

TODAY'S AGENDA: 2 GOALS

- * To revisit the multifaceted nature of child development,
 - highlights the need for a similarly multifaceted approach to assessment and instruction.
- * To outline our current work towards a model of integrated learning opportunities
 - to build children's language, literacy, and social-emotional skills.

GOAL 1. DIGGING DEEPER

- ✓ The multifaceted, interconnected nature of child development

LESSON #1: THE KEY LINK BETWEEN READING & LANGUAGE DEVELOPMENT

Has
250-350
words

Has 3000-5000
words

Now learning 3,000
words/year

0 1 2 3 4 5 6 7 8 9

Imitates
Speech

Looks
through a
book and
retells the
story

Reads simple
books

Reads
independently
and talks about
what he reads

Vocalize
feelings
(cry, giggle)

Asks questions
when listening
to stories

UNPACKING THE COMPONENTS OF LITERACY

SKILLS

- Concepts about print
- The ability to hear & work with spoken sounds
 - Alphabet knowledge
 - Word reading & spelling
 - Fluency

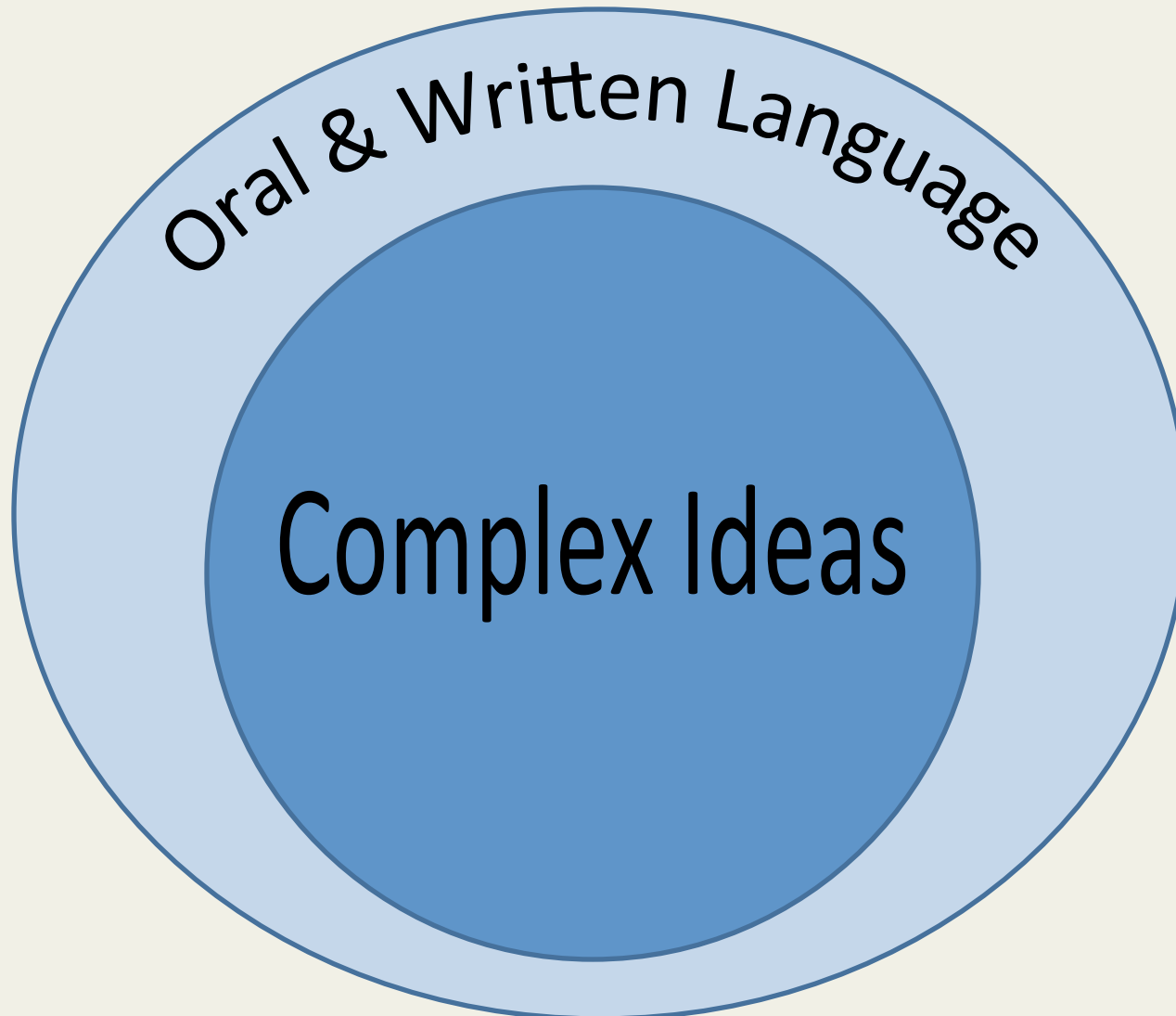
KNOWLEDGE

- Concepts about the world
- The ability to understand & express complex ideas
 - Vocabulary
 - Oral language skills

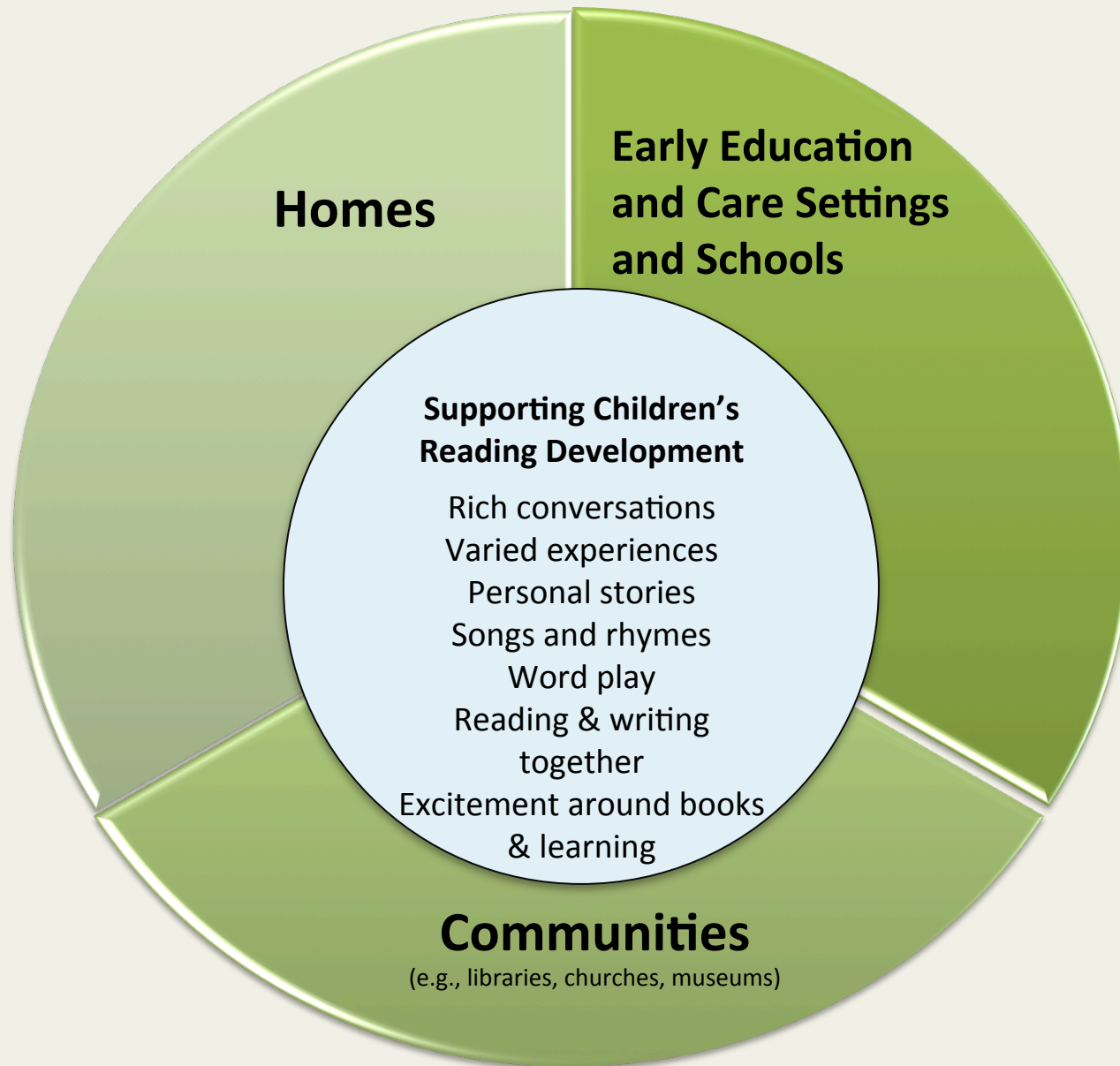
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graph TD; Skills[SKILLS] --> Literacy((Literacy: Reading Writing, Listening & Speaking)); Knowledge[KNOWLEDGE] --> Literacy;
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Literacy:
Reading Writing,
Listening &
Speaking

LESSON #2: THINKING PAST “PROFICIENCY”



LESSON #3: STRONG AND SUPPORTIVE INTERACTIONS ACROSS CONTEXTS



THE SCIENCE OF LEARNING



THE SOCIAL-EMOTIONAL DEMANDS OF LEARNING AND SCHOOLING



Executive Functions
(e.g., goal setting,
planning, and attention)



Social Skills
(e.g., understanding
social cues, resolving
conflict,
cooperating)



Emotional Skills
(e.g., expressing &
identifying
emotions, regulating
emotions,
perspective-taking)



THE SOCIAL-EMOTIONAL DEMANDS OF LEARNING AND SCHOOLING



ACADEMIC, EMOTIONAL, AND SOCIAL CAPABILITIES ARE INEXTRICABLY INTERTWINED

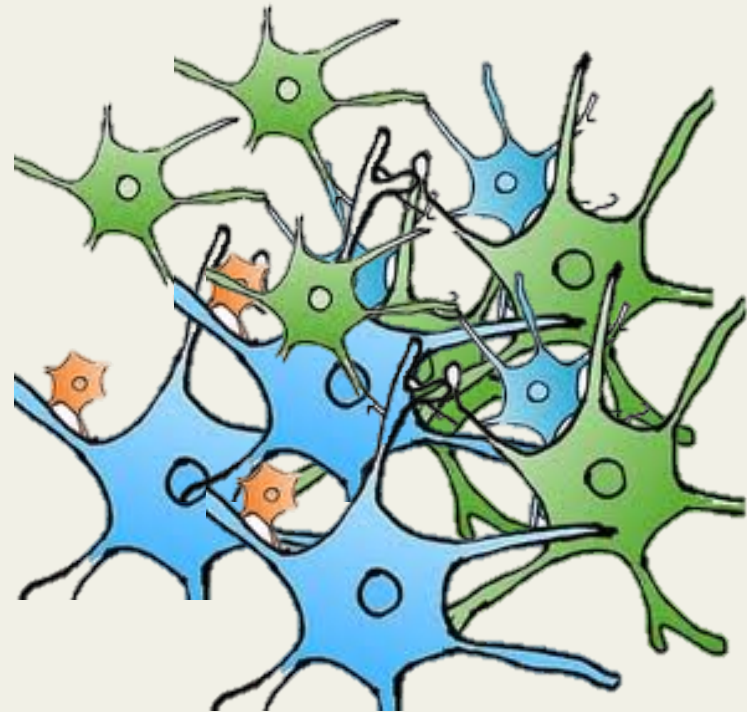


TOWARDS A MORE DEVELOPMENTAL PERSPECTIVE

We may think in silos



But children's brains don't

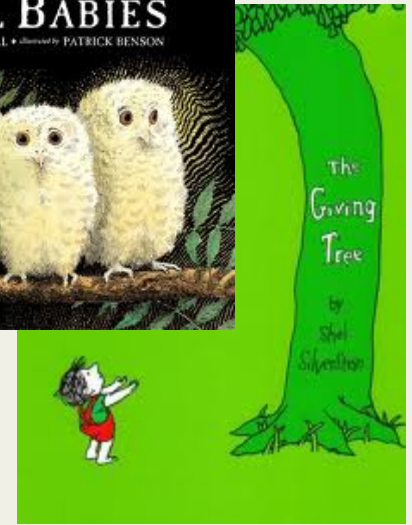
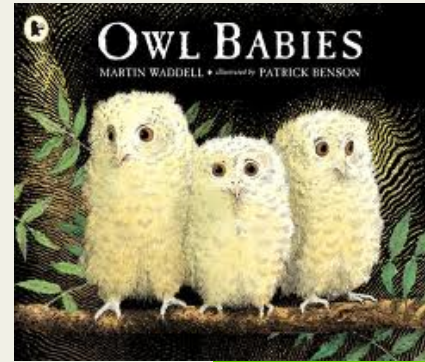
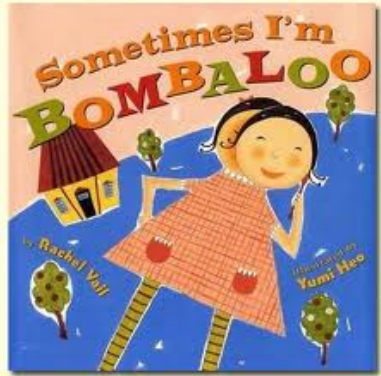


GOAL #1 DISCUSSION: TAKING STOCK

- * Think about the components of language, literacy, and social-emotional development
 - What are the strengths of your target population
 - * Children & Educators
 - What are you working on?

GOAL #2. TOWARDS AN INTEGRATED MODEL

- ✓ High-quality literacy and social-emotional instruction are achieved through a common set of core principles and strategies



SO WHAT IS IT WE'RE FOCUSING ON TO PROMOTE A MORE INTEGRATED LEARNING ENVIRONMENT?



WHAT SHOULD BE HAPPENING IN OUR LEARNING SETTINGS?

Oral Language

(e.g., vocabulary, grammar)

Word-Level

Knowledge (e.g., PA,
decoding and encoding)

**Developmental
Context**

(e.g., motivation,
purpose, attention)

LITERACY CORE

**READING , WRITING,
LISTENING & SPEAKING**

Text-Level Knowledge

(e.g., genre, structure)

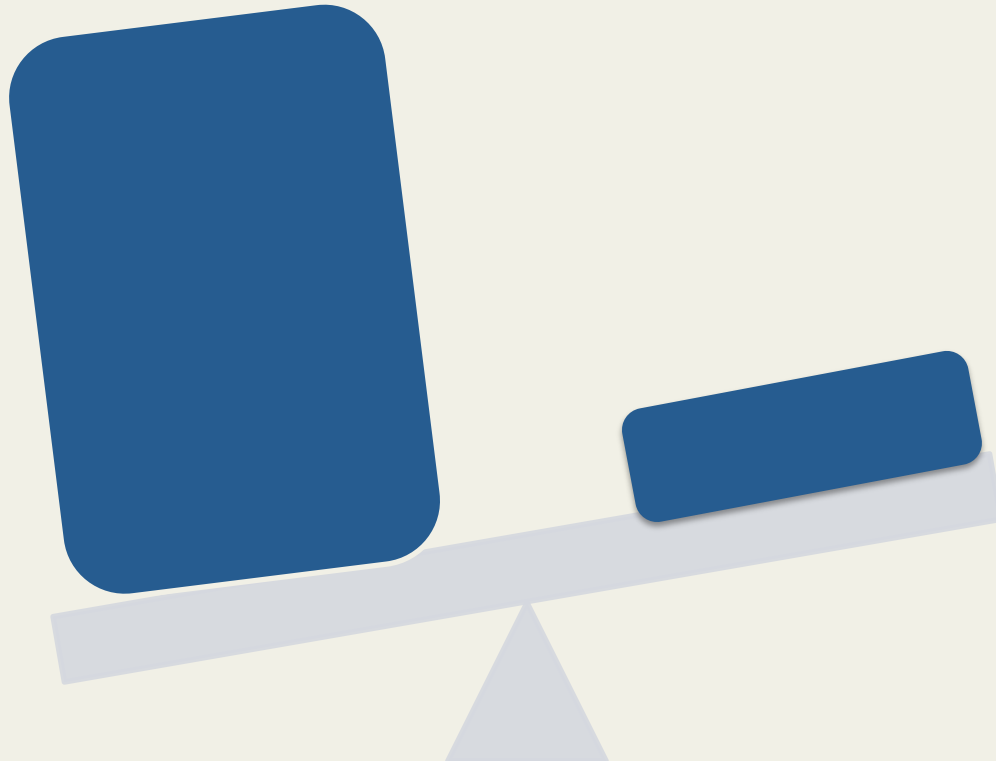
Conceptual

Knowledge (e.g.,
comprehension and idea
generation)

PROVIDE COMPREHENSIVE DIRECT INSTRUCTION

- Concepts about print
- The ability to hear & work with spoken sounds
- Alphabet knowledge
- Word recognition

- Concepts about the world
- The ability to understand & express complex ideas
 - Vocabulary
 - Oral language skills

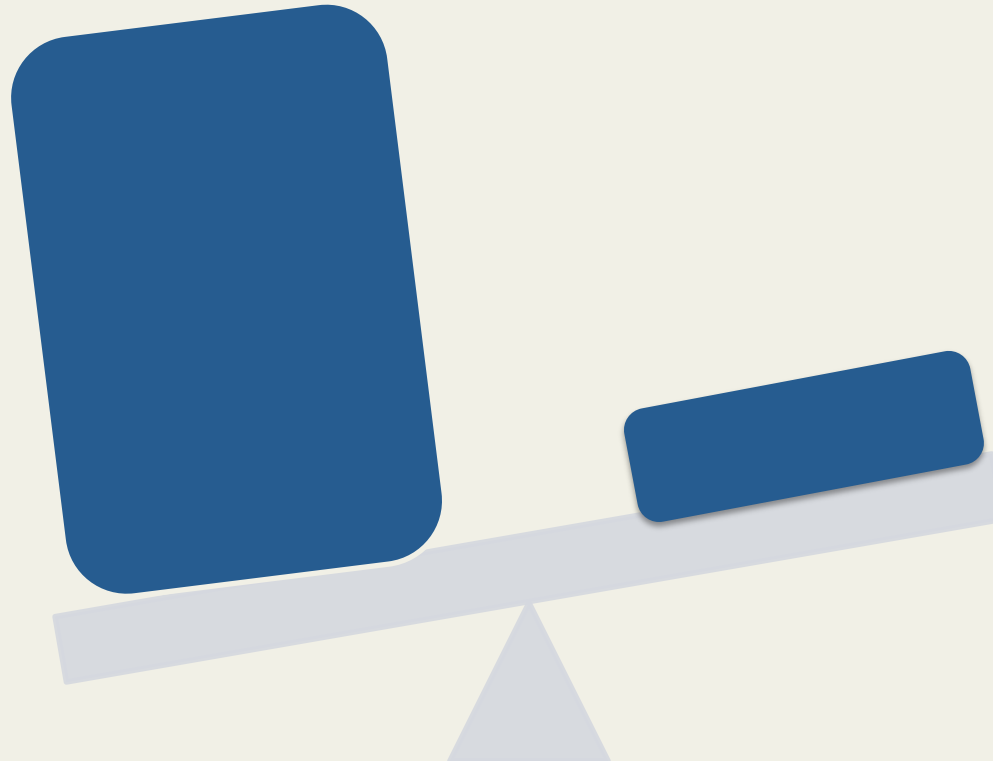


PROVIDE COMPREHENSIVE DIRECT INSTRUCTION (CONT)

- Warm environment
- Modeling positive behavior
- Provide opportunities for play and working together

Explicit, direct instruction that builds:

- Conflict resolution skills
 - Self control
 - Social skills
- Empathy/ perspective-taking

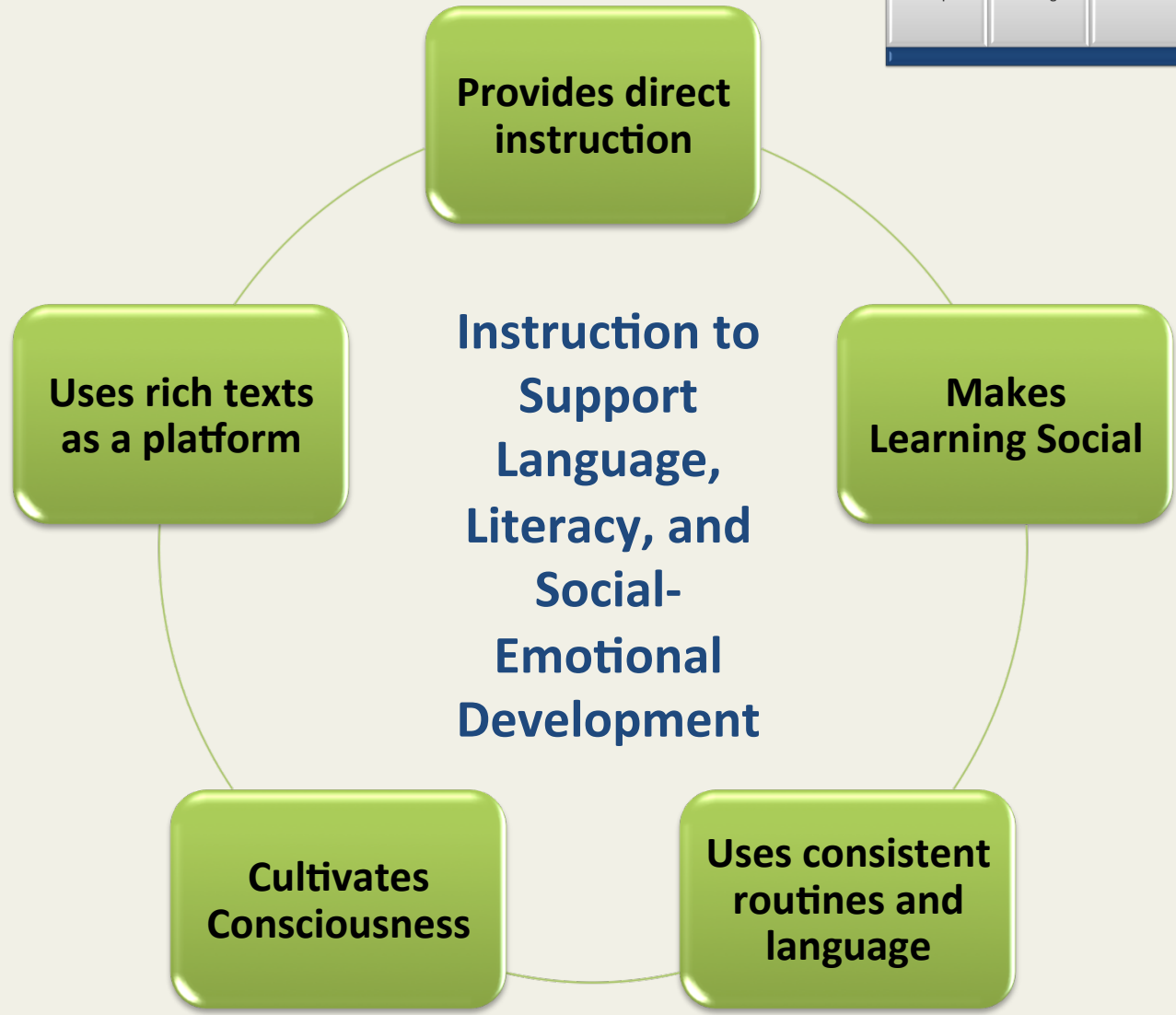


MAKING IT HAPPEN: INTEGRATED INSTRUCTION

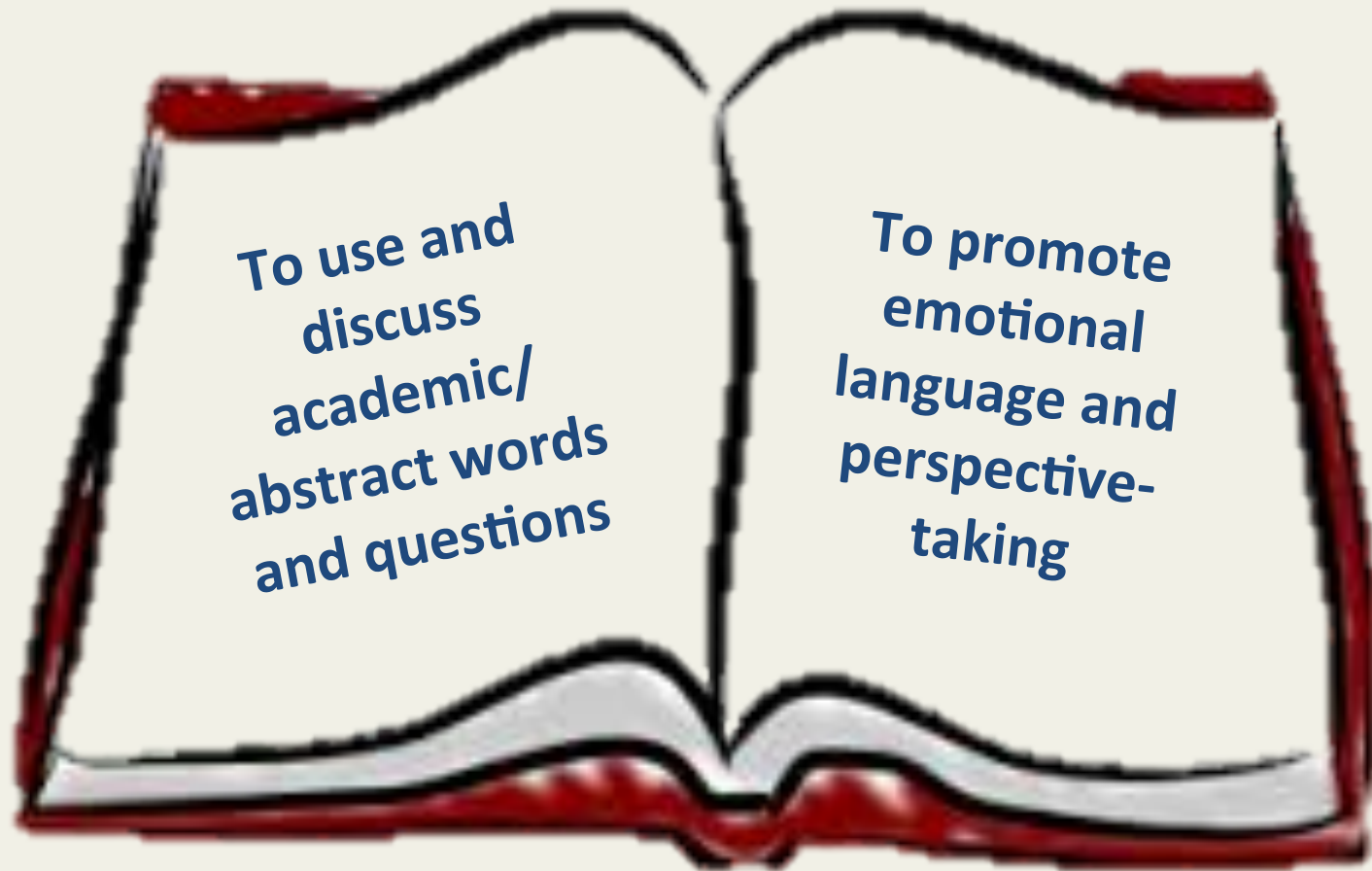
Literacy Instruction	PRINCIPLES	Social-Emotional Instruction
...in knowledge & skills	Provides direct instruction	...in emotion management, social skills, and attention
... for discussing academic concepts and questions	Uses rich texts as a platform	... for promoting emotional language development, self reflection, and empathy
...of words and how they work	Cultivates Consciousness	...of our own feelings and the feelings of others
...to build language and reading skills	Increases classroom talk	...to build cooperation and conflict resolution skills
...to support instructional cohesion across classrooms and grades	Uses consistent routines and language	...to reduce chaos and minimize anxiety, create common social norms

PRINCIPLES OF AN INTEGRATED INSTRUCTIONAL APPROACH

Increase the quality of children's language and reading environments across the many settings in which they are growing up, from birth to age 9				
Program Design & Implementation for Impact	Ongoing Assessment of Children & Settings	Re-Defined Adult Capacity-Building Models	Language-Rich, Rigorous, and Engaging Curricula	Partnerships with families focused on language & learning

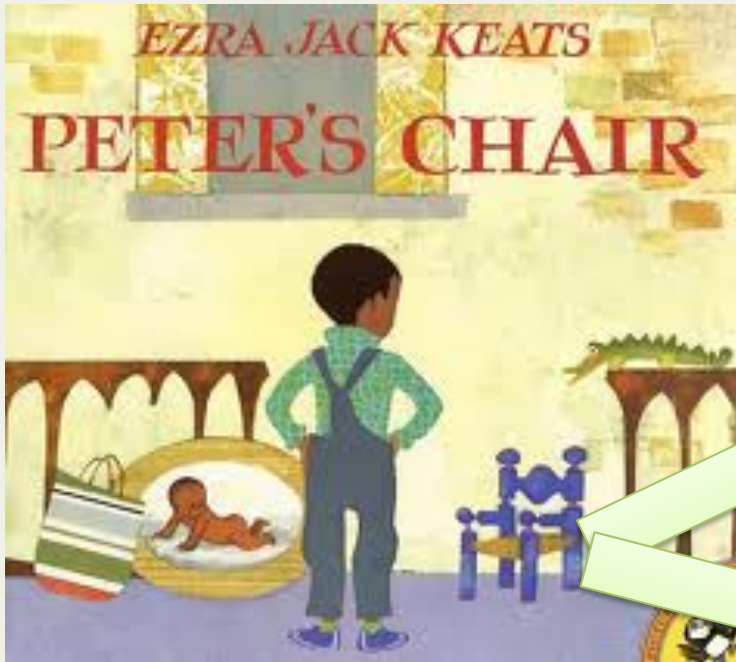


WHY USE RICH TEXT AS A PLATFORM?



To move talk and thought beyond the “here and now”

SO, FOR EXAMPLE...

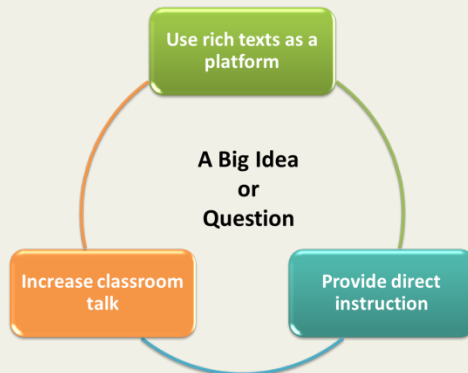


Abstract words, concepts and questions:

- How can we support our communities?
(family, school, neighborhood, country)

Emotional language and perspective-taking:

- *jealous, generous, lonely*
- *Why do you think Peter changed his mind about his chair?*



4 HIGH-IMPACT “LEVERS” WE’VE BEEN WORKING ON IN OUR PARTNERSHIPS

1. Positive, productive transitions and routines
2. Designing learning centers
3. Differentiating instruction
4. Promoting positive, regulated behavior

POSITIVE, PRODUCTIVE TRANSITIONS & ROUTINES

Give children something to do while lining up or waiting in line

- pretend to carry a heavy rock or animal
- act out a concept you are learning
- sing a song and finger play while waiting
- trace the letters of your name
- trace the alphabet



Sing a song to help children remember directions, a series of steps, or multiple pieces of information



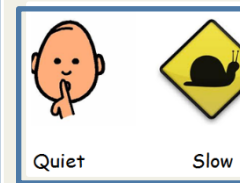
Give children a specific task to accomplish together

- collect or pass out materials
- hold a poster of "quiet voice"
- use a timer or stopwatch
- give a **Daily Q**: partners think about a question, share answers at destination



	Cool Kid	<input type="checkbox"/>
	Brain Game	<input type="checkbox"/>
	Activity	<input type="checkbox"/>
	Challenge	<input type="checkbox"/>
	The Big Q	<input type="checkbox"/>
	Celebration	<input type="checkbox"/>

A Daily Schedule Board to let kids know what is happening and when; check off activities as you go



Children can use visual supports as a reminder for specific behavior expectations. Create 3-4 classroom sets of key picture cards.

DESIGNING LEARNING CENTERS

What might teachers consider when designing learning centers?

- * What is the skill or knowledge that children are building in the lesson/theme?
- * How can centers be used to extend and practice this skill or knowledge?
 - What will children already be introduced to in large group?
 - What will children be able to do independently in small groups or with partners?
 - What kind of modeling or practice will children need before they can start the small group activity?
- * What type of centers fit best for this lesson/theme?

Dramatic Play

Reading or Writing

Blocks

Art

Manipulatives/
Fine Motor

Math and Science

Water and Sand Table

Social-Emotional

Music

Movement/
Gross Motor

DIFFERENTIATING INSTRUCTION FOR MIXED AGES & MIXED LEVELS

What aspects of instruction can teachers differentiate?

Focus: Learning Goals

• What You Teach

- An area that benefits all children, with an emphasis on additional skills for some

Environment: Set-Ups

• How You Set Up The Space

- Set up so that all children can engage in the learning experience in ways that match their developmental level

Approach: Teaching Strategies

• How You Teach

- Incorporates multiple ways of presenting information including verbally and with gestures, actions, print, visuals, songs, and/or concrete objects

Activities

• What Children Do

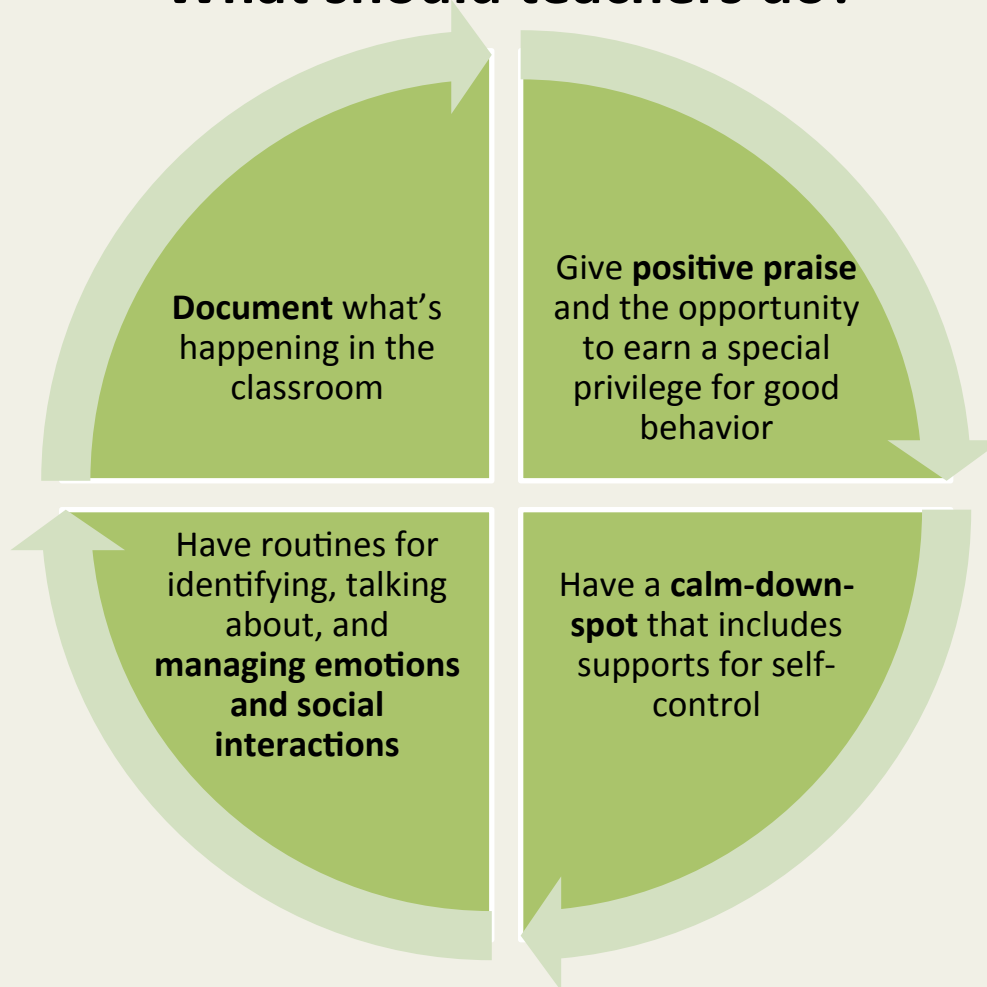
- Flexible so that children participate in ways that match their developmental level

Some examples, please!

- * Define and study unfamiliar words
- * Have jobs that include children in ways that match their levels
- * Model how to ask/answer questions
- * Give options for dealing with unpleasant feelings
- * Give positive feedback focused on what different children are working on
- * Read and write a variety of text types
- * Use conversations, books, songs, and drama to explain and clarify ideas
- * Give children choices in how they participate
- * Put print and visuals around the room – and use them as instructional supports!
- * Share scripted stories related to children's lives

PROMOTING POSITIVE, REGULATED BEHAVIOR

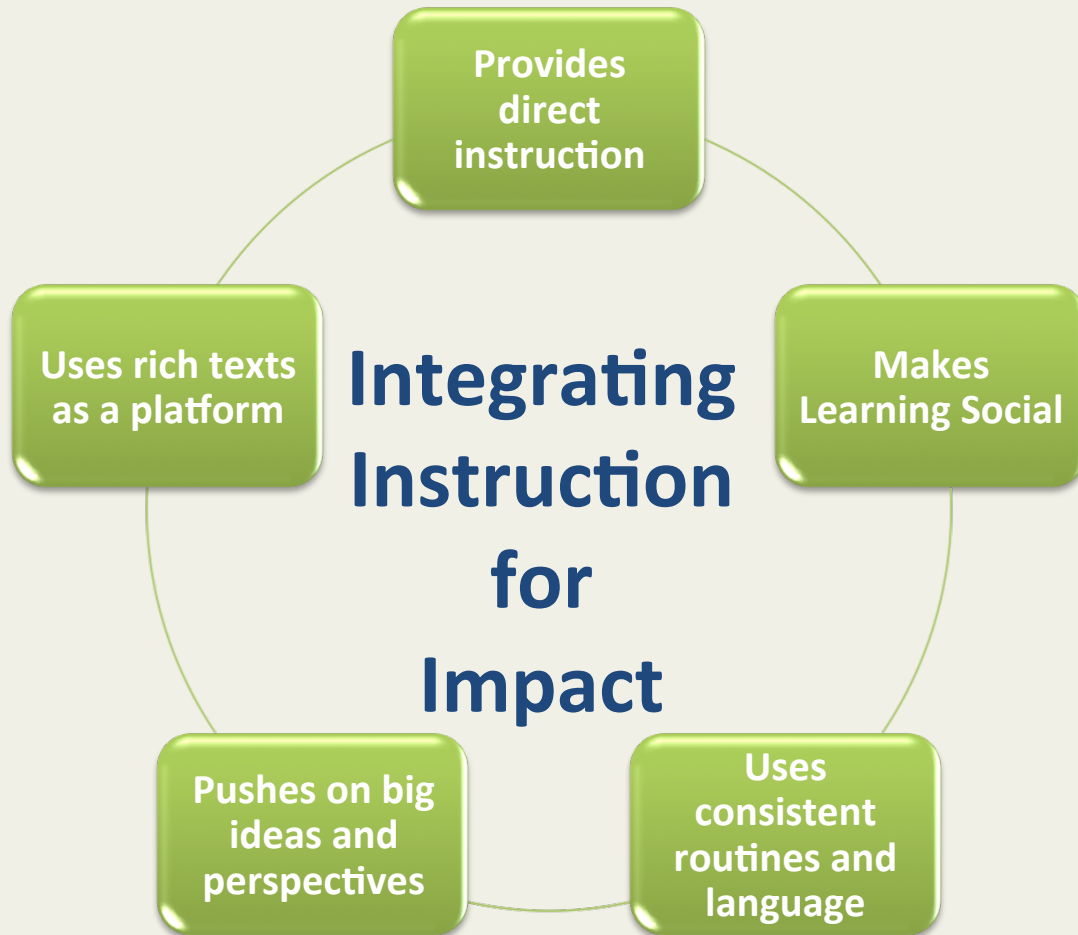
What should teachers do?



Key points to keep in mind

- * Managing children's behavior begins with adults
- * Managing children's behavior is based on good observation and documentation
 - Identify the patterns or questions you have
- * Effective behavior and classroom/group management requires consistency and predictability

SUMMING UP



- * It's not just an instructional block, it's a mindset

FINAL REFLECTION: WHERE WE ARE AND WHERE WE NEED TO GO

Integrating language, literacy & social-emotional instructional goals and practices:

- * In what ways are we already there? Where are the opportunities?
- * How would you explain the benefits of an integrated approach to teachers, school leaders, district leaders, etc.?
- * What kind of supports will educators need to incorporate this approach into their practice?