

**SUPPORTING LITERACY DEVELOPMENT  
IN THE PRESCHOOL CLASSROOM**

*Judith A. Schickedanz, Ph.D.*  
Literacy & Language, Counseling & Development Department  
School of Education, Boston University

CPIN Research Event, Sacramento, CA, May 21, 2009

---

---

---

---

---

---

---

---

**TODAY'S FOCUS:**

**THE LITERACY STRAND**

---

---

---

---

---

---

---

---

**TODAY'S AGENDA**

- Review Chapter 4 **Guiding Principles and Environments and Materials**, and discuss research base.
- Link Guiding Principles and Environments and Materials, and **strategies**, using a Literacy Strand example.
- Consider the **Overarching Principle**, *Learning is integrated*.
- Identify and discuss the **research base** for selected Chapter 4 Literacy Strand Strategies.
- Discuss the *Learning is Integrated Overarching Principle* from CA-PCF, Vol. 1, Introduction for selected literacy substrands, in light of research considerations.

---

---

---

---

---

---

---

---


**GUIDING PRINCIPLES**  
*CHAPTER 4: LANGUAGE AND LITERACY*

**Language and Literacy**

- work together. (1)

**Children**

- say or sign what they hear or see. (2)
- learn everywhere. (3)  
*(Intro overarching principle: Learning is integrated)*
- learn best from experiences that are interesting, useful, and fun (**playful**). (4)  
*(Intro principle: Play is a primary context for learning)*



---

---

---

---

---

---


---

---

**GUIDING PRINCIPLES** (CONTINUED)

**Intentional Teachers:**

- celebrate and support the individual. (5)  
*(Intro principle: Individualization of learning includes all children)*
- connect school and home. (6)  
*(Intro principle: Family and community partnerships create meaningful connections)*
- create a culturally sensitive environment. (7)  
*(Intro principle: Responsiveness to culture and language supports children's learning)*
- encourage children to take a turn. (8)



---

---

---

---

---

---


---

---

**GUIDING PRINCIPLES** (CONTINUED)

**Intentional Teachers:**

- make thoughts explicit by thinking out loud. (9)  
*(Intro principle: Intentional teaching enhances children's learning experiences)*
- support curiosity and confidence. (10)  
*(Intro principle: Relationships are central)*
- create literacy-rich environments. (11)  
*(Intro principle: Learning is integrated)*
- observe children. (12)



---

---

---

---


---

---

---

---

DISCUSS. QUESTIONS?



---

---

---

---

---

---


---

**ENVIRONMENTS: SCHEDULE, SPACE, MATERIALS**

**Support....**

- Adult-child and child-child interactions
- Large and small groups, a family area, and center or interest areas:
  - Dramatic play
  - Block area
  - Art area
  - Writing area
  - Library or book area
  - Science area
  - Game area
  - Math area

....and extend beyond classroom walls.



---

---

---

---


---

---

---

**ENVIRONMENTS AND MATERIALS:  
TEACHERS**

- Prepare for use of materials to maximize language and literacy learning.
- Arrange environment and materials to fascinate children and prompt conversations.



---

---

---

---

---


---

---

**THE GUIDING PRINCIPLES....**

.....informed the strategies.

- There was a concerted effort to generate a range of strategies for each substrand that, together, would address all of the overarching principles and the environment and materials supports.
- There was also an effort to address a range of principles, environments, and materials within one strategy, where this was possible.



---

---

---

---

---

---

---


---

**APPLICATION OF GUIDING PRINCIPLES AND THE ENVIRONMENT AND MATERIALS: AN EXAMPLE**

**Strand: Reading**  
**Substrand: Concepts of Print**

**Strategy (bullet two):** *Provide print props for a variety of play themes in dramatic play and block areas.*

- Replicate experiences children have in the world with written materials by providing props for themes (e.g., doctor's office, restaurant).
- Use print from multiple languages (children's home languages).
- Include paper and markers for children to make grocery lists, road signs, billboards, etc.
- Include other props/raw materials in response to interests.



---

---

---

---


---

---

---

---

DISCUSS. QUESTIONS?



---

---

---

---

---

---


---

---

**THE OVERARCHING PRINCIPLE (INTRO)**  
**LEARNING IS INTEGRATED ALSO.....**

.....informed the strategies.

- There was a concerted effort, within a strategy, to integrate learning.
- Strategies for the different substrands can be integrated, and strategies can also be integrated across domains.



---

---

---

---

---


---

---

---

**OVERARCHING PRINCIPLE: LEARNING IS INTEGRATED: CHAPTER 4**

- Even though chapter 4 of the *CA Preschool Curriculum Framework* lists individual strategies for each L and L substrand, this organization does not mean that each strategy should be implemented in isolation of other strategies.
- More than one literacy understanding or skill can be supported in the same broad context or in the same literacy focused activity.
- Strategies can be integrated across substrands, strands, and even domains.



---

---

---

---

---

---


---

---

**OVERARCHING PRINCIPLE, "LEARNING IS INTEGRATED": WITHIN DOMAIN EXAMPLE**

**Strand: Reading Substrand: Concepts of Print**  
**Strategy (bullet ten): Write down interesting words as they come up.**

- Integration across Reading substrands?
- Integration across Reading and Writing substrands?
- Integration across Language Use and Conventions, Vocabulary, Reading, and Writing substrands?



---

---

---

---

---

---

---

---

**OVERARCHING PRINCIPLE, "LEARNING IS INTEGRATED": ACROSS DOMAINS EXAMPLE**

**Domain: Mathematics Strand: Measurement**

**Substrand: Compare, Order and Measure Objects**

**Strategy:** *Encourage children to record and document what they have measured.*

- Involves language strand.
- Involves writing strand.
- Involves reading strand.



---

---

---

---

---

---

---

---

DISCUSS. QUESTIONS?



---

---

---

---

---

---

---

---

**BACK TO CHAPTER 4: WHY THESE STRATEGIES?**

**RESEARCH BASE DISCUSSIONS**



---

---

---

---

---


---

---

---

**ENVIRONMENTAL PRINT**

RESEARCH ABOUT CHILDREN'S  
USE AND LEARNING FROM IT



---

---

---

---

---

---


---

---

**READING: CONCEPTS ABOUT PRINT**

**Strategies:**

- Provide print props to support dramatic play and for a variety of themes in dramatic play and block areas.
- Use print to designate interest areas.
- Use print to support classroom routines.
- **Read environmental print.\***
- **Use print as a tool to get things done and to record information.\***
- **Use print to support teacher-guided activities.\***
- **Write down interesting words as they come up.\***



---

---

---

---

---

---


---

---

**READING: ALPHABETICS AND WORD/PRINT RECOGNITION**

**Strategies:**

- Use children's printed names as labels to support routines.\*
- Use children's printed names and letters in transition activities.\*
- Use every day opportunities to model attending to print details in words.\*
- Provide materials with environmental print in an interest area.\*
- Provide children's names as a reference.\*
- Provide predictable text books in library and listening areas.



---

---

---

---

---

---

---

---

**READING: ALPHABETICS AND WORD/PRINT RECOGNITION**

**Strategies:**

- Provide access to alphabet letters in a variety of contexts.
- Focus on first letters and sounds in alphabet books.
- Point to each letter as its name is sung in a song.
- Use activities and games to interest children in letter-matching and naming.
- Provide materials with environmental print in an interest area.



---

---

---

---

---

---

---

---

DISCUSS. QUESTIONS?



---

---

---

---

---

---

---

---

**ALPHABET LETTER LEARNING**

SINGLE ITEM VERSUS MULTIPLE ITEM/  
COMPARATIVE APPROACHES  
AND  
VISUAL ACCESS/COMPARISON VERSUS  
LETTER WRITING APPROACHES



---

---

---

---

---

---

---

---



**READING: ALPHABETICS AND WORD/  
PRINT RECOGNITION**

**Strategies**

- Use children's printed names and letters in transition activities.
- Provide access to alphabet letters in the classroom.
- Focus on first letters and sounds in alphabet books.
- Point to each letter as its name is sung in a song.
- Use activities and games to interest children in letter matching and naming.

**Absent from the list:**

"Letter of the Week," a specific order for introducing letters to the children, and writing letters as a primary means for learning them.



---

---

---

---

---

---

---

---

DISCUSS. QUESTIONS?



---

---

---

---

---

---

---

---

**FINDING A PLACE FOR RHYME AND  
ALLITERATION (SAME BEGINNING  
SOUNDS)**

**REFLECTING ON THE RESEARCH:  
PHONOLOGICAL AWARENESS**



---

---

---

---

---

---


---

---

**READING: PHONOLOGICAL AWARENESS**

**Strategies**

- Play games that focus on blending sounds.
- Play language games that focus on segmenting sounds.
- Play language games that focus on deletion.
- Sing songs and say poems each day.
- **Play with sounds by adding new verses in a familiar song.**
- **Discuss rhyming words and words that begin with the same sound.**



---

---

---

---

---


---

---

---

**USE OF INFORMATION TEXTS**

**WHY? WHAT DOES THE RESEARCH SUGGEST?**



---

---

---

---

---

---


---

---

**READING: COMPREHENSION AND ANALYSIS OF AGE-APPROPRIATE TEXTS**

**Strategies**

- Read information books.
- Include information books among the materials utilized for science activities and other hands-on experiences.
- Plan for children to use information gained from an informational book.
- Place information books in all areas.



---

---

---

---


---

---

---

---

DISCUSS. QUESTIONS?



---

---

---

---

---


---

---

**INTEGRATING LEARNING**

**IS IT ALWAYS A GOOD IDEA?**

1. TALKING IN THE STORY READING CONTEXT.
2. CONNECTING PRINT TO SOUNDS IN SPOKEN WORDS.



---

---

---

---

---

---


---

**TALKING IN THE STORY READING CONTEXT**

CAN PURSUIT OF SOME GOALS UNDERMINE OTHERS?

SHOULD GOALS VARY BY LEARNER CHARACTERISTIC?

MIGHT OUTCOMES DIFFER IN THE SHORT TERM VERSUS THE LONG-TERM?



---

---

---

---


---

---

---

**READING: COMPREHENSION AND ANALYSIS OF AGE-APPROPRIATE TEXT**  
**Strategies**

- Read stories daily.
- Plan support for story reading.
- Read a story several times over a few days.
- Help children understand the words and sentences in a story.
- Discuss a story after reading it.
- Model deeper levels of reasoning.



---

---

---

---

---


---

---

---

**CONNECTING PRINT TO SOUNDS IN SPOKEN WORDS**

**REFLECTING ON THE RESEARCH: ALPHABETICS AND WORD/PRINT RECOGNITION**



---

---

---

---

---

---

---

---


**READING STRAND EXAMPLE**

**Vignettes**

- Alphabet book sharing with links between first sounds and a letter.
- First sounds and first letters in transition activities.

**Strategies**

- Focus on first letters and sounds in alphabet books.



---

---

---

---

---

---

---

---


**WRITING STRAND EXAMPLES**

**Vignettes**

- Helping Jessalyn write the message in her birthday card .

**Strategies**

- Respond to children's questions and requests for help.



---

---

---

---

---

---

---

DISCUSS. QUESTIONS?

WRAP UP.....



---

---

---

---

---

---

---