

# Supporting *The Literacy Loop* in Every Classroom:

A Planning Guide for Early Childhood Administrators

Brought to you by **TLA. Inc.**,

Home of the Literacy Ambassador®

# TODAY WE WILL EXPLORE

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a framework for balancing today's curriculum-rich classroom with these less-emphasized essentials:

- ✓ Oral language
- ✓ Positive Print Experiences
- ✓ Play with patterns & sounds

With applications for home & school



**EDUCATORS + FAMILIES = BEST CHANCE**

**FOR EVERY CHILD TO REACH HIS/HER**

**potential**



**RIGOR *WITHOUT VIGOR* IS COUNTERPRODUCTIVE.**

**Curriculum Is A Starting Place,  
Not A Destination.**



# PRECURSORS TO LATER LITERACY

## FOUNDATIONAL SKILLS FOR 0-5 YEARS



- Oral Language Development including Vocabulary
- Rapid automatic naming (RAN)/Automaticity



- Alphabetic knowledge moving toward the alphabetic principal
- Plentiful Positive Print Experiences



- Print Awareness
- Phonological Awareness and Phonological Memory



- Ability to write or attempt to write name.
- Visual processing abilities

## THE 1<sup>ST</sup> OF 3 BIG IDEAS



What does the talk in your classrooms sound like?

Are there too many **NO CHAT** zones?

## THE 1<sup>ST</sup> OF 3 BIG IDEAS



**What do everyday chats look like in the homes of the children you teach?**

- Talking at vs. Talking with
- Decontextualized talk
- Rare and complex vocabulary



# THE 2<sup>ND</sup> BIG IDEA



Examine the variety of print experiences you *see*

- ✓ Is there time for read aloud?
- ✓ What does it look and sound like?
- ✓ How do children interact with print?
- ✓ Does print have purpose?
- ✓ Is there too much “visual white noise”?



## THE 2<sup>ND</sup> BIG IDEA



### AT HOME

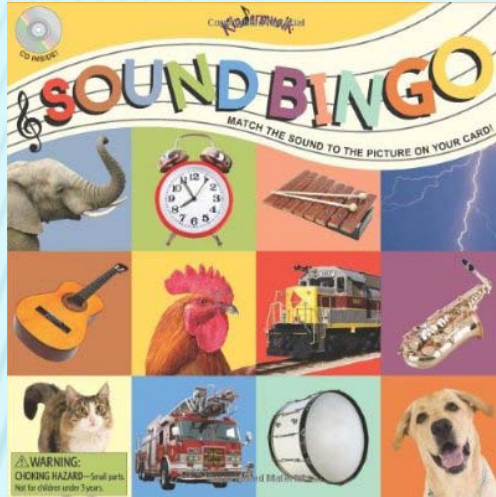
Are print and print materials accessible?

Do parents understand the value of environmental print?

Do conversations include talk about words? Books? Print?



# THE 3<sup>RD</sup> BIG IDEA



## PLAYING WITH SOUNDS & PATTERNS IN LANGUAGE

Do your classrooms:

establish a strong phonological awareness (PA) foundation *before* entering the world of phonemic awareness or phonics?

provide an environment in which children work toward mastery?

incorporate books into read-aloud time that emphasize PA abilities?

# THE 3<sup>RD</sup> BIG IDEA



**At home language play:**

Rhymes, poetry, and songs (RAP is rhyming)

Matching patterns in the world (sorting and categorizing)

Playing with language is FUN! – Banana, Fana, Fo Fana.



# REVIEW:

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## WHAT ARE THREE BIG IDEAS?

Oral language development

Positive Experiences with Print

Play with patterns & sounds in language



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# EXAMPLES FROM THE INVESTIGATOR CLUB®

## **Oral language**

- Teacher Choices while in the construction area

## **Positive Experiences with Print**

- Teacher Strategies facilitate interaction with print (i.e. Sharing the Pen) in authentic,  
purposeful, and  
practical ways

## **Phonological Awareness**

- Everyday Literacy offers opportunities to practice listening skills

# ADMINISTRATOR'S GUIDE



A Few Examples . . .

# CRITICAL QUESTIONS FOR PLANNING

- ✘ Are students the center of everything we do?
- ✘ Does my school have *specific* strategies and techniques to engage community and families in learning? What are they?
- ✘ Is there time devoted to nurturing literacy loops for each student?
- ✘ How will we broaden student's knowledge and their world? (think beyond curriculum)

# CRITICAL AREAS FOR EVALUATION

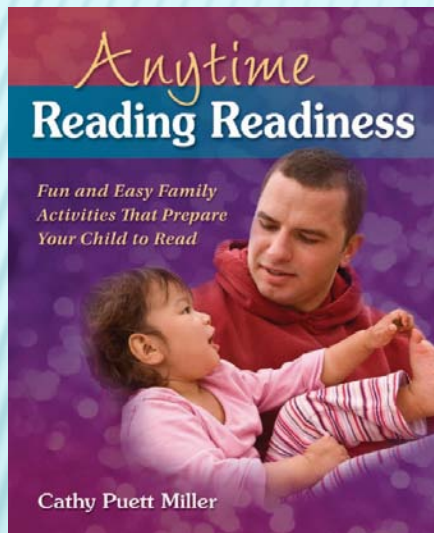
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- × Overall classroom performance (teacher and student)
- × Oral Language Development
- × Plentiful Positive Experiences with Print
- × Play with Patterns and sounds in language
- × Family engagement

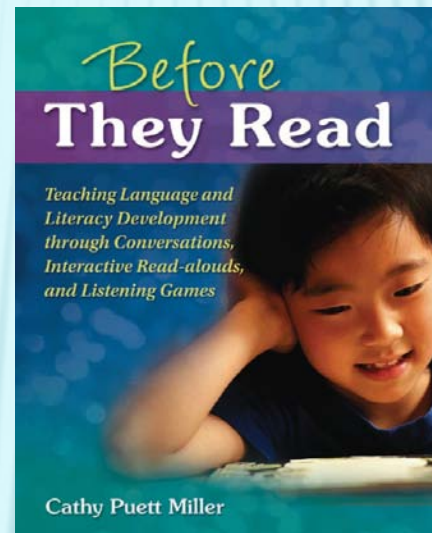


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