

CDW Language and Literacy



COLLEGE OF
EDUCATION

CENTER FOR EARLY CHILDHOOD
EDUCATION AND INTERVENTION

CDW Language and Literacy Skills and Competencies

CDW fosters children's **language and literacy skills using playful and joyful** approaches to learning.

CDW integrates these 5 essential literacy skills and competencies based on Reading Science:

Vocabulary

Oral Language

Phonological Awareness

Phonics

Comprehension

Vocabulary

A student's internal dictionary, it is comprised of words and their meanings

Oral Language

Includes speaking and listening, providing the foundation for written language

Phonological Awareness

An awareness of speech sounds whereas phonemic awareness is the ability to identify and manipulate sounds



Fluency

The ability to read connected text with accuracy, expression, and at an appropriate rate

Comprehension

The complex process and ultimate goal of reading that involves constructing meaning from and interpreting texts

Phonics

An instructional method that involves systematically matching sounds with the letters that represent the sounds



CDW: Key Language and Literacy Supports

Read Aloud (RA) Lessons:

Use a high quality children's **book** to provide a context for the day's topic and investigation, and to target these 4 literacy concepts:

- Vocabulary (e.g., word meanings, usage)
- Comprehension (e.g., predicting, recalling, retelling)
- Print concepts (e.g., author, front/back cover, speech bubbles)
- Oral language (e.g., share questions/ideas, chant, echo)

Read Aloud & Whole Group Literacy Lessons:

- Develop children's literacy and language skills
- Use **language models** throughout the lessons
- Incorporate **physical gestures, movement, and pretend play** related to the literacy concept

Whole Group Literacy (WGL) Lessons:

Use **poems/chants** to target these 3 literacy concepts:

- Phonemic awareness (e.g., awareness of letter sounds, syllabification)
- Print concepts (e.g., directionality, a group of letters can create a word)
- Alphabetic principal (a letter's name, sound, and shape)
- Oral language (e.g., share questions/ideas, chant, echo)

Components of a CDW Read Aloud

Component

Before Reading

Vocabulary	Vocabulary Word: Introduces a child-friendly definition of a relevant word that children can use to express their thinking
Print Knowledge	<div><div><ul style="list-style-type: none">• Author, Illustrator• Print Meaning• Title• Front/Back cover of a book</div><div><ul style="list-style-type: none">• Print Organization• Environmental Print• Directionality</div><div><ul style="list-style-type: none">• Purpose of Print• Speech Bubbles• First word on a page</div></div>
Purpose for Reading	Describes the goal or purpose for reading based on the Learning Objective, which is aligned to Maryland’s Early Learning Standards/Head Start’s ELOF

Components of a CDW Read Aloud

Component

During Reading

Comprehension Strategy	<ul style="list-style-type: none">• Wondering• Asking Questions• Identifying Problem/Solution• Identifying Character/Setting <ul style="list-style-type: none">• Visualizing• Comparing/Contrasting• Predicting• Recalling• Retelling <ul style="list-style-type: none">• Identifying an idea• Inferencing• Summarizing• Asking Clarifying Questions
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Component

After Reading

Personal Connection	Prompts children to make connections between the text/vocabulary and their personal experience through conversation or movement
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Examples of how CDW promotes children's phonological awareness:

Showing children how speech sounds connect to letter sounds:

- ▶ **Onset-rime blending:** The **onset** /sp/ can be blended with the **rime** /eed/ to make the word: speed.
- ▶ **Phonemic awareness:** Identifying each phoneme in "speed:" /sp/ /ee/ /d/.

Showing children how to listen to and compare sounds:

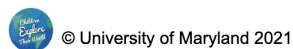
- ▶ **Active Listening:** Discerning environmental sounds.
- ▶ **Rhyming:** Listening for and identifying two rhyming words.
- ▶ **Syllabification:** Each vowel sound makes 1 syllable: **riding** has 2 syllables: ri-ding.

CDW: Vocabulary Skills

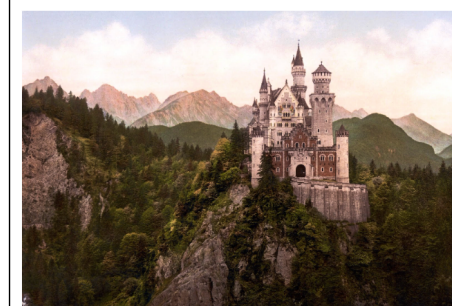
CDW Read Aloud lessons include the use of vocabulary cards and specific ideas and strategies that provide teachers with:

1. **Additional support** to help children successfully acquire or use new vocabulary
2. Opportunities for children to **practice and use vocabulary words** across multiple contexts
3. **Extensions** for children with developed vocabularies to delve deeper into language use while supporting continued independent use of learned words

friend



setting



myself



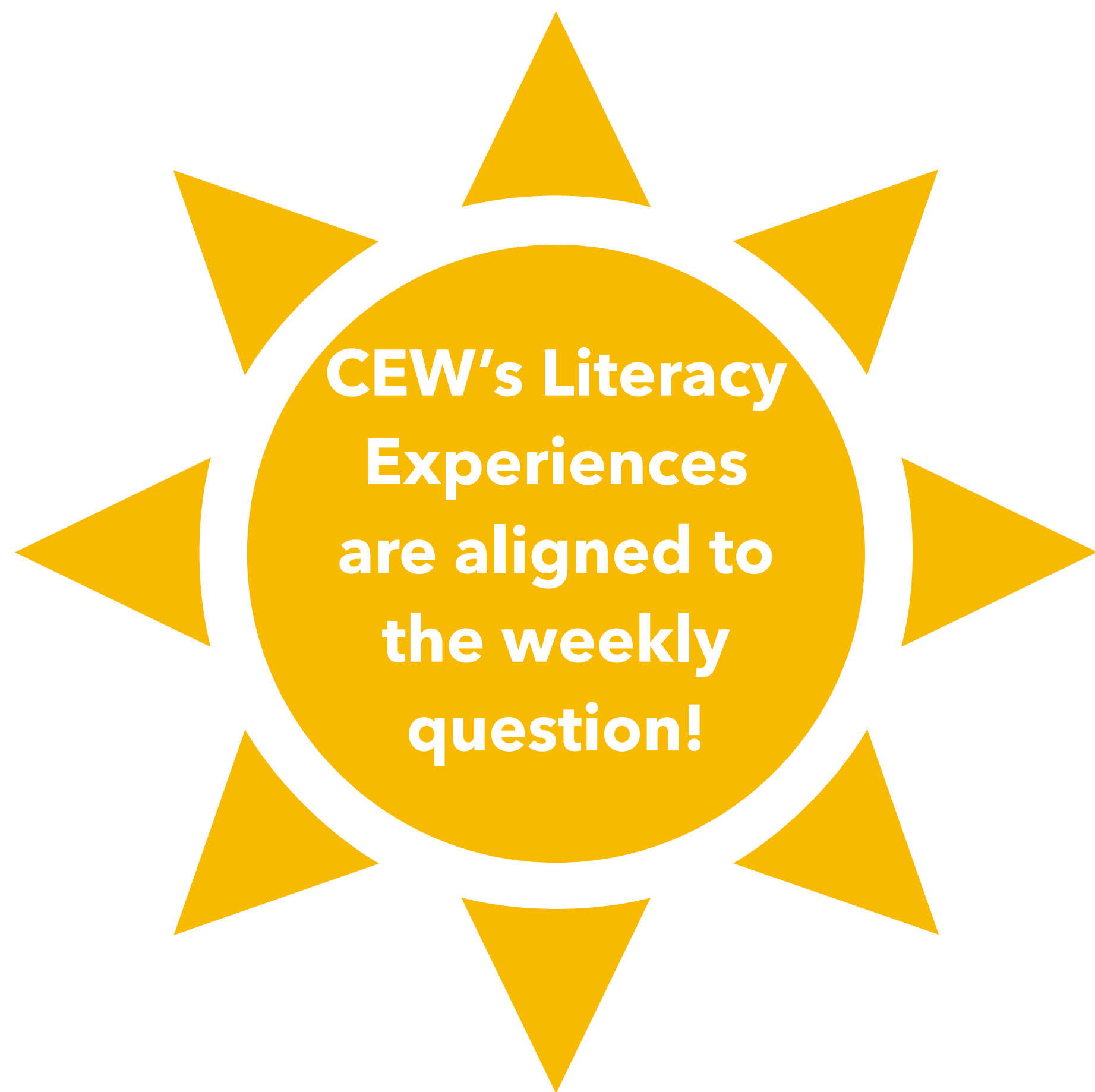
How *CDW* promote children's oral language skills

Throughout CDW children are prompted to describe their ideas, questions, and understandings as they investigate, problem solve, and interact with teachers, peers, family members, and classroom guests, such as topical experts and community members.

CDW uses the **PEER** strategy in Read Aloud lessons which is an effective strategy in strengthening children's oral language skills.

PEER stands for:

- Prompt children with a question
- Evaluate their response
- Expand on their response
- Repeat their expansion and ask all children to repeat it together



CEW Literacy Experiences build on children's phonological skills, alphabet knowledge, and early writing skills across these 4 everyday experiences:

Daily Routines
Environment
Learning Centers
Transitions