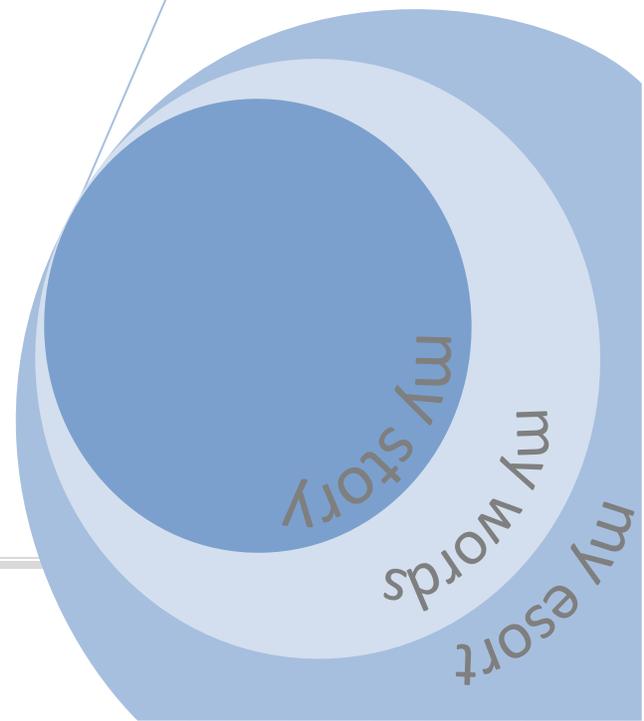


Digital eSorts and Digital Experience Stories for Word Study and Creative Literacy Responses

Tricia Zucker, Ph.D.
University of Texas Health Science Center at Houston
Children's Learning Institute

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Background

The activities presented in this manual provide ideas for creative literacy responses that involve technology. The rationale for these activities is that technology can be a motivating cultural tool for students to engage with literacy in a meaningful way. Specifically, these activities were designed for use with grade 1 students who were reluctant readers and who needed extra word study instruction and also needed support with oral language skills such as generating a complete narrative. To address the former goal, **digital word sorts** were created and to address the latter, **digital experience stories** were recorded.

All these activities were used in one-on-one tutoring situations conducted by trained America Reads tutors who were supported by literacy specialists with detailed knowledge of word study to ensure that these activities were part of a larger, systematic phonics and spelling instruction program. Nonetheless, the activities within this manual can be adapted for use with trained parent volunteers or for regular classroom instruction. Detailed procedures for implementing a systematic phonics and spelling instruction are beyond the scope of this manual, but can be found in other commercially-available sources, such as *Words Their Way* (Bear, Invernizzi, Templeton, & Johnston, 2008) or other sources listed at the What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/>). The activities discussed here closely align with the principles found in *Words Their Way*.

In 2007-2008, these activities were piloted in a grade 1 classroom as part of a formative research study. A mixed method (quantitative survey and qualitative field notes and case study) approach was used in this 6-week study. The study is described Zucker and Invernizzi (2008; see reference below). Results of this study suggested these activities are promising methods for motivating young students to engage in meaningful literacy activities; however, more extensive, experimental studies should be conducted in the future to determine the effectiveness of these activities for a larger sample of students.

Please feel free to use and share these ideas as you find them appropriate for your students and classroom.

For further information see:

Zucker, T. A., & Invernizzi, M. (2008). My eSorts and Digital Extensions of Word Study. *The Reading Teacher*, 61, 654-658.

Week-at-a-Glance: My eSorts & Digital Language-Experience Approach (D-LEA) Stories

Steps for 1st grade tutors – (1) collecting **dictations**, (2) creating **word banks**, (3) making **word-sorts** with word hunts, (4) choose an **extension activity**: create word bank sentences; making words lessons; create cloze sentence games with word bank; or create word work center games.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Tell a story to get a LEA story	***Echo read; **Choral read; *Solo read the dictated story	Reread dictated story; reread word bank (set transition timer)	Reread story; Reread word bank (flash with automatic transition)	Reread story + Reread word bank	Reread until reads accurately and fluently – Assess accuracy.
Student Dictate a story (type in Microsoft Word document)	Student underlines known words; circle hardest words > add all known words to word bank	If the student is confident in reading words out of context, make a word sort using PowerPoint May need more practice?	If student struggled with any words note those words and return to context of dictated story to support student with decoding.	Repeat word sort and add some clipart/pictures that have the same sound feature as the word sort. (e.g., add a car picture for an _ar vs. _er sort)	Student chooses 2 things to share and revises or edits to background/graphics before share time. -Add photo of student or other fun stuff to background.
-Reread to check for accuracy of ideas and make revisions -Add student's photo(s) -Print copy	Harvest words for word bank (PowerPoint): get 3-5 easy and 3-5 hard words; allow for combination of student choice and you select some too (copy and paste)	Create 2-3 headers for the word sort to compare and contrast word features. Harvest words from story/bank that match these features. Add a word hunt if necessary to get enough words.	Continue word hunt or brainstorming words to complete the PowerPoint word sort. Use a "word finder" to isolate words in texts from book box. Add words to sort and ask student to complete sort.	Student repeat word sort if more practice is needed. Otherwise, students choose an activity to practice. Or begin refining for publication (e.g., change fonts, background, colors).	Student shares at Author's Computer Chair. If applicable, the student introduces the games they made to the class for use at centers or the computer. [This will include a projection of the students work]

Note: Alternate Day 1 activities can be used for whole group experience stories or whole group morning message.

Extension Activities:	Fluency: Students dictate sentence to add to word bank. Add clipart to match sentence	Phonics: Making words lesson. Use individual letters or onset-rime to build words	Vocabulary: Create cloze sentences in PowerPoint with clipart/animations. This is a game for other peers to play.	Independent: Create a game board or other game template with student for their use at word work center.
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Day 1: Tell a Story to Get a Story

Purpose of dictated Language-Experience Approach stories:

The Language-Experience Approach (LEA) has been used for many years as an effective strategy for providing students with individual and highly contextualized opportunities for literacy development (Stauffer, 1970; Nessel & Jones, 1981; Adams, 1990). Adults can expand a child's independent abilities into a broader zone of proximal development (Vygotsky, 1989) through activities such as dictated LEA stories. In regards to motivation, sociocognitive learning theory (Vygotsky, 1989) suggests that collaborative, social learning interactions like LEA may encourage learning. Purcell-Gates (1995) and Richgels (2000) note motivation increases when interactions with written language serve functional, real purposes in children's lives and value their own words. Stauffer (1970) asserts that the child's interests, experiences, and real words should be the basis for literacy development. Furthermore, research suggests that using computers may motivate reading instruction (National Reading Panel, 2000; Leu, 2000; Kamil, Intrator, & Kim, 2000).

Recent studies (Labbo, Eakle, & Montero, 2002; Turbill, 2003) have successfully employed a digital version of LEA in which kindergarten and first-grade children dictate a language experience story to an adult who types their words on the computer and then uses the narrative to develop a variety of literacy concepts. One advantage of storing students' dictations digitally is they can be used efficiently as a springboard for connected literacy activities such as word study (for a description of word study instruction see Bear, Invernizzi, Templeton, & Johnston, 2004; Ganske, 2000; Invernizzi & Hayes, 2004; Morris, 1982) or fluency practice. In the present study, connected word study activities include: creating digital word banks, word hunts, and creating digital word sorts. Another advantage of using computer is multimedia features of word-processing and desktop publishing software offer a unique means of support for young children's efforts to make meaning using symbols (Labbo, 1996).

If you do not have the resources to take dictation for students individually, consider alternatives to eliciting a digital experience story (Group Experience Story or Morning Message) listed on p. 14-17 of this manual.

Steps to recoding a dictation:

1. Before meeting with the child, open a **new Microsoft Word document** and save the file in the child's individual folder. In the file name include the date of the dictation. Ensure that a large, child friendly font is selected so that the child can watch their words appear on the screen (suggested font: Comic Sans; size: 22 pt.).
2. Begin by **explaining the purpose** of today's activity to the child (e.g., "Today I'm going to help you record a story by typing your words on the computer."). Let the child know that it can be about anything they choose.
3. Select and describe a **characteristic of a good narrative** to focus on (e.g., "A good story usually has a beginning, middle, and end" or "A good story uses descriptive words so the reader can visualize your story" or "A good story often has a problem and a solution").
4. **Model** how to tell a well structured narrative by **telling your own story** (e.g., Ask the child, "Can I tell you a story first so you get the idea of how a story sounds?"). Here is a list of possible story topics that engage children. Feel free to think beyond this list!
 - Adventures (encounters with animals/insects; airplane travel; trips; roller blading; hiking; etc.)
 - Minor catastrophes (running out of gas; losing something; a bee sting, etc.)
 - Trips to the doctor (or dentist; getting a shot; a broken leg)
 - School memories (trip to the principal's office; recess games; riding the bus)
5. After completing your story, the child may want to discuss or ask you questions. Or they may be ready to move on and tell their own story. Take time to do whatever feels natural and **build rapport** with the child.
6. **Dictation:** Ask the child if they have a story they would like to tell and record. You can decide how much **scaffolding** to provide for the child.

★ The least amount of support is for the child who is confident and ready to tell their story. Simply allow them to *dictate and just type the words* simultaneously.

★★ A little more support involves *asking the child questions or giving prompts* during the dictation to help develop the child's ideas (e.g., "So what happened next?" or "Can you tell me more about that?").

★★★ The highest level of support you can give is *discussing the story idea without typing*. You can do this before you start typing or by taking a break from typing if you sense that the child needs help fleshing out their ideas or developing story structure. After discussion, you can ask them to tell the story again using the words they would like you to type.

7. Ask the child what **title** they would like to give their story. Record the date of dictation at the top of the document.
8. After the story is dictated, **reread** the story and tell the child that if they would like you to change any of the words you can (e.g., "Let's read it again and tell me if I've got your ideas down correctly"). On the first rereading, read chorally with the child to support. Track the words with fingerpointing as you read.
9. **Reread the story a second time**. This time allow the child to read it independently if they are ready. If not, then you can scaffold by:
 - ★ *Choral reading* - reading the words in unison.
 - ★★ A little more support is *echo reading*. The adult reads a sentence and the child echoes.
10. **Print a copy** of the story for the child's **personal reader**. Ask the child if they would like to take a copy home. If so, print a second copy and have the child put it directly in his or her backpack.
11. Tell the child that they can add desktop publishing captions or illustrations from *KidPix*, *Kidspiration*, *PowerPoint* or any other software to their dictated story if they create these during their independent computer center time. Ask the child to save their *KidPix* work so that you can copy and paste it into their file.

Day 2: Word Banks

Purpose of word banks:

Word banks help beginning readers develop a corpus of words they can recognize easily (Stauffer, 1970; Bear, Invernizzi, Templeton, & Johnston, 2004). When students know a word automatically it becomes a sight word. These sight words or word bank words are the basis for learning to read and spell because students analyze the features of known words to make generalizations about how words work. Children build confidence as their word bank grows because word banks grow along with children's growing knowledge about decoding.

A word bank is a collection of words chosen by the student because they can remember them well enough to identify them in isolation (Stauffer, 1970). Beginning readers should review word bank words frequently because their knowledge of words is tentative and they only understand the words partially. Therefore, frequent exposure to words helps children work through their evolving hypotheses about how words work.

Instructionally, the word bank has many purposes. It can be the basis for word sorts. Irregular word bank words (e.g., of, have, was) make great oddball additions to sorts. Word banks are an excellent place for students to hunt for words that follow spelling patterns they are studying. Word banks are differentiated for each child's needs.

Steps to building word banks:

1. **Open the PowerPoint file** with the student's word bank so that you are prepared to transfer words quickly.
2. Use the **most recent dictation** as the source for new word bank words. You will need the printed copy (from the child's file folder) for the child to underline.
3. Ask the child to **underline** the words they recognize easily. These easiest words will all be transferred to the word bank.
4. Ask the child to **circle the hardest** or most challenging words. These words will be avoided.
5. Ask the child to not mark words that are "in between" or words. Some of these words may be appropriate for the word bank if they are words students encounter frequently in their basal readers or decodable texts.
6. Before inserting words into the word bank, **point to words** out of order and verify that the child can decode them automatically. Using word finders makes this more fun and ensures the word is isolated. If they struggle with a word, it is not appropriate for their word bank.
7. Tutors need to **record the primary source** where the word bank word came from so that we can return to context and identify the word if the child has trouble recognizing it in isolation at a later time. Therefore, add an identifier of the primary source in an inconspicuous place on the first slide in the series (e.g. Date of Dictation: 1/2/06 and Title of Dictation: The Day I Lost My Dog).
8. **Harvest words in a random order** and place them in the PowerPoint word bank.
9. After adding all of the easy words from the child's dictation, encourage the child to **pick 3-5 challenge words**. The challenge words are the unmarked "in between" words. Use the sight words lists and the classroom word wall as a guide for words that the child should know because they are studying these words in guided reading. These are appropriate words to suggest as challenge words.
10. After adding the new words to the PowerPoint word bank, **review the words** by clicking through the slides.
11. If a child struggles with a word, provide **scaffolding**:
 - ★ First give a *clue about how to decode* (e.g., "Notice that this word starts with a consonant blend – s/. Can you sound it out?" or "Do you see a chunk of this word that you recognize?").
 - ★★ Next, give a *clue about the primary source* of the word (e.g., "This word came from the story about your trip to the dentist").
 - ★★★ The highest level of support you can give is *returning to the primary source* by pulling up the dictation file and directing the child to the sentence where the word came from (e.g., "Look, this word is

right here. Try reading this sentence again and see if you can remember what the word is.”)

12. **Make notes** of patterns you see while working with the child on a sticky note and leave these in the student’s file. Note words the child has difficulty with when the words are flashed. If they struggle with the word more than once, it should be removed from the word bank.

Day 3: Creating Word Sorts

Purpose of word sorts:

Word sorting is an activity that mimics the way we learn and store information: by comparing and contrasting similarities and differences between categories (Bear, Invernizzi, Templeton, & Johnston, 2004). Word study follows a developmental sequence of how students typically learn to spell. By sorting words at the appropriate developmental level into groups, students discover the patterns of English spelling. The students in this class are familiar with the routines of word study. However, you will still need to help them look for words with related sounds or spelling patterns. Many students will need support in articulating their reflections after sorting.

During this third day of tutoring, you will help students do something they do not usually do in word study – create their *own* sort using words from their personal dictation stories and their independent level reading materials. Later in the tutoring sequence students will personalize their word sorts so that they have their favorite colors, fonts, and pictures added. Then, they will invite their peers to use these sorts at the computer center to practice sorting various spelling patterns.

Steps to creating word sorts:

12. **Open the PowerPoint file** with the word sorts template so you are prepared to add words. Alternatively, if you have access to other desktop publishing software, you may find this more kid-friendly than PowerPoint. We found **KidSpiration and Inspiration software** (see <http://www.inspiration.com/>) to be a better fit for the 1st grade students in our project.
13. **Select the features** for comparing and contrasting in a word sort. Use two sources to help you decide what features to work on: the most recent word sorts in student's *word study notebook* (stored in their personal book boxes), and the simplified *word study progression table* provided in this guide. Use the correct slide in the template depending on how many features are being contrasted (2-4 contrasts). Consider leaving an extra column in case students discover "oddball" words as they add new words.
14. **Select the key words** from the child's dictation story. Start with the most recent dictation, but if you cannot find examples for the features you selected, then check previous dictations also. The child's own words become the headers for each column in their sort. If the child is in the mid Letter Name stage, you will need to add pictures to the header and the sort.
 - *To insert pictures* go to the Insert tab. Then select picture > clipart. This will connect you to the World Wide Web and Microsoft's clipart database. Type in the picture you wish to add and simply click to insert the clipart into the slide. [Note: This procedure may be different for Macintosh.]
15. **Add words** from dictation and the child's reading materials. You will need several words for each category, so use the word hunt procedure (outlined in detail on Day 4 guide) to add additional words to each category. If you have tried word hunts and cannot find enough words, use the word lists in the back of *Words Their Way* for additional words. When using word lists, do not simply add the words without the child's input. Ask the child to guess the word as you say it slowly, segmenting it into phonemes (e.g., say cat as /c/-/a/-/t/).
16. **Type words randomly** around the screen using several text boxes. This random placement sets up the screen for students to complete the sort once enough words are added.
 - *To insert a text box*, click the Insert tab. Then, select Text Box. You will need to format the font to a kid friendly font and size. Tutors may prefer to copy and paste the text box once it is made so that you do not have to reformat the font each time.
17. **Steps to word sorting** include: (a) demonstrate, (b) sort and check, (c) reflect: declare, compare, and contrast.
 - (a) **Demonstrate:** Review the **categories** (e.g., "We will sort these words by the middle sound of the vowel. This column is for short a words like "dad" in the middle - /d/-/aaaa/-/d/. Point to the key words in the headers as you explain.) Model one example for each category.
 - (b) **Sort and Check:** Allow the student to sort independently by dragging the text boxes to the appropriate column. If necessary remind them to roll the mouse over the sides of the text box until the

hand icon appears showing that they can grab the word. Remind students to read each word aloud. Allow students to **check** their own mistakes by reading aloud each category. If students could not **locate errors**, guide them to errors with scaffolding (e.g., “There are two errors in this column. See if you can find them.”)

(c) **Reflect:** Ask the child to **declare** what each category has in common. (e.g., “What do you notice about the words in each column?”). Guide the child to consider **sound and pattern** using open-ended questions. Ask the child to dictate a **reflection** on what knowledge they discovered about the sound, pattern, or meaning. Record this reflection on a subsequent slide. These generalizations help students in future spelling attempts.

18. If a child struggles with a decoding a word, provide **scaffolding**:

★ First give a *clue about how to decode* (e.g., “Notice that this word starts with a consonant blend – *sl*. Can you sound it out?” or “Do you see a chunk of this word that you recognize?”).

★ ★ Next, give a *clue about the primary source* of the word (e.g., “This word came from the story about your trip to the dentist”).

★ ★ ★ The highest level of support you can give is *returning to the primary source* by pulling up the dictation file and directing the child to the sentence where the word came from (e.g., “Look, this word is right here. Try reading this sentence again and see if you can remember what the word is.”)

19. **Make notes** of patterns you see while working with the child on a sticky note and leave these in the student’s file. Note words the child has difficulty with when the words are sorted. If they struggle with the word more than once, it should be removed from the word sort.

Day 4: Word Hunt

Purpose of word hunt:

The primary purpose of word hunts during tutoring is to generate enough words with the features being studied to build a complete word sort. Word hunts help students make the connection between spelling and reading (Stauffer, 1970; Bear, Invernizzi, Templeton, & Johnston, 2004). As students hunt for words in their reading materials they see further examples of the sound or patterns they are studying. Word hunts often lead to interesting words or discussions about word features. Students may learn new vocabulary through word hunts or may find words that appear to follow the pattern, but are, in fact, an oddball that does not follow the usual pronunciation for the spelling pattern. This may lead to adding new categories to the word sort. After finding more words, students sort the words based on the orthographic features of sound or pattern.

Before students do word hunts, the tutor should model how to find words that match the features being studied. It is helpful for tutors to preview texts and make sure that they contain examples of the features so that the hunt is productive for the child. Keep in mind that some spelling patterns are found in virtually every text, while others may be harder to find. If a word hunt is not appropriate for a certain feature, use word brainstorms to generate more words for the students' word sort.

Steps to word hunts:

1. **Open the PowerPoint file** (or Inspiration file) with the student's word sort so that you are prepared to add words quickly.
2. Students **hunt for words that match** the features they are studying (e.g., words with beginning digraphs or blends in mid Letter Name stage). Children hunt for these words in independent reading materials (which are stored in their individual book boxes) or by looking around the room at writing on walls or library books.
3. **Add new words.** When a word is found that matches the feature being studied, it is typed into a new text box in the word sort file. The goal is to have several words in each category, but there is not a specific amount required.
4. Students can complete **word hunts independently**. However, it is a good idea for the tutor to practice locating a few words with the child to ensure they know what features to hunt for before letting them work alone. Assist the child by dividing a page of their word study notebook into sections so they can write words they find during the word hunt. If the child hunts independently, then they should reread the words to the tutor as they are added to the computer file.
5. Students usually find it motivating and helpful to **use "word finders"** to help them isolate words during word hunts. The word finders are foam shapes with a window cutout. These are useful for isolating words. Demonstrate appropriate procedures for using word finders to the child.
6. If a child struggles to find new words with similar features, provide **scaffolding**:
 - ★ First give a *clue about where a word is located* (e.g., "There is a word with a digraph on page 7." or "Do you see a word that begins with a digraph in this line").
 - ★★ Point out words that match the word study feature (e.g., "Here is a word that matches our word study features. Can you decide what category it fits into?")
7. **Word Brainstorms** can be used when word hunts do not produce enough words with the features being studied. Sometimes current reading materials do not contain many examples of the features being studied. Brainstorming is like a word hunt through the memory. The tutor asks the child to generate words that match the feature and simply adds these to the word sort.

If the child cannot think of words through a brainstorm provide scaffolding:

 - ★ *Example or non-example?* The tutor generates a word and asks if a word fits the features (e.g., "Does the word tiger start with a th digraph?").
 - ★★ *Guess my word* The tutor generates a word and segments the sounds in the word to make it a guessing game. (e.g., "Here is a word that matches our word study features - /th/-/aaa/-/n/-/k/. Can you decide what digraph category it fits into?")

Day 5: Fluency & Finishing Touches

Purpose of fluency practice and adding finishing touches:

As students become fluent with reading their stories, word bank, and word sorts they are gaining decoding skills. Being able to read words automatically frees up cognitive space for comprehension and understanding stories. This fluency practice is an important step in a reading program (National Reading Panel, 2000).

Students will be sharing their work with peers soon at the Author's Computer Chair. Therefore, final finishing "publication" touches should be added to students work. Feel free to be as creative as you and the child can imagine by adding digital photography to student's dictations or other creations. If you wish, you can even add sounds or other features to appropriate locations. Even without all these whistles and bells, students will be motivated to personalize their work using simpler desktop publishing capabilities.

Steps to fluency and finishing touches:

20. **Reread dictation for fluency.** Help the child practice rereading their dictation so that they can do it fluently and with appropriate expression. They will share this from the Author's Computer Chair on the next tutoring day.
21. **Create a copy of dictation for classroom library.** If the child wants their peers to be able to read their story at the library, then you will need to assist in printing an extra copy of the dictation and assembling it into a book. Create a cover page for the book and be sure to include the title, student's name, and a photo of the child. PowerPoint is a useful application for these tasks. Help the child bind the book and store it in a safe location until their sharing day.
22. **Practice reading word bank words.** Assist the child as they read the words flashed in the word bank. Delete any words that they struggle with repeatedly [check sticky note notations to verify history of errors]. Remind students that they can choose to show this to their peers on their sharing day, so they will need to be confident in reading all their words.
23. **Get your word sort ready to share.** First, practice sorting the words using the standard word sorting procedures listed below. Steps to word sorting include: (a) demonstrate, (b) sort and check, (c) reflect: declare, compare, and contrast.
 - (a) **Demonstrate:** Review the **categories** (e.g., "We will sort these words by the middle sound of the vowel. This column is for short a words like "dad" in the middle - /d/-/aaaa/-/d/. Point to the key words in the headers as you explain.) Model one example for each category.
 - (b) **Sort and Check:** Allow the student to sort independently by dragging the text boxes to the appropriate column. If necessary remind them to roll the mouse over the sides of the text box until the hand icon appears showing that they can grab the word. Remind students to read each word aloud. Allow students to **check** their own mistakes by reading aloud each category. If students could not **locate errors**, guide them to errors with scaffolding (e.g., "There are two errors in this column. See if you can find them.")
 - (c) **Reflect:** Ask the child to **declare** what each category has in common. (e.g., "What do you notice about the words in each column?"). Guide the child to consider **sound and pattern** using open-ended questions. Ask the child to dictate a **reflection** on what knowledge they discovered about the sound, pattern, or meaning. Record this reflection on a subsequent slide. These generalizations help students in future spelling attempts.
24. **Copy and paste the corrected sort** into a new slide. After sorting correctly, this slide will be copied and used as the answer key for students who are using this sort independently at the classroom computer center. Save a copy of the file to the desktop with the child's name and name of features to sort so that other students can find the sort when they use the computer center.
25. **Add finishing touches to sort** including background color, favorite fonts, student photograph (perhaps in the lower corner), and any clipart that matches the features being sorted.

- **Format background** by going to the Format tab. Then click Background and “Fill Effects”. Allow the child to select their two favorite colors and the shading style or direction for the background.
 - **Format font** in the header words by either clicking on the dropdown font preview bar. Or select the Format tab. Then click on font and allow the child to select a font they like.
 - **Add the child’s photograph** by following the instructions for the digital camera you are using.
26. As always, if a child struggles with a decoding a word, provide **scaffolding**:
- ★ First give a *clue about how to decode* (e.g., “Notice that this word starts with a consonant blend – *sl*. Can you sound it out?” or “Do you see a chunk of this word that you recognize?”).
 - ★ ★ Next, give a *clue about the primary source* of the word (e.g., “This word came from the story about your trip to the dentist”).
 - ★ ★ ★ The highest level of support you can give is *returning to the primary source* by pulling up the dictation file and directing the child to the sentence where the word came from (e.g., “Look, this word is right here. Try reading this sentence again and see if you can remember what the word is.”)
27. **Make notes** of patterns you see while working with the child on a sticky note and leave these in the student’s file. Note words the child has difficulty with when the words are flashed or sorted. If they struggle with the word more than once, it should be removed from the word bank or word sort.

Day 6: Sharing at Author's Computer Chair

Purpose of sharing:

A useful technique for supporting and celebrating children's development of conventional and digital literacy is to provide a physical space to share and discuss computer activities at the Author's Computer Chair (Labbo, 2004). Research suggests that, although many of the goals and procedures of the Author's Computer Chair are similar to the traditional Author's Chair that was conceived in the 1980s (see, Calkins, 1983; Graves, 1983, Graves & Hansen, 1983), the key difference is that children discuss computer-mediated meaning making. The Author's Computer Chair is a time of social, peer collaboration in which children request feedback and support from peers and teachers during any phase of a computer task. This routine, sanctioned time benefits students as they ask for advice, share knowledge and pointers, and celebrate the completion of a computer activity (see Labbo, 2004 for guidelines to successfully implement Author's Computer Chair).

Steps to word hunts:

1. **Get your story, word bank, and word sort ready to share.** Open all files and briefly practice rereading for fluency.
2. **Link computer to TV monitor or projection device.** This ensure that all peers can see the child's work as it is presented.
3. **Tutor introduces child and sets purpose.** The tutor can offer a brief description of the types of work the child will be presenting and explain that the purpose is for peers to celebrate the child's work, ask questions, or offer ideas/suggestions for future projects.
4. **Allow the child to present their work.** As always, assist the child if they struggle with decoding any words. Provide **scaffolding**:
 - ★ If you believe the child can get the word with a little help, give a *clue about how to decode* (e.g., "Notice that this word starts with a consonant blend – *sl*. Can you sound it out?" or "Do you see a chunk of this word that you recognize?").
 - ★ ★ Next, just give the word quickly so that the child can continue with their presentation.
5. **Congratulate the child on their work and set goals for your next project.**
6. Remind the child's peers that they can access the sort at the classroom computer center and can sort the words during independent center time. If necessary, demonstrate how to click on the icon where the child's work is stored and navigate through the sort.

Alternate Day 1: Group Dictated Experience Stories

Purpose of group dictated Language-Experience Approach stories:

The group Language-Experience Approach (LEA) dictation is similar to individual dictations. LEA provides students with a personalized and highly contextual opportunity for literacy development (Stauffer, 1970; Nessel & Jones, 1981; Adams, 1990). The time required for taking individual dictations can deter some teachers from using LEA (Stauffer, 1970). A compromise is the less individualized, but more efficient group dictation. Group discussions frequently develop children's oral language and vocabulary skills. When using D-LEA, children watch their words appear on a large monitor or screen they realize that reading is simply speech written down (Stauffer, 1970).

Steps to recoding a group dictation:

28. Before meeting with the children, open a **new Microsoft Word document** and save the file in a folder that students can access for rereading at the classroom computer center. In the file name include the topic of the dictation. Ensure that a large, child friendly font is selected so that the child can watch their words appear on the screen (suggested font: Comic Sans; size: 22 pt.). Use a large a large monitor or a projection device for group dictations to ensure that all students can see the words. If you are using digital photography, has these files already uploaded and inserted into the document.
29. Prepare a **stimulus or shared experience** to discuss and use as the topic for the story. This should be an interesting and memorable experience that encourages discussion. Some ideas for topics are listed below.

Stimulus	Experience
Seasonal changes (fall leaves, spring flowers, etc.)	Field trip (to a farm, fire station, hospital, bakery, recycling plant, etc.)
An animal or pet (turtle, rabbit, mouse, tadpoles, a chick, etc.)	Virtual field trip (online)
Multicultural foods or artifacts	A classroom visitor
Current events (space exploration, Inauguration Day, Olympics)	An author visit
A magnifying glass	Carving a pumpkin
Magnets	Cooking in the classroom
Objects from nature (shells, rocks, plants, pinecones, etc.)	Growing seeds
A musical instrument	Performing a Reader's Theater presentation for another class
Similarities and differences in kinds of shoes, backpacks, etc.	Meeting with older reading buddies
	Using the school's P.A. system
	School sports events
	Using a thermometer in warm and cold water

30. Begin by **discussing and describing** the stimulus or event. Let students pass around and feel objects that are not delicate. If it is an experience, use digital photography to capture key moments. Digital photography can enhance retellings.
31. **Dictation:** Ask children to describe the stimulus or experience and you will record their words on the computer as they say them. You can decide how much **scaffolding** to provide for developing the narrative structure. Students will probably only be able to stay engaged for 8-10 individual contributions. You can credit students' contributions by putting their initials in parentheses after their sentence.

Variations to dictation –

- *Whiteboards for spelling:* To ensure that all students are engaged and getting practice with spelling and handwriting, teachers can give each child a lap-sized whiteboard. Students use dry erase markers to practice spelling simple words that will be typed in the dictation. Asking children to hold up their whiteboard provides teachers a quick opportunity to check for understanding of orthographic knowledge.
- *Graphic organizers:* To assist students in developing story structure or descriptive narratives, graphic organizers

can be used as a whole group or individually. For instance, to help students dictate the beginning, middle, and end of their field trip, they can jot down ideas in a flip book graphic organizer divided into these three sections. Similarly, to dictate a rich description of a stimulus, a five senses graphic organizer can be used to jot down key words.

- *Interactive writing*: This is when the teacher and children share the pen, or in this case, the keyboard. This is a valuable tool for encouraging spelling practice. The entire group can help segment the sounds in the word to assist their peer in spelling.
32. At the end ask the children what **title** they can give their story. Record the date of dictation at the top of the document.
 33. After the story is dictated, **reread** the story and tell the child that if they would like you to change any of the words you can (e.g., “Let’s read it again and tell me if I’ve got your ideas down correctly”). On the first rereading, read chorally with the children to support. Track the words with fingerpointing as you read.
Reread the story a second time. This time you can ask the class to echo read, choral read, or ask groups of children to read sections together.
 34. **Print a copy** of the story for the class library. Show the students how to open and access the story at the **classroom computer center**. Provide procedural details or a posted list of instructions so students can open and navigate through the program.

Alternate Day 1: Group Dictated Morning Message

Purpose of group dictated Morning Message or Daily News:

Every classroom is full of interesting news. Just consider all the excitement about loose teeth, upcoming birthdays, or future classroom events. Students' enthusiasm for these bits of news can be captured and used to develop literacy skills through a daily routine called Morning Message (or the Daily News). When students create the Morning Message they have ownership in this document which can be printed and used for differentiated phonics lessons in small groups. Additionally, selections from the Morning Message can be cut and pasted into a class newsletter. Students will be proud to take this home to parents because they shared in the authorship.

Steps to recoding a group dictation:

35. Before meeting with the children, open a **new Microsoft Word document** and save the file in a folder that students can access for rereading at the classroom computer center. In the file name include the topic of the dictation. Ensure that a large, child friendly font is selected so that the child can watch their words appear on the screen (suggested font: Comic Sans; size: 22 pt.). Use a large a large monitor or a projection device for group dictations to ensure that all students can see the words. If you are using digital photography, has these files already uploaded and inserted into the document.
36. **Informally discuss** class news. Many teachers use this sharing time as an opportunity to strategically support oral language development through use of complete sentences, descriptive language, and good narrative structure.
37. **Select news** to be recorded in the Morning Message. Some teachers randomly draw names to decide which news to record. Others have a systematic order in which children get to dictate personal news. Using one of these systems helps avoid favoritism which ultimately makes students less enthusiastic about the activity.
38. **Dictation:** Ask children to dictate a sentence for the Morning Message. The length of the Morning Message is decided by how much time you can devote to the activity. In some cases teachers use just one or two sentences. By the middle of kindergarten or first grade, students may be ready to read longer messages. You can credit students' contributions by putting their initials in parentheses after their sentence.

Variations to dictation –

- *Whiteboards for spelling and handwriting:* To ensure that all students are engaged and getting practice with spelling and handwriting, teachers can give each child a lap-sized whiteboard. Students use dry erase markers to practice spelling simple words that will be typed in the dictation. Asking children to hold up their whiteboard provides teachers a quick opportunity to check for understanding of orthographic knowledge.
 - *Interactive writing:* This is when the teacher and children share the pen, or in this case, the keyboard. This is a valuable tool for encouraging spelling practice. The entire group can help segment the sounds in the word to assist their peer in spelling.
 - *Phonological awareness:* The Morning Message provides a great opportunity for segmenting sentences orally and counting how many words will be in the sentence. You can use count with fingers or manipulatives or by drawing a line for each word. Furthermore, spelling tasks provide opportunities for students to orally segment words into phonemes.
 - *Developing print concepts:* For Emergent readers, computer tools can help support their developing concept of terms such as: word, space, and sentence. To reinforce the boundaries of a word, click on a word to highlight it. To demonstrate spaces between words, you may use two spaces between words to make the gap more obvious. Each sentence can be selected and changed to a different color to show the boundaries and special features of sentences (e.g., punctuation and capitalization). Children love to add punctuation. To emphasize the shape of punctuation you can temporarily select a larger font size so that the punctuation stands out.
39. After each sentence is dictated, **reread** it chorally.
 40. **Reread the entire Morning Message** when it is complete. This time you can ask the class to echo read, choral read, or ask groups of children to read sections together.
 41. Since Morning Message occurs daily, you may not want to print individual copies of the story. Instead, consider collecting the message in a class book or class journal that students can make contributions to

when they visit the writing center. Show the students how to open and access the week's Morning Messages at the **classroom computer center**. Provide procedural details or a posted list of instructions so students can open and navigate through the program.

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Appendix: Simplified Word Study Progression

[Note: You will want to adapt this table to represent your students' word study levels – this is only a sample. Tutors are likely to need some training in the basics of word study to provide useful, explicit word study instruction while creating My eSorts and word banks with students.]

This table presents a simple outline of the word study sequence (adapted from Bear et al., 2004) for tutors to use in deciding what kinds of sorts to create with students. The students we are working with are either Letter Name or Within Word Pattern spellers. This gives you a brief sense of where students have been in their spelling instruction and where we want them to go next. Use the student's word study notebook as a guide for where they are at in the word study progression. However, if the feature they are studying seems to be easy or too difficult, talk to Virginia or Tricia about how to best match their tutoring plans to instruction.

Spelling Stage	Students	Characteristics	Appropriate Word Study Instruction
Within Word Pattern (WWP)	Katie Tevin	Mid WWP Students can use correct spellings for all of the easier skills plus they are able to spell some long-vowel words correctly in single-syllable words (e.g., SHIP:ship; SPOLE:spoil; DRIEV:drive).	<ul style="list-style-type: none"> Common long-vowel patterns: ai, ay, igh, y, oa, ow, ee, ea, ui, ew (e.g., short a vs. a_e vs. ai vs. ay) Complex consonant patterns: qu, wh, scr, shr, spl, spr, squ, str, thr, _ck, _ke, _k, _ch, _tch, _ge, _dge (e.g., scr vs. str vs. spr; _ch vs. _tch)
	Quintus Zykal Cheasley	Early WWP Students spell most short vowel words correctly. Include correct blends, digraphs, and preconsonantal nasals. Sometimes use long-vowel (silent e) marker (e.g., PET: pet; SHIP:ship; FLOTE:float; TABLE:table).	<ul style="list-style-type: none"> Common long-vowel marker (e.g., CVC vs. CVCe – a_e or cap vs. cape) Simple r-controlled vowels ar, or, ir, ur, er (e.g., short a vs. a_e vs. ar)
Letter Name (LN)	Ra-zhia Joseph Brendan Samantha Quran	Late LN Students spell single beginning and final consonants correctly. Students include a medial vowel now, but may make errors by choosing vowels that are formed in the same part of the mouth. Students are improving with blends and digraphs, but may still make errors. Missing long-vowel markers and preconsonantal nasals. (e.g., FAN:fan; PAT:pet; DEG:dig; SHIN:shine; SLAD: sled)	<ul style="list-style-type: none"> Compare word families with mixed vowels. Use word sorts. (e.g., _ap vs. _ip vs. _op; _at vs. _op _vs. _un) Compare short vowels without using word families. (e.g., short a vs. short o) <ul style="list-style-type: none"> Add words with final blends and digraphs (e.g., _ch, _th, _ch, _st, _ft, _sk) Preconsonantal nasals (e.g., words that end with _m, vs. _p vs. _mp)
	Brandon Neil	Mid LN Students spell beginning and final consonants correctly. Students often omit the medial vowel. Students are still learning about digraphs and blends. (e.g., FN:fan; PT:pet; ROP:rope; CIN:shine)	<ul style="list-style-type: none"> Picture sorts of digraphs (sh, ch, th, wh) Picture sorts of blends (sl, bl, fl, pl – sm, st, sw) Picture sorts of affricates and blends (tr, dr, ch, j, g) Compare word families with the same vowel. Use both words and pictures. (e.g., _at vs. _an; og vs. _op vs. ot)

