clear, little supervision needed  
 Used by all participants  
 Positive outcomes  
 Meeting objectives

Comments, changes, extensions:

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# Vocabulary



- Knowledge of word and word meanings in *expressive* and *receptive* forms.
- Bigger is better, with a wide range

# Three Tiers



- Tier 1 – everyday words
- Tier 2 – appear in formal documents
- Tier 3 – occur in specific subject areas or domains

# Vocabulary Parade

- Create a simple “costume” that visually represent a vocabulary word
- Display the definition of the word and use the word in a sentence





# Fluency

- Ability to read accurately, quickly, and with proper expression
- Focus on meaning, not decoding



# Video Example



## The True Story of the Tree Little Pigs

[Tools/ Learn More Library/ External Videos](#)

# Comprehension

## **(B)efore**

- Activate existing knowledge
- Create mental framework

## **(D)uring**

- Interact with text
- Add to framework

## **(A)fter**

- Incorporate into core knowledge



# Effective Questioning



- **Red Light:** “Not There” Questions
- **Yellow Light:** “Here and There” Questions
- **Green Light:** “Right There” Questions

# Comprehension Activities



- Picture Walk
- Read Aloud
- Pick 1 activity from the tool that your students would enjoy doing after reading.

# Literacy Anchor Standards



- Focus on rigorous college and career ready standards to prepare students for the 21<sup>st</sup> Century
- Specify skills needed in reading, writing and oral language
- Represent end goals

# Literacy Across the Day

You For Youth / Literacy



## Literacy Everywhere

Use the table to identify where you can include activities that build reading, writing, and oral language skills in your program. Example activities in reading and writing are drawn from Trainings to Go under Tools / Literacy.

|               | Snack   | Homework Time (for youth who finish early) | Enrichment 1 – 2 times per week  | Enrichment 3+ times per week; longer term | Physical Activity   |
|---------------|---|--|--|---|---|
| Reading       | <b>Activity:</b> Snack Sounds (in <i>Phonemic Awareness and Phonics Activities</i> )<br><b>Skill:</b> Segment words into sounds, syllables and letters<br><b>Other ideas:</b> | <b>Activity:</b><br><br><b>Skill:</b>      | <b>Activity:</b><br><br><b>Skill:</b>  | <b>Activity:</b><br><br><b>Skill:</b>     | <b>Activity:</b><br><br><b>Skill:</b>   |
| Writing       | <b>Activity:</b><br><br><b>Skill:</b>   | <b>Activity:</b><br><br><b>Skill:</b>      | <b>Activity:</b> Choosing Sides (in <i>Pre-Writing Activities</i> )<br><b>Skill:</b> Support claims using valid reasoning and relevant evidence<br><b>Other ideas:</b> | <b>Activity:</b><br><br><b>Skill:</b>     | <b>Activity:</b><br><br><b>Skill:</b>   |
| Oral Language | <b>Activity:</b><br><br><b>Skill:</b>   | <b>Activity:</b><br><br><b>Skill:</b>      | <b>Activity:</b><br><br><b>Skill:</b>  | <b>Activity:</b><br><br><b>Skill:</b>     | <b>Activity:</b> Warm up to a song that directs students' dance moves, e.g. Cha Cha Slide.<br><b>Skill:</b> Listen carefully and follow directions<br><b>Other ideas:</b> |



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## Learn More Library

External Videos

Publications

Web-based Resources

Lesson Plans and Activities

### Sections In This Chapter

[Overview](#)

[Literacy: An Evolving Set of Skills](#)

[Why Literacy Is Important](#)

[Deepen Your Understanding](#)

[Learn More Library](#)

### My Notebook

LITERACY

The Notebook is a useful way to jot down notes as you go through the various sections of the [Yo For Youth](#) website.



# Questions

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- What are your action items coming out of today's session?
  - What do you want to learn more about?
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# Contact Us

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**Visit <http://y4y.ed.gov>**