Literacy Scenarios for Goal Sort

Which Project Construct Representational Domain Goals in the area of Language Development could be assessed in the following scenarios:

1. The teacher was reading *Brown Bear, Brown Bear* by Bill Martin, Jr. She was momentarily distracted and said, “Green duck, green duck, what do you see?” The children quickly made her aware that it was “Yellow duck, yellow duck, what do you see?”

2. In the dramatic play area, the students were setting up a restaurant. Kenzie is taking orders for food. She wrote her interpretation of milk shake and hamburger on her order pad. She relays the order to Bailey by telling her what to make for the customer (the teacher).

3. In September, 3-year-old Shelli got a piece of paper and made some scribbles on it. She showed it to her teacher and told her that this was her name. In February, she showed her teacher a piece of paper with an S and four pseudo letters written on it. She told her that was her name.

4. Five-year-old Macie has expressed a preference for Mo Willems’ Elephant and Piggie books. She has begun to collect them. She can tell you all of the titles that she already has.

5. During Free Choice Time (Center Time) 3-year-old Cameron always asks one of his teachers to read him the book that he has picked. He chooses to sit on the teacher’s lap and listens to the story without saying a word, eyes focused on the book.

6. Two children are busy building a town in the Block Area. Other children continue to come over and ask what some of the constructions are. The children decide to make signs to hang on their constructions so others would know what components are in their town.

7. Tucker has created a sign-up list for his “club”. He is walking around the room asking each classmate and teacher if they want to join, telling them they have to sign-up on his clip board if they do. Most sign-up, some tell him they can’t write their names. Tucker finds cards with their names and writes each name for them while those classmates watch him, some telling him the name of the letters in their own names as he writes.

8. Every morning, students draw/write in their journals. Those who can, use words to add to their work. All retell what they have drawn or written to a teacher, who records their information on a sticky note which is then attached to their page.

What other Project Construct Goals could be assessed in the above scenarios?
LITERACY HUNT

Part of intentionally planning literature for your classroom, it’s best practice to include a variety of styles/types of books or stories. Following is a brief (not fully inclusive) set of guidelines for ensuring that variety.

1. Young children can hear and match words that rhyme. Use books with either nursery rhymes or a rhyming text. Hearing stories that contain rhymes are one of the most important ways to prepare children for reading by helping them hear the sounds in words.

2. Wordless or almost wordless books allow children and teachers to read or tell the story without relying on printed text. Readers must interpret the stories from the pictures, examining details and expressions carefully. As much as anything, this helps children focus on the sequence of the story. Make sure it is not too complicated of a story.

3. Non-fiction books are important to include with young children to introduce them to things that are of natural interest to young children such as animals, food, vehicles, sports, or anything that a child can relate to in his/her world.

4. Young children begin to develop alliteration skills which aids in their ability to become readers. Use books with alliteration in the title or text.

5. Use books that expand the reader’s/listener’s awareness of the world around him/her.

6. Provide books that capture a young child’s attention and that he/she can relate to—either through physical or emotional experience.
7. Books that can build or expand a child’s vocabulary should be used often and repeatedly.

8. Provide access to Caldecott Awards and winners.

9. Alphabet books draw attention to letters and sounds as well as help children not only recognize or name letters but to begin to see them as important in words and language.

10. Using books that a child could quickly learn to read through a simple text/story line or repetitive text are called predictable books. These involve children because the patterned language, repetitive phrases, and predictable storyline help young children anticipate what is coming next so they may read or repeat a phrase with the reader.

11. Participation books are growing in popularity. These are highly engaging books for young children. (Lift-the-flap books fall into this category also.) These books really build anticipation.
Language Scenarios

Use the scenarios and questions to discuss the role of the teacher in supporting children’s listening, speaking, reading, and writing.

1. For about two weeks, the same small group of boys has been playing together in the Block Area, making boats from small unit blocks. What could you do to introduce some additional language aspects into this play?

2. A crew of workers and equipment has been across the street from your classroom for the last three days, distracting the children from their work time. How could you take advantage of this situation to build some language activities?

3. A small child spends most of his work time in the Art Studio making elaborate collages that he puts in his cubby. He talks very little to other children but is responsive to most adult initiation. What language strategies could you try that incorporate his interest in the Art Studio?

4. Three children have birthday coming up, and most of their play this month leads to pretend birthday cakes and blowing out candles. Today they made cakes and candles with the pegboards and announced these had to be save for their party. What could you do to support this play with some language-building activities?

5. For a week following a cooking activity, children are observed in the House Area cooking and serving each other food. How could you enhance the language possibilities?

6. You are planning a field trip to the library and the police station. What language strategies would you use in field trip preparation, the actual excursion, and as a follow-up?
Self-Assessment Checklist for Supporting Literacy Development

Use this list to assess your role in supporting language and literacy development for young children.

___ Read aloud books rich in language, imagery, and story to small groups, large groups, and individual children (see Literacy Hunt for ideas)

___ Talk with, listen to, and encourage children to talk about their personal and classroom experiences, creations, pictures, etc. to retell in their own words

___ Listen carefully when children talk to you

___ Maintain an attractive and comfortable Library/Book Area with quality children’s books reflecting their interests (see Literacy Hunt for ideas)

___ Model reading and writing throughout the day for a variety of reasons, commenting on written material in the presence of your children

___ Read aloud books rich in language, imagery, and story to small groups, large groups, and individual children (see Literacy Hunt for ideas)

___ Make sure children can see their names in print in multiple locations throughout your classroom

___ Expect children to write, providing opportunity to do so in their own ways

___ Set up a Writing Center containing a variety of materials including: paper, pencils/pens/markers, file folders, envelopes, notepads, sticky notes, paper clips, rubber stamps, etc.

___ Introduce Writing within the context of pretend play: writing a speeding ticket, shopping list, phone message, making a “Do Not _____” sign for a block structure, etc.
___ Have literacy materials in every center, e.g. books about insects in the Science Center, graph paper and pencils in the Block Area, Manipulatives or Math Area, books about bridges in the Block Area, etc.

___ Create class charts and graphs to display student preferences and information, e.g. make a graph of how many like giraffes, zebras, or elephants after reading a story including those animals, chart everyone’s favorite letter, color, number, make KWL charts, etc.

___ Create meaningful reasons for children to write within your classroom, e.g. sign-in for attendance at arrival each day, making a thank you poster for the trash truck driver, signing their artwork, etc.

___ Display a binder or photo album of the students and their families with words describing the photos or naming the people in them

___ Have puppets and other materials available during Free Choice Time

___ Make and use props for flannel-board stories, leaving them available for the children to use during Free Choice Time

___ Encourage children to create the motions for songs rather than watching them being performed on a video screen by someone else to copy

___ Use transitional and routine times as opportunities to promote language development, e.g. sing a song for Clean Up Time (incorporate sign language with it), use fun and interesting call back sounds for quieting or gathering a group for listening, repeat Jack/Jill in the Box* for naming children to leave the large group, etc.)

___ Take children to your school or a community library

___ Find ways to connect children to hearing sounds in words meaningfully

___ Play games, play games, play games that emphasize rhyming sounds or beginning sounds in words

*Jack/Jill in the Box

________ in the box,
Quiet and still.
Will he/she stand up?
“Yes I will!”