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.

	Reading Instruction	Word Work Instruction	Writing Instruction	
	Story Awareness	Phonological Awareness	Oral Language	
-1	 Language Structure, Meaning 	 Notice and discriminate r 		
Elements of	and Organization	Ability to hear and manip		
nstruction	Language Awareness	sounds	Drawings express ideas	
	Talking like a book	Alphabetic Knowledge	Attention to Detail	
	Print Awareness	Letter identification	Ability to notice and describe	
	 Letters, words and how print 	 Initial Letter/Sound 	,	
	"works"			
			nversations with individual children as they engage i	
	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 control of the print rich environment that provides opportunities and tools for children to see and use written language for the sounds and parts of language. 				
best Practices	 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) 			
		d expand children's oral language and vo		
	Reading Instruction	Word Work	Writing Instruction	
	Oral Language Development		Oral Language Development	
Whole group	Interactive Read Aloud	Explicit	Daily Writing demonstration	
Instruction	Shared reading	◀	Shared writing demonstration	
	Songs, poems, finger plays, games and a state of the	Phonological Awareness		
Child directed	chantsOral Language Development	Notice and discriming	nate Oral Language Development	
	 Develop early reading behaviors (con 	rhyme	Develop early writing behaviors in	
earning during	about print and story comprehension		e choice time learning areas	
Choice time	"Playing" at reading	sounds	"Playing" at writing	
	I laying acreaung	Alphabetic Knowledge	Sharing writing with others	
Teacher directed	Oral Language Development	 Letter identification 	Oral Language Development	
	Reading with small groups of children	o letter/sound symb	Writing in Story Journals	
instruction with	during choice time	'		
small groups of	 Songs, poems, finger plays and game 		Shared writing	
children	Jongs, poems, miger plays and game	Embedded		
		Quarterly Content Planners		
	←			
Core resources Creative Curriculum				
Literacy Beginnings: A Pre-Kindergarte		andbook		
	LETRS For Early Childhood Educators			
	Teaching Strategies GOLD Objectives for Development and Learning			
	Frances to Deading Assessment			
Assessments	Francisco Deading Assessment			
Assessments	Emergent Reading Assessment Emergent Writing Assessment			
	Emergent Writing Assessment	achers at each phase are foundation	al and build on each other to produce rigorous	
mplementation Phases	Emergent Writing Assessment: The best practices implemented by tea	achers at each phase are foundation	al and build on each other to produce rigorou	
mplementation Phases and relevant instruction	Emergent Writing Assessment The best practices implemented by tea at each phase.	achers at each phase are foundation	al and build on each other to produce rigorous	
mplementation Phases and relevant instruction nstructional Focus-Phas	Emergent Writing Assessment The best practices implemented by tea at each phase. Se One Instructional Cle and the Conditions The Teaching &	Focus-Phase Two Learning cycle and the Conditions	Instructional Focus-Phase Three The Teaching & Learning cycle and the Conditions	
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mplementation Phases and relevant instruction nstructional Focus-Phase The Teaching & Learning cy or Learning are used to impose Structure of the Day O 4 day read O Daily writin O Story journ O Child direct	Emergent Writing Assessment The best practices implemented by tea at each phase. Se One cle and the Conditions plement: aloud and demo tals ted choice time The Teaching & for Learning are Structure	Focus-Phase Two Learning cycle and the Conditions e used to implement: of the Day 4 day read aloud connected to content Daily writing demo connected to content	Instructional Focus-Phase Three The Teaching & Learning cycle and the Conditions for Learning are used to implement: Structure of the Day 4 day read aloud connected to content Daily writing demo connected to content	
mplementation Phases and relevant instruction instructional Focus-Phase the Teaching & Learning cy or Learning are used to impose the Structure of the Day of A day read of Daily writing Story journ of Child direct Learning Environment	Emergent Writing Assessment The best practices implemented by tea at each phase. See One cle and the Conditions plement: aloud and demo als ted choice time The Teaching & for Learning are Structure Structure	Focus-Phase Two Learning cycle and the Conditions e used to implement: of the Day 4 day read aloud connected to content Daily writing demo connected to content Story journals	Instructional Focus-Phase Three The Teaching & Learning cycle and the Conditions for Learning are used to implement: • Structure of the Day • 4 day read aloud connected to content • Daily writing demo connected to content • Story journals	
mplementation Phases and relevant instruction nstructional Focus-Phase The Teaching & Learning cy or Learning are used to impose Structure of the Day O 4 day read O Daily writin O Story journ O Child direct C Learning Environment O Physical ar	Emergent Writing Assessment The best practices implemented by tea at each phase. Se One cle and the Conditions plement: aloud and demo als ted choice time crangement	Focus-Phase Two Learning cycle and the Conditions e used to implement: of the Day 4 day read aloud connected to content Daily writing demo connected to content	Instructional Focus-Phase Three The Teaching & Learning cycle and the Conditions for Learning are used to implement: Structure of the Day 4 day read aloud connected to content Daily writing demo connected to content	

Early Childhood Literacy Instructional Model

Classroom Community	 8 learning areas offered daily 	 8 learning areas offered daily
 Build/ promote positive 	connect to content	connect to content
relationships	 Content wall displayed and used for 	 Content wall displayed and used for
 Establish rules, routines and 	instruction	instruction
procedures	Classroom Community	Classroom Community
 Plan for transitions 	 Build/promote positive 	 Build/promote positive
	relationships	relationships
	 Establish rules, routines and 	 Establish rules, routines and
	procedure	procedure
	 Plan for transitions 	 Plan for transitions