



SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Webinar

Early Literacy for All!

April 21, 2020
2-3 pm EST.

Helping adult learners support the foundations of early literacy development for young children who are diverse in cultures, languages, and abilities.

Patsy Pierce and Amy Scrinzi, Child Development Program, Meredith College, Raleigh, NC





Welcome & Introductions



Meet the Team



Chih-Ing Lim



Tracey West



Toni Miguel



Camille Catlett

Today's Presenters



Patsy Pierce

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Amy Scrinzi

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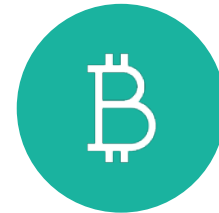
SCRIPT-NC Webinars emphasize...



embedding
**inclusion and
diversity** into
coursework
opportunities to
build both
**knowledge
acquisition and
knowledge
application**



content that
reflects **evidence-
based and
recommended
practices**



resources that are
**readily available
and free**

Logistics



Remember to mute your
audio

Questions?
Comments?



USE THE CHAT
BOX

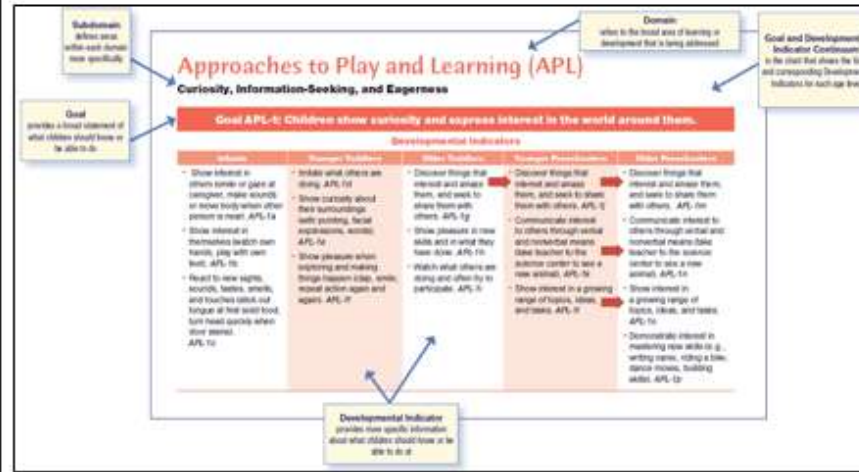


Activity Handout

Topic

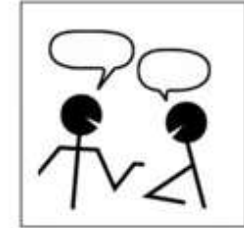
Directions for Students

2. State Standards and Literacy Development



NC Foundations

- ▶ With a partner,
 - ▶ Choose 1 goal from each sub-domain
 - ▶ Learning to Communicate
 - ▶ Foundations for Reading
 - ▶ Foundations for Writing
- ▶ Read the developmental indicators for each goal selected.
- ▶ Share an example from your own experience of a child demonstrating one of those indicators.



Reference: *NC Foundations for Early Learning and Development* (page 4) https://files.nc.gov/ncelc/press-release/files/nc_foundations.pdf

Notes for Instructor

Review the orientation of the state standards, reminding students how the standards are organized and the various terms used. Ask students to work with a partner to choose a portion of the Language & Communication Early Learning Standards and relate the content read to their own experiences working with children (e.g., babysitting, practicum settings, & younger siblings).

10 minutes

Online Options

Since the purpose of this activity is to familiarize students with state early learning standards related to language and literacy, it is possible to use personas for variety. A persona is a thumbnail sketch of a child and includes a bit about the child's family, likes or dislikes, and details about who the child is as a learner. Three sets of personas like Ramon below are available at <https://scriptnc.fpg.unc.edu/shifting-blackboards>. Some of the personas have identified disabilities or are dual language learners like Ramon; each has unique learning styles and needs. Online students could be asked to select one toddler persona, one preschool persona, and one early elementary persona. They could then explore the standards to learn what might be expected of a child of that age. Students could also explore earlier developing skills and higher level skills to understand how they might scaffold to support an individual child. Finally students could be asked to identify specific language and literacy considerations for the persona and how they might address those.



Ramon

Ramon is four years old and lives with his mom, dad, younger sister Maria, and his abuela. Ramon is the child most likely to come in from the playground with some living creature. At home he takes care of the family pets, and in the classroom he frequently selects real, plastic, and stuffed animals to play with, especially dinosaurs.

Ramon is a sequential dual language learner. He speaks Spanish at home and has a 25 word site vocabulary. In his preschool classroom, Ramon is very quiet but watches intently to see what to do. He is picking up new labels in English every day.

Bloom's Taxonomy

Remember

Understand

Apply

Analyze

Evaluate

Create

References and Resources Handout

Early Literacy for All! References and Resources

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Amy Scrinzi
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General Early Literacy References and Resources

- Daly, L. & Beloglosky, M. (2018). *Loose parts 3: Inspiring culturally sustainable environments*. St. Paul, MN: Redleaf Press.
- Deans for Impact. (2019). *The science of early learning*. Austin, TX: Deans for Impact. https://deansforimpact.org/wp-content/uploads/2017/01/The_Science_of_Early_Learning.pdf
- Dr. Kate Gallagher Presentation at NC Pathways to Grade-Level Reading <https://www.youtube.com/watch?v=WT80hYMCI2A>
- Jill Eggleton: Key Links Shared Reading <https://www.youtube.com/watch?v=pvHfCxaywll>
- Justice, L. M., Mashburn, A., Hamre, B., & Pianta, R. (2008). Quality of language and literacy instruction in preschool classrooms serving at risk pupils. *Early Childhood Research Quarterly*, 23(1), 51–68.
- Kibler, A., Palacios, N., Simpson Baird, A., Bergey, R., & Yoder, M. (2016). Bilingual Latin children's exposure to language and literacy practices through older siblings in immigrant families. *Linguistics and Education*, 35, 63–77.
- National Early Literacy Panel. (2008). *Developing early literacy: Report of the National Early Literacy Panel*. Washington, DC: National Institute for Literacy. <https://www.nichd.nih.gov/publications/pubs/documents/NELPSummary.pdf> (executive summary) <http://lincs.ed.gov/publications/pdf/NELPReport09.pdf> (full report)
- National Institute of Child Health and Human Development (NICHD). (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. <https://www.nichd.nih.gov/publications/pubs/nrp/smallbook>
- Norris, D. J. (2017). Comparing language and literacy environments in two types of infant-toddler child care centers. *Early Childhood Education Journal*, 45, 95–101.
- North Carolina Foundations Task Force. North Carolina Foundations for Early Learning and Development. Raleigh, NC; 2013:1–164. Available at https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/N/NC_Foundations.pdf
- Otto, B. (2015). *Literacy development in early childhood: Reflective teaching for birth to age eight*. Waveland Press.
- Piasta, S. B., & Wagner, R. K. (2010). Developing early literacy skills: A meta-analysis of alphabet learning and instruction. *Reading Research Quarterly*, 45(1), 8–38.
- Pinto, A. I., Pessanha, M., & Aguiar, C. (2013). Effects of home environment and center-based child care quality on children's language, communication, and literacy outcomes. *Early Childhood Research Quarterly*, 28, 94–101.
- Planned Language Approach (PLA): Big 5 for ALL <https://eclkc.ohs.acf.hhs.gov/culture-language/article/planned-language-approach-pla-big-5-all>
- Rohde, L. (2015). The comprehensive emergent literacy model: Early literacy in context. *SAGE Open*, 5(1), 1–11. <https://doi.org/10.1177/2158244015577664>
- Saracho, O. N. (2017). Research, policy, and practice in early childhood literacy. *Early Child Development and Care*, 187(3–4), 305–321.

Type in the
Chat Box



What state,
territory, or
country are you
joining us from
today?

Today's Objectives

- We'll share ideas on how to:
 - ✓ Organize an early literacy course based on the abundance of available information and resources
 - ✓ Make literacy teaching and learning engaging and interactive, especially in a distance-learning world
 - ✓ Offer resources and opportunities to promote literacy for children with disabilities and dual language learners

Organization of an Early Literacy Course

Central Themes in Early Literacy Teaching and Learning for All Children

- **The “Big Five”**
 - Oral Language and Vocabulary
 - Background Knowledge
 - Phonological Awareness
 - Alphabet Knowledge and Early Writing
 - Book Knowledge and Print Concepts

- **AIM for Literacy**

- **A**ccess
- **I**nteractive
- **M**odeling

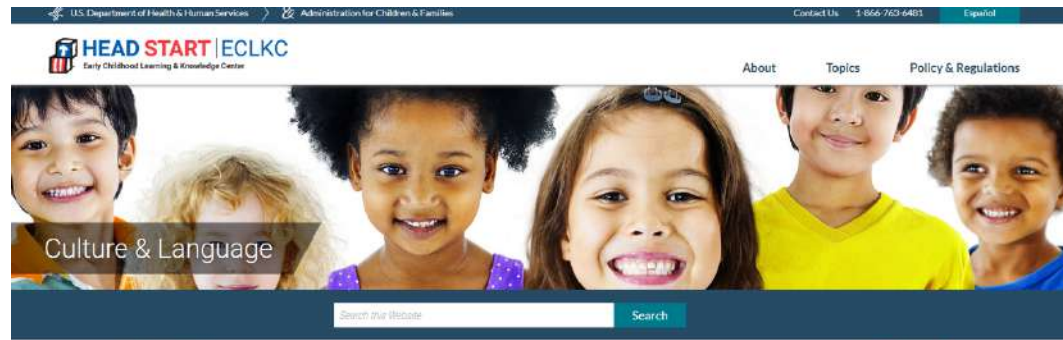


- **Connecting Birth through 3rd Grade**

- Looking ahead
 - What does a 3rd Grade Reader & Writer look like?

All children have access everyday, all day to the Big Five in their home and school language. - NCCLR

Highlighted Resources



Planned Language Approach (PLA): Big 5 for ALL

In order to be ready for school, young children who are dual language learners (DLLs) and those who speak English all require high-quality experiences in each of the Big 5—ALL day, EVERY day, EVERY child. The Big 5 are: Background Knowledge; Oral Language and Vocabulary; Book Knowledge and Print Concepts; Alphabet Knowledge and Early Writing; and Phonological Awareness.

You will find all the resources organized by the five key skills that lead to later school success for all children. Early education staff and families can explore any of the five skills to understand research about each area; learn how development progresses from birth to age five; learn support strategies; and see examples in different early learning settings.

Additional materials in the Big 5 for All section of the Planned Language Approach include Strategies for Parents and Families, which offers specific ways to support children's learning in each of the five key language and literacy areas at home and in the community. Another resource is Joan Talks About the Big 5 Series, which discusses, from the perspective



Module 5: Assistive Technology

Learning Objectives

- Describe assistive technology interventions to promote children's **access** to and **participation** in inclusive settings.
- Use a decision-making process to help integrate various sources of evidence and determine whether assistive technology interventions are appropriate for use within a specific context.

Begin Module



The image shows the "5-Step Learning Cycle" interface. On the left is a vertical navigation menu with the following items: "Introduction", "Step 1: Dilemma", "Step 2: Question", "Step 3: Evidence", "Step 4: Decision", "Step 5: Evaluation", and "Summary and Wrap Up". The "Dilemma" step is currently selected and highlighted in blue. The main content area shows a diagram of the 5-Step Learning Cycle with five steps: Step 1: Dilemma, Step 2: Question, Step 3: Evidence, Step 4: Decision, and Step 5: Evaluation. Below the diagram, there is a text box for Step 1: Dilemma, which describes a practice dilemma involving a child's use of assistive technology in an inclusive setting, viewed through the eyes of both the family child care provider and the family.

The Big 5: ECLKC

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/planned-language-approach-pla-big-5-all>

<https://www.connectmodules.dec-sp.ed.org/connect-modules/learners/module-5/>

Highlighted Resources

The screenshot shows the ECLKC website header with navigation links for 'About', 'Topics', and 'Policy & Regulations'. Below the header is a banner image of diverse children with the text 'Culture & Language' overlaid. A search bar is located below the banner. The main content area features the title 'Planned Language Approach (PLA): Big 5 for ALL' and a paragraph explaining that young children who are dual language learners (DLLs) and those who speak English all require high-quality experiences in each of the Big 5—ALL day, EVERY day, EVERY child. The Big 5 are: Background Knowledge; Oral Language and Vocabulary; Book Knowledge and Print Concepts; Alphabet Knowledge and Early Writing; and Phonological Awareness. Below this is a paragraph stating that resources are organized by the five key skills that lead to later school success for all children. To the right of the text is a circular diagram with five segments: 'The Big 5 for All' (purple), 'Research Base' (green), 'Home Language' (orange), 'Give us feedback' (blue), and 'Strategies that Support DLLs' (yellow). The diagram is surrounded by a blue arc.

U.S. Department of Health & Human Services Administration for Children & Families Contact Us: 1-866-763-6483 Español

HEAD START | ECLKC
Early Childhood Learning & Knowledge Center

About Topics Policy & Regulations

Culture & Language

Search the Website Search

Home » Culture & Language Share Print

Planned Language Approach (PLA): Big 5 for ALL

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The Big 5 for All Research Base Home Language Give us feedback Strategies that Support DLLs

The Big 5: ECLKC

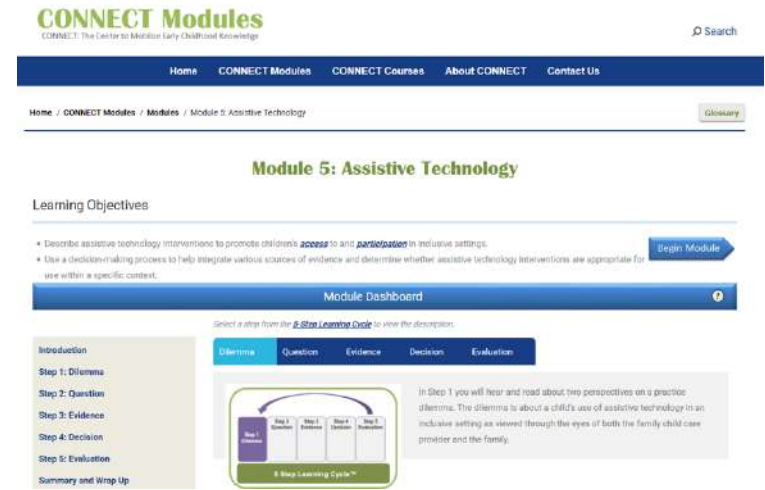
<https://eclkc.ohs.acf.hhs.gov/culture-language/article/planned-language-approach-pla-big-5-all>

Highlighted Resources for Access Interactive Modeling (AIM) for Literacy

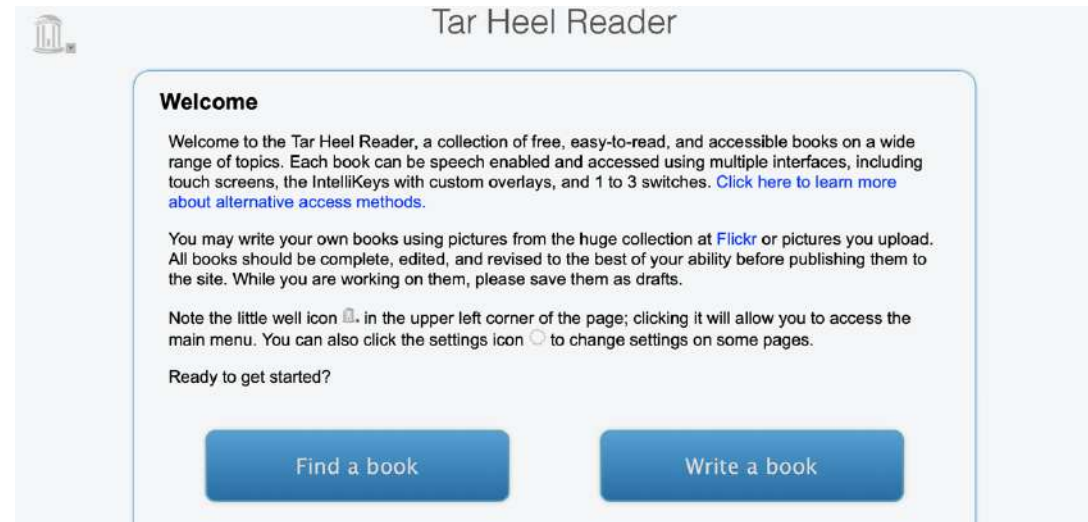


Quick Start Guide

<https://www.sharedreader.org>



• <https://www.connectmodules.decdped.org/connect-modules/learners/module-5/>



<https://tarheelreader.org>



Dr Kate Gallagher
 NC Pathways to Grade-Level Reading
 December 2015

Highlighted Resources

Birth – Third Grade: Dr Kate Gallagher

Infant Reader	Toddler Reader	Preschool Reader	Third Grade Reader
<ul style="list-style-type: none"> • Uses senses to learn: taste, feel, smell, vision, hearing • Words are powerful! • Understands that faces and words and actions go together • "Reads" people- especially faces 	<ul style="list-style-type: none"> • Stories and pictures are connected • Books and pictures tell stories and information • Words are powerful! (They help you get what you want and can be fun!) 	<ul style="list-style-type: none"> • Interest in stories and books • Understand that text and spoken words and ideas are connected • Use words to convey information, stories, feelings, ideas • Understand that letters, sounds, and words are connected • Follows directions • Regulates emotions 	<ul style="list-style-type: none"> • Fluent text-decoder • Understands genres (non-fiction v fiction) • Draws meaning from text and applies • Problem-solver • Self-regulated • Friend

Kindergarten

“Big 5” B-K

1. Oral Language and Vocabulary
2. Background Knowledge
3. Alphabet Knowledge/Early Writing
4. Phonological Awareness
5. Book Knowledge & Print Concepts

National Center on Cultural and Linguistic Responsiveness. (2015)

“Fab Five” K-3

1. Phonemic Awareness
2. Phonics
3. Vocabulary
4. Fluency
5. Comprehension

National Institute of Child Health and Human Development (NICHD). (2000)

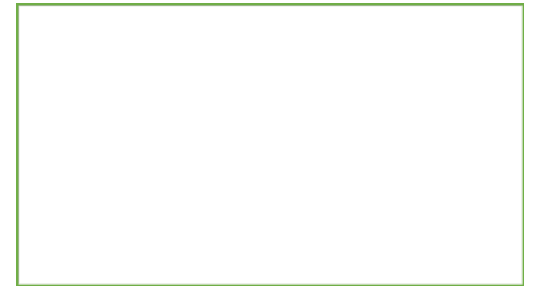
1. Oral and Written Language (OWL) Development, Third Grade to Birth
2. OWL Development, cont'd; Standards (e.g., NC FELD)
3. Family Engagement
4. Family Engagement, cont'd.
5. Early Literacy Assessment, B-K
6. Early Literacy Assessment, K-3
7. The Big Five (TBF): Oral Language and Vocabulary (OLV): Conversations
8. OLV, cont'd: Shared Reading
9. TBF: Background Knowledge: Dialogic Reading; Interesting Experiences
10. TBF: Phonological Awareness
11. TBF: Alphabet Knowledge and Early Writing
12. TBF: Book Knowledge and Print Concepts
13. OWL Rich Learning Environments
14. Technology Integration
15. Assistive Technology
16. Website, App, & Curriculum Analysis

16 Week Semester Plan

Modules

- I Intentional Teaching (IT)
- II Oral & Written Language Development
- III Oral & Written Language Assessment
- IV The Big Five
- V Engaging Families
- VI Making IT Happen

Facilitating Meaningful Student Learning



BREAKING THE CODE

WHAT MOTIVATES ADULT LEARNERS?

JOB RELEVANCE

They should be able to determine the need for the learning



TRUST

They are more influenced by messages that come from a trusted source or a figure of authority



PROGRESS

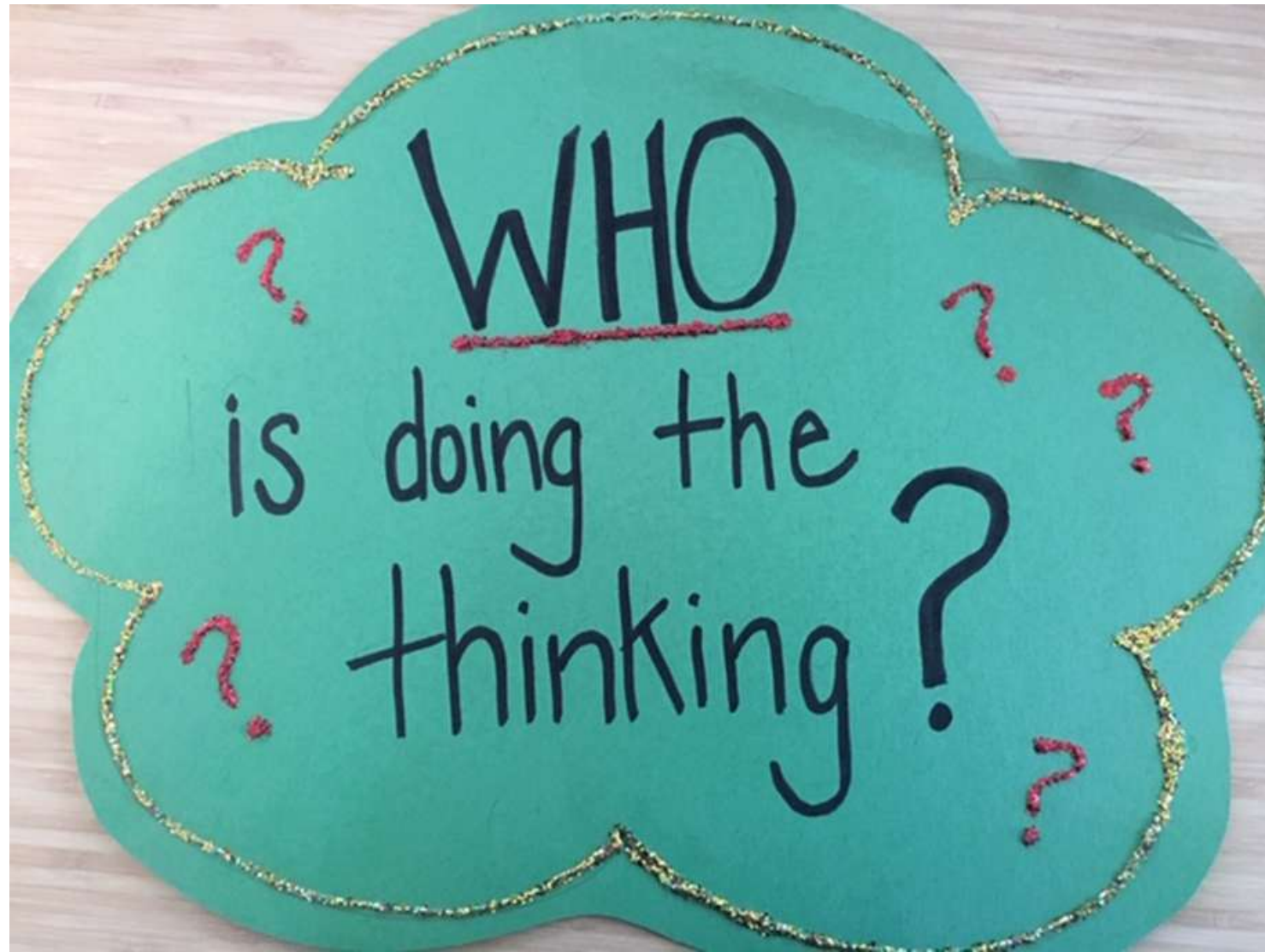
They are interested in learning that aligns with their life goals



EXPLORATION

They want to learn by exploring, NOT clicking through a course



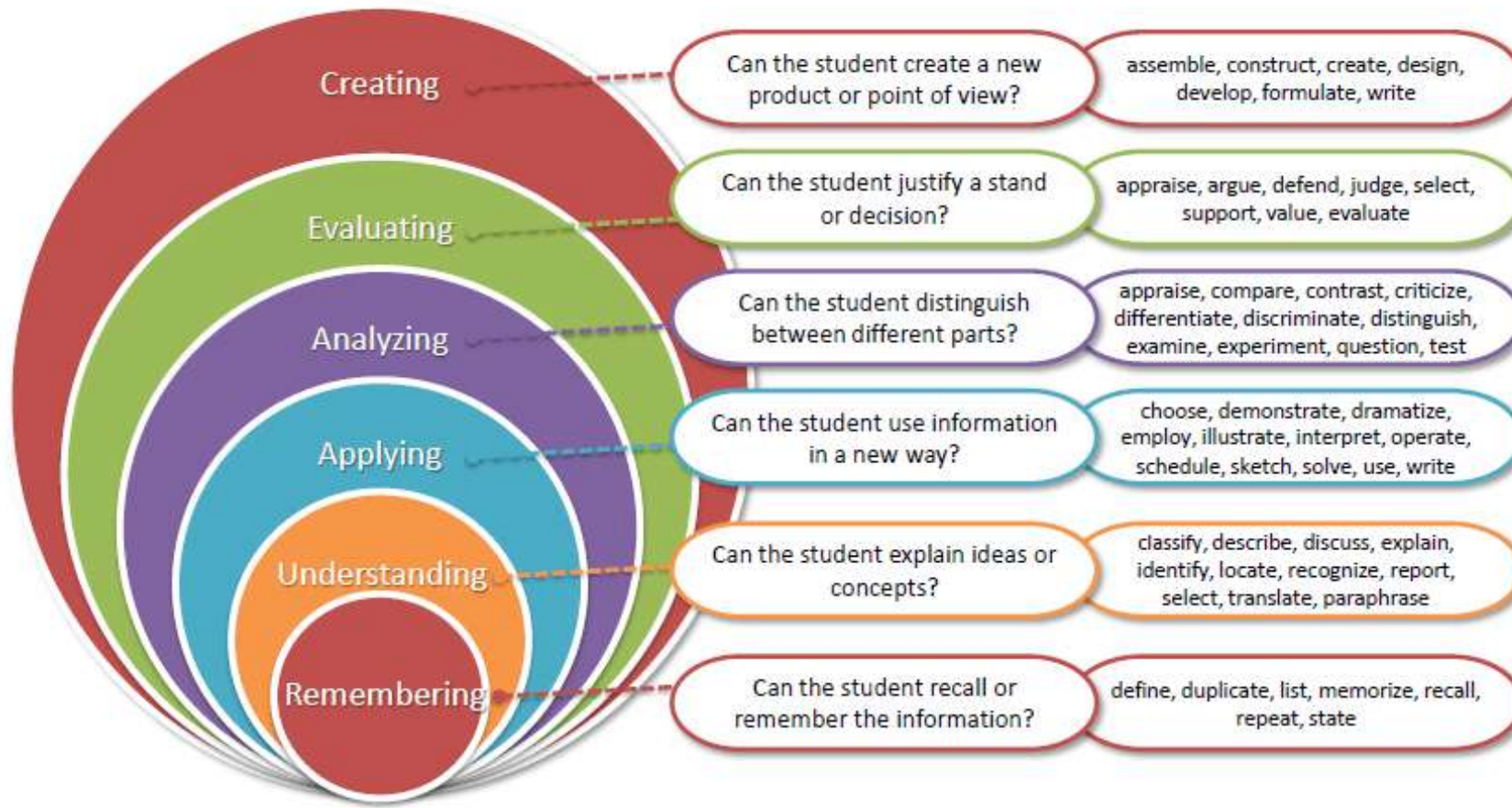


WHO

is doing the

thinking?

Bloom's Taxonomy (Revised)



Remember

1. Stages of Oral Language Development

Stages of Oral Language Development

Order the stages chronologically & identify the example for each

Stage	Begins Around	Example
	6 weeks	
	4-6 months	
	1 year	
	2-3 years	
	3-4 years	

Stages of Oral Language Development

Stage	Begins Around	Example
	6 weeks	
	4-6 months	
	1 year	
	2-3 years	
	3-4 years	

Stages		Examples	
One word	Babbling	Oo-Oo	See the little dog?
Cooing	Telegraphic	Blankie	Da-da
Beginning oral fluency		Go bye-bye	

Stages of Oral Language Development

Stage	Begins Around	Example
Cooing	6 weeks	Oo-oo Ahh-ahh
Babbling	4-6 months	Da-da Ma-ma
One word	1 year	Blankie Meow-meow
Telegraphic	2-3 years	Go bye bye. Cookie all gone.
Beginning oral fluency	3-4 years	See the little dog? I want a snack.

Topic

Directions for Students

1. Stages of Oral Language Development

Stages of Oral Language Development

Stage	Begins Around	Example
	6 weeks	
	4-6 months	
	1 year	
	2-3 years	
	3-4 years	

Order the stages chronologically & identify the example for each

Beverly Otto, 2019

Stages of Oral Language Development

Stage	Begins Around	Example
	6 weeks	
	4-6 months	
	1 year	
	2-3 years	
	3-4 years	

Stages

One word
Cooing
Beginning oral fluency

Examples

Babbling
Telegraphic
Go-Go
Blankie
Go bye-bye

Notes for Instructor

Recalling what was read in preparation for class, ask students to read through the stages and various examples provided on the handout. Then ask them to work independently to sequence the stages and select an example for each. Once students have finished their first attempt, pair students together and ask them to discuss their decisions and make any revisions/changes they wish based on their conversation. Last, walk through the stages and examples together, providing clarification and explanation based on their responses.

5-10 minutes

References:

Otto, Beverly. (2019). *Literacy development in early childhood: Reflective teaching for birth to age eight*, 2nd edition Long Grove: Waveland Press.

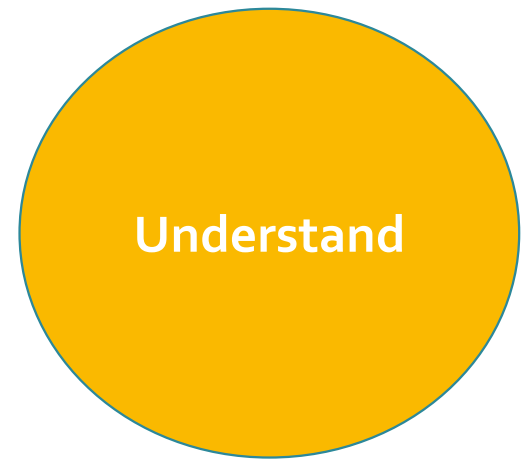
Online Options

1. Ask students to read about the stages of oral language development. If this is not covered in assigned course reading materials, there are lots of online options like <https://www.readingrockets.org/article/young-childrens-oral-language-development>
2. Ask each student to independently complete the chart on the Stages of Oral Language Activity Sheet.*
3. Assign each student a partner. After completing the Activity Sheet, ask partners to connect by phone and/or email to share and compare answers.
4. Ask each pair to add one other example to each stage before submitting their shared, completed Activity Sheet.

Bloom's Taxonomy

Remember
Understand
Apply
Analyze
Evaluate
Create

2. State Standards & Literacy Development



Online Option for Activity 2

Select one toddler persona, one preschool persona, and one early elementary persona.

Explore the standards to learn what might be expected of a child of that age. S

Explore earlier developing skills and higher-level skills to understand how they might scaffold to support an individual child.

Identify specific language and literacy considerations for the persona and how they might address those.



Ramon

Ramon is four years old and lives with his mom, dad, younger sister Maria, and his abuela. Ramon is the child most likely to come in from the playground with some living creature. At home he takes care of the family pets, and in the classroom he frequently selects real, plastic, and stuffed animals to play with, especially dinosaurs.

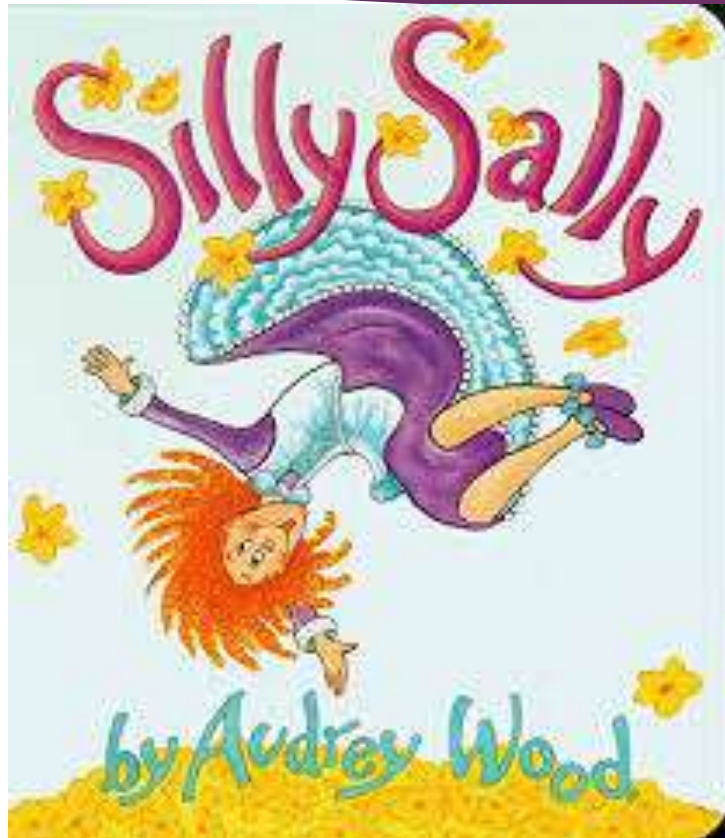
Ramon is a sequential dual language learner. He speaks Spanish at home and has a 25 word site vocabulary. In his preschool classroom, Ramon is very quiet but watches intently to see what to do. He is picking up new labels in English every day.

3. Supporting Early Literacy Development: Books



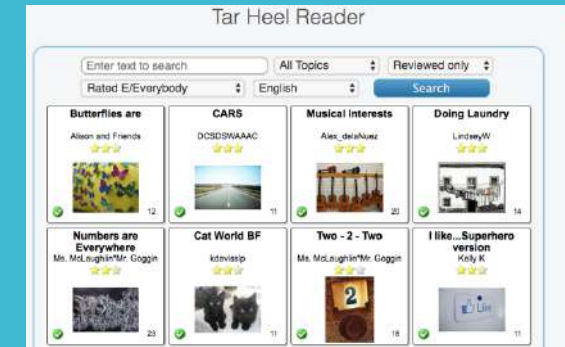
Understand

Silly Sally



How does reading this book to young children support emergent literacy development?

Online Adaptation of Activity 3

The logo for Epic! is displayed in a white box with a blue border. The word "epic!" is written in a playful, rounded, blue font.

- 1) Select a persona.
- 2) Based on the interests of the persona, select from an online source (or a personal collection of books at home) a book that meets two criteria:
 - (a) could be used to support emergent literacy development; and
 - (b) might be of interest to the persona.
- 3) Students could then pair up to share the persona, read the book, discuss connections, and summarize what they have learned via the phone or virtual meeting (e.g., Zoom, Facetime, Skype).

4. Supporting Early Literacy Development



Understand



What can YOU do to help
develop Emergent
Literacy?

Promoting Early Literacy in Early Care & Education

As you watch the video,

- ▶ **Make** a list of at least 10 ways that YOU could use to promote early literacy
- ▶ **Be prepared** to share your list with a small group



Promoting Early Literacy in Early Care & Education

- ▶ With your group,
 - ▶ **Take turns** sharing 1 strategy you wrote that YOU could use to promote early literacy.
 - ▶ **Add** to your list as applicable.
 - ▶ **Continue** until all ideas have been shared.




Adaptation to Activity 4



edpuzzle Making Room for Literacy Saved automatically Finish T

Video events << Cut Voiceover Questions



00:00 05:38

Note

B *I* U x^2 x_2 ∞ f_x

Strategy #1:

Cancel Save

Tip: Combine notes, formulas, external links, photos and audio, or use just one!

The screenshot shows the edpuzzle interface. At the top, the logo and the title "Making Room for Literacy" are visible. Below the title, there are tabs for "Cut", "Voiceover", and "Questions", with "Questions" being the active tab. A video player is embedded in the center, showing a woman and a child working on a colorful activity. The video player has a play button and a progress bar. To the right of the video player, there is a "Note" section with a text area and a "Save" button. Below the "Note" section, there is a tip: "Tip: Combine notes, formulas, external links, photos and audio, or use just one!".

5. Tools of Literacy Activity for Families



Apply

Tools of Literacy Activity for Families

Environment	Tools of Literacy	How Children Use These Tools	How It Is a Tool of Literacy	What Adults Can Do to Support Tools of Literacy
<ul style="list-style-type: none">• Grocery Store	<ul style="list-style-type: none">• Shopping Lists• Item Names• Product Logos• Signage• Coupons• Sales Papers	<ul style="list-style-type: none">• Find Items on List• Play matching games	<ul style="list-style-type: none">• Helps children to see and recognize print, and hear the sounds of their language	<ul style="list-style-type: none">• Talk with children while shopping, creating lists, cutting out coupons



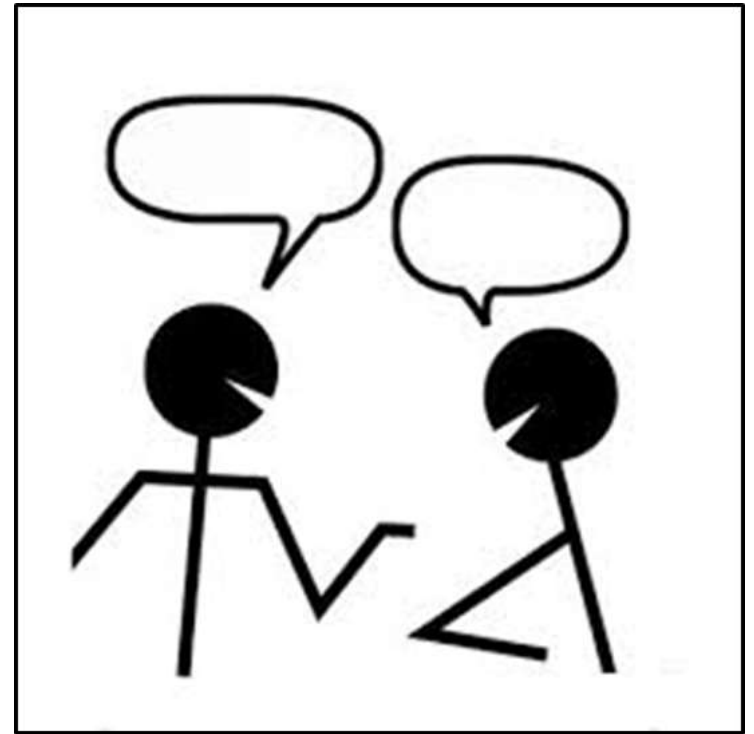
Tools of Literacy in Daily Environments

Environment	Tools of Literacy	How Children Use These Tools	How It Is a Tool of Literacy	What Adults Can Do To Support Tools of Literacy
Beach				
Home				
Grocery Store				



Your Turn

- With a partner,
 - **Consider** your environment & identify possible
 - Tools of Literacy
 - How Children Use These Tools
 - How It Is a Tool of Literacy
 - What Adults Can Do to Support Tools of Literacy
 - **Choose** a spokesperson to share your thinking with others.
- As you listen, what else could you contribute to the pair's thinking?



Adaptation of Activity 5



Google Street View



Make a Tools of Literacy
Pinterest Board



Tools of Literacy - My Community

2 Pins · 8 followers

📅 Add dates

Your Pins More ideas



Intersection
Signs tell you when it is safe to cross.



Store Sign
Use for identifying letters and finding places to go

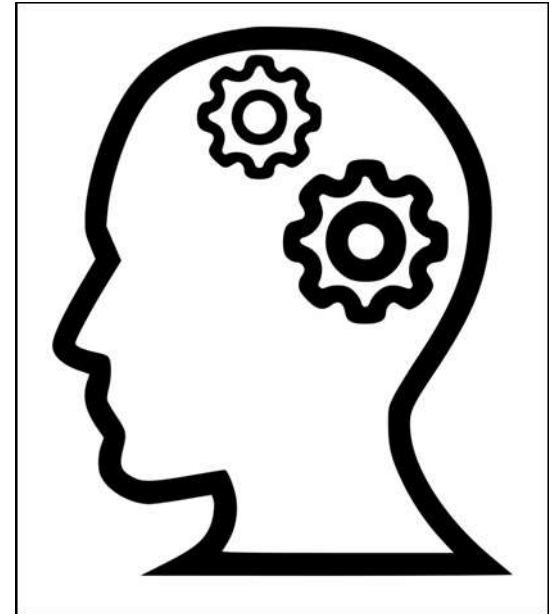
6. Families Supporting Early Literacy Development



Understand



- Read your handout.
 - **2D:** Gift of Language (2 pgs)
 - **2E:** Tips for Families (1 pg)
 - **2F:** 5 Daily Activities (1 pg)
 - **2G:** Language Home Families (1.5 pgs)
 - **2H:** Gathering & Using Language Info (*7 pgs)
 - **2I:** Benefits of Being Bilingual (2 pgs)
-
- **Be prepared to teach** the rest of the class about your handout.



How might these be shared with families?



Tips for Families and Professionals About Making Literacy a Consistent and Valued Part of Daily Routines At Home and In Childcare and Socialization Settings



Families will be stronger teachers of beginning language and literacy when they are more aware of the significant contribution they make to their child's learning.

Identify ways to use literacy more often in daily routines.

- Examples: playing computer games, writing and using grocery lists, watching TV or videos with children and talking about them together, singing songs along with the radio or MTV, writing notes to other adults or older children

Explain the connection between language development in babies and learning to read in school.

- Be able to tell others how talking to infants and toddlers, telling stories, talking about experiences, or singing and reciting rhymes help a young child to learn language

Think about the value of language and literacy rich parent-child interactions and plan ways to include activities into each day.

- Listening and talking to children while riding on the bus, or walking in from the play yard
- Reading picture books while waiting at the WIC office or for a parent to pick up a child,
- Telling a child you are writing a note to someone and what you are saying as you write it

When others see literacy as work which needs to be practiced, share the research that shows that children who are frequently read to for fun are the ones who are most ready for learning to read in school.



Daily Activities that Encourage Children's Language Skills



At Meal Times

Name each food - "Applesauce," "cereal." Talk about the food - "sweet applesauce," or lumpy cereal."

At play time

Play simple talking and touching games with your baby. Ask where is your nose?" Then touch her nose and say playfully, "There's your nose!" Do this several times, then switch to an ear or knee or her tummy. Play "peek-a-boo" and "pat-a-cake."

In the park or car

Bring your child's favorite book and read to her in the park and make the child keep busy while you're driving.

At bath time

Put a plastic bath time book or toys like a duck or fish in the bathtub. If she splashes, you say, "You made a big splash, wow, it was huge! The water got all the way up to your eyes."

At the store

Talk to your child and ask questions, "Which color is red?" "What kind of ice cream do you like?" "What else do you see in here?"

In the kitchen

Teach your child to be a helper by asking him to find things. Give him pots and pans or measuring spoons to play with. Ask him what he is doing and answer his questions.

At bed time or nap time

Read bedtime stories or sing a lullaby is a quiet routine for your baby. Your baby can sleep while he is listening to your own stories.



Online Adaptation of Activity 6



voicethread



Toni CC [] X

The Gift of Language

For Families

Language is one of the most important gifts you give your child. But how do you give it? The answer is simple. Speak your language with your child at home every day!

Planned Language Approach (PLA)




Why is home language important?

The language you speak with your children is the first language they will learn. It is their first connection to you, to the rest of their family, and to their culture and community. It is the language they first use to learn about the world around them. It is the language that helps them get "set for life"—and you are a central part of that process. It is one of the many ways parents are their children's first teachers.

What are the benefits of using your home language?

Using your home language connects your children to your family, to their cultural traditions, and to friends and neighbors who speak the same language. Using your home language allows you to teach your children, and to learn new things together. You can talk about new experiences and words you can practice letters and numbers. All of these things are an important part of your children's early learning—and it will be easier and more fun for you if you do it in your most comfortable language.



But what about English?

Children living in the United States need English to succeed in school and in life. Fortunately, young children can become bilingual. A person who speaks more than one language will have an advantage in school and work—both in the United States and around the world. Bilingual children build stronger thinking skills.

If I speak some...

You speak your home language is stronger for your children to...

ABC X []

1

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7. Authentic Assessment Strategies for Early Literacy Development



Evaluate

Authentic Assessment Methods

- Family Interview/Conversations
- Developmental Checklist
- Anecdotal Recording
- Running Record
- Work Sample
- Time Sample
- Frequency Count
- Functional Behavioral Assessment
- Language Assessment (MLU)







Your Turn

- With a partner,
 - **Choose 2-3** photos and **discuss** possible authentic assessment strategies you could use to capture important data.
 - **Be prepared** to share your thinking with the group.



Online Options for Activity 7

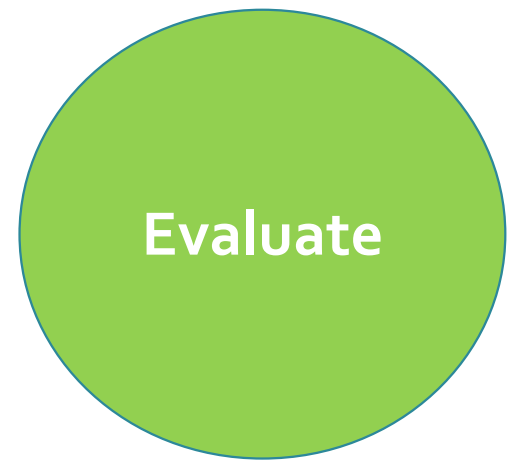


Synchronous class option: Use Factile (free for up to 3 game boards), or other free Jeopardy game tools such as Jeopardy app to create a Jeopardy game to first review various authentic assessment techniques. The jeopardy board can be screen shared in your virtual meeting space (e.g., Zoom, Skype). Then present the photos of children, including those with disabilities, engaged in early literacy activities to ask them to identify applicable techniques via chatbox or by raising their hands. Use the group breakout function (if any) to do the group discussion as indicated on the left.



Asynchronous class option: Use Quizlet to create (1) a "flash card" game for students to match authentic assessment techniques to their definition, (2) create another game where students can identify techniques that can be used to capture data in each photo. Students (in pairs) will then meet via the phone / virtual meeting to choose 2-3 new photos to review and identify strategies. They will then post the photos and their ideas in the online discussion board within your LMS.

8. Phonological Awareness Instructional Strategies



Exploration Stations: Phonological Awareness

Directions: With your partner, visit each of the activities and engage with the materials. With a check mark, identify which component(s) of phonological awareness this activity helps to build. Add additional notes as needed.

	Rhyme	Alliteration	Hear Words	Syllables	Onsets & Rimes	Individual Sounds (Phonemic Awareness)	My Notes
Feely Bag							
Frog on a Log							
Give the Animals a Clap							
I'm Thinking of Something							
Marvelous Memory							
Please Pass the Fanana							

Feely Bag: Place 3-6 objects in a bag, inviting children to name them as you put them in the bag. Then, ask a child to reach in the bag and ask the children to feel around and find an object that rhymes with a “magic” word (real or non-word) that you provide. Then, ask the child to put the object back in the bag and play again. Once they are familiar with the game, invite a child to provide the “magic” word.

Your language might sound like: “*Can you find something that rhymes with bat?*” “*Yes! ‘cat’ and ‘bat’ both sound the same. They rhyme!*”. OR “*What did you pull out of the bag? A snake. Snake. Cat. <pause> They don’t sound the same do they? What might rhyme with snake?*”

Frog on a Log: Read the book Frog on a Log by Kes Gray. Practice using the “groovy” markers to highlight particular words that you would want the children to pay particular attention to as you read the book together. Invite the children to offer additional suggestions for various animals.

Variation: For older children, invite them to choose an animal and draw the animal sitting on something of their choice. Combine all of the pictures, add labels, and make a class book for the children to read independently.

Give the Animals a Clap: Place the picture cards in a stack, face down as the children name the animal. To start the game, ask the child to pick a picture card from the stack and name the animal (or tell him the name of the picture if needed). Then ask the child to repeat the name and count out the syllables by using two fingers under his/her chin to feel the syllables, or clap them out. Then, ask the child to place the picture in the corresponding spot.

Going on a Sound Hunt: With your partner, roll the die and say the name of object that lands on top. Together hunt around the room and in the hallway for items that begins with the same sound as the object rolled. Use your camera to take photos of the different things that you find. Be ready to share with others back in the classroom!

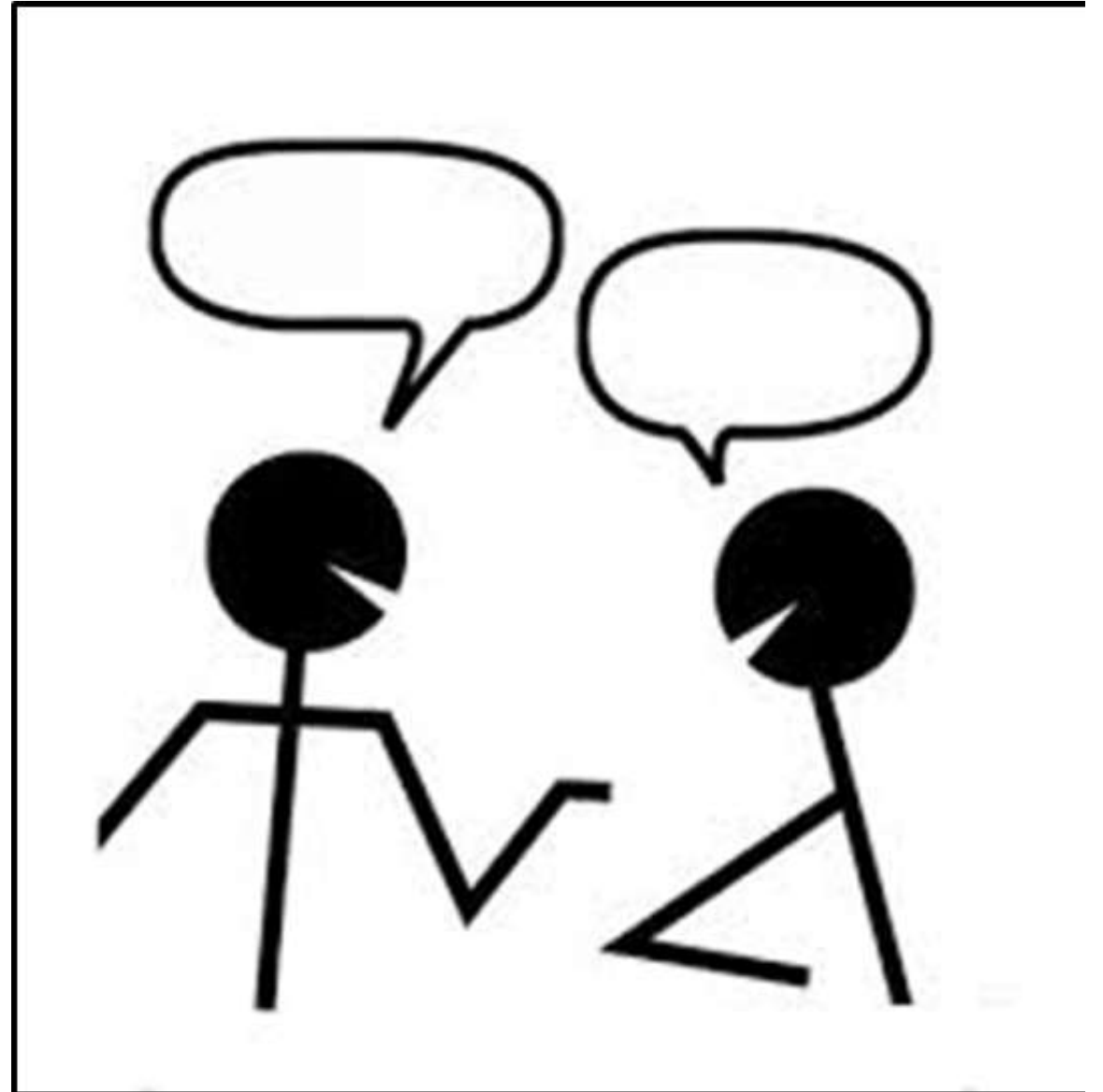
I’m Thinking of Something: Collect 8-10 objects with 2-4 different initial sounds (e.g., /b/, /m/, /s/). Ask the children to name each object as you drop it in the ring. Then, say to the children, “I’m thinking of something that begins with the sound /m/ “. Invite children to locate the corresponding object(s).

Marvelous Memory: As you place the cards face down, invite the children to tell you the name of each object on the card. Together, move the cards around mixing them while keeping them face down. Then, take turns to turn one card over, naming the object on the card (e.g., “cat”). Turn a second card over and name the object on the card (“dog”). If the objects on both cards rhyme, the player can keep the set. If the objects on both cards do not rhyme, the player turns the two cards over and the next player begins. Play until all pairs are found.

Please Pass the Fanana: As you place all of the food items (or photos) on the table, invite the children to tell you the name of each of the foods. Then say, “I’m hungry! Please pass the... fanana!” Allow the child to correct you: “No! It’s a banana!” and then ask her to place the appropriate food on the plate. Get as silly as you can, inventing nonsense words as you play. Then, invite a child to take the lead to make up words for the food.

Your Turn

- With your partner,
 - **Visit** each of the activities, **read** the directions and **engage** with the materials.
- On your recording sheet,
 - **Identify** which component(s) of phonological awareness the activity helps to build.
 - **Add** additional notes as needed.





3. Assistive Listening Devices – devices to help with auditory processing. Examples include hearing aids and FM systems.



An FM system allows a teacher to talk into a microphone that transmits sounds directly to the child's hearing aid or headphones. The transmission occurs on a reserved radio spectrum.

4. Augmentative Communication – any device, system, or method that improves the ability of a child to communicate effectively. For young children, it is important to include a variety of different augmentative communication strategies such as devices, signing, gestures, and pictures. Equipment may include but are not limited to: picture or object communication boards, symbol systems, and voice output devices.



The child pushes a button on the device to say a pre-recorded word or message. The buttons are labeled with pictures or symbols to signify the recorded message.



Adaptation
of Activity 8

9. Supporting the Big 5 through Shared Reading



What Text do You Choose to Read?

Will it interest the children?

- Will they want to read and reread the book?

What big ideas does it contain?

- Interesting topics
- Big ideas for discussion

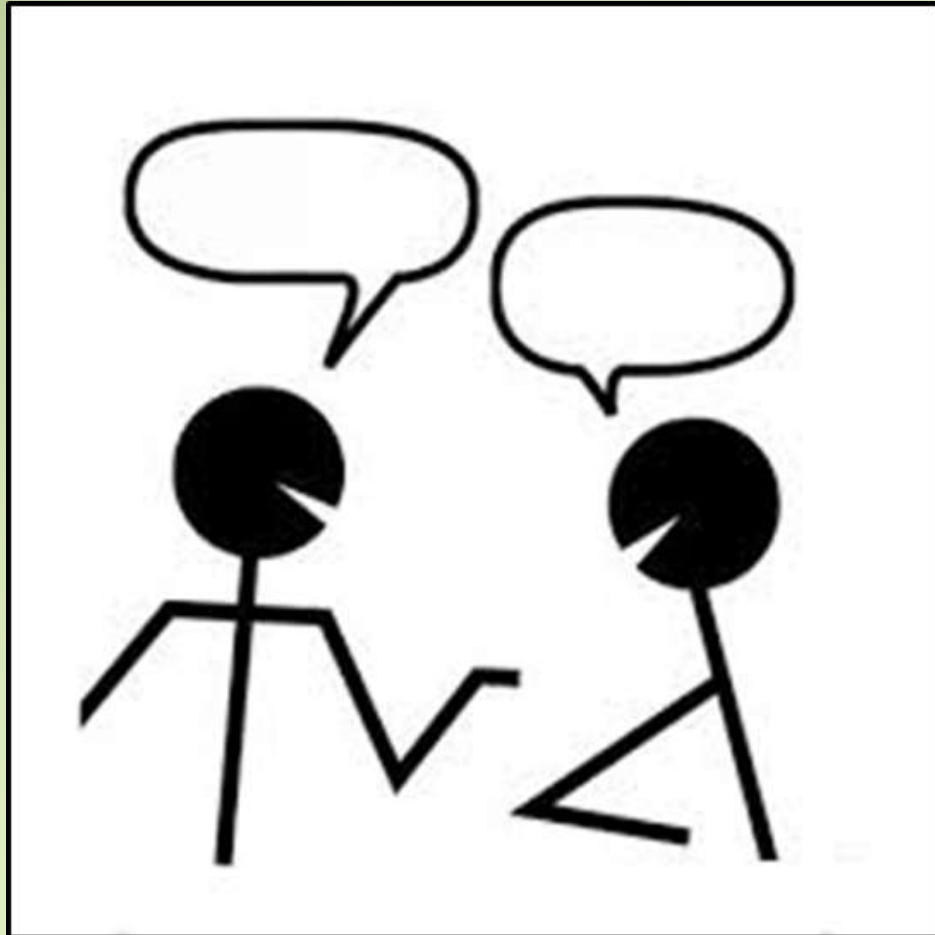
What support does it provide?

- Large font
- Pictures well placed
- Repetitive and rhythmic text

What are the opportunities for learning?

- The Big 5
- Challenging for most

Let's Give it a Try!



- With a partner,
 - **Peruse** the big book choices and **choose** a book that you think meet most of the criteria of a good Shared Reading text.
 - **Write** the title, author and the criteria you and your partner think the book meets on your Recording Sheet.

Steps to Successful Shared Reading



Watch the video and jot notes down on how multiple reads of the same big book evolves over 5 days.

Shared Reading Steps: Jill Eggleton

Book Title: _____ Author(s): _____

Shared Reading Text Criteria	
Comprehension Questions	
Rich and Interesting Words & Explanation	
Important "Clues" to Develop Expression	
"Big 5" Focus	
Extension of the story into a Oral, Written &/or Visual Language Experience	



 Day 2

What Did You Notice?

- **Day 1**
 - Comprehension
- **Day 2**
 - Vocabulary
- **Day 3**
 - Flow, Phrasing & Fluency
- **Day 4**
 - Phonics Knowledge & Phonemic Awareness
- **Day 5**
 - Oral, Written & Visual Language

Shared Reading Steps: Jill Eggleton

Day 1: First Read: Comprehension

- Read entire story
- Use expression and voice characterizations
- Make the story come alive
- Keep the story flowing
- Stop only when appropriate
- Encourage the children to ask questions:
 - Ask one student to be one of the characters. "Think about the story and ask "name of character" a question about the story: Why, What, How, Why"
- Focus the questions you ask on comprehension
 - Who were the characters? What can you tell me about them?
 - What was the problem?
 - Did the problem get fixed/solved? How?

Day 2: Second Read: Vocabulary

- Reread the story, encouraging the children to read the story with you.
 - Use a pointer to focus on text
- Identify rich, unusual, and/or interesting words ahead of time. As you read the page with that word, read the whole page. Then, go back to that word and talk about what it means and other words that may mean the same.
 - What does this word mean?
 - Can you show me?
 - Write the word on the WOW Word Chart
 - Invite the children to say the word

Day 3: Flow, Phrasing & Fluency

- Focus on the clues that help the children read well with expression: "I wonder if there's any clues on this page."
 - Bold Font
 - Change in Font
 - Font Size
 - Punctuation
 - Make a circle around the period. Ask, "What is this? What does it tell you to do?"
 - Illustrations
- Invite the children to join in with you to read the whole text, changing their voice when they see these clues

Day 4: Phonic Knowledge & Phonemic Awareness

- Reread the whole text together, getting all of the children to join in for the whole reading
- After the reading, focus in on one page and use the page to focus on needed concepts
 - Rhyming words
 - Letter names
 - Sounds
 - Word families
 - Phonemes

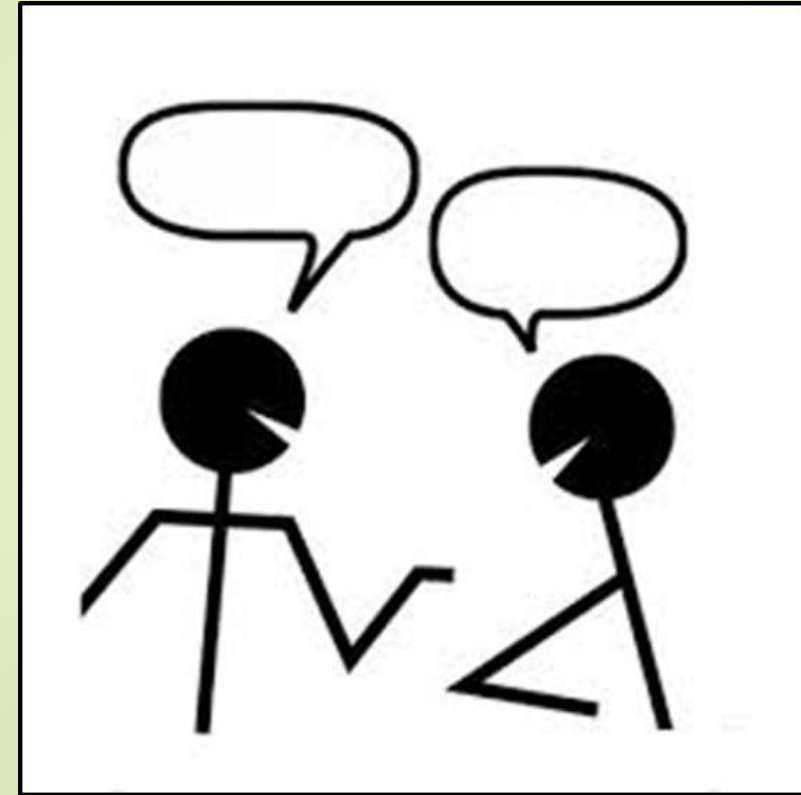
Day 5: Oral, Written and Visual Language

- Use the text as a springboard for drama
- Ask the children to retell the story in a creative way
- Illustrate a component of the story
- Create a class book or a wall display

Shared Reading with Jill Eggleton

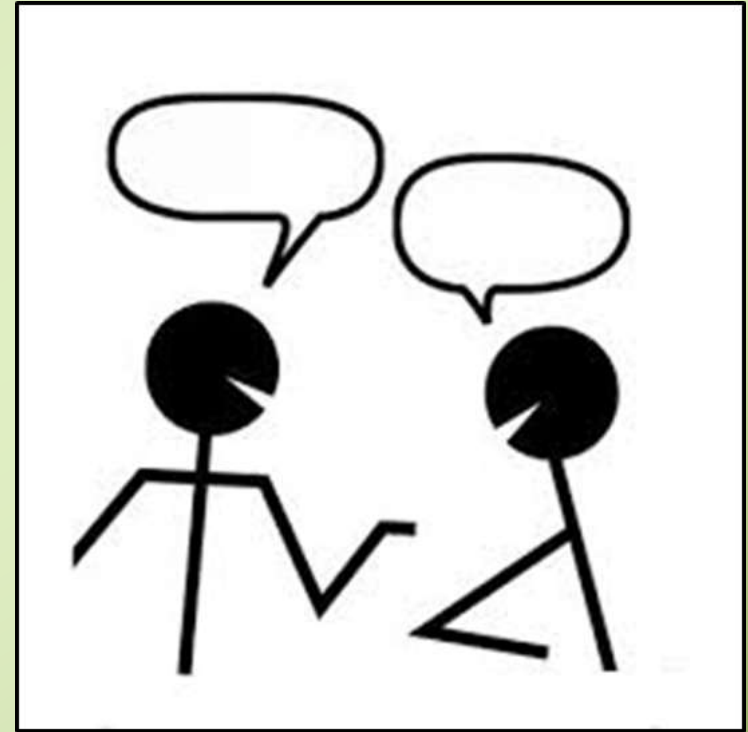
Let's Give it a Try!

- **Read** the book aloud to one another, using expression and voice characterizations.
 - Make the story come alive!
- Work together to **identify** 3 comprehension questions that you might ask children about the story.
 - **Record** them on your Recording Sheet.

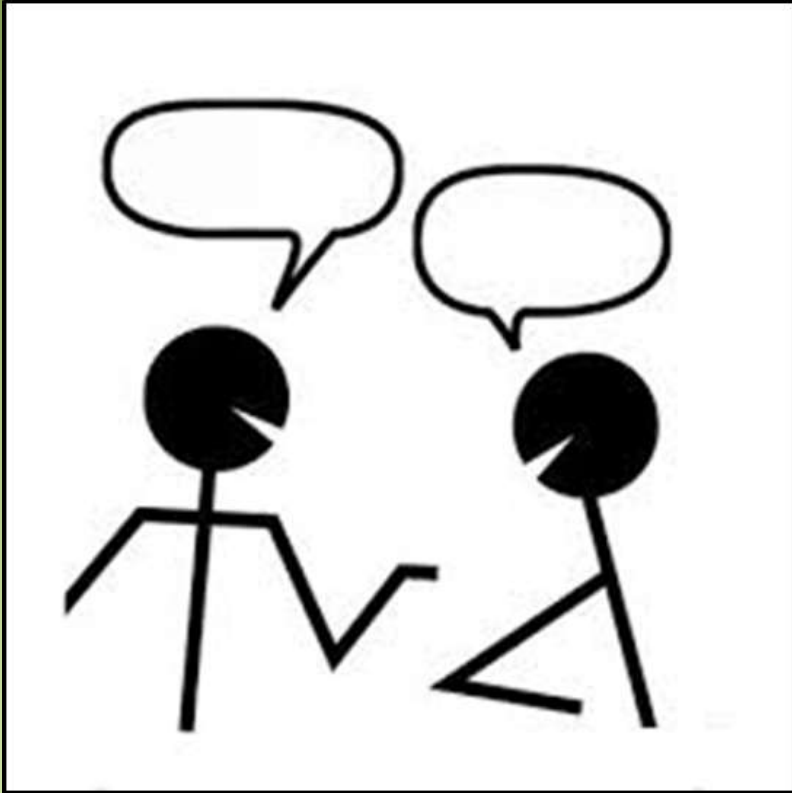


Let's Give it a Try!

- **Identify** 2-3 rich and interesting words that you could focus on when reading this story to children.
 - What would say to children to explain what the word means?
- **Record** on your Recording Sheet.

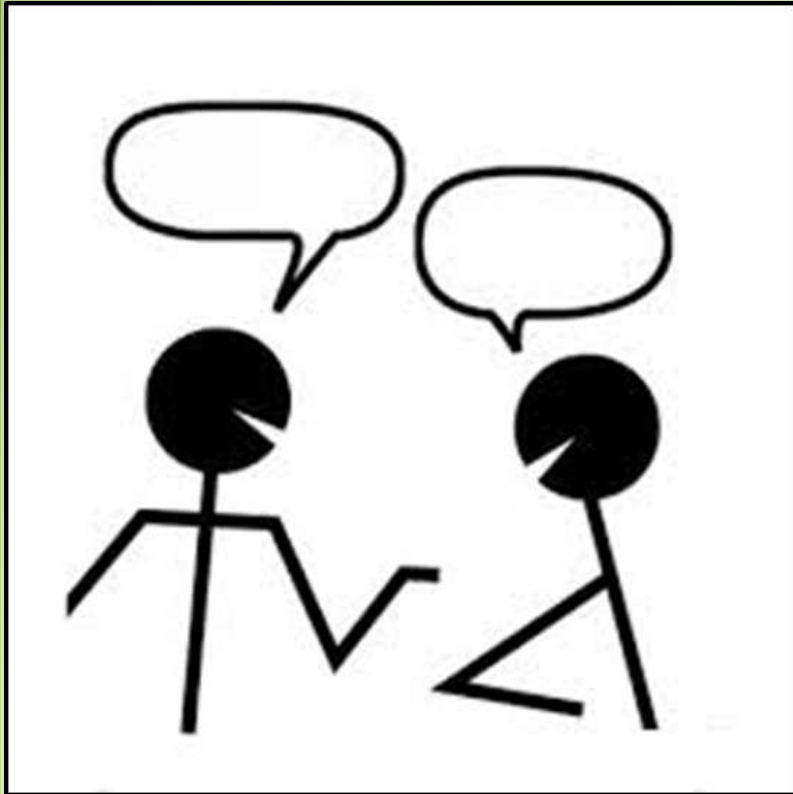


Let's Give it a Try!



- **Identify** a page of text that you could use to highlight “clues” that would help children read the story well with expression.
 - What “clues” would you highlight for children?
- **Record** them on your Recording Sheet.

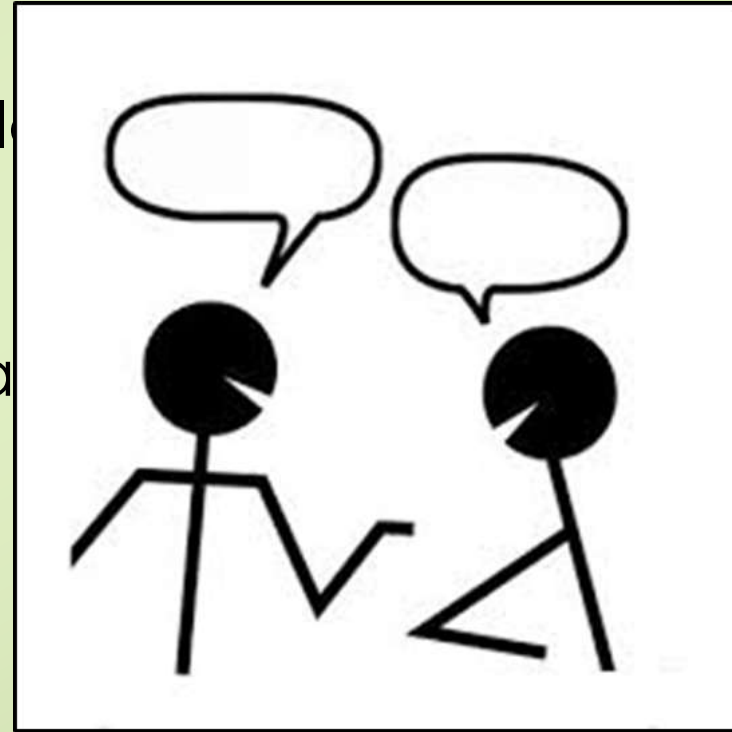
Let's Give it a Try!



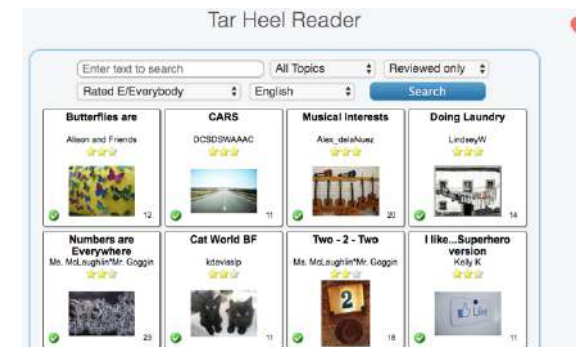
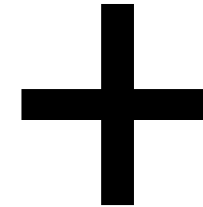
- **Think** about the “Big 5” that we have discussed thus far (eg., Phonological Awareness, Background Knowledge, Vocabulary).
 - What could you use this book to emphasize?
- **Record** your ideas on your Recording Sheet.

Let's Give it a Try!

- **Think** about how you could extend the story into a play or a visual language experience for the children.
- **Record** one idea on your Recording Sheet.
- **Choose** a spokesperson to share your thoughts with the rest of the class.



Adaptation of Activity



Using Connect Module 6: Dialogic Reading as an Independent Study



Go to <https://www.connectmodules.dec-sped.org/connect-modules/learners/module-6/>



Review Step 3 of the module to learn about dialogic reading



Bulleted handout to share



Summarize learning



Share with other students



10.

**Environmental
Print: Print
Concepts**



CVS



Logo Maps

- With your group,
 - **Use** the materials provided, along with the logos you brought, to **create** a map.
 - Roads
 - Signs
 - Once created, **discuss** together the print concepts that could be developed as children engage with the map you created.
 - What might your dialogue be with children as they play with the map?
 - Then, **think** together about the steps you might take with children to help them create their own maps.
 - What might you learn about the children's print concepts as they create their map?





**Adapted from Everyday Literacy by Stephanie Mueller*

Things to Keep in Mind

Chunk

Chunk your content

- “Bursts” of information

Allow

Allow opportunities for processing

- Turn & Talk (e.g., guiding questions; restate what you think you just heard)
- 1 minute written reflection
- Apply to a situation/scenario/vignette or their own experiences

Differentiate

Differentiate: Align to their current paths and future

- Choice regarding child they work with
- Relating content to their particular life goals
- Flexibility with projects

Online Options for Activity 10



GATHER AN ELECTRONIC COLLECTION OF PRINT LOGOS BY TAKING SCREEN SHOTS. GOOGLE IMAGES WOULD BE AN EXAMPLE OF A SITE AT WHICH YOU COULD EASILY LOCATE EXAMPLES.

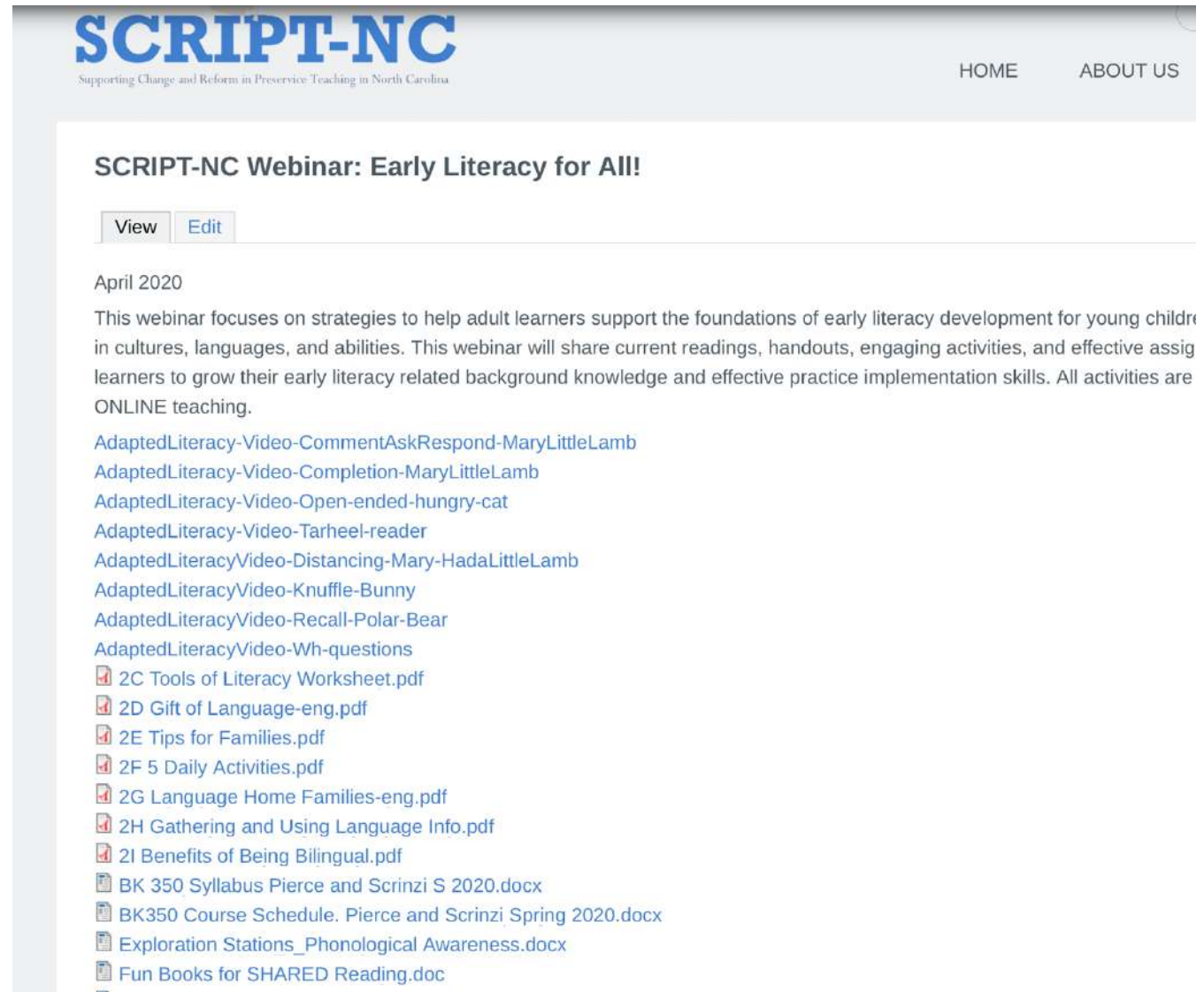


USE PINTEREST TO CREATE A BOARD WITH THE IMAGES. SHARE BOARDS AMONG THE STUDENTS.



USE [LUCIDCHART](#) (A VISUAL WORKSPACE THAT COMBINES DIAGRAMMING, DATA VISUALIZATION, AND COLLABORATION) OR [BUBBL](#) (A TOOL TO CREATE MIND MAPS AND GEOGRAPHICAL REPRESENTATIONS OF IDEAS AND CONCEPTS).

Find all the materials from today's webinar here



SCRIPT-NC
Supporting Change and Reform in Preservice Teaching in North Carolina












HOME ABOUT US

SCRIPT-NC Webinar: Early Literacy for All!

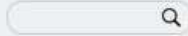
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April 2020

This webinar focuses on strategies to help adult learners support the foundations of early literacy development for young children in cultures, languages, and abilities. This webinar will share current readings, handouts, engaging activities, and effective assignments to help learners to grow their early literacy related background knowledge and effective practice implementation skills. All activities are ONLINE teaching.

- [AdaptedLiteracy-Video-CommentAskRespond-MaryLittleLamb](#)
- [AdaptedLiteracy-Video-Completion-MaryLittleLamb](#)
- [AdaptedLiteracy-Video-Open-ended-hungry-cat](#)
- [AdaptedLiteracy-Video-Tarheel-reader](#)
- [AdaptedLiteracyVideo-Distancing-Mary-HadaLittleLamb](#)
- [AdaptedLiteracyVideo-Knuffle-Bunny](#)
- [AdaptedLiteracyVideo-Recall-Polar-Bear](#)
- [AdaptedLiteracyVideo-Wh-questions](#)
-  [2C Tools of Literacy Worksheet.pdf](#)
-  [2D Gift of Language-eng.pdf](#)
-  [2E Tips for Families.pdf](#)
-  [2F 5 Daily Activities.pdf](#)
-  [2G Language Home Families-eng.pdf](#)
-  [2H Gathering and Using Language Info.pdf](#)
-  [2I Benefits of Being Bilingual.pdf](#)
-  [BK 350 Syllabus Pierce and Scrinzi S 2020.docx](#)
-  [BK350 Course Schedule. Pierce and Scrinzi Spring 2020.docx](#)
-  [Exploration Stations_Phonological Awareness.docx](#)
-  [Fun Books for SHARED Reading.doc](#)

<https://scriptnc.fpg.unc.edu/script-nc-webinar-early-literacy-all>



Supporting Change and Reform in Preservice Teaching in North Carolina

SCRIPT-NC is working with community college faculty in North Carolina to better prepare preservice early childhood educators to meet the diverse needs of children in their community.

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Find free high quality resources to enhance coursework and practica. These resources are focused on the inclusion of young children with disabilities and who are culturally, ethnically, and linguistically diverse.

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