

SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Language and Literacy Webinar

June 2, 2015

2:00 pm – 3:30 pm



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FPG CHILD DEVELOPMENT INSTITUTE



Welcome and Introductions



Features of SCRIPT-NC's 2015 Webinar Series

Each webinar emphasizes

- embedding **inclusion and diversity** into coursework
- resources, activities, and assignments for delivering course content to build both **knowledge acquisition and knowledge application**

Each webinar features activities, assignments and strategies for incorporating

- state early learning guidelines
- the components of a formative assessment process
- 2014 DEC Recommended Practices

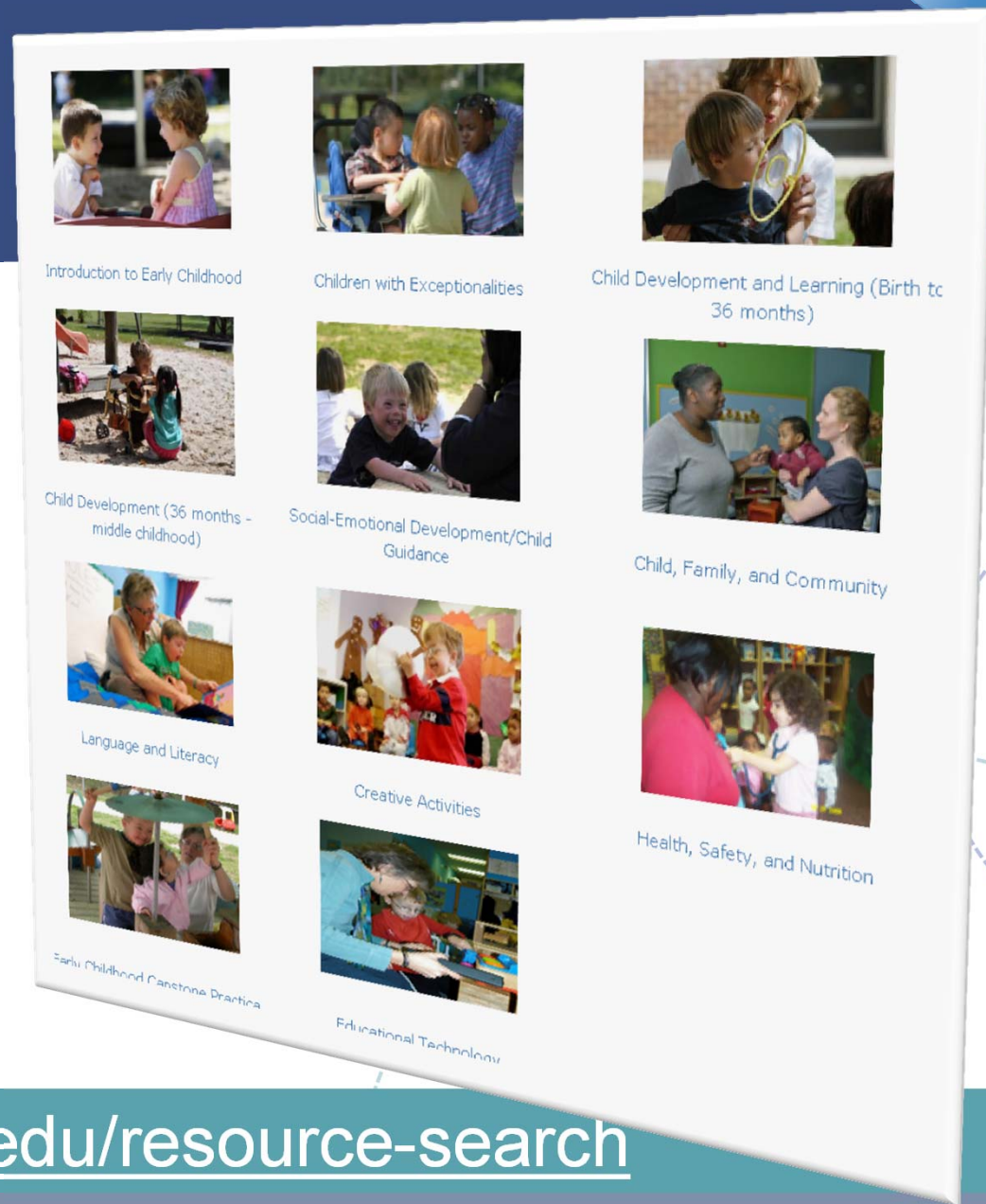


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Landing Pads

- Handouts
- PowerPoints
- Recording



<http://scriptnc.fpg.unc.edu/resource-search>



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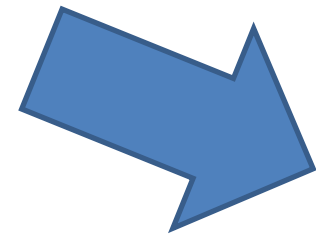
Logistics

Questions?
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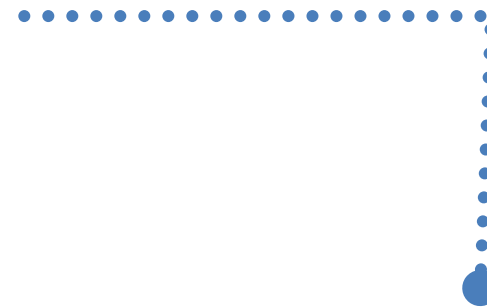
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Quick Poll



What is in
bloom where
you are?


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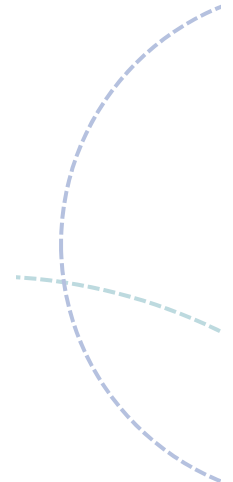
Language and Literacy

This Landing Pad provides information and resources that can be used to enhance early childhood courses focusing on language and literacy to support the inclusion of children with disabilities and children who are culturally and linguistically diverse.

Approved Course Description

Language and Literacy*, explores the continuum of children’s communication development, including verbal and written language acquisition and other forms of communication. Topics include selection of literature and other media, the integration of literacy concepts throughout the classroom environment, inclusive practices and appropriate assessments. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate literacy experiences.

*EDU280 in North Carolina community colleges



<http://scriptnc.fpg.unc.edu/resource-search>

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Guest Presenter: Jen Benoit

- **Online Adjunct Professor at Vance Granville Community College**
- **Online course developer and instructor at various colleges**
- **Licensed in NC Elementary Education and Special Education**




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Components of the Landing Pad




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Landing Pad

Just the Facts, Ma'am

- Research
- Position statements
- Evidence sources

	Language and Literacy
Just the Facts, Ma'am	LANGUAGE The Language of Babies, Toddlers, and Preschoolers: Connecting Research to Practice http://www.ounceofprevention.org/research/pdfs/LanguageofBabies.pdf <i>Published by Ounce of Prevention Fund, this short document summarizes the research on early language development and discusses how this can be translated into practice.</i>
	Teaching English Language Learners: What the Research Does and Does Not Say http://www.aft.org/pdfs/americaneducator/summer2008/goldenberg.pdf <i>This article discusses the main findings from two major reviews of the research on educating ELLs. Apart from presenting what the research does say, this article also talks about what the research does not yet say.</i>
	LITERACY Developing Early Literacy: Report of the National Early Literacy Panel, A Scientific Synthesis of Early Literacy Development and Implications for Intervention https://www.nichd.nih.gov/publications/pubs/documents/NELPSummary.pdf (executive summary) http://lincs.ed.gov/publications/pdf/NELPReport09.pdf (full report) <i>These publications present the methodology, findings and impact of various interventions and instructional programs on young children's early literacy skills.</i>
	Early Literacy: Policy and Practice in the Preschool Years http://www.nieer.org/resources/factsheets/14.pdf <i>This fact sheet summarizes current knowledge and policy recommendations in the field of early literacy. It also presents an overview of five issues related to early childhood programs and how they can support early literacy development. (Note: This is a synopsis of the policy brief "Early Literacy: Policy and Practice in the Preschool Years.")</i>
	Early Reading Proficiency in the United States http://www.aecf.org/~media/Pubs/Initiatives/KIDS%20COUNT/E/EarlyReadingProficiency/EarlyReadingProficiency2014.pdf <i>Proficient 4th-grade readers are more likely to be high school graduates and be economically successful adults. Although reading proficiency rates have improved over the past decade, large disparities still exist. This KIDS-COUNT Data Snapshot outlines those disparities and recommendations to overcome them.</i>
	International Reading Association Preschool Literacy Development Position Statement http://www.reading.org/Libraries/position-statements-and-resolutions/ps1066_preschool.pdf <i>This position statement explains the importance of literacy-based instruction in preschool programs and teacher quality. It concludes with recommendations for educators, parents, and policymakers.</i>
	Learning to Read and Write: Developmentally Appropriate Practices for Young Children http://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF <i>This joint position statement by NAEYC and the International Reading Association presents the current issues and reviews the research on early literacy development. It concludes with recommendations for teaching practices and policies.</i>

Landing Pad: Read All About It

Read All About It

Using Read-Alouds with Critical Literacy Literature in K-3 Classrooms

<http://www.naeyc.org/files/yc/file/200911/PrimaryInterestWeb1109.pdf>

This article explains the rationale for read-alouds in critical literacy literature and describes the steps for conducting a read-aloud experience for young children.

LANGUAGE AND LITERACY

Cultural Influences on Early Language and Literacy Teaching Practices

http://main.zerotothree.org/site/DocServer/ZTT27-1_Parlakian.pdf

This article presents five knowledge bases about the influence of culture on teachers and how it impacts their teaching practices. It also offers suggestions on how teachers can create a more culturally sensitive learning environment for children from diverse backgrounds.

Literacy for All Children: Scaffolding Early Language and Literacy in Young Children With Special Needs

http://www.rebeckaanderson.com/elearning/ece_wssu/pdf/mod7_literacyforall.pdf

Author Angela Notari-Syverson highlights opportunities to use scaffolding approaches when supporting language and literacy development for both children with and without disabilities.

Many Languages, One Teacher: Supporting Language and Literacy Development for Preschool Dual Language Learners

http://www.naeyc.org/yc/files/yc/file/201303/Many_Languages_Margruder_0313_0.pdf

This article highlights effective strategies for monolingual English-speaking teachers to use to promote language and literacy growth for dual language learners, with emphasis on continued growth in the home language.

Science in the Preschool Classroom: Capitalizing on Children's Fascination with the Everyday World to Foster Language and Literacy Development

<http://www.naeyc.org/files/yc/file/200209/ScienceInThePreschoolClassroom.pdf>

This article highlights opportunities within a science-based curriculum to support language and literacy development by capitalizing on the interests and problem-solving of the children.

Starting Out Right: A Guide to Promoting Children's Reading Success

http://www.nap.edu/catalog.php?record_id=6014

Targeted at educators, policy-makers, and parents of young children in particular, this book contains practical suggestions, program descriptions, and strategies for everyday life to support the language and literacy development of young children from birth through third grade.

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See For Yourself

- Videos
- PowerPoints
- Webinars

	Language and Literacy
See for Yourself:	Literacy-Rich-Environments https://www.youtube.com/watch?v=E3UWYDVcAE4 <i>This Early-Literacy-Quick-Clip highlights the importance of children seeing print in their everyday environments.</i>
	Making-Room-for-Literacy — http://www.earlyliteracylearning.org/make_room_for_lit.php <i>This video clip discusses ways of creating a home environment that is rich in early-literacy-learning experiences through the use of various materials and resources found in the home.</i>
	Pathways-to-Literacy — http://www.earlyliteracylearning.org/pathways_to_literacy.php <i>This video clip notes how literacy activities can be embedded within everyday activities.</i>
	Play-Areas-That-Support-Early-Literacy https://www.youtube.com/watch?v=L-Bt8v46lm8 <i>This Early-Literacy-Quick-Tip offers tips for creating spaces that promotes early-literacy.</i>
	Routine-in-a-Program: Reading-at-Circle-Time http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-16 <i>This downloadable clip from CONNECT-Module 4 provides a great illustration of how one child's articulation goals can be effectively embedded in a small-group storybook activity, with great results for all the children.</i>
	Teach-Children-Music--Skipping-a-Beat-&-Developing-Gross-Motor-Skills https://www.youtube.com/watch?v=9QxM9iarITQ <i>This clip show children learning to distinguish beat and rhythm, and to skip a beat, capabilities that will help with the development of their language, literacy, and gross-motor skills.</i>
	LANGUAGE-AND-LITERACY Albert Shanker Institute Videos http://www.shankerinstitute.org/issue-areas/early-childhood-education <i>Several videos at this website—Let's-Talk, Let's-Talk-Foundations: Oral-Language-Development, Let's-Talk-PD: Early-Literacy-Development—are designed to demonstrate and explain how children's knowledge and language develop in tandem, forming a foundation for all subsequent learning.</i>
	Frontloading-for-English-Language-Learners https://www.teachingchannel.org/videos/vocabulary-english-language-learners <i>Watch this clip to see the different ways in which the teacher supports vocabulary development, engages children in a read-aloud and incorporates movement to facilitate learning.</i>

Landing Pad: Find It Online

	Language and Literacy
Find-It-Online	LITERACY Types of Predictable Books - http://pabook.libraries.psu.edu/familylit/LessonPlan/rover/Parent%20Education/Types_of_Predictable_Books_Charts.pdf <i>Intended to support family literacy, this document provides a list of books organized according to the type of predictability (e.g., chain or circular story, familiar sequence, pattern stories etc.).</i>
	LANGUAGE AND LITERACY 15 Minute In-Service Suites http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/ISS/ISS-library-T.html <i>A useful resource for professional development, each of these in-services contain a short video and a set of supporting materials. A trainer version of each in-service is also available and contains the presentation slides, notes and learning activities. Look under the heading "Language Modeling and Conversations" to find suites on expansions, asking questions, engaging children in conversations, thick and thin, and more.</i>
	Beyond the Word Gap: Multimedia Resources and Tools - http://www.zerotothree.org/policy/beyond-the-word-gap/ <i>The "Word Gap" has come to symbolize the gulf that can separate very young children who have rich opportunities for positive early learning experiences from those who do not. Science reveals that early language and literacy skills are important predictors of later success in school—and that as a group, children in families of lower socioeconomic means have fewer skills and know far fewer words than their more privileged peers. ZERO-TO-THREE has compiled a set of resources, in English and Spanish, to will help families, professionals, and policymakers understand the importance of supporting early language and literacy and how best to do so.</i>
	Disability Awareness Through Language Arts and Literacy: Resources for Prekindergarten and elementary school - http://www.fddc.org/sites/default/files/file/publications/7%202%2012%20disability%20guide%20PDF%20final.pdf <i>This resource guide explains the importance of disability awareness and describes language arts and literacy activities that can be implemented in the classroom. It also contains a section on how children's literacy can be used to increase disability awareness and includes lesson plans from pre-K through Grade 5.</i>
	Emergent Writing - http://www.wiu.edu/itlc/ws/ws1/litfound_4.php <i>This website offers a variety of tips and resources for supporting emergent writing.</i>

Other Handouts



Resources and Activities in My Toolbox

Ideas and Strategies for Incorporating

- State early learning guidelines or standards
- Formative assessment
- DEC 2014 Recommended Practices



Including All of Us: Diversity in Children's Books

Consider the Outcomes

What Do You Want the Student to Know?

How to find evidence-based practices for developing **ALL** areas of language and literacy?

How to **read aloud and discuss** literature with young children?

The idea that language and literacy include **speech and writing**?

Application of practices that help develop a **literacy rich classroom inside and out**?



Developmental milestones in language and literacy?

The importance of **pre-reading** and **pre-writing** activities in early childhood?

How to support **Dual Language Learners** and children who are culturally, linguistically, and ability Diverse?

How to encourage **language** development and **listening** in young children?

How to support and language and literacy with **family** activities?

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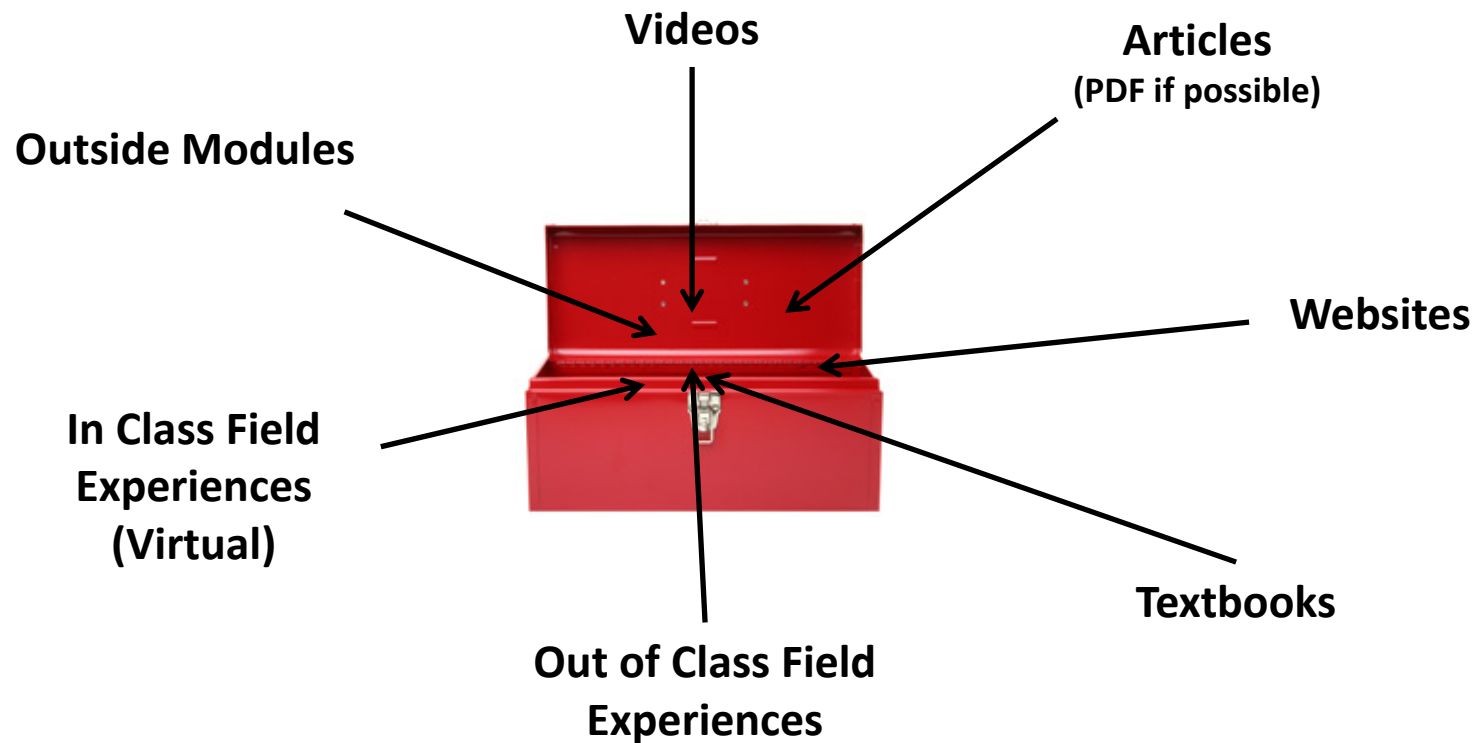
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A Toolbox for Teaching This Course



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Infancy and Language Development In Class Field Experience

Infant Resource Share Forum

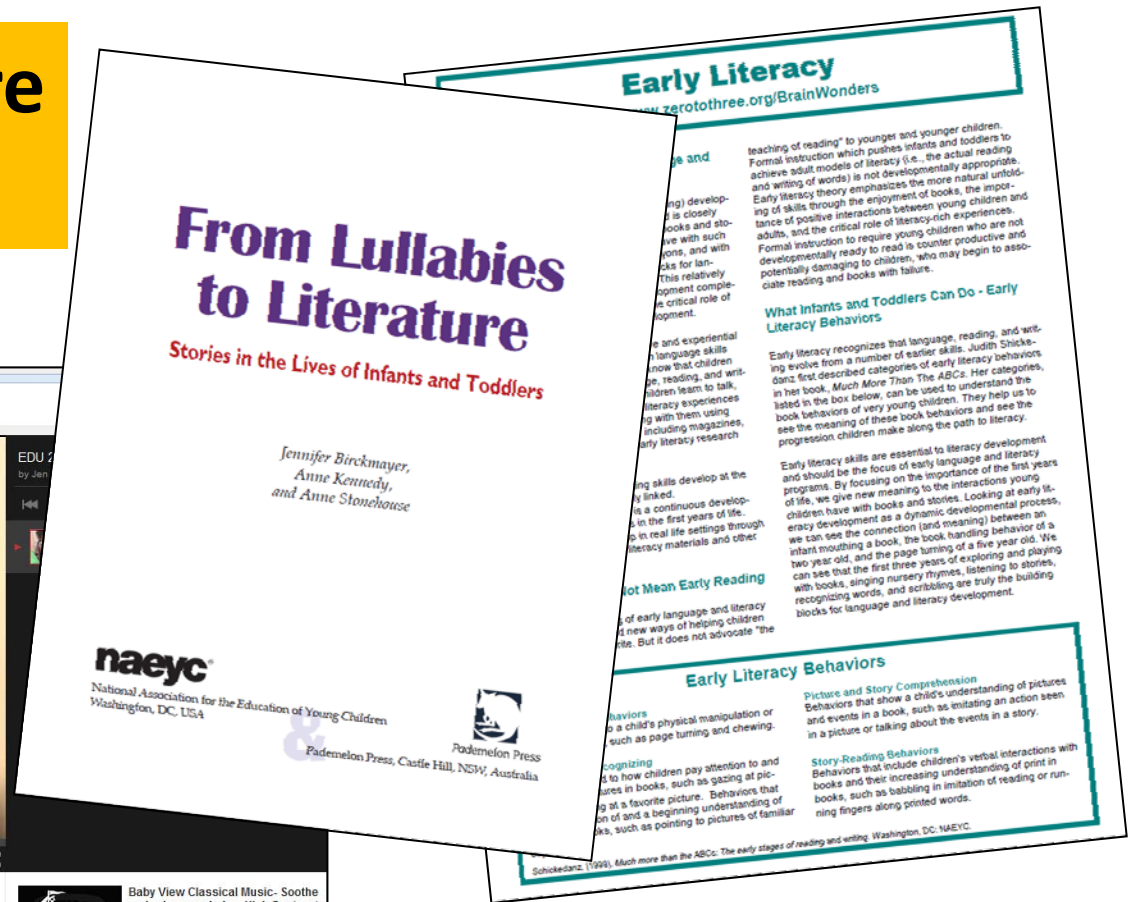
amazon.com[®]



YouTube

Talking with Babies

Baby View Classical Music - Soothe and relax your baby - High Contrast



From Lullabies to Literature

Stories in the Lives of Infants and Toddlers

Jennifer Birkmayer,
Anne Kennedy,
and Anne Stonehouse

naeyc
National Association for the Education of Young Children
Washington, DC, USA

Podemelon Press
Podemelon Press, Castle Hill, NSW, Australia

Early Literacy

teaching of reading" to younger and younger children. Formal instruction which pushes infants and toddlers to achieve adult models of literacy (i.e., the actual reading and writing of words) is not developmentally appropriate. Early literacy theory emphasizes the more natural unfolding of skills through the enjoyment of books, the importance of positive interactions between young children and adults, and the critical role of literacy-rich experiences. Formal instruction to require young children who are not developmentally ready to read is counter productive and potentially damaging to children, who may begin to associate reading and books with failure.

What Infants and Toddlers Can Do - Early Literacy Behaviors

Early literacy recognizes that language, reading, and writing evolve from a number of earlier skills. Judith Shickelanz first described categories of early literacy behaviors in her book, *Much More Than The ABCs*. Her categories, listed in the box below, can be used to understand the book behaviors of very young children. They help us to see the meaning of these book behaviors and see the progression children make along the path to literacy.

Early literacy skills are essential to literacy development and should be the focus of early language and literacy programs. By focusing on the importance of the first years of life, we give new meaning to the interactions young children have with books and stories. Looking at early literacy development as a dynamic developmental process, we can see the connection (and meaning) between an infant mouthing a book, the book turning of a five year old. We can see that the first three years of exploring and playing with books, singing nursery rhymes, listening to stories, recognizing words, and scribbling are truly the building blocks for language and literacy development.

Early Literacy Behaviors

Picture and Story Comprehension
Behaviors that show a child's understanding of pictures and events in a book, such as imitating an action seen in a picture or talking about the events in a story.

Story-Reading Behaviors
Behaviors that include children's verbal interactions with books and their increasing understanding of print in books, such as babbling in imitation of reading or running fingers along printed words.

Schickelanz, J. (1998). *Much more than the ABCs: The early stages of reading and writing*. Washington, DC: NAEYC.

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Classroom Literacy Out of Class Field Experience

Observation #2 – Classroom Literacy Assessment and Observation

Assessing an early childhood classroom for implementation of literacy environment and experiences is an important skill that educators should be able to use on their own classroom as well as others' classrooms. During this observation, you will be observing a preschool or kindergarten classroom during center time. You will also be observing the class during a read aloud/circle time.

Here are the resources you will be using during this observation time found in the Assignment section for this week.

- **Background Information on School and Classroom** – complete information about the school
- **Classroom Literacy Checklist** – use during classroom and center time. – Give final grade
- **Class Observation Checklist**– use during classroom and center time. Note items of concern and of strength within language and literacy in the classroom.
- **Checklist for Assessing the Visual Environment in AntiBias Education** checklist on pg 161-2 – Use during classroom and center time
- **Storytime Early Literacy Observation Checklist** – use during circle/group read aloud time.

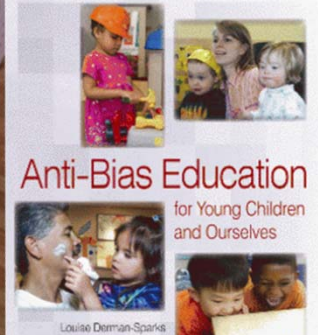
Choose a preschool or kindergarten. It should not be your own place of work.

You are going to be visiting the school and observing the classroom for at least two hours. You will be observing center time as well as circle time/read aloud time. Do the following to complete the observation:

- Call the school and explain you are doing this with Vance Granville and need to observe a preschool/kindergarten classroom during the school day. Be sure to tell them that you would like to observe for at least two hours and see center time as well as circle/group read aloud. You need the director's/principal's permission.
- Explain that you will sit out of the way and be taking notes for a paper about literacy and language in classrooms. You will not share any teacher/student/family names in your paper and the center can be anonymous if they prefer.
- Agree upon the time to come. You should come earlier than agreed to be situated in an area to observe. Introduce yourself to the office staff, director, and teachers. Ask them if there is anything you should know before observing in their classroom. Be sure to be quiet and respectful during the observation.
- During the observation, you will be looking at the classroom and the centers closely, so you may need to move around the room. Clear this with the teacher prior to doing so.
- You may not see evidence of everything on the checklists. Often these checklists are to be noted throughout an entire day of observation. Be honest and careful about what is noted.



[Source](#)



Classroom Literacy Assessment and Observation

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Development of Listening Skills In Class Field Experience

Learning Through Listening Assignment

Jen Benoit Videos Playlists Channels Discus

EDU 280 Week 5 Listening Observation V
by Jen Benoit • 3 videos • 264 views • 5 minutes, 35 seconds

Add a description

Play all Share Playlist settings

1 **Teach Children Music - Skipping a Beat & Developing Gross Motor Skills**
Video #1

2 **Bean Bag Walk: Developing Receptive Language**
Video #2

3 **I'm Thinking of Something: Developing Listening Skills**
Video #3

Especially for practitioners working with preschoolers!

Listen To Me

Talking and Listening

"Private speech" is the kind of talking aloud children (and adults) do when they talk to themselves. An adult using private speech might ask himself or herself aloud, "Where did I leave my keys?" Private speech is an important part of language and learning development for preschoolers. It helps them practice speech in a kind of language and reinforces ideas that they are trying to remember.

What is the practice?

You can encourage the preschoolers in your classroom to use private speech by expressing interest ("It sounds like the toys are having a really exciting conversation! Can you tell me what they're talking about?") and by suggesting its uses ("Sometimes when I'm really mad I count to ten out loud until I'm calmer. Let's try that now.").

What does the practice look like?

Just like adults, preschoolers can use private speech to calm down when they are upset or to remember the steps of a task that is still unfamiliar. You may hear a preschool child talking to himself while playing alone in a classroom center, making up a story or dialogue for a stuffed animal or other toys. If he is eager to have you or another child in the class join his play, you can ask him to share what the toys are talking about. You may hear a preschooler in your class muttering angrily to himself when he is frustrated, or reciting the "rules" of a particular task when he is trying to do something new. You can encourage this by suggesting the "use words" ("It's okay to be mad and say you're mad; that's why we use our words") and think through what he's trying to do ("I can see you want to build that tower by yourself. Where should you put the next block?").

How do you do the practice?

There are many everyday ways you can encourage private speech depending on the context and for what the children in your preschool class are using it. Private speech is particularly useful for many children in understanding and controlling their emotions and helping them calm down.

- Modeling private speech is one way to encourage preschool children. If you forget where you put something, for example, you might say something like, "Let's see, we came in from the playground and then I walked over to the sink to wash my hands..." This demonstrates for the children your thought process and the way that you verbalize it to help yourself remember.
- Offer suggestions of what you might tell yourself when you are having trouble with something. For example, if a child is frustrated trying to get his coat buttoned, you can help him "talk it through": "Sometimes when I'm trying to do something hard I start feeling mad, but then I try to slow down, take some deep breaths, and tell myself who I need to do first. What could you do to get the button in the hole more easily?"
- Praise the children when you see them using private speech: "I was so easy to get all those pieces back in the box, but I heard you say 'First the red ones, then the blue ones.' That was a great way to help remind yourself how to do it!"
- Encourage the playful use of private speech by asking what the boys are "thinking" or "saying" when you see children in the class playing alone: "That looks like a really fun game those boys are playing. Can you tell me what this one is thinking?" This helps the preschoolers experiment with different kinds of speech, building their vocabulary and fluency.

How do you know the practice worked?

- Do the children in your preschool class use private speech while playing alone?
- Can the preschoolers use private speech to help calm themselves?
- Do the preschoolers try to remember the steps to a task by "talking it through"?

CHILD DEVELOPMENT CENTER IN EARLY CHILDHOOD EDUCATION

Development of Listening Skills Outside Module

The screenshot shows the HEAD START website interface. At the top left is the HEAD START logo with the text "An Office of the Administration for Children and Families Early Childhood Learning & Knowledge Center (ECLKC)". To the right are links for "Subscribe", "Login", "Contact Us", and the phone number "1-866-763-6481". A search bar is located below these links. A navigation menu includes "About Head Start", "Grants & Oversight", "Policy & Regulation", "T/TA Resources", "Collaboration & Partnerships", and "Data & Reports". Below the navigation is the "National Center on Quality Teaching and Learning" logo. A left sidebar contains a "T/TA System" menu with categories like "Early Head Start", "Cultural and Linguistic Responsiveness", "Program Management and Fiscal Operations", "Quality Teaching and Learning", "Disabilities", "Early Childhood Development", "Head Start on Picturing America", "Health", "Parent, Family, and Community Engagement", and "Professional Development". The main content area features a breadcrumb trail: "ECLKC Home » Quality Teaching and Learning » National Center on Quality Teaching and Learning » Effective Practice » 15 Minute In-Services Suite » Fostering Children's Thinking Skills". Below this is a green navigation bar with "Effective Practice", "Transition to Kindergarten", and "Teacher Development". The main heading is "Fostering Children's *Thinking Skills*". A short paragraph describes the in-service. Below is a video player with a thumbnail showing children playing. The video title is "ENGAGING INTERACTIONS: FOSTERING CHILDREN'S THINKING SKILLS". Below the video player are two download links: "Download the video [MP4, 18MB]" and "Download the transcript [PDF, 47KB]". At the bottom left of the video player area is a "Was this page helpful?" poll with "YES" and "NO" buttons.

**Best Practices:
Fostering
Thinking Skills
Assignment**

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Print and Writing Articles and Video

Learning to Write Forum


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EDU 280 W
by Jen Benoit • 1 video


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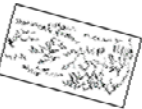
1  Written Expression

Stages of Children's Writing

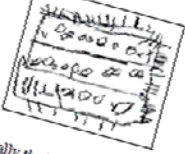
Scribbling: Emergent writing begins with the first explorations using a marking tool for a purpose other than drawing. Random marks or scribbles often occur on a page with drawings. Children may say, "This says Tommy!" (child's name). Toddlers use the terms drawing and writing to describe their marks; however, three- and four-year olds generally understand the difference between the two.




Mock Handwriting or Wavy Scribble: Children produce lines of wavy scribbles as they imitate adult cursive writing. Their writing often appears on a page with drawings. Mock writing might occur during dramatic play as children want to create a great deal of print in a short period of time, such when pretending to "write" a grocery list or a doctor's prescription. Children often return to this stage, even after they are capable of writing conventional letters.




Mock Letters: Children attempt to form alphabetic representations, which also often appear in their drawings. Writing sometimes can be more vertical than horizontal. Children make letter-like shapes that resemble conventional letters. Research has shown that children's scribbles and emergent writing take on the characteristics of the printed language in their culture. Scribble writing in Arabic and Hebrew, for example, looks very different from scribbles in English. (Hairste, Woodward, & Burke, 1984).



Conventional Letters: Children's first experiments with real letters are usually the letters from their name or a family member's name. They are not always conscious of making conventional letters. As children's mock letters become more and more conventional, real letters of the alphabet begin to appear. The first letters written are typically the letters in the child's name. Children often create "strings" of letters across a page and "read" them as sentences or a series of sentences. These may appear on drawings as the child's signature or description of the drawing. Children create a mental image of a particular letter they wish to write. Adults can help by providing an environment that is rich in print and by pointing out print in the outside world, such as road signs, store signs, or labels.



Invented Spelling: Many times words do not resemble either the look or the sound of the actual work attempted. Once children are fairly comfortable writing conventional letters, they begin to cluster letters together to make word forms. These words do not look or sound like "real" words. Children in this stage often ask, "What did I write?" Adults can support children in this stage by pointing out



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Goals Through Program Planning

Articles and Videos

3

Developmental Progressions Early Literacy Skills

Scaffolding is an educational term describing the process where the adult adjusts the level of assistance provided to fit the child's abilities. More support is offered when a task is new, less is provided as the child's competence increases, thereby fostering the child's independence and mastery. The underlying concept of scaffolding is "The Zone of Proximal Development," developed by psychologist and educator Lev Vygotsky. It is the distance between what a child can accomplish independently and what he can accomplish with the help of an adult, the region where learning and development take place. Learning takes place most readily when the adult starts with what the child already knows or can do and builds on it to something new.

Early literacy skills are developed in a series of stages. In our storytimes, we have children who are at different levels of early literacy skill attainment. To create a positive storytime experience for all children, we need to be able to adjust our storytimes to the abilities of the children who are in attendance. An awareness of each skill and the varying levels of progression of development will help in creating activities and adapting them when needed. Here are some ideas of ways we can scaffold activities we do in storytimes. This does NOT mean you have to do the whole progression in one storytime! They can be used over several storytimes. Or, if an activity seems too easy or too hard, you can make adjustments, either for the whole group or for individual children.

It is important to note that while skills are developed in a certain progression, the sequences also overlap, rather than mastering one before moving onto the next.

Phonological Awareness: the ability to hear and play with the smaller sounds in words
Phonological awareness includes the ability to hear sounds (including environmental sounds), produce sounds, discriminate between sounds, hear and identify alliteration (beginning sounds), and rhyme.

- Hears sounds, phonemes
- Imitates sounds and vocalizations
- Distinguishes sentences
- Distinguishes phrases
- Distinguishes words
- Distinguishes compound words
- Distinguishes syllables
- Onset-rime awareness/rhyming awareness
- Distinguishes phonemes


- Hears beginning sounds
- Matches words with same beginning sounds
- Produces words with same beginning sounds
- Identifies beginning sound of a word (toy starts with /t/)
- Hears ending sounds
- Hears sound in middle of word

- Hears rhymes
- Fills in rhyming word to complete a sentence
- May say words that rhyme spontaneously
- Recognizes whether two words rhyme
- Picks out non-rhyming word among three words
- Produces rhyming words when given a word

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Scaffolding Assignment

Home Videos Playlists Channels Discussion About



EDU 280 Scaffolding

by Jen Benoit • 2 videos • 49 views • 13 minutes

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1 Teaching Matters: Scaffolding eMe

2 Scaffolding Language Development LBC

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Family Involvement in Language and Literacy Articles and Videos

Family Literacy Take Home Activity Assignment (including template)




Home Videos **Playlists** Channels Discussion About

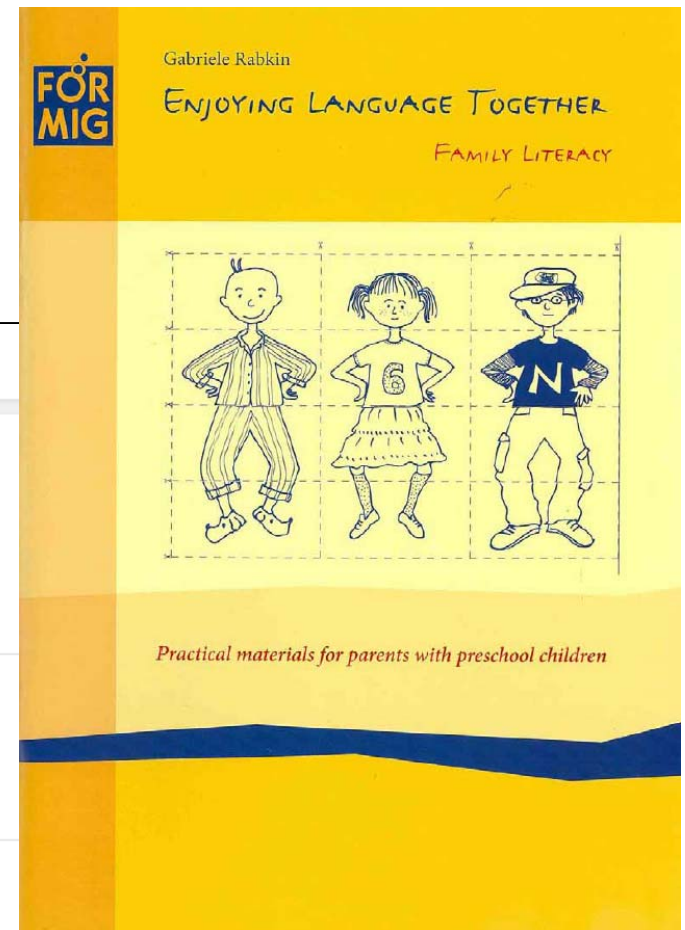


EDU 280 Family Literacy Assignment Training
by Jen Benoit • 3 videos • 62 views • 18 minutes

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-  Learning Luggage: Promoting a Home-School Connection
-  Involving Families
-  Thompson Family Circles - Early Childhood



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Dialogic Reading Pre-Reading Activity

Checking for Cultural, Linguistic and Ability Diversity in Children's Books

CHARACTERISTICS	YES	NO	N/A	COMMENTS
1. Look at the illustrations. Do you see stereotypes or tokenism?				
2. Check the story line. How are problems resolved?				
3. Look at the lifestyles. Do they support or refute stereotypes?				
4. Look at relationships among the characters. How are different families depicted?				
5. Look at how the characters treat each other. Do characters model views or actions that you would like children to emulate?				
6. Look at the roles of adult characters who are diverse. Are they treated like mature, capable individuals? Or like children?				
7. Look at the roles of the individuals who are diverse. Are these characters shown as active and capable? Or sad and helpless?				
8. Note the heroes. Are there also heroines or heroes?				
9. Consider the effect on a child's self-image. Are there one or more characters with whom a young child who is diverse can readily identify in positive and constructive ways?				
10. Consider how the educational value of the story. Will it help to expand a child's world view? Will it build knowledge of other cultures and lifeways?				
11. Watch for loaded words. Is person-first language used (e.g., a child with a disability)? Is current and preferred terminology used? HINT: Look at the copyright date. Sometimes older books have outdated terminology or images.				
12. Consider the author's or illustrator's background. What unique perspectives do they bring to their work?				

This checklist was adapted by Camille Cattell and Sue George from the sources listed below.
 * Derman-Sparks, L. and the A. B. C. Task Force. (1989). *Anti-bias curriculum: Tools for EMPOWERMENT*.
 * Ten quick ways to analyze children's books for sexism and racism (http://www.birchbark.davis.ca.us)
 * Barnes, E., Bengtan, C., & Bixler, D. (1976). *What's the difference?* Syracuse, NY: Human Policy.

CONNECT Modules

CONNECT: The Center to Mobilize Early Childhood Knowledge

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You are here: Home → Module 6: Dialogic Reading Practices → Step 1: Dilemma

enlarge text + reduce text -

Module 6: Dialogic Reading Practices

Introduction

- 1 Step 1: Dilemma
- 2 Step 2: Question
- 3 Step 3: Evidence
- 4 Step 4: Decision
- 5 Step 5: Evaluation

Summary and Wrap Up
 References and Credits
 Supplemental Materials
 Personnel Preparation Standards
 Module 6 Hints for

Step 1: Dilemma

Glossary Return to Dashboard

Activities

Activity 6.1a: Describe the dilemma

In Step 1 you will be introduced to dialogic reading practices through a practice dilemma. The dilemma is about a teacher who wants to maximize the benefits of storybook reading for the children in her class.

Meet Tenisha. She is a pre-K teacher in a public elementary school. She has noticed that some children are not paying attention during storybook reading. Tenisha also wants to see how she can better meet her children's learning needs during storybook reading and wonders if there are specific approaches that she could be using for that purpose. Follow the instructions in Activity 6.1a and watch Video 6.1 to learn about Tenisha's dilemma.

Video 6.1: The teacher's viewpoint

Tenisha, a pre-K teacher, shares a dilemma about wanting to maximize the benefits of storybook reading for the children in her class. (running time: 1 min. 19 sec.)

Including All of Us

Diversity in children's books

How do you select the books you read with children? Do you simply grab an old favorite off the shelf? Maybe you avoid titles that seem interesting from a catalog? An early childhood program gone to include children of different cultures, languages, ethnicities, and abilities, the need to maximize the books we use has also grown. The words, pictures, and messages we use with young children are very important. Everyone knows that reading with children can support literacy, build vocabulary and concepts, and introduce new ideas. But the books that we use can also reinforce or challenge children's language and literacy skills. The stories and illustrations in children's books can do much, much more. The books we share with children can highlight or dilute a child's self-esteem, reinforce or belittle a child's heritage, and advance or curtail each child's understanding of the world around them. Books that portray characters of diverse backgrounds and abilities in negative or obnoxious ways, teach or reinforce stereotypes, belittle basic language and culture, and foster prejudice.

What are the books in your classroom teaching children? To affirm the wonderful diversity of our world, make sure the books you're using are appropriate by examining how they reflect culture, language, and ability. And make sure books that provide positive images of diversity.

Have you ever thought to look for:
 * **Look at the illustrations.** Do the illustrations portray characters realistically or do they perpetuate stereotypes. For example, are Mexican American characters shown as manual laborers? Do the American Indian characters typically wear traditional

Camille Cattell
 Emergent
 FPG Child Development Institute
 University of North Carolina at Chapel Hill
 Chapel Hill, North Carolina

Sue George
 Professor
 Southwest Missouri State University
 Springfield, Missouri

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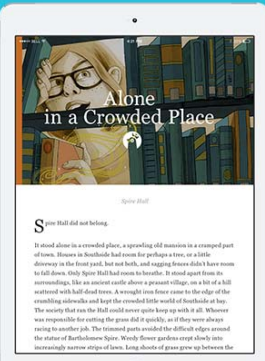
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Additional Resources for an Online or Hybrid Classroom

Write.

Your words. Our art. Amazing stories.

Simple tools help you build books in minutes. Let the art inspire and surprise you as you write. Readers will encourage you along the way.



Read.

Fill your bookshelf with endless possibilities.

Storybird has any type of book for any type of reader. Follow along as memorable stories emerge. Comment on books you enjoy to interact with their creators.

Storybird

Voki

Resources for Language and Literacy




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Read All About It

Strategies specifically designed for monolingual teachers to use in supporting the literacy development of young dual language learners

Storybook Reading for Young Dual Language Learners

Cristina Gillanders and Dina C. Castro



In a community of practice meeting, teachers discuss their experiences reading aloud to dual language learners.

Susan: When I am reading a story, the Latino children in my class just sit there. They look at me, but you can tell that they are not engaged in the story.

Lisa: That happens in my class too. The little girls play with their hair, and the boys play with their shoes.

Beverly: And when you ask questions about the story, children who speak English take over and you can't get an answer from the Latino children.

Facilitator: What do you think is happening here?

Lisa: I think they just don't understand what the story is about.

Facilitator: How can we help them understand the story so they can participate?

RESEARCHERS WIDELY RECOMMEND storybook reading for promoting the early language and literacy of young children. By listening to stories, children learn about written syntax and vocabulary and develop phonological awareness and concepts of print, all of which are closely linked to learning to read and write (National Early Literacy Panel 2008). Teachers usually know a read-aloud experience has been effective because they see the children maintain their interest in the story, relate different aspects of the story to their own experiences, describe the illustrations, and ask questions about the characters and plot.

However, listening to a story read aloud can be a very different experience for children who speak a language other than English. What

happens when the children are read to in a language they are just beginning to learn? What happens when an English-speaking teacher reads a story to a group of children who are learning English as a second language?

As illustrated in the vignette at the beginning of this article, teachers often describe young dual language learners in their class as distracted and unengaged during read-aloud sessions in English. In this article, we describe teaching strategies that English-speaking teachers can use when reading aloud to young dual language learners. These strategies are part of the *Nuestros Niños Early Language and Literacy Program*, a professional development intervention designed to improve the quality of teaching practices in prekindergarten classrooms to support Spanish-speaking dual language learners (Castro et al. 2006). The intervention was developed and evaluated in a study funded by the US Department of Education. Teachers from the North Carolina More at Four Pre-Kindergarten

Cristina Gillanders, PhD, is a researcher at the FPG Child Development Institute at the University of North Carolina-Chapel Hill. She was an investigator in the *Nuestros Niños* study, and has worked with dual language learners as a bilingual preschool teacher, teacher educator, and researcher. cristina.gillanders@unc.edu

Dina C. Castro, PhD, is a senior scientist at the FPG Child Development Institute. She was the principal investigator for the *Nuestros Niños* study. Her research focuses on improving the quality of early education for children from diverse cultural and linguistic backgrounds. dina.castro@unc.edu

Photos courtesy of the authors.

A study guide for this article will be available in mid-January online at www.naeyc.org/yc.

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Phonological Awareness Is Child's Play!



Hallie Kay Yopp and Ruth Helen Yopp

the onset-rime level of speech can, among other manipulations, blend *mmn*—an together to form the spoken word *man* and separate the *r* from the rime *ipe* to say *rm*—*ipe*.

Phoneme awareness

Smaller still—in fact, the smallest unit of speech that makes a difference in communication—are phonemes. These are the individual sounds of spoken language. The number of sounds in speech varies greatly among languages, from as few as about 10 phonemes in Múra-Pirahã (spoken in a region of Brazil) to more than 140 phonemes in !Xu (spoken in a region of Africa). English speakers use

Why is phonological awareness important in reading development?

In English—and many other languages—the written language is predominantly a record of the sounds of the spoken language. With a few exceptions, the English language is written out sound by sound. (Exceptions include but are not limited to symbols such as \$, %, #, and &, which represent ideas rather than the sounds of speech; you can't sound out these symbols!) For example, to write the word *cat*, we listen to the individual sounds in the word (the phonemes) and then use the symbols that represent those sounds:

C-A-T. Sometimes sounds are represented by letter combinations rather than a single letter. The three sounds in *fish* (/f/-/i/-/sh/) are written with four letters: F-I-S-H; the combination of S and H represents the single sound /sh/.

We must be able to notice and have a firm grasp of the sounds of our speech if we are to understand how to use a written

Phonological Units

What are the phonological units in the word *chimneys*?

Word	Chimneys					
Syllables	chim			neys		
Onsets and Rimes	Ch	im	n	ey	s	
Phonemes	Ch	i	m	n	ey	s

about 44 sounds. Spanish speakers use about 24. Thinking about and manipulating these smallest sounds of speech is the most complex of the phonological awareness skills and is referred to as *phoneme awareness* or *phonemic awareness*.

Typically it is the last and deepest understanding of speech that children acquire (Stahl & Murray 1994). It involves knowing that the spoken word *light* consists of three sounds (/l-i-g-h-t/) and the spoken word *black* consists of four (*b-l-a-c-k*). (See "Phonological Units" for a breakdown showing the syllables, onsets, rimes, and phonemes in the spoken word *chimneys*.)



Read-Aloud Books That Play with Language

Books in English

Altoona Baboon, by J. Bynum. 1999. San Diego: Harcourt.
Altoona Up North, by J. Bynum. 2001. San Diego: Harcourt.
Beavis Bear and the Surprise Sleepover Party, by B. Weber. 1997. New York: Houghton Mifflin.
Chugga Chugga Choo Choo, by K. Lewis. 1999. New York: Hyperion.
Cock-a-doodle-Do! by B. Most. 1998. San Diego, CA: Harcourt.
The Happy Hippopotami, by B. Martin Jr. 1970. San Diego: Voyager.
Here's a Little Poem: A Very First Book of Poetry, by J. Yolen. 2007. Cambridge, MA: Candlewick.
The Hungry Thing, by J.A. Steptan & A. Seidler. 1987. New York: Scholastic.
Jamberry, by B. Degen. 2000. 25th ann. ed. New York: HarperCollins.
Llama llama mad as Mama, by A. Dewdney. 2007. New York: Viking.
Llama Llama Red Pajama, by A. Dewdney. 2005. New York: Viking.
The Piggy in the Puddle, by C. Pomerantz. 1974. New York: Simon & Schuster.
Runny Babbit, by S. Silverstein. 2005. New York: HarperCollins.

Tanka Tanka Skunk, by S. Webb. 2004. New York: Orchard.
There's a Wocket in My Pocket, by Dr. Seuss. 1974. New York: Random House.
What Will You Wear, Jenny Jenkins? by J. Garota & D. Grisman. 2000. New York: HarperCollins.

Books in Spanish

Albertina anda arriba: El abecedario, by N.M.G. Tabor. 1992. Watertown, MA: Charlesbridge.
Arrojó mi nito: Latino Lullabies and Gentle Games, by L. Delacre. 2004. New York: Lee & Low.
Aserrín, Aserrín: Las canciones de la abuela (Grandmother's songs), by A. Longo. 2004. New York: Scholastic.
Desatrabalenguías para trabalenguías, by H.G. Delgado. 2002. Bogotá, Colombia: Intermedio.
¡Hay un molillo en mi bolillo! by Dr. Seuss. Tran. Y. Canetti. 2007. New York: Lectorum.
La mansión misteriosa, by C. Gil. 2007. Barcelona: Combel.

Mother Goose on the Rio Grande, by F. Alexander. 1997. Lincolnwood, IL: Passport.
Las nanas de abuelita: Canciones de cuna, trabalenguas y aduvinanzas de Suramérica, by N.P. Jaramillo. 1994. New York: Henry Holt.
Los niños alfabéticos, by L. Ayala & M. Isona-Rodriguez. 1995. Watertown, MA: Charlesbridge.
Números tragaldabas, by M. Robledo. 2003. Mexico: Ediciones Destino.
Pío Peep! Rimas tradicionales en español. Edición especial, by A.F. Ada & F.I. Campoy. 2003. New York: HarperCollins.
Los pollitos dicen: Juegos, rimas y canciones infantiles de países de habla hispana, by N.A. Hall & J. Sylverson-Stork. 1999. Boston: Little, Brown.
El sapo distraído, by J. Rondón. 1989. Caracas, Venezuela: Ediciones Ekare.
Los sonidos a mi alrededor, by P. Showers. 1996. Harper Arco Iris.
El toro pinto and Other Songs in Spanish, by A. Rockwell. 1995. New York: Aladdin.
Tortillitas para Mama, by M.C. Grigo, B.L. Bucks, S.S. Gilbert, & L.H. Kimball. 1981. New York: Henry Holt.

Soyul and Teacher Yvette



Video One documents Soyul, Teacher Yvette, and the four stages of preschool second language acquisition

Video Two zeroes in on the characteristics of each stage using Soyul's development to provide specific examples

Video Three focuses on teaching strategies that can support young dual language learners at each of the four stages and the benefits of supporting the first language and culture of the language learner


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Read All About It

EFFECTIVE APPROACHES TO MOTIVATE AND ENGAGE RELUCTANT BOYS IN LITERACY

Nicole Senn

This article explains why boys are often such reluctant readers and writers and provides classroom teachers with strategies to better engage them in literacy.

As a first-grade teacher, literacy is my favorite thing to teach. Helping my students grow from kindergarteners into fully fledged readers and writers in just one year is an extraordinary process. Even more gratifying than observing my students' rapid literacy development is cultivating within them a love of books and a desire to write.

I am thrilled beyond words when a first grader can tell me with absolute certainty that Mo Willems is his favorite author, that he has just finished writing a story he wants to share with the class, or that

Nicole Senn is a first-grade teacher at Sycamore Trails Elementary School, Elgin School District, Illinois, USA; e-mail nicolesenn@u-45.org





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Landing Pads

Resources for Faculty

Course-Specific Landing Pads

Locate course-specific resources to enhance coursework by incorporating evidence-based and competency-based practices that support the inclusion of children that are culturally, ethnically, and ability diverse.



EDU 290 Language and Literacy



EDU 221 Children with Exceptionalities



EDU 144 Child Development and Learning (Birth to 36 months)



EDU 145: Child Development II



EDU 146: Social-Emotional Development/Child Guidance



EDU 131: Child, Family, and Community



EDU 153: Health, Safety, and Nutrition



EDU 119: Introduction to Early Childhood



EDU 151: Creative Activities

<http://scriptnc.fpg.unc.edu/resource-search>



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Upcoming Webinar

July 7, 2015 2:00 pm – 3:00 pm EST

Topic: Child Guidance




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Give Us Your Feedback



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Our Collective Capability: In the chat box, share your ideas about how you would use this clip in this or other courses.



https://www.youtube.com/watch?v=n2dLPFaehV0&feature=em-share_video_user

Use Your Voices (Toolbox pages 13-14)



Forum Discussion Post #1:

In the forum discussion, explain two scenarios in which you might encourage voices of children in the classroom and two scenarios that you may not want to encourage “making a learning noise” and why. Then answer the following questions:

1. What is the difference between “learning noise” and just “noise?”
2. Describe your experience in a classroom as a child when it came to discussion and “learning noise.” What type of environment do you remember? Be sure to use specific examples.
3. How does this video challenge your thinking and why?

Social Stories Assignment

Consider last week’s forum Use Your Voices. For this assignment you will be writing a Social Story about different ways to use your voices in the classroom. Go to the following website to read about social stories. <http://www.pbisworld.com/tier-2/social-stories/>

After reading about social stories on the website, consider a social story that involves teaching children the different ways to use your voices in the classroom. Now, using PowerPoint (or Prezi), develop a social story that you can use with preschool children about using your voice in the classroom.

Your Ideas for Child, Family & Community

Share your favorite resource!

What resource, activity, or assignment do you use to help students appreciate the strengths of families that are different than their own? Please share in the chat box.



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Share your favorite resource!

What resource, activity, or assignment do you use to help students appreciate the strengths of families that are different than their own? Please share in the chat box.



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Favorite Resource, Activity or Assignment for the Child, Family and Community Course

Students bring in or post online an artifact from their family culture and have the opportunity to share their perspective.

¶

We have conducted Focus Group sessions for each of 3 stakeholder groups: family members, teachers, and community partners. The students discuss the sessions and develop ideas for improving practice, collaboration, and family relationships in their settings. The Focus Group sessions have been valuable for students and families.

¶

Book read and discussion-- students can choose from a list of books and are asked to read and write up a summary and answer questions regarding family strengths and how those strengths help overcome challenges.

¶

Went on a home visit and compared how their perspective changed afterward.

¶

Watch a movie or TV show and report on family strengths.

¶

During spring semester in our area there is a health and development fair for families. We ask students to volunteer for two hours and to participate in the fair to see and get familiar with local resources.

¶

I always emphasize first-person language. When a student forgets, I stop them in the middle of what they are saying and ask, "the what?" They very quickly get used to using first-person language. As a result of emphasizing first-person language, my students have been known to correct their supervisors.

¶

I use Chimamanda Adichie's *The Danger of the Single Story*.

(http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en)

¶

Personal Culture Chart-- students create a chart describing: What things are important to me? how do I behave in various occasions? What beliefs/attitudes make me behave the way I do? Share charts with peers and discuss perceptions. Reflect on what filters/blinders you might have based on belief system. Source: HighScope Educating Young Children

¶

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