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| **Supporting Children’s Literacy Skills**  Preschool is a time for setting the stage for formal reading instruction. ‘Setting the stage’ means providing plenty of opportunities and experiences for children to develop early literacy skills. Teachers do this by building a literacy-rich environment and providing developmentally appropriate explicit instruction. Rising kindergarteners who: (1) know letter names and letter sounds, (2) can play with and manipulate sounds (e.g., rhyme, syllables, individual sounds), (3) understand how books work (e.g., we read front to back and top to bottom), and (4) have experience writing, are ready to become readers! Below are some interaction and instruction strategies that provide opportunities for children to develop their literacy skills. |

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| **Interaction and Instruction (I&I) Strategies** | **Description** | **Aligned CLASS® Dimensions** |
| 1. **Draw attention to letters and letter sounds** | During play and learning activities, notice and label individual letters. Talk about letter names and the sounds letters make. Point out how spoken word pairs start with the same or different sounds. Compare letters and sounds for written word pairs. | image.png |
| 1. **Draw attention to the sounds of words (phonological awareness)** | Phonological awareness is all about listening and paying attention to the sound structure of language. Provide opportunities for children to recite book refrains together, rhyme words, clap syllables, and identify beginning sounds of words. | image.png |
| 1. **Develop print awareness** | Point out print and highlight ways that print is useful and meaningful. During book readings, talk about book orientation, layout (e.g., title, author, pictures, print, beginning, middle, end), and print orientation (e.g., left to right, top to bottom, turning pages). | image.png |
| 1. **Provide opportunities for children to write** | Model writing and include children in writing letters and words. Provide opportunities and materials for children to draw and label objects and to trace and draw letters. | image.png |

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| 1. **Draw Attention to Letters and Letter Sounds** | **Description:** During play and learning activities, notice and label individual letters. Talk about letter names and the sounds letters make. Point out how spoken word pairs start with the same or different sounds. Compare letters and sounds for written word pairs. | | | | **Aligned CLASS Dimensions:** | | |
|  | image.png |  |
|  | **Choose one of the following resources or sets of resources and individualize to your needs.**  **Determine which aspects you’d like to use (or not).** | | | | | |
| * [Focus on Alphabet Knowledge and Early Writing](https://eclkc.ohs.acf.hhs.gov/video/focus-alphabet-knowledge-early-writing)   Webinar that discusses the developmental trajectory birth to five of alphabet knowledge as well as effective practices to support children’s learning of these skills. There is a special emphasis on supporting children who are dual language learners. | | | This set of resources provides ways to help children develop their understanding of the alphabet alphabetic principle and ways to reinforce the connection between letters and sounds with interesting activities all around the classroom!   * [Early Literacy: Connecting Letters and Sounds](https://www.scholastic.com/teachers/articles/teaching-content/early-literacy-connecting-letters-and-sounds/) * [Early Literacy: The Skill of Learning the Alphabet](https://www.scholastic.com/teachers/articles/teaching-content/early-literacy-skill-learning-alphabet/) * [Alphabet Matching](https://www.readingrockets.org/strategies/alphabet_matching) | | | |
|  | **Select one or two video(s) to watch focusing on:**  **What does the teacher say and do related to *drawing attention to letters and letter sounds*?**  **How do the children respond?** | | | | | |
| * [Self-Regulation Literacy and Movement Game](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_5ah83eie&t=Self-regulation+Literacy+and+Movement+Game) | | * [Talking about a Student's Book](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_agimtwoi&t=Talking+about+a+Student%27s+Book) | | * [Identifying Letters in a Student's Name](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_glmqk72s&t=Identifying+Letters+in+a+Student%27s+Name) | | |
|  | **Ideas for SMART goals. Pick one Do strategy to try as is or modify to better fit your goals.** | | | | | |
| * 3+ times per day, point out words in books or labels that match the first letter of children’s names. For example, in the reading center, you might say: “Look, here is the letter P. Pete the Cat’s name starts with the letter P. /p/. Pete. Whose name in our classroom starts with P? Yes, you are right! Paulino does! Paulino and Pete both start with P!” * During mealtime, label each child’s place with a name card and provide related activities. For example, have children point to and identify the letters in their names, label uppercase and lowercase letters, and find friends at their table who have the same letters in their names. Encourage follow-up conversations among peers, making connections with their experiences and shared interests. | | | | | | |

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| **2. Draw Attention to the Sounds of Words** | **Description:** Phonological awareness is all about listening and paying attention to the sound structure of language. Provide opportunities for children to recite book refrains together, rhyme words, clap syllables, and identify beginning sounds of words. | | | | | **Aligned CLASS Dimensions:** | | |
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|  | **Choose one of the following resources or sets of resources and individualize to your needs.**  **Determine which aspects you’d like to use (or not).** | | | | | | |
| This set covers how to identify what kinds of Phonological Awareness skills children have and these relate to other areas of literacy:   * [Phonological and Phonemic Awareness: Introduction](https://www.readingrockets.org/teaching/reading101-course/modules/phonological-and-phonemic-awareness-introduction) * [Why Phonological Awareness Is Important for Reading and Spelling](https://www.readingrockets.org/article/why-phonological-awareness-important-reading-and-spelling) * [The Development of Phonological Skills](https://www.readingrockets.org/article/development-phonological-skills)   Defines and describes phonological awareness – all that it includes, why it’s important, and how it develops. | | | This set covers ways to play with the sounds of language:   * [Phonological Awareness Techniques](https://www.youtube.com/watch?v=McqF-2F6Rg4) * [Phonological Awareness Is Child’s Play!](http://www.anchorageaeyc.org/wp-content/uploads/2019/02/Phonological-Awareness-Is-Childs-Play-Handouts.pdf)   Provides examples of teachers playing with language in different ways and information about phonological awareness and all that it encompasses. | | | | |
| This resource focuses on ways to support children to learn that language can be broken in parts:   * [Focus on Phonological Awareness](https://eclkc.ohs.acf.hhs.gov/video/focus-phonological-awareness)   Discusses ways to promote phonological awareness so that children can learn to recognize that language can be broken into words, syllables, and smaller sounds. | | | This resource focuses on children’s development of Phonological Awareness and ways to support their development:   * [Phonological Awareness](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/dtl-pla-phonological-awareness.pdf)   Reading includes an in-depth overview of phonological awareness – definition, why it’s important, developmental progression from birth to five, and effective practices and examples to support children’s development of phonological awareness. | | | | |
|  | **Select one-two video(s) to watch focusing on:**  **What does the teacher say and do related to *drawing attention to the sounds of words*?**  **How do the children respond?** | | | | | | |
| * [Awesome Alliteration: Building Awareness of Initial Letter-Sounds](https://www.youtube.com/watch?v=KKXl-1UrPGY) | | * [Syllable Game](https://www.youtube.com/watch?v=iwV5I039az0) | | * [Drumming Out Syllables](https://youtu.be/N6i66zjIx9I) | | | |
|  | **Ideas for SMART goals. Pick one Do strategy to try as is or modify to better fit your goals.** | | | | | | |
| * During story time, choose a book with a repeated refrain. Have children learn the refrain and ‘read’ for you when you give the signal. Make it fun! For example, in the Gingerbread Man, point to children and have them say, “Run, run, as fast as you can! You can’t catch me, I’m the Gingerbread Man!” As they recite, track the words in the book with your finger. * Read 2 books with rhyming words this week. Tell children what makes words rhyme (“they sound the same at the end”), point out rhyming pairs, and invite children to give thumbs up or thumbs down to show if two words rhyme. * During circle time, have children clap out syllables in their names in order to promote understanding of syllables in words. | | | | | | | |

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| **3. Develop Print Awareness** | **Description:** Point out print and highlight ways that print is useful and meaningful. During book readings, talk about book orientation, layout (e.g., title, author, pictures, print, beginning, middle, end), and print orientation (e.g., left to right, top to bottom, turning pages). | | | | **Aligned CLASS Dimensions:** | | |
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|  | **Choose one of the following resources or sets of resources and individualize to your needs.**  **Determine which aspects you’d like to use (or not).** | | | | | |
| This set focuses on ways to support and assess print awareness:   * [Print Awareness: An Introduction](https://www.readingrockets.org/article/print-awareness-introduction) * [Print Awareness: Guidelines for Instruction](https://www.readingrockets.org/article/print-awareness-guidelines-instruction) * [Print Awareness during Read Alouds](https://www.readingrockets.org/article/print-awareness-during-read-alouds) * [Concepts of Print Assessment](https://www.readingrockets.org/article/concepts-print-assessment) | | | * [Book Knowledge and Print Concepts](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/dtl-pla-book-knowledge-print-concepts.pdf)   22-page NCECDTL reading includes an in-depth overview of print awareness – definition, why it’s important, developmental progression from birth to five, and effective practices and examples to support children’s development of print awareness. | | | |
|  | **Select one-two video(s) to watch focusing on:**  **What does the teacher say and do related to *developing print awareness*?**  **How do the children respond?** | | | | | |
| * [Talking with a Student about Her Unicorn Book](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_3z0wbxk2&t=Talking+with+a+Student+about+Her+Unicorn+Book) | | * [Talking with a Student about the Title of His Book and Cover](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_n2tt1f6o&t=Talking+with+a+Student+about+the+Title+of+His+Book+and+Cover) | | * [Reading the Morning Message Together](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_ef2ah7y0&t=Reading+the+Morning+Message+Together) | | |
|  | **Ideas for SMART goals. Pick one Do strategy to try as is or modify to better fit your goals.** | | | | | |
| * Each day this week during story time, choose aspects of the book to comment on so that students learn about (1) *book orientation* (i.e., how to hold a book), (2) *book layout* (e.g., title, author, pictures, print), and (3) *print orientation* (e.g., right to left and top to bottom). * Listen for 2+ opportunities to model using books, magazines, or digital texts as sources of information on a topic of interest (e.g. when children ask questions). * Across centers, encourage children to play with print through writing (e.g., make their own book; write shopping lists, cards, or letters). | | | | | | |

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| **4. Provide Opportunities for Children to Write** | **Description:** Model writing and include children in writing letters and words. Provide opportunities and materials for children to draw and label objects and to trace and draw letters. | | | **Aligned CLASS Dimensions:** | | |
| image.png | image.png |  |
|  | **Choose one of the following sets of resources and individualize to your needs. Determine which aspects you’d like to use (or not).** | | | | |
| This set focuses on ways to support children’s early writing attempts in centers, free play, and in the classroom:   * [Encouraging Children’s Early Writing](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/professional-development-workshop-suites/workshop-suite-supporting-early-writing-skills/)   Presents a framework for individualizing early writing instruction in the preschool classroom, with a focus on supporting writing in center time and free play.   * [Promoting Preschoolers’ Emergent Writing](https://www.naeyc.org/resources/pubs/yc/nov2017/emergent-writing)   Describes what emergent writing is and ways teachers can support and encourage children’s early writing attempts in the classroom. | | This set focuses on describing what emergent writing looks like and ways to individualize early writing instruction:   * [How Do I Write…? Scaffolding Preschoolers' Early Writing Skills](https://www.readingrockets.org/article/how-do-i-write-scaffolding-preschoolers-early-writing-skills) * [Look at Writing Pre-K: Writing Sample 1](https://www.readingrockets.org/looking-at-writing/pre-k-writing-sample-1) * [REACH Workshop Series: Emergent Writing](https://www.youtube.com/watch?v=CRpHqksGSkY) | | | |
|  | **Select one-two video(s) to watch focusing on:**  **What does the teacher say and do related to providing opportunities for children to write?**  **How do the children respond?** | | | | |
| * [Talking with a Student about the Title of His Book and Cover](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_n2tt1f6o&t=Talking+with+a+Student+about+the+Title+of+His+Book+and+Cover) | | * [Talking with a Student about Her Unicorn Book](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_3z0wbxk2&t=Talking+with+a+Student+about+Her+Unicorn+Book) | | | |
|  | **Ideas for SMART goals. Pick one Do strategy to try as is or modify to better fit your goals.** | | | | |
| * Each day during your morning routine, sit with children and work with them to trace (or write) his/her name while talking about the letters the child writes. * Each day during morning meetings, model writing by writing the question of the day and children’s responses. * Each day during center time, provide writing materials to children and encourage them to draw a picture and label it with as many sounds as they hear in a word (e.g., if a child draws a picture of a dog, they may scribble “dog,”or write “d,” or write “dg.”) | | | | | |

**Sample Action Plan:**

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| Action Plan: Provide opportunities for children to write (I&I Strategy) | |
| KNOW  Week of 10/07/20 | Learn ways to support children’s early writing attempts in centers, free play, and in the classroom so that they can have opportunities to make connections between spoken language and literacy.  Resource: [Encouraging Children’s Early Writing](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/professional-development-workshop-suites/workshop-suite-supporting-early-writing-skills/)  [Promoting Preschoolers’ Emergent Writing](https://www.naeyc.org/resources/pubs/yc/nov2017/emergent-writing)  As you are reviewing this resource, consider how knowing which emergent writing stage a child is in, as well as their fine motor skills, helps inform the ways in which you will individualize supports for children. |
| SEE  Week of 10/07/20 | Watch: [Talking with a Student about the Title of His Book and Cover](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_n2tt1f6o&t=Talking+with+a+Student+about+the+Title+of+His+Book+and+Cover) |
| DO  Week of 10/14/20 | Each day during morning meetings, model writing by writing the question of the day and children’s responses. |
| Follow Up  Week of 10/21/20 | Feedback provider:   * Will observe morning meeting (10/17 from 8:30-8:45) * Will note ways teacher models writing (10/17 from 8:30-8:45) * Will have a reflective conference with teacher following observation (10/24/19 from 2:15 - 3:00) |