

Networking Through Print and Vocabulary

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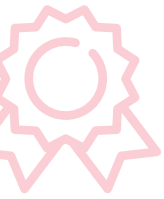
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Office of Early Childhood





1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

6



VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

Thank you in advance for....

4

- Being present
- Being an open-minded professional
- Being respectful of your peers
- Sharing your thoughts and ideas
- Asking questions for clarification
- Stepping out of your comfort zone to collaborate with others

STEP 1



**Learn &
Confirm**

STEP 2



**Collaborate
& Practice**

STEP 3



**Reflect
Plan
Implement**

What do you think?

6

How can children best understand Print and how does it relate to Expanding Their Vocabulary?



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Understanding Print Knowledge and its connection to Vocabulary

What is Print Knowledge?

Print Knowledge is directly related to Print Awareness, which is a pathway that leads to words, which ultimately conveys language

Print Knowledge is a foundational piece of Literacy, that all children can encompass to become great readers



Why is Print Important? 9



- ✓ It is a precursor to reading
- ✓ It helps children understand the alphabetic principle
- ✓ It is associated with achievement in Vocabulary and Spelling
- ✓ It is included in state standards

10

Knowledge of words and word meanings

Why is Vocabulary Important?

11



Improves Reading Comprehension



Helps Development Language



Translates to being an Effective Communicator

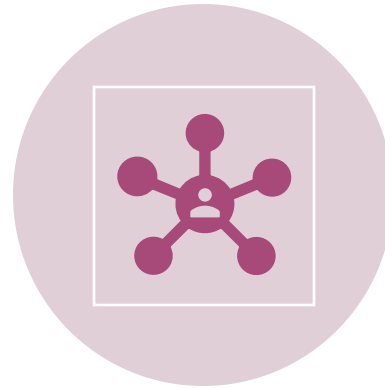


Expands Writing Skills





Vocabulary: A Network of Words



KNOWLEDGE OF WORDS IS
ORGANIZED IN NETWORKS OF
MEANING



A NETWORK OF WORDS HELPS US
LEARN NEW WORDS THAT CONNECT
TO WORDS WE ALREADY KNEW





Test your knowledge

14



True



False

**Print Knowledge is a foundational piece that can 15
help children become great reader.**



True



False

The two parts of Reading Comprehension are Decoding and Reorganizing.

16



True



False

A Network of Words helps us Connect New Vocabulary words to words we know.

17



True



False

- **Text must be relatable**
- **Text should have real-world applications**
- **Language Modeling must be applied**
- **Students must be able to explain their thinking**



Explicit Instruction is for introducing a new skill or concept.

EXAMPLE *Use the **I Do, We Do, You Do** routine to teach the letter N.*

Implicit Instruction is for children to practice a skill or concept that has previously been explicitly taught, with less scaffolding than explicit instruction.

EXAMPLE *After the letter N is explicitly taught, practice identifying it during read-alouds.*

Incidental Instruction takes advantage of teachable moments.



EXAMPLE *At snack time, ask, “Can anyone find the letter N on your wrapper?”*



1. As the children finish singing the welcome song, Ms. Smith writes the letter Dd on chart paper for all the children to see. She says, "Today, friends, we will be learning all about the letter Dd. The letter D says /d/. Everyone say D /d/. Let's think of some words that begin with the letter D and write them on our chart paper."

Explicit

Implicit

Incidental

2. While walking to the playground, Jose points to a poster and says, "Look, Ms. Smith, there is the letter B!" Ms. Smith says, "Yes! Look children, Jose found the letter B. What sound does B make?" Many children shout out, "/b/!" Ms. Smith says, "That is correct. B says /b/. Everyone look at the B and say /b/."

Explicit

Implicit

Incidental

3. Ms. Smith sees that Keyana confuses P and B. While the other children complete an art craft, Ms. Smith works with Keyana to sort paper flower petals with the letters P and B written on them. They work together to attach the flower petals to their matching flower center. When Keyana is unsure, Ms. Smith provides feedback to scaffold her learning.

Explicit

Implicit

Incidental

4. After a read-aloud, a child in the library area is looking at a book and tracking. "Watch, Ms. Smith, I'm reading!" Ms. Smith sits down next to the child and says, "I see you're tracking your finger across the page just the way I do! Where do we go from here?" The child correctly shows her. Then, Ms. Smith reads the page while the child moves his finger along.

Explicit

Implicit

Incidental





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