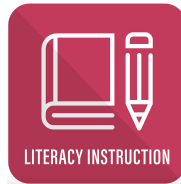




## Literacy Instruction - Foundational Skills



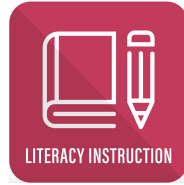
**Literacy Instruction Observation**

<b>Foundational Skills</b>	Observe lessons and activities designed to foster children's phonological awareness and develop their knowledge of the alphabetic principle and print concepts.
<b>Writing</b>	Observe lessons and activities designed to engage children in emergent writing.
<b>Book Reading</b>	Observe interactive book readings that support children's vocabulary and content knowledge, text comprehension, and speaking/listening skills. <i>To observe shared book readings focusing on print concepts, select the Foundational Skills tool.</i>
<b>Language Environment</b>	Observe responsive and content-rich teacher-child interactions that promote children's language development.

SEQUENTIAL ACTIVITIES   LITERACY INSTRUCTION   INTERACTIONS



## Literacy Instruction



### Foundational Skills Child Observation Tool

The Foundational Skills tool allows users to track children's participation in activities and lessons that focus on phonological awareness, the alphabetic principle, and print concepts.

Child Behaviors	Definitions and Examples
Using knowledge of <b>rhyming, alliteration, and or/syllables</b>	<p>Children do an activity/task alone or with a teacher and/or peers that requires knowledge of rhyming, alliteration, and or/syllables.</p> <ul style="list-style-type: none"> <li>Has a conversation about rhyming words with a teacher (<i>house/mouse- they rhyme!</i>) while looking at books in the library center.</li> <li><i>Kendrick and Kevin, our names start the same!</i></li> <li>Claps the syllables in words during a whole group lesson.</li> </ul>
Using knowledge of <b>individual sounds (phonemes)</b>	<p>Children do an activity/task alone or with a teacher and/or peers that requires knowledge of individual sounds, or phonemes.</p> <ul style="list-style-type: none"> <li>Children put their thumbs up whenever they hear the /m/ sound in words that the teacher says.</li> <li><b>Teacher:</b> <i>If you replace the /c/ in cat with /b/ what word do you have?</i> <b>Child:</b> <i>bat!</i></li> <li>Children use fly swatters to tap picture cards that begin with specific sounds during a game.</li> </ul>
Using <b>alphabet knowledge and/or word identification skills</b>	<p>Children do an activity/task alone or with a teacher and/or peers that requires knowledge of the alphabet and/or word identification skills.</p> <ul style="list-style-type: none"> <li>Children do an alphabet puzzle together. One child says, <i>I have the "K."</i></li> <li><b>Teacher:</b> Pointing to text in a big book, says, <i>What is this letter?</i> <b>Children:</b> <i>D!</i></li> <li><b>Teacher:</b> <i>Who can come circle our new word "the"?</i> <b>Child:</b> circles "the" on the board</li> </ul>
Using knowledge of <b>letter-sound correspondence</b>	<p>Children do an activity/task alone or with a teacher and/or peers that requires knowledge of letter-sound correspondence.</p> <ul style="list-style-type: none"> <li><b>Teacher:</b> <i>Hmm, this day of the week in our morning message starts with the letter "W." What sound does "W" make?</i> Children: /w/</li> <li>Children work together to sort objects into alphabet tubs by initial sound.</li> </ul>



## Foundational Skills Child Observation Tool

Child Behaviors	Definitions and Examples
<b>Inventing spellings or generating conventional spellings</b>	<p>Children segment the sounds in the target word, select a letter to represent the sound, and write the selected letter(s) to represent the word.</p> <ul style="list-style-type: none"> <li>• With teacher prompting, a child isolates the first sound in the target word, then writes the corresponding letter.</li> <li>• Child independently says the target word, “cat,” then produces letters to match the speech sounds, such as writing “ct” for “cat.”</li> <li>• Child writes “the” on their paper.</li> </ul>
Using knowledge of <b>print concepts</b>	<p>Children do an activity/task alone or with a teacher and/or peers that requires knowledge of the following print concepts:</p> <ul style="list-style-type: none"> <li>• Print directionality (i.e., knowing we read left to right and top to bottom)</li> <li>• Punctuation</li> <li>• Capital letters</li> <li>• The difference between letters and words; notices spaces between words</li> <li>• The difference between the first and last letter of words</li> <li>• Book handling (e.g., holding the book correctly while “reading” or looking at pictures)</li> <li>• Title, author, and illustrator of book</li> </ul>
<b>Responding to open-ended questions or prompts</b> about foundational skills	<p>Children respond to an open-ended question or prompt about a foundational skill. Open-ended questions or prompts have more than one correct answer.</p> <ul style="list-style-type: none"> <li>• <b>Teacher:</b> <i>What rhymes with hat?</i> <b>Child:</b> <i>mat!</i></li> <li>• <b>Teacher:</b> <i>I’m thinking of a word that begins with /s/....</i> <b>Child:</b> <i>Snake!</i></li> </ul>
<b>Matching spoken words to print</b>	<p>Children show an understanding that print represents spoken language, or that writing can record our speech.</p> <ul style="list-style-type: none"> <li>• Children “read” the morning message with the teacher.</li> <li>• Teacher looks at a child’s invented spelling/marks and says, <i>Read it to me.</i> The child responds while using gesture, <i>This is my family.</i></li> <li>• Child points to each word as they say or “read” the morning message.</li> </ul>
Using foundational skills for a <b>realistic reading and/or writing purpose</b> (e.g., writing a list, reading environmental print)	<p>Children use foundational skills during a realistic and meaningful reading and/or writing task. Children use skills such as inventive spelling and alphabet knowledge, but the main focus of the activity is to read and/or write for a real-world purpose, such as:</p> <ul style="list-style-type: none"> <li>• Discussing aspects of a shared reading text that is meaningful to children</li> <li>• Writing a letter to a family member; writing their name to show ownership</li> <li>• Reading their writing in front of an audience</li> <li>• “Reading” a book or text (flipping through pages, telling the story, describing pictures, following an instruction manual)</li> <li>• <i>Non-example-</i> matching uppercase and lowercase letters on a worksheet; writing letters/words in isolation; handwriting practice)</li> </ul>



## Literacy Instruction



### Foundational Skills Teacher Observation Tool

The Foundational Skills tool allows users to track teacher strategies during activities and lessons that focus on phonological awareness, the alphabetic principle, and print concepts.

Teacher Behaviors	Definitions and Examples
Focusing on <b>rhyming, alliteration, and or/syllables</b>	<p>Teacher facilitates an activity or interacts with children in order to strengthen children's understanding of rhyming, alliteration, and/or syllables.</p> <ul style="list-style-type: none"> <li>• <i>Do rug and mug rhyme?</i></li> <li>• <i>I heard three words in our poem that begin with the same sound....what sound is it?</i></li> <li>• <i>Let's count the syllables in "birthday," ready?</i></li> </ul>
Focusing on <b>individual sounds (phonemes)</b>	<p>Teacher facilitates an activity or interacts with children in order to strengthen children's understanding of individual sounds, or phonemes.</p> <ul style="list-style-type: none"> <li>• <i>Give me a thumbs up if you hear the /m/ sound in these words...</i></li> <li>• <i>If you replace the /c/ in cat with /b/ what word do you have?</i></li> </ul>
Focusing on <b>alphabet knowledge and/or word identification skills</b>	<p>Teacher facilitates an activity or interacts with children in order to strengthen children's understanding of the alphabet and/or word knowledge.</p> <ul style="list-style-type: none"> <li>• <i>Who can find the letter "T" in our morning message?</i></li> <li>• <i>What letter is at the beginning of your name?</i></li> <li>• <i>When I say our magic word, walk around the room and find the letter "S."</i></li> <li>• <i>How do we spell "the"?</i></li> </ul>
Focusing on <b>letter-sound correspondence</b>	<p>Teacher facilitates an activity or interacts with children in order to strengthen children's knowledge of letter-sound correspondences.</p> <ul style="list-style-type: none"> <li>• <i>I see you're holding the "T" puzzle piece, what does "T" say?</i></li> <li>• <i>Today we're visiting the library. I want to write that in our morning message! What letter should I write here for /l/.... "Library?"</i></li> <li>• <i>Are you ready to take my pizza order? Okay, I would like a pepperoni pizza. What letter are you going to write on my order?</i></li> </ul>



## Literacy Instruction



### Foundational Skills Teacher Observation Tool

The Foundational Skills tool allows users to track teacher strategies during activities and lessons that focus on phonological awareness, the alphabetic principle, and print concepts.

Teacher Behaviors	Definitions and Examples
Focusing on <b>rhyming, alliteration, and or/syllables</b>	<p>Teacher facilitates an activity or interacts with children in order to strengthen children's understanding of rhyming, alliteration, and/or syllables.</p> <ul style="list-style-type: none"> <li>• <i>Do rug and mug rhyme?</i></li> <li>• <i>I heard three words in our poem that begin with the same sound....what sound is it?</i></li> <li>• <i>Let's count the syllables in "birthday," ready?</i></li> </ul>
Focusing on <b>individual sounds (phonemes)</b>	<p>Teacher facilitates an activity or interacts with children in order to strengthen children's understanding of individual sounds, or phonemes.</p> <ul style="list-style-type: none"> <li>• <i>Give me a thumbs up if you hear the /m/ sound in these words...</i></li> <li>• <i>If you replace the /c/ in cat with /b/ what word do you have?</i></li> </ul>
Focusing on <b>alphabet knowledge and/or word identification skills</b>	<p>Teacher facilitates an activity or interacts with children in order to strengthen children's understanding of the alphabet and/or word knowledge.</p> <ul style="list-style-type: none"> <li>• <i>Who can find the letter "T" in our morning message?</i></li> <li>• <i>What letter is at the beginning of your name?</i></li> <li>• <i>When I say our magic word, walk around the room and find the letter "S."</i></li> <li>• <i>How do we spell "the"?</i></li> </ul>
Focusing on <b>letter-sound correspondence</b>	<p>Teacher facilitates an activity or interacts with children in order to strengthen children's knowledge of letter-sound correspondences.</p> <ul style="list-style-type: none"> <li>• <i>I see you're holding the "T" puzzle piece, what does "T" say?</i></li> <li>• <i>Today we're visiting the library. I want to write that in our morning message! What letter should I write here for /l/.... "Library?"</i></li> <li>• <i>Are you ready to take my pizza order? Okay, I would like a pepperoni pizza. What letter are you going to write on my order?</i></li> </ul>



## Foundational Skills Teacher Observation Tool

Teacher Behaviors	Definitions and Examples
Supporting children's <b>inventive and/or conventional spelling</b>	<p>Teacher supports children as they use phonological awareness, alphabet knowledge, and letter-sound correspondence skills to write labels and/or messages.</p> <ul style="list-style-type: none"> <li>Teacher stretches out the word "mom" then asks the child, "What letter do you need?"</li> <li>Teacher says, "Yes, C can make the "s" sound at the beginning of the word 'sun.' We'll be able to read that!</li> </ul>
Focusing on <b>print concepts</b>	<p>Teacher facilitates an activity or interacts with children in order to strengthen children's knowledge of the following print concepts:</p> <ul style="list-style-type: none"> <li>Print directionality (i.e., knowing we read left to right and top to bottom)</li> <li>Punctuation</li> <li>Capital letters</li> <li>The difference between letters and words; notices spaces between words</li> <li>Book handling (e.g., holding the book correctly while "reading" or looking at pictures)</li> <li>Title, author, and illustrator of book</li> </ul>
<b>Matching spoken words to print</b>	<p>Teacher demonstrates that print represents spoken language, or that writing can record our speech.</p> <ul style="list-style-type: none"> <li>Teacher reads the morning message while pointing to each word.</li> <li>Teacher says each word as they write a list on the board.</li> </ul>
<b>Asking open-ended questions or prompts</b> about foundational skills	<p>Teacher asks children an open-ended question or prompt about a foundational skill. Open-ended questions or prompts have more than one correct answer.</p> <ul style="list-style-type: none"> <li><b>Teacher:</b> <i>What rhymes with hat?</i> <b>Child:</b> <i>mat!</i></li> <li><b>Teacher:</b> <i>Let's think of words that begin with /m/....</i> <b>Child:</b> <i>marker!</i></li> <li><b>Teacher:</b> <i>When I say our magic word, go stand next to a friend or object in the classroom who has the same beginning sound as your name.</i> <b>Child:</b> Searches the room for an object that begins with /m/ because his name is Martin.</li> </ul>

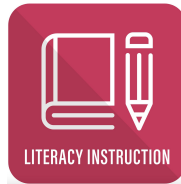





## Foundational Skills Teacher Observation Tool

Teacher Behaviors	Definitions and Examples
Using <b>multimodal instruction</b> (e.g., gestures/actions, objects, visuals,)	<p>Teacher uses different methods to communicate content to children, such as visuals/pictures, objects, gestures /actions, and sounds.</p> <ul style="list-style-type: none"> <li>• Teacher invites children to make letters with clay or trace letters in sand.</li> <li>• Teacher passes around three objects that all begin with /s/ to teach that sound.</li> <li>• Teacher asks a small group of children to sort picture cards based on whether or not they rhyme.</li> <li>• Teacher has children stomp their feet as they count syllables.</li> </ul>
Using foundational skills for a <b>realistic reading and/or writing purpose</b> (e.g., demonstrating how to write or read a list)	<p>Teacher uses foundational skills during a realistic, or authentic, reading and/or writing task. The teacher may draw children's attention to concepts or skills (e.g., talks about where to start reading) or involve children in using skills within the context of a real-world reading and/or writing activity.</p> <ul style="list-style-type: none"> <li>• Teacher demonstrates writing a list of materials the class wants to bring to recess.</li> <li>• Teacher reads the class rules before playing a new game with children and talks about two words that begin with the same sound.</li> <li>• Teacher writes the morning message about the day's events or children's news and invites children to write part of the message.</li> <li>• Non-examples- Teacher demonstrates how to write the letter G in isolation; asks children to copy letters or words; starts a letter hunt in the classroom</li> </ul>




## Literacy Instruction - Writing





### Literacy Instruction Observation



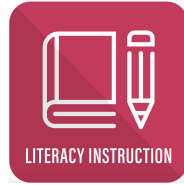
<b>Foundational Skills</b>	Observe lessons and activities designed to foster children's phonological awareness and develop their knowledge of the alphabetic principle and print concepts.
<b>Writing</b>	Observe lessons and activities designed to engage children in emergent writing.
<b>Book Reading</b>	Observe interactive book readings that support children's vocabulary and content knowledge, text comprehension, and speaking/listening skills. <i>To observe shared book readings focusing on print concepts, select the Foundational Skills tool.</i>
<b>Language Environment</b>	Observe responsive and content-rich teacher-child interactions that promote children's language development.

SEQUENTIAL ACTIVITIESLITERACY INSTRUCTIONINTERACTIONS





## Literacy Instruction



### Writing Child Observation Tool

The Writing tool allows users to track children's participation in activities and lessons that engage children in writing.

Child Behaviors	Definitions and Examples
<b>Talks about the content or meaning</b> of the writing/drawing	<p>Children have conversations with teachers/ peers before, during, or after drawing/writing activities. They may brainstorm topics they want to draw and/or write about or have a conversation that leads to a writing project. Children may also have ongoing conversations with teachers/peers about the meaning of their writing as they engage in the activity.</p> <ul style="list-style-type: none"> <li>• Child says, "I want to write about my abuela." Teacher responds, "What a great idea. Tell me about your abuela." Child says, "She makes bread. It's warm!" The teacher continues asking questions like "Do you put anything on the bread?" or "Who helps your abuela make her bread?" to help the child explore this topic for drawing and writing.</li> <li>• Children share their ideas for journal time with peers during a turn-and-talk activity on the carpet.</li> <li>• Children talk about their purpose or reason for writing (e.g., "I'm making a card for my mom.")</li> <li>• Children talk to teachers and/or peers about the content of the writing/drawing project (e.g., adding details to the class book)</li> </ul>
<b>Draws to communicate meaning</b>	<p>Children create drawings or pictures that convey or communicate meaning (e.g., story, message, response to literature, list, etc).</p> <ul style="list-style-type: none"> <li>• Child draws their family.</li> <li>• Children draw a menu of food items at the dramatic play center.</li> </ul>
<b>Says aloud the message to be written</b>	<p>Children verbalize the message that they are going to produce. Children may also say out loud the message that the teacher and children will write together during a group writing experience.</p> <ul style="list-style-type: none"> <li>• Child looks at their drawing and says, "My family."</li> <li>• Child says, "I'm going to write, 'The frog is green with spots on it.'"</li> <li>• Children say the sentence that the teacher is going to write in the shared writing activity (e.g., morning message).</li> </ul>



## Writing Child Observation Tool

Child Behaviors	Definitions and Examples
<p><b>Makes writing forms</b> (e.g., scribbles, letter-like forms, random letter strings, letters)</p>	<p>Children produce writing forms with any type of writing utensil (e.g., pencils, crayons, markers). Writing forms can include scribbles, zig zags, letter-like forms, and/or conventional letters. Children may also produce letters by tracing the letter shape in the air with their finger.</p> <ul style="list-style-type: none"> <li>• Scribbles or scribble units: Purposeful marks; large mass of scribbles or small patches of scribbles separated by spaces</li> <li>• Wavy scribbles or mock handwriting: Horizontal loops or zig-zags that imitate writing; child pretends to write words</li> <li>• Letter-like forms or mock letters: Marks that resemble letters</li> <li>• Letter strings: Strings of letters grouped together; no letter-sound correspondence</li> <li>• Transitional writing: Letters or strings of letters with spaces in between to resemble words; letters/words copied from environmental print; memorized words</li> <li>• Invented or phonetic spelling: Different ways to represent the sounds in words; the first letter of the word or beginning and ending sounds represent the entire word</li> <li>• Beginning word and phrase writing: Words with beginning, middle, and ending letter sounds; short phrases</li> </ul> <p><b>Adapted from:</b>  Rowe, D. W. &amp; Wilson, S. J. (2015). The development of a descriptive measure of early childhood writing: Results from the Write Start! writing assessment, <i>Journal of Literacy Research</i>, 47(2), 245-292. doi: 10.1177/1086296X15619723</p> <p>Byington, T.A. &amp; Kim, Y. (2017). Promoting preschoolers' emergent writing, <i>Young Children</i>, 72(5), 74-82.</p>
<p><b>Writes one or more letters in their name</b></p>	<p>Children write their name on their drawing or writing activity.</p> <ul style="list-style-type: none"> <li>• Writes a few letters in their name</li> <li>• Writes their full name</li> </ul>
<p><b>Uses knowledge of the alphabet and/or letter-sound correspondence</b></p>	<p>Children demonstrate their knowledge of the alphabet and letter-sound correspondence, or the match between letters and sounds, during writing activities.</p> <ul style="list-style-type: none"> <li>• During a whole group interactive writing lesson, the teacher says, "The next letter makes the /b/ sound." The children reply, "B!"</li> <li>• Child says, "My name starts with 'P' just like Pablo!"</li> </ul>



## Writing Child Observation Tool

Child Behaviors	Definitions and Examples
<b>Invents spellings</b> or generates conventional spellings	<p>Children segment the sounds in the target word, select a letter to represent the sound, and write the selected letter(s) to represent the word.</p> <ul style="list-style-type: none"> <li>• With teacher prompting, a child isolates the first sound in the target word, then writes the corresponding letter.</li> <li>• Child independently says the target word, "cat," then produces letters to match the speech sounds, such as writing "ct" for "cat."</li> <li>• Child writes "the" on their paper.</li> </ul>
<b>"Reads"</b> the message	<p>Children "read" the message by matching their speech to the marks on the page. The message can be scribbles, letter-like forms, invented spellings, or words spelled conventionally.</p> <ul style="list-style-type: none"> <li>• Child points to each mark as they say, "My dog jumps on me."</li> <li>• Teacher says, "Read it to me," and child responds, "This is my family."</li> <li>• Child rereads their message to remember the next word to write.</li> <li>• Children read the morning message with their peers as the teacher points to the words.</li> </ul>



## Literacy Instruction



### Writing Teacher Observation Tool

The Writing tool allows users to track teacher support for children's writing during activities and lessons.

Teacher Behaviors	Definitions and Examples
<p><b>Talks to children about the content or meaning</b> of the writing/drawing</p>	<p>Teacher has conversations with groups of children or individual children about their ideas for writing projects or talks to children about the content, or meaning, of their drawing/writing as it develops. Instead of focusing on the writing marks, the teacher has a conversation with children about what the message conveys or how children can expand on their ideas.</p> <ul style="list-style-type: none"> <li>• Teacher and children brainstorm ideas for writing as a group before journal time.</li> <li>• Teacher talks to one child at the science table about what they observe as the child prepares to draw/write in their science log.</li> <li>• Teacher and children generate ideas while composing a story together; the teacher writes their shared story on chart paper</li> <li>• Teacher looks at the child's drawing or writing marks and says, "Tell me about that!"</li> <li>• Teacher says, "I notice you're drawing a bird! What else do you know about birds?"</li> </ul>
<p><b>Invites children to write part of a message</b> (beyond their name)</p>	<p>Teacher encourages children to write a message or part of a message. For some children a message may be scribbles. Other children may produce letter-like forms or conventional letters.</p> <ul style="list-style-type: none"> <li>• Teacher says, "Why don't you draw your dog and then you can write the words on it."</li> <li>• Teacher watches a child drawing and says, "You should write the words on that. What would 'dog' start with?"</li> <li>• Teacher says, "Why don't you write about that on your picture."</li> <li>• Teacher invites various children to write a few letters or words in a group or shared writing piece (e.g., morning message, class list, book, letter, idea web, etc.)</li> </ul>



## Writing Teacher Observation Tool

Teacher Behaviors	Definitions and Examples
<b>Writes a meaningful message</b> in front of children	<p>The teacher shows children how to compose or generate writing that conveys meaning (e.g., brainstorming ideas, identifying the purpose for writing, drawing, rereading to remember the message, etc.). Teacher thinks aloud about the purpose for writing as they create a note: "I want to remember to bring tomatoes from my garden to show you tomorrow. I think I'll write a note and put it on the door."</p> <ul style="list-style-type: none"> <li>• Teacher starts drawing on their own paper at the writing center and says, "I think I'll draw a ball like the one I throw with my son."</li> <li>• Teacher thinks aloud as they add print to their drawing: "I hear a /b/ at the beginning of 'ball,' so I'm going to write a 'b' here." (<i>belongs below?</i>)</li> <li>• Teacher draws a line for each word in the message on the child's paper or their own paper if the teacher is writing alongside children.</li> <li>• Teacher rereads the child's message to help them remember the next word to write</li> </ul>
<b>Demonstrates and talks about writing processes</b> (e.g., print concepts, handwriting)	<p>The teacher shows or models for children the procedures for writing, or the mechanics of writing (e.g., directionality, forming letters, punctuation). Teacher demonstrations or modeling may occur in whole group, small group, and/or learning center settings.</p> <ul style="list-style-type: none"> <li>• Teacher shows a child how to write the letter 'B'.</li> <li>• Teacher shows children how to start writing on the top left of the chart paper during the morning message.</li> <li>• Teacher explains why they wrote a question mark at the end of their sentence.</li> </ul>
<b>Invites children to write their name</b>	<p>Teacher encourages children to write their name or the letters in their name that children know so far.</p> <ul style="list-style-type: none"> <li>• "Let's write your name on that!"</li> <li>• "Do you want to write your name so your mom knows the card is from you?"</li> <li>• "I see the 'S' for Sharonda! What other letters are in your name?"</li> </ul>
<b>Responds positively to all writing forms</b> (e.g., child scribbles, letter-like forms, letters)	<p>Teacher accepts and celebrates all children's writing even if it doesn't look like correctly formed letters or is not spelled correctly.</p> <ul style="list-style-type: none"> <li>• Teacher looks at child's letter-like forms and says, "You are really a fabulous writer!"</li> <li>• Teacher points to child's scribble marks next to their drawing and says, "I see you wrote a message- tell me about it!"</li> <li>• I see you made a lower-case 'h'!</li> <li>• Non-example: "Your 'M' is upside down! Let me help you."</li> </ul>






## Writing Teacher Observation Tool

Teacher Behaviors	Definitions and Examples
<p>Supports children's <b>inventive and/or conventional spelling</b></p>	<p>Teacher supports children as they use phonological awareness, alphabet knowledge, and letter-sound correspondence skills to write labels and/or messages.</p> <ul style="list-style-type: none"> <li>• Teacher stretches out the word “mom” then asks the child, <i>What letter do you need?</i></li> <li>• Teacher says, <i>Yes, C can make the “s” sound at the beginning of the word ‘sun.’ We’ll be able to read that!</i></li> <li>• Teacher says, <i>Now you say the word and listen for the sounds you hear!</i></li> </ul>
<p><b>Invites children to “read” the message</b> (e.g., “Read what you wrote to me!” or “What does that say?”)</p>	<p>Teacher asks children to “read” the message, which can be scribbles, letter-like forms, or invented spellings. The teacher may also ask children to read a message that the class composed together.</p> <ul style="list-style-type: none"> <li>• “What did you write?”</li> <li>• “Read that to me?”</li> <li>• “Read it to me and point with your finger.”</li> <li>• “Let’s read the morning message together.”</li> </ul>




## Literacy Instruction - Book Reading





### Literacy Instruction Observation

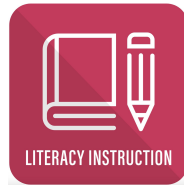


<b>Foundational Skills</b>	Observe lessons and activities designed to foster children's phonological awareness and develop their knowledge of the alphabetic principle and print concepts.
<b>Writing</b>	Observe lessons and activities designed to engage children in emergent writing.
<b>Book Reading</b>	Observe interactive book readings that support children's vocabulary and content knowledge, text comprehension, and speaking/listening skills. <i>To observe shared book readings focusing on print concepts, select the Foundational Skills tool.</i>
<b>Language Environment</b>	Observe responsive and content-rich teacher-child interactions that promote children's language development.

SEQUENTIAL ACTIVITIESLITERACY INSTRUCTIONINTERACTIONS



## Literacy Instruction



### Book Reading Teacher Observation Tool

The Book Reading tool allows users to track teacher strategies that support children's vocabulary and content knowledge, text comprehension, and speaking/listening skills.

Teacher Behaviors	Definitions and Examples
<b>Defining and or/discussing vocabulary words</b>	<p>Teacher defines and/or talks about vocabulary words from the text before, during, and/or after the book reading. The teacher may use one of more of these methods to expand children's word knowledge:</p> <ul style="list-style-type: none"> <li>• <b>Provide a child-friendly explanation of the word meaning</b> (<i>A habitat is a place than an animal lives. An animal can find food and water in its habitat.</i>)</li> <li>• <b>Encourage children to use words</b> (<i>Can you say, 'habitat'? Turn and talk to a friend about the habitat of your favorite animal- where does it live?</i>)</li> <li>• <b>Use gestures and/or visuals to teach the word meaning</b> (Teacher shows a photograph of a habitat like a pond that is different from the illustration of the pond in the book. The teacher can also share objects, like a bird's nest)</li> <li>• <b>Use sounds or music to teach word meaning</b> (Teacher sings or plays a song about different habitats- from deserts to forests to the ocean)</li> <li>• <b>Ask children to generate definitions, classify, and/or compare words</b> (Let's write/draw a list of all the different habitats we can think of!)</li> <li>• <b>Connect words with children's home languages</b> (We can say habitat in Spanish- el habitat! The teacher can research common habitats in children's home countries, if applicable)</li> <li>• <b>Ask questions about the word</b> (Let's look at this picture of this habitat - a pond. How does this habitat help the frog live?)</li> </ul>





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<p><b>Discussing concepts related to a book</b> before, during, and/or after the book reading</p>	<p>Teacher draws children's attention to concepts that will be featured in a text and/or activates children's funds of knowledge that will help them engage in and comprehend the content of the text.</p> <ul style="list-style-type: none"> <li>• Teacher clarifies a concept that is important for understanding a story</li> <li>• Teacher does a picture walk with children (e.g., flips through the pages to think about what might occur based on the illustrations).</li> <li>• Teacher creates a KWL chart (What do you Know? What do you Want to learn? and What have you Learned?) with children</li> <li>• Teacher shows objects or a short video clip, or plays a song related to the text.</li> </ul>
<p><b>Relating the book to children's experiences</b> inside and/or outside the classroom</p>	<p>Teacher encourages children to relate concepts from the book to their experiences in the classroom, at home, or in the community.</p> <ul style="list-style-type: none"> <li>• Teacher prompts children to connect a book they are reading about construction sites to a building project in their neighborhood.</li> <li>• Teacher allows children to talk about their home life or activities, or tell personal stories that connect to themes or aspects of a book.</li> <li>• Teacher hands out children's nature walk journals from the previous day and asks children to share their observations before reading a book about trees.</li> </ul>
<p>Encouraging children to <b>make connections to books that reflect their language and/or cultural backgrounds</b></p>	<p>Teacher selects books that reflect their students' language and/or cultural backgrounds. The teacher intentionally facilitates discussions that link the book theme to children's experiences.</p> <ul style="list-style-type: none"> <li>• Teacher reads a book that celebrates black nighttime hair routines and asks children if they want to share anything about their hair routines (e.g., <i>Bedtime Bonnet</i> by Nancy Redd).</li> <li>• Teacher reads and discusses folktales that reflect children's cultural backgrounds (e.g., <i>Tales Our Abuelitas Told</i> by Alma Flor Ada).</li> <li>• Teacher reads and discusses a bilingual book in Spanish and English.</li> </ul>



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<p><b>Using multimodal instruction</b> to support comprehension and/or word learning (e.g., props, gestures, sounds, visuals, book illustrations)</p>	<p>Teacher uses different methods to communicate content to children, such as visuals/pictures, objects, gestures/actions, and sounds.</p> <ul style="list-style-type: none"> <li>• Acting out concepts and words; gestures that represent word meanings</li> <li>• Hands-on learning experiences (e.g. planting seeds; science experiments; exploring cultural artifacts)</li> <li>• Pictures, music, and/or video</li> <li>• Explicitly drawing children's attention to book illustrations (e.g., pointing to a picture that helps teach vocabulary or supports children's understanding of character motivations/actions)</li> </ul>
<p><b>Asking children open-ended questions/prompts</b> (e.g., to make predictions or inferences)</p>	<p>Teacher asks questions or makes statements that invite multi-word responses and often require children to use their reasoning skills.</p> <p>There is not one correct answer to these types of high-level questions, which often involve a wh-word (i.e., why, why, where, how). Common examples during book reading are asking children to make predictions or inferences.</p> <p><b>Predictions:</b> Teacher asks children to predict future events that have not yet happened in a text.</p> <ul style="list-style-type: none"> <li>• <i>What do you think the girl is going to do with her toy?</i></li> <li>• <i>How do you think the animals will escape?</i></li> </ul> <p><b>Inferences:</b> Teacher asks children to draw conclusions about events or character emotions, intentions, and/or motivations based on information that has not been clearly stated in a text.</p> <ul style="list-style-type: none"> <li>• Making inferences within a text: <i>Do you think Luke really believes that Jackie Robinson hit the ball on his roof? Why?</i></li> <li>• Making inferences based on children's background knowledge: <i>Has anyone in your family ever moved away? How did it make you feel? How do you think the girl in the story feels?</i></li> <li>• Making inferences between texts: <i>How is the boy in this story different from the boy in last week's story?</i></li> </ul>



## Book Reading Teacher Observation Tool

Teacher Behaviors	Definitions and Examples
<p><b>Responding to children with follow-up questions and/or comments</b> to extend children's thinking</p>	<p>Teacher responds to children's comments, questions, or actions in ways that continue the conversation or interaction and extend children's thinking. The teacher may respond with a follow-up question to elicit talk from the children or provide an informative comment to support children's thinking.</p> <ul style="list-style-type: none"> <li>During a book reading, the teacher asks, <i>What do you think happened to the snowball in Peter's pocket when he came inside?</i> A child answers, <i>His momma took it!</i> The teacher values the child's contribution to the discussion and responds: <i>I bet Peter's mom does NOT want him to bring a snowball inside!</i> Then, the teacher asks a follow-up question to focus the children's attention on the illustration and the cause-and-effect relationship: <i>Let's look at the picture - what do you see on his jacket?</i></li> </ul>
<p>Encouraging children to <b>retell, reenact, sequence, or summarize a text</b> or part of a text</p>	<p>Teacher provides opportunities for children to engage with elements of a text through retelling, reenacting, sequencing or summarizing activities. A text could be a fiction or informational read aloud, poem, nursery rhyme, folktale, or any text that has been shared with children.</p> <ul style="list-style-type: none"> <li><b>Retell-</b> Encourage children to retell a text using their own words.</li> <li><b>Reenact-</b> Encourage children to act out a text. They may use materials such as puppets or dramatic play props.</li> <li><b>Sequence-</b> Encourage children to put events from a text into the correct order.</li> <li><b>Summarize-</b> Encourage children to identify the main ideas of a text, such as talking about the plot or drawing/writing in response to a text.</li> </ul>

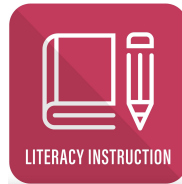


## Book Reading Teacher Observation Tool

Teacher Behaviors	Definitions and Examples
<p>Facilitating discussion of <b>social issues around equity/fairness</b></p>	<p>Teacher uses fiction and non-fiction texts to discuss topics around power, equity, and/or fairness. Conversations and activities may include discussion of gender, race, religion, nationality, disability, the environment, or other social-political topics reflected in the children's community.</p> <ul style="list-style-type: none"> <li>● During a read aloud about Jackie Robinson, the first African American to play for a Major League Baseball team, teacher asks questions like,             <ul style="list-style-type: none"> <li>○ <i>What problem do you see?</i></li> <li>○ <i>What is segregation? Is this fair?</i></li> <li>○ <i>How would you feel if you were Jackie Robinson or the teammate?</i></li> <li>○ <i>What are some things that could have been done differently?</i></li> <li>○ <i>What would you have done if you were Jackie Robinson?</i></li> </ul> </li> <li>● Prompt children to act out or draw a more fair or equitable ending to a story (e.g, from a different character's perspective)</li> <li>● Encourage children to ask questions about differences they notice in a book or illustration.</li> </ul>
<p>Encouraging children to <b>listen and respond to peer comments/ideas</b></p>	<p>Teacher prompts children to listen, pay attention, and talk to their peers during conversations about a text. Teachers may also intentionally plan activities that require children to listen and respond to each other before, during, or after a book reading..</p> <ul style="list-style-type: none"> <li>● A child makes a comment during the book reading. The teacher asks the other children to respond if they agree or disagree, and to explain their reason (<i>Tell George why you think that</i>).</li> <li>● The teacher asks a question about a character's motivation, then asks children to turn to their neighbor and share their thoughts.</li> <li>● A child asks a question. The teacher allows the child to call on a friend to answer.</li> </ul>



## Literacy Instruction - Language Environment



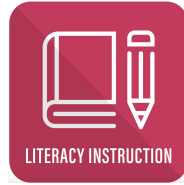
**Literacy Instruction Observation**

<b>Foundational Skills</b>	Observe lessons and activities designed to foster children's phonological awareness and develop their knowledge of the alphabetic principle and print concepts.
<b>Writing</b>	Observe lessons and activities designed to engage children in emergent writing.
<b>Book Reading</b>	Observe interactive book readings that support children's vocabulary and content knowledge, text comprehension, and speaking/listening skills. <i>To observe shared book readings focusing on print concepts, select the Foundational Skills tool.</i>
<b>Language Environment</b>	Observe responsive and content-rich teacher-child interactions that promote children's language development.

SEQUENTIAL ACTIVITIES   LITERACY INSTRUCTION   INTERACTIONS



## Literacy Instruction



### Language Environment Teacher Observation Tool

The Language Environment tool allows users to track teacher support for children's language development through responsive and content-rich interactions.

Teacher Behaviors	Definitions and Examples
<p>Discussing, defining, and/or promoting use of <b>advanced vocabulary and concepts</b></p>	<p>Teacher discusses advanced vocabulary and related content that children don't typically encounter in everyday conversation. The teacher intentionally draws children's attention to vocabulary words that build children's content knowledge. The teacher may use and discuss words or concepts when talking about topics of interest to children both within and outside of the curriculum or unit of study.</p> <ul style="list-style-type: none"> <li>• The teacher may provide more formal definitions of words being discussed (e.g., <i>a <b>habitat</b> is where animals live</i>).</li> <li>• The teacher may also provide implicit information about word meanings during interactions with children (e.g., a teacher observes a child making a tree with play dough and says, <i>I see you made a <b>habitat</b> for the owl!</i>).</li> <li>• The teacher may draw children's attention to cognates or provide both the English and home language version of words that relate to children's ongoing activity (<i>I see you're playing restaurant- restaurante. May I order some comida, some food?</i>)</li> </ul> <p>The teacher may use one or more of the following methods for expanding children's vocabulary knowledge:</p> <ul style="list-style-type: none"> <li>• Provide child-friendly explanation of the word's meaning</li> <li>• Use props, gestures and/or visuals to help children understand the word's meaning</li> <li>• Encourage children to use vocabulary words</li> <li>• Ask children to generate definitions including synonyms and/or perceptual qualities, classify, and/or compare words</li> <li>• Connect words with children's home languages</li> </ul>



## Language Environment Teacher Observation Tool

Teacher Behaviors	Definitions and Examples
Having a conversation with children about a <b>social-emotional topic</b>	<p>Teachers have a conversation with one child or multiple children that focuses on a social-emotional topic (e.g., how to solve problems, feelings, friendship). Conversations can occur between a teacher and one child or a teacher and several children at once.</p> <p><b>Teacher:</b> Remember, only two friends can visit the pet center today, Louisa. That may make you feel disappointed. What can you do if you feel disappointed?</p> <p><b>Child 1:</b> Tell you.</p> <p><b>Child 2:</b> Maybe next time.</p> <p><b>Teacher:</b> Good idea! You can say, 'Maybe next time' and find another center or game to play.</p>
Encouraging children to tell and/or act out <b>stories from experiences in their lives</b>	<p>Teacher encourages children to talk or tell stories about their lived experiences. Children may also act out themes, events or stories based on their personal experiences at home, in the community, or at school. Teachers encourage these language-building behaviors by listening to children and valuing any talk, story-telling, and/or re-enactments from their lives</p> <ul style="list-style-type: none"> <li>• During centers, after reading the picture book Chrysanthemum earlier in the day, the teacher listens as a child talks about the many different names he is called outside of school. The teacher asks him to tell more about his names.</li> <li>• The teacher knows that a child is spending time with their extended family and asks open-ended questions about what the child is doing with their cousins.</li> </ul>
Encouraging children to <b>listen and respond to peer comments/ideas</b>	<p>Teacher helps children listen, pay attention, and talk to their peers. Teachers may also intentionally plan activities that require children to listen and respond to each other. The children do not have to talk in response to the teacher's strategy. This checklist item captures the teacher's attempt to support peer communication.</p> <ul style="list-style-type: none"> <li>• The teacher notices that one child is trying unsuccessfully to engage a peer at the dramatic play center. The teacher provides a model, "Jonah, how about you ask Leo if he wants to play restaurant with you."</li> <li>• The teacher encourages two children to pause and look at each others' block structures and talk to each other about what they notice or ask each other questions.</li> </ul>



## Language Environment Teacher Observation Tool

Teacher Behaviors	Definitions and Examples
<b>Asking open-ended questions</b> or prompts to encourage conversation	<p>Teacher asks questions or makes statements that invite multi-word responses. The child's answer is not constrained. These questions often involve a wh-word (i.e., what, why, where, how)</p> <ul style="list-style-type: none"> <li>• <i>What did you do with Grandma yesterday?</i></li> <li>• <i>Tell me about your drawing.</i></li> <li>• <i>Why do you think the blocks fell down?</i></li> <li>• <i>Which one of these do you think will float? Why?</i></li> </ul>
Observing or using questions/prompts in order to <b>enter children's ongoing play or activity</b>	<p>The teacher watches children or asks an open-ended question/prompt to understand what children are doing before the teacher enters the activity or play scene. In contrast, teachers who begin interacting with children without taking time to observe or ask questions first may interrupt or disrupt children's play. This can lead to more teacher directing and less child initiation of ideas and talk.</p> <ul style="list-style-type: none"> <li>• Teacher says, "What are you doing?" as she enters the blocks center and sits down next to children.</li> <li>• Teacher sits right outside the dramatic play center to listen and watch as children move objects around and talk to each other.</li> <li>• Teacher watches a child select various materials (e.g., rocks with different textures) at the science center and bring them to the table, then asks a question about what the child is doing.</li> </ul>
<b>Repeating or clarifying</b> children's comments	<p>Teacher imitates, or repeats, the child's verbalization without adding content.</p> <ul style="list-style-type: none"> <li>• Child: <i>Giraffe!</i> Teacher: <i>Giraffe!</i> or <i>Wow, a giraffe!</i></li> </ul> <p>Teacher asks questions that clarify the meaning of the child's previous comment.</p> <ul style="list-style-type: none"> <li>• Child: <i>Cah</i> Teacher: <i>Is that your car?</i></li> </ul>
Responding to children with <b>follow-up questions and/or comments</b> to extend their thinking	<p>Teacher responds to children's comments, questions, or actions in ways that extend the conversation or interaction. The teacher may respond with a follow-up question to elicit talk from the children or provide an informative comment to support children's thinking.</p> <ul style="list-style-type: none"> <li>• During a conversation at the science center a child playing with a toy bear says, <i>The baby bear is going to hatch out of his egg-look out!</i> The teacher picks up the toy snake and says, <i>You know, baby bears don't hatch out of eggs, but snakes do! What else do you know about bears?</i></li> </ul>