EMERGENT LITERACY IN AN EARLY CHILDHOOD EDUCATION CLASSROOM

~ FIDELITY OF INSTRUCTION~

A tool for dialogue among administrators, literacy leaders and classroom teachers

FOCUS	VISITING IN CLASSROOMS LOOK FOR...	TALKING WITH TEACHERS ASK...	~NOTES~
1. Classroom Environment	☐ Inviting book area with variety of books ☐ Print-rich environment ☐ Authentic opportunities for writing, including name writing ☐ Opportunities for extended conversation between teacher-child, child-child	How are students involved in contributing to the environment? How do you coordinate/change themes, areas of study?	

2. Overall Organization of Literacy Learning	☐ Emergent Literacy development is a priority for all students and infused in all activities.
	☐ Plans include daily attention to:
	  o Oral language development
	  o Vocabulary
	  o Read Alouds
	  o Concepts of Print
	  o Alphabet knowledge
	  o Listening comprehension
	  o Phonological awareness
	  o Writing (composition and letter formation)
		How much time do children spend in literacy-related activities?
		How do you address the range of skills/needs of your students?	

3. Focus of Instruction	☐ Building Emergent Literacy skills and understandings, including: ☐ Vocabulary ☐ Conversation with teachers/peers ☐ Phonological awareness (rhyming, alliteration, segmenting/blending,	What aspects of EL are you most comfortable teaching? Least comfortable? Is there a scope and sequence to your work?	

	☐ syllables/phonemes) ☐ Listening comprehension (predicting, summarizing, inferring) ☐ Concepts of Print ☐ Alphabet awareness ☐ Book and Print awareness ☐ Writing (composition) ☐ Writing (letter/word formation) ☐ Name Writing		
4. Instructional Grouping	☐ Children spend time in large groups, small groups, partner, and independent work ☐ Flexible grouping ☐ Group for interest as well as skill	How are groups formed? Student choice? How often do they change?	
5. Literacy Instruction in Centers	Preschool program includes: ☐ Teacher provides materials and activities for active exploration of emergent literacy concepts throughout the classroom ☐ Adult support at centers for facilitation and differentiation of learning ☐ Students know routines of what to do, when, and where, and how to get help as needed	How are centers organized and designed?	
6. Direct Literacy Instruction	Preschool program includes: ☐ Teacher explicitly demonstrating/modeling emergent literacy concepts ☐ Teachers use differentiated instructional methods ☐ Teacher providing scaffolding support for generalization of learning (e.g., accessing background knowledge,		
7. Assessment Practices	☐ On-going system of authentic assessment (e.g., work samples, observation,	What is your assessment system?	

		What tools/methods do you use? Who assesses the children? What is your timeline?	
	documentation) ☐ Scheduled screening, progress monitoring assessment (including IEP goals) ☐ Diagnostic assessment procedures for identified children ☐ Data-based decision making using assessment data (e.g., curriculum planning, grouping of students)		
8. Collaboration with Others to Foster Literacy Success	☐ Between-classroom coordination ☐ Coordination between all team members ☐ Family Communication system ☐ Collaboration with other schools/classrooms (e.g., common programming, transitions)		