

Path to Excellence Summer Literacy Program

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Path to Excellence an Early Reading First grant project

- Mobile County, South Alabama
- 270 four-year-old children
- 5 teachers, 5 assistants
- 3 classrooms located in two Mobile County public elementary schools
- 2 classrooms located in private child care centers
- Open Court Reading PreK curriculum

The Summer Literacy Program

- Onsite summer literacy camp
- Home-based parent education and involvement component



Onsite Summer Literacy Camp

- Offered at each site
- Teachers and Assistants continue through the summer
- Snack and lunch served for all children
- Transportation provided

Summer Curriculum

- Specific literacy instruction, with an emphasis on promoting vocabulary development, print awareness, phonological awareness, alphabet knowledge and background knowledge, is continued through the summer program
- Information gained from school year assessments provide a basis for individualizing instruction and targeting intervention for children with identified weaknesses

Curriculum Details

- Theme or content area for summer instruction is Sea Life
- Classroom and outdoor environments reflect and support the theme
- Narrative, predictable and expository texts are chosen and used as a base for instruction

Instructional Strategies

- Books were analyzed by teachers to determine specifically how they could be used to promote vocabulary, print awareness, alphabet knowledge, phonological awareness, and background knowledge.
- Specific instructional strategies were developed

Narrative Selections are used to:

- Promote the development of critical vocabulary
- Promote the development of background knowledge
- Promote the development of print awareness

Expository Texts are used to:

- Support children's acquisition of complex vocabulary
- Support the development of children's background knowledge

Predictable Texts are used to:

- Promote alphabet knowledge
- Promote phonological awareness

Shared Writing is planned to:

- Foster print awareness, alphabet knowledge, and phonological awareness



Experiential Learning

- Field trips and real life experiences allow children to develop the critical background knowledge required for reading comprehension



Home-based Literacy Component



Process

- Path Teachers/assistants participated in professional development/curriculum development for home deployment
- Teachers planned and trained HIPPY home educators
- Home educators implemented weekly visitation/book deployment
- Data collected/analyzed weekly

Path Professional Development for Home-based Literacy Component

- Selected Books for Home Deployment
- Developed Strategy to Introduce Book
- Identified vocabulary/concepts in need of support (8-10 specific words)
- Examined illustrations for available support
- Developed strategies (verbal/non-verbal) to be used
- Developed key comprehension questions
- Identified follow-up activities

Components

- Literacy Based Professional Development
- Intense Weekly Training for Parent Educators
- Weekly Home Visitation
- Weekly Book Distribution
- Weekly Data Collection

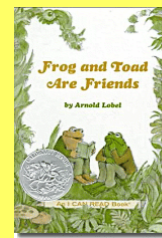
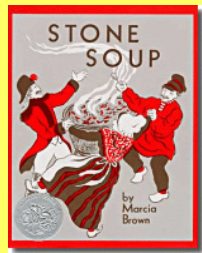
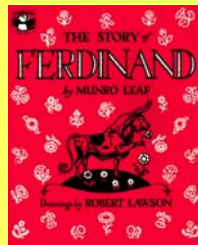
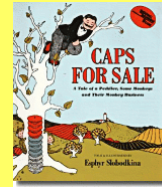
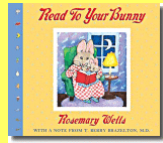
Weekly Parent Educator Meetings

- Feedback (data collection) from Parent Educators
- Goals/Objectives for Weekly Visit
- Selection of Book
- Modeling (introduction/book reading/vocabulary/comprehension support)
- Practice Sessions for Parent Educators
- Development of Follow-up Activities

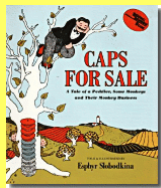
Documentation of Visit

Child's Last Name:		First:		
Primary HIPPY Adult		Last Name:		First:
Directions: Please complete the following for each home visit.				
Visit #	Date:	Time Home Visitor Arrived: Time Home Visitor Departed:	Name of book used and delivered:	Parent/Guardian Signature:
Visit #	Date:	Time Home Visitor Arrived: Time Home Visitor Departed:	Name of book used and delivered:	Parent/Guardian Signature:
Visit #	Date:	Time Home Visitor Arrived: Time Home Visitor Departed:	Name of book used and delivered:	Parent/Guardian Signature:
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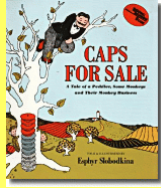
Books for Home Deployment



example



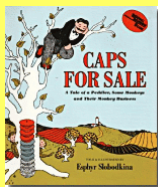
- Introduce the book and read the entire book with the parent
- Go back and look at the book page by page and pull out the words that the parent or child may not know
 - Define or demonstrate the words
 - Encourage the parent to use those words with their child during the week



Vocabulary

example

- peddler
- wares
- cap
- checked
- ordinary
- upset
- refreshed
- branch
- stamped



Strategies for promoting comprehension

example

Think of questions the parent can ask after reading

- Why do you think the peddler is walking slowly, slowly?
- The monkeys have been doing everything the peddler does. What do you think they will do now?

No comprehension=no reading

Home Visit

- Parent Interview
- Introduction of Book
- Demonstration for Parent
- Parent Reads to Child
- Follow-up activities
- Survey for Parents

Evaluation

- Parent Survey (weekly)
- Parent Educator Survey
- Final Parent Educator Report

Resources

- Brochures: ***Reading is Fundamental;***
Choosing Books, Reading Aloud
- Internet and websites
 - www.rif.org/parents/goodbooks
 - www.reading.org/choices
 - www.ala.org/yalsa/booklists
 - www.mplonline.org click on kid's page