

Early Childhood Literacy Instructional Model

Purpose:

- To establish equitable instructional practices that connects the resources, standards, and assessments to accelerate student learning.
- APS Instructional Models provide content instruction that is differentiated by language proficiency levels in order to teach students the academic language necessary to engage in grade level standards.

Equitable Early Childhood Literacy is grounded in...			
Elements of Instruction	Reading Instruction	Word Work Instruction	Writing Instruction
	Story Awareness <ul style="list-style-type: none"> ○ Language Structure, Meaning and Organization Language Awareness <ul style="list-style-type: none"> ○ Talking like a book Print Awareness <ul style="list-style-type: none"> ○ Letters, words and how print "works" 	Phonological Awareness <ul style="list-style-type: none"> ○ Notice and discriminate rhyme ○ Ability to hear and manipulate sounds Alphabetic Knowledge <ul style="list-style-type: none"> ○ Letter identification ○ Initial Letter/Sound 	Oral Language <ul style="list-style-type: none"> ○ Developing idea of story Motor Development <ul style="list-style-type: none"> ○ Drawings express ideas Attention to Detail <ul style="list-style-type: none"> ○ Ability to notice and describe
Best Practices	<ul style="list-style-type: none"> • Positive and nurturing relationships with adults who engage in responsive conversations with individual children as they engage in play that fosters children's interest in and enjoyment of reading and writing • Daily reading of high-quality books to children that positively reflect children's identify, home language and culture • Print rich environment that provides opportunities and tools for children to see and use written language for a variety of purposes • Opportunities for children to talk about what is read and written to focus on the sounds and parts of language as well as meaning • Develop phonemic awareness through experiences such as songs, finger plays, games and poems and stories (both read and written) • Provide experiences that develop and expand children's oral language and vocabulary 		
Whole group Instruction	Reading Instruction <ul style="list-style-type: none"> • Oral Language Development • Interactive Read Aloud • Shared reading • Songs, poems, finger plays, games and chants 	Word Work <p style="text-align: center;">← Explicit →</p> <ul style="list-style-type: none"> • Phonological Awareness <ul style="list-style-type: none"> ○ Notice and discriminate rhyme ○ Hear and manipulate sounds • Alphabetic Knowledge <ul style="list-style-type: none"> ○ Letter identification ○ letter/sound symbol <p style="text-align: center;">← Embedded →</p>	Writing Instruction <ul style="list-style-type: none"> • Oral Language Development • Daily Writing demonstration • Shared writing demonstration
Child directed learning during Choice time	<ul style="list-style-type: none"> • Oral Language Development • Develop early reading behaviors (concepts about print and story comprehension) • "Playing" at reading 		<ul style="list-style-type: none"> • Oral Language Development • Develop early writing behaviors in choice time learning areas • "Playing" at writing • Sharing writing with others
Teacher directed instruction with small groups of children	<ul style="list-style-type: none"> • Oral Language Development • Reading with small groups of children during choice time • Songs, poems, finger plays and games 		<ul style="list-style-type: none"> • Oral Language Development • Writing in Story Journals • Shared writing
Core resources	<p>← Quarterly Content Planners →</p> <p>Creative Curriculum Literacy Beginnings: A Pre-Kindergarten Handbook LETRS For Early Childhood Educators</p>		
Assessments	<p>← Teaching Strategies GOLD Objectives for Development and Learning →</p> <p>Emergent Reading Assessment Emergent Writing Assessment</p>		
Implementation Phases: The best practices implemented by teachers at each phase are foundational and build on each other to produce rigorous and relevant instruction at each phase.			
Instructional Focus-Phase One The Teaching & Learning cycle and the Conditions for Learning are used to implement: <ul style="list-style-type: none"> • Structure of the Day <ul style="list-style-type: none"> ○ 4 day read aloud ○ Daily writing demo ○ Story journals ○ Child directed choice time • Learning Environment <ul style="list-style-type: none"> ○ Physical arrangement ○ 8 learning areas offered daily ○ Content wall displayed 	Instructional Focus-Phase Two The Teaching & Learning cycle and the Conditions for Learning are used to implement: <ul style="list-style-type: none"> • Structure of the Day <ul style="list-style-type: none"> ○ 4 day read aloud connected to content ○ Daily writing demo connected to content ○ Story journals ○ Child directed choice time • Learning Environment <ul style="list-style-type: none"> ○ Physical arrangement 	Instructional Focus-Phase Three The Teaching & Learning cycle and the Conditions for Learning are used to implement: <ul style="list-style-type: none"> • Structure of the Day <ul style="list-style-type: none"> ○ 4 day read aloud connected to content ○ Daily writing demo connected to content ○ Story journals ○ Child directed choice time • Learning Environment <ul style="list-style-type: none"> ○ Physical arrangement 	

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<ul style="list-style-type: none"> • Classroom Community <ul style="list-style-type: none"> ○ Build/ promote positive relationships ○ Establish rules, routines and procedures ○ Plan for transitions 	<ul style="list-style-type: none"> ○ 8 learning areas offered daily connect to content ○ Content wall displayed and used for instruction • Classroom Community <ul style="list-style-type: none"> ○ Build/promote positive relationships ○ Establish rules, routines and procedure ○ Plan for transitions 	<ul style="list-style-type: none"> ○ 8 learning areas offered daily connect to content ○ Content wall displayed and used for instruction • Classroom Community <ul style="list-style-type: none"> ○ Build/promote positive relationships ○ Establish rules, routines and procedure ○ Plan for transitions
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