

Teaching Literacy Concepts: TLC Plus!

Facilitator: Patsy Pierce

Objectives:

- To review strategies to help students learn about literacy development in children birth-five with and without special needs
- To describe and discuss strategies for preparing and/or supporting student's learning about literacy intervention and assessment
- To demonstrate interactive activities that aid student's learning about emergent literacy supports for ALL children

I. Reviewing literacy development in children birth-five

- Listening, speaking, reading, writing concurrent development
 - The early catastrophe: The 30 million word gap by age 3 (Hart & Risley, 2003) **[HANDOUT]**
http://www.aft.org/american_educator/spring2003/catastrophe.html
 - *Language is the key: A multilingual language building program for young children* (Notari-Syverson, Maddox, & Cole, 1999) **RG PAGE 48**
 - *Ready to learn* (I Am Your Child, 1999) **RG PAGE 45**
 - *Training guide for the Head Start learning community: Emerging literacy: Linking social competence to learning* (Head Start Information & Publication Center, 1999) **RG PAGE 38**
<http://www.bmcc.edu/Headstart/Trngds/Literacy/index.html>
- Bronfenbrenner's model applied to literacy development
 - Community
 - *Developing the young bilingual learner* (NAEYC, 1998) **RG PAGE 11**
 - Internet resources
 - Family
 - *Mis padres, mis maestros / My parents, my teachers* (El Valor, 1998) **RG PAGE 43**
 - *Ready to learn* (I Am Your Child, 1999) **RG PAGE 45**

- Classroom
 - *Talking with Preschoolers* (Child Development Division, California Department of Education, 1998) **RG PAGE 27**
 - *A creative adventure: Supporting development and learning through art, music, movement and dialogue: A guide for parents and professionals* (Educational Services, Inc.) **RG PAGE 35**
- Children
- Possible differences for children with disabilities
 - Case study from *Waves of Words: Augmented communicators read and write* (Erickson, Koppenhaver & Yoder, 2002)

II. Preparing and supporting student's learning about literacy intervention and assessment

- Access (software/hardware demonstration)
 - *Welcome to my preschool! Communicating with technology* (National Center to Improve Practice / NCIP, 1994) **RG PAGE 2**
- Interaction (software demonstration-Boardmaker)
 - Hanen Early Language Program video
- Modeling (examples)
 - *Emergent literacy videos* (Magna Systems, n.d.)
- Literacy-rich environments
 - *Early Literacy and Language Classroom Observation Scale (ELLCO)* (Smith, Dickinson, Sangeorge, & Anastasopoulos, 2002)
 - *Emergent literacy videos* (Magna Systems, n.d.)
- Curricular approaches
 - *Ladders to literacy: A preschool activity book* (Notari-Syverson, O'Connor & Vadasy, 1998)
 - *Ladders to literacy: A kindergarten activity book* (O'Connor, Notari-Syverson & Vadasy, 1998)
 - *Read, play, and learn!® Storybook activities for young children: The transdisciplinary play-based curriculum* (Linder, 1999)
 - *Spark curriculum for early childhood: Implementation guide* (Lewman & Fowler, 2001)
 - *Kindergarten Literature Program (KLP) / KLP for Preschools / Primary Literature Program (PLP)* by Elizabeth Sulzby
 - *DLM / Early Childhood Program: Developmentally Appropriate Instruction for Today's Child* (SRA / McGraw – Hill)
 - *Creative Curriculum* by Diane Trister-Dodge et al

- Assessment strategies
 - Pierce collection ☺
 - *Observing preschoolers: Assessing first and second language development* (California Department of Education, 1998) **RG PAGE 21**
 - Training tape from any early literacy curriculum

III. **Demonstrating interactive activities that aid student's learning about emergent literacy supports for ALL children**

- A. Checklist for Analyzing Bias in Children's Books **[HANDOUT]**
- B. Props in the Environment **[HANDOUT]**
- C. Trading Spaces: Before and After Literacy Rich Environment **[HANDOUT]**

IV. **Resources:**

Articles

IRA & NAEYC (1998). Joint Position Statement. Learning to read and write: Developmentally Appropriate Practices for Young Children. *Young Children* (54), 30-46.

Justice, L. & Kaderavek, J. (2002). Using shared storybook experiences to promote emergent literacy. *Teaching Exceptional Children*, 34(4), 8-14.

Koppenhaver, D., Coleman-Pierce, P., Kalman, S., & Yoder, D. (1991). The implications of emergent literacy research for children with developmental disabilities. *American Journal of Speech-Language Pathology*, 1(1), 10-25.

Koskos, K., Christie, J., Richgels, D. (March, 2003). The essentials of early literacy instruction. *Young Children* (58), 52-60.

Light, J., Kelford-Smith, A. (1993). The home literacy experiences of preschoolers who use augmentative and alternative communication systems and their peers. *Augmentative and Alternative Communication*, 9(1), 10-25.

McCathren, R. & Allor, J. (2002). Using storybooks with preschool children: Enhancing language and emergent literacy. *Young Exceptional Children*, 5(4), 3-10.

McConnell, S. & Rabe, H. (1999). *Home and community factors that promote early literacy development in preschool-aged children*. Just in Time Research: Children, Youth, and Families, BU-07286.

Pierce, P. & McWilliam, P. (1993). Emerging literacy and young children with severe speech and physical impairments; Issues and possible intervention strategies. *Topics in Language Disorders*, 13(2) 47-57.

Assessment protocols

Dickinson, D, McCabe, A. & Sprague, K. (2001). *Teacher Rating of Oral Language and Literacy (TROLL)*. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement (CIERA). Available online at <http://www.ciera.org/library/reports/inquiry-3/3-016/3-016.pdf>

Marvin, C. & Ogden, N. (2002). A home literacy inventory: Assessing young children's contexts for emergent literacy. *Young Exceptional Children*, 5 (2), 2-11.

Smith, M., Dickinson, D., Sangeorge, A., & Anastasopoulos, L. (2002). *Early Literacy and Language Classroom Observation Scale (ELLCO)*. Baltimore: Paul Brookes.

Books NOTE: Many of these books could work as texts for undergraduate or graduate early learning courses including development, environments, & curriculum/instruction.

Bowman, B. (2002). *Love to read: Essays in developing and enhancing early literacy skills of African American children*. Washington, DC: National Black Child Development Institute. **RG DATABASE**

Dickinson, D. & Tabors, P. (2001) (Eds). *Beginning literacy with language: Young children learning at home and school*. Boston: Paul Brookes.

Erickson, K., Koppenhaver, D. & Yoder, D. (2002). *Waves of words: Augmented communicators read and write*. Toronto: International Society for Augmentative and Alternative Communication. <http://www.isaac-online.org>

Howes, C. (2003). *Teaching 4-to-8-year olds*. Baltimore: Paul Brookes. **RG DATABASE**

Jalongo, M.R. (2001). *Early childhood language arts*. (3rd edition). Boston: Allyn & Bacon.

Musselwhite, C.R. (1997). *Emergent literacy success: Merging technology and whole language for students with disabilities*. Park City, UT: Creative Communicating.

Owocki, G. (1999). *Literacy through play*. Portsmouth, NH: Heinemann.

Owocki, G. (2001). *Make way for literacy*. Portsmouth, NH: Heinemann. Naeyc.org.

Pierce, P. (Ed.) (1994). *Baby power: A guide for families for using assistive technology with their infants and toddlers*. Raleigh, NC: NC Department of Health and Human Services. **RG PAGE 1**

Schickendanz, J. (1999). *Much more than the ABCs*. Washington, DC: NAEYC.
<http://www.naeyc.org>

Smith, P. (2000). *Talking classrooms: Shaping children's learning through oral and language instruction*. Newark, Delaware: International Reading Association.
<http://www.ira.org>.

Snow, C., Burns, S., & Griffiths, P. (Eds.) (1999). *Starting out right, a guide to promoting children's reading success*. Washington, DC: National Academy Press.

Head Start Information & Publication Center. (1999). *Training guide for the Head Start learning community: Emerging literacy: Linking social competence to learning*. Alexandria, VA: Author. Available online at
<http://www.bmcc.edu/Headstart/Trngds/Literacy/index.html>

Reinhartsen, D., Attermeier, S., Edmondson, B. & Pierce, P. (1995). *TECH-IT-EASY: Technology for infants and toddlers made easy*. Chapel Hill, NC: Center for Teaching and Learning. **RG PAGE 2**

Curricula

Lewman, B.S. & Fowler, S.A. (2001). *Spark curriculum for early childhood: Implementation guide*. St. Paul, MN: Redleaf Press.

Linder, T.W. (1999). *Read, play, and learn!® Storybook activities for young children: The transdisciplinary play-based curriculum*. Baltimore: Paul Brookes.

Notari-Skyverson, A., O'Connor, R.E., & Vadasy, P.F. (1998). *Ladders to literacy: A preschool activity book*. Baltimore: Paul Brookes.

O'Connor, R.E., Notari-Syverson, A. & Vadasy, P.F. (1998). *Ladders to literacy: A kindergarten activity book*. Baltimore: Paul Brookes.

Videos

California Department of Education. (1998). *Observing preschoolers: Assessing first and second language development*. Sacramento, CA: Author. **RG PAGE 21**

California Department of Education. (1998). *Talking with preschoolers*. Sacramento, CA: Author. **RG PAGE 27**

Educational Services, Inc. (n.d.) *A creative adventure: Supporting development and learning through art, music, movement and dialogue: A guide for parents and professionals*. Alexandria, VA: Head Start Information & Publication Center. **RG PAGE 35**

El Valor. (1998). *Mis padres, mis maestros / My parents, my teachers*. Chicago, IL: Author. 1850 W. 21st. St., Chicago, IL. 60608. (312) 666-4511. **RG PAGE 43**

NAEYC. (1998). *Developing the young bilingual learner*. Washington, DC: Author.
<http://www.naeyc.org>.

Hanen Early Learning Program: Together We Can Know the World, "Sharing Books" Available from the Hanen Centre, Toronto, Ontario, Canada
<http://www.hanen.org>

I Am Your Child. (1999). *Ready to learn*. New York: Author. **RG PAGE 45**

Notari-Syverson, A., Maddox, M. & Cole, K. (1999). *Language is the key: A multilingual language building program for young children*. Accompanying videos: *Talking and books, Talking and play*. Seattle, WA: Washington Research Institute.
<http://www.wri-edu.org/bookplay> **RG PAGE 48**

Magna Systems. (n.d.) *Emergent literacy videos (Origins and skills; The role of parents and teachers; Teacher strategies and assessment; Activities in a print rich environment)*. Crystal Lake, IL: Author. 800/203-7060
<http://www.magnasystemsvideo.com>

National Center to Improve Practice. (1994). *Welcome to my preschool: Communicating through technology in an inclusive preschool*. Newton, MA: Author.
<http://www.edc.org/FSC/NCIP/> 1-800-793-5076.

Web Sites

Alliance for Childhood
<http://www.allianceforchildhood.org/>

Alliance for Technology Access
Information, resources and networking for connecting children with disabilities and technology tools
<http://www.ataccess.org/>

American Educational Research Association
<http://www.aera.net/>

AT quick guides
Brief overviews of when and how assistive technology can be beneficial for a child who has developmental delays. Topics include communication, adaptive skills and cognition, fine motor, gross motor, self-help and sensory development. Materials may be freely copied.
<http://jfkpartners.org/PUBLICATIONS.asp>

Bus Stops
NCIP site to illustrate ways that technology can help provide full access to rich language and literacy experiences to children with disabilities. Take a virtual tour of two inclusive classrooms to discover an array of resources and strategies.
http://www2.edc.org/NCIP/tour/Bus_stops.html

ÍColorín Colorado!

Information, activities and advice for Spanish-speaking family members on how to support literacy development. Site is available in English and in Spanish.

www.colorincolorado.org

Early Reading First

The overall purpose of the Early Reading First Program is to prepare young children to enter kindergarten with the necessary language, cognitive, and early reading skills to prevent reading difficulties and ensure school success.

<http://www.ed.gov/offices/OESE/earlyreading/>

Education Week on the Web

An ongoing source for articles and information on literacy

www.edweek.org

How story times for preschool children can incorporate current research

Article by Ellen Fader for the Public Library Association Preschool Literacy Initiative

<http://www.lori.ri.gov/youthserv/mgoose/jan02/fader.php>

Helping your child become a reader

Information and activities for children from infancy through age 6

<http://www.ed.gov/pubs/parents/Reader/index.html>

High Scope Early Childhood Reading Institute

Conducts research and promotes practices that support the development of reading and writing skills in young children

<http://www.highscope.org/newsnotes/readingcenter.htm>

Promoting early childhood literacy: Highlights of state efforts

A collection of examples from NAEYC

http://www.naeyc.org/childrens_champions/literac1.pdf

Reading Rockets: Launching young readers

A five-part television series on PBS. Great instructional material for students.

<http://www.pbs.org/launchingreaders/>

Rethinking Schools Online: An Urban Education Resource

Thought-provoking articles on aspects of early literacy

<http://www.rethinkingschools.org>

Simple technology encourages independence in play and communication for infants and toddlers with disabilities

Article by Catherine Burke

<http://www.circ.uab.edu/spages/cburktxt.htm>

State Preschool Accountability Research Collaborative (SPARC)

Designed to investigate appropriate practices for the inclusion of preschool children with and without disabilities in Standards Based Accountability Systems

<http://www.ihdi.uky.edu/sparc/default.htm>

A CHECKLIST FOR ANALYZING BIAS IN CHILDREN'S BOOKS

Check the illustrations

- **Look for stereotypes. Some illustrations are blatantly stereotypical; others may be more subtle in ridiculing characters based on their race or sex.**
- Look for tokenism. Check to be sure that the illustrator has not simply used white characters colored in and that all people of color do not look alike.
- Examine who is doing what. Are only white men active or in leadership roles? Are women or people of color in passive or subservient roles?

Check the story line for bias in the following areas:

- **Standards for success: do people of color have to exhibit white behavior in order to succeed? Must people of color be extraordinary in order to succeed?**
- Resolutions of problems: are problems solved by white people? Are societal problems explained or are they treated as inevitable? Are minority people considered to be the problem?
- Role of women: are achievements of women and girls based on their looks? Could the same story be told if the sex roles were reversed and the characters were men or boys?

Look at the lifestyles

- Are the contrasts between people of color and whites negative?
- Are people of color presented in settings other than the barrio or ghetto?
- Does the author sincerely present an alternative lifestyle without negative value judgments?
- Are women and those of diverse family styles fairly represented

Weigh the relationships between people

- Are the whites or males in the story in control?
- Are the family structures stereotypical?

Note the heroes

- **If the heroes or heroines are persons of color or women, do they avoid all conflict with whites or with men?**
- Are they admired for the same qualities as white and male heroes or heroines?

Consider the effects on a child's self image

- Are standards established that limit the child's aspirations and self-esteem?
- Are there positive and constructive role models for children of color and for females?

Consider the author's or illustrator's background, if possible

- If the book is about people of color or women, does the author or illustrator have the experience and knowledge necessary to create nonbiased descriptions or discussions?

Check the author's perspective

- Is the author or illustrator's personal perspective limited?
- Does this view distort the story in any way?

Watch for loaded words

- **Some words carry insulting or derogatory connotations.**
- Does the author avoid the use of such words as "savage," "treacherous," and "primitive" when describing people of given ethnic, cultural, or social groups?

Look at the copyright date

- ***The copyright date is no guarantee that a book is nonbiased, but more recent books generally present a more authentic view of people of color and women than those published in the 1960's and before.***

Information taken from:

"Ten quick ways to analyze books for racism and sexism"

taken from *Children's Literature: An Issues Approach* by Masha K. Rudman, (1984), 2nd edition, p. 126, Longman. The information was adopted and reprinted from the Council on Interracial Books for Children, Inc.'s publication.