



Southern Nevada Regional Professional Development Program

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Southern Nevada Regional Professional Development Program

The Southern Nevada Regional Professional Development Program, under the guidance of Director Bill Hanlon, develops, organizes, and offers classes, workshops, seminars and inservices that focus on content and pedagogy. The purpose of the RPDP is to improve instruction and increase student achievement. As literacy trainers for the SNRPDP, we are honored to support literacy initiatives in Clark, Lincoln, Nye, and Esmeralda Counties.

As we begin the 2006-07 school year, we are excited to once again offer a wide variety of professional development opportunities built upon the six dimensions presented in the National Reading Panel Report. Those six dimensions include: Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension, and Motivation. Based on the Nevada State Standards, we have also included Writing.

The Governor's Reading Improvement Program (GRIP) was developed by the SNRPDP to support elementary teachers in building a foundation of literacy practices based upon the NRP findings to increase student achievement. In addition to GRIP, we offer extension classes that support and deepen teachers' content knowledge and instruction. A list of RPDP elementary literacy classes are noted on the reverse side. For more information, please visit www.rpdp.net.

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Taking a Closer Look at the Six Dimensions of Literacy

Each time you have students listen to **rhymes, poems, jingles or stories** that contain **alliteration or nonsense sequences** you are enhancing **phonemic awareness**.

Phonemic Awareness is the ability to notice, think about and work with the individual sounds (phonemes) in spoken words. It is the understanding that the sounds of spoken language work together to make words; and, it is identifying and manipulating the individual sounds in words.

When you have students attend to **letters and sounds** as they **write, spell and read** you are supporting **phonics**.

Phonics Instruction is a way of teaching reading that stresses the acquisition of letter-sound correspondences and their use in reading and spelling. The primary focus of phonics instruction is to help beginning readers understand how letters are linked to sounds to form letter-sound correspondences and spelling patterns and to help them learn how to apply this knowledge

"Although the NRP is six years old, you would still want to apply its findings, given that these were high certainty findings derived from large numbers of studies that have been conducted over a long period of time."

-Timothy Shanahan, IRA President

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www.rpd.net

GRIP Websites

www.nationalreadingpanel.org

www.reading.org

www.nichd.nih.gov

www.myreadingcoach.com

www.nifl.gov

www.doe.nv.gov

www.corelearn.com

Taking a Closer Look at the Six Dimensions of Literacy, cont'd

Each time you point out how words are used and **make connections** between your **oral vocabulary** and **words in print** you are supporting **vocabulary development**.

Vocabulary is critically important in oral reading instruction. Beginning readers use their oral vocabulary to make sense of the words they see in print. Readers must know what most of the words mean before they can understand what they are reading. Consequently, the larger the reader's vocabulary (either oral or print), the easier it is to make sense of the text.

As you **model** fluent reading behaviors or prompt students to engage in **repeated oral reading** you are encouraging **fluency development**.

Fluency is the ability to read a text accurately with prosody and rate. Fluency is important because it frees students to understand what they read.

When you **"think out loud"** and share your connections as you read you are supporting **active reading and comprehending**.

Comprehension is the "intentional thinking during which meaning is

constructed through interactions between text and reader" (Harris & Hodges, 1995). Comprehension is important because it is the goal for reading and is essential for life long learning.

Each time you **read aloud** and share your **love of reading** you are **motivating** students.

Motivation is the positive attitudes and expectations for success which builds success. Motivated readers enjoy and value reading which lasts a lifetime.

When students see adults write as a **natural part** of communicating it sets the stage for their **writing**.

Writing is the process of using language to communicate meaning. It is one of the primary means of communication. Children that write from an early age have a better understanding of phonics. It's the most effective way of chronicling on day to day activities.

—National Reading Panel, 2000

Professional
Development
Opportunities

GRIP

GRIP-K

Guided Reading

Reading with Meaning

Using Picture Books to
Teach the Writing Traits

Writers Workshop

Primary Writing Class—
Online

Intermediate Writing
Class—Online

Words Their Way

Word Walls

Nonfiction in Focus

Literacy Benchmark
Classes

State Writing Assessment

Phonics Instruction

Building Fluency

For more information about
these course offerings,
please visit www.rpd.net

Register on Pathlore