

CHLD 101: Introduction to Early Childhood Education

Preschool Supportive Literacy Environments

Learning Outcomes	7. Connect current research and evidence-based practices to early childhood program policy and practice. 9. Identify observation, screening, and assessment techniques and demonstrate competencies in observation techniques, synthesis, and analysis by observing in diverse early childhood programs and analyzing information gathered with respect to the role and influence of culture, linguistic, and ability diversity.
DEC Recommended Practices	C1. Physical space and materials are structured and adapted to promote engagement, play, interaction, and learning by attending to children’s preferences and interests, using novelty, using responsive toys, providing adequate amounts of materials, and using defined spaces. C5. Environments are designed and activities are conducted so that children learn or are exposed to multiple cultures and languages by, among other practices, allowing children and families to share their cultures and languages with others to the extent they desire.
NAEYC Standards	1c. Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments. 4b. Knowing and understanding effective strategies and tools for early education.

For this assignment you will be looking at classroom design as a teaching strategy to promote literacy. You will first develop a checklist of elements to look for in a literacy-rich environment. Then, during an observation of a preschool classroom, you will administer your checklist. This observation will provide you the background needed to develop a “literacy-rich” environment for preschool children.

To prepare for this field experience:

- Review Chapter 12: Effective Teaching Practices.
- Spend time browsing the web site *Literacy-Rich Experiences (Preschooler Practice Guides)* to find evidence-based practices for designing literacy-rich environments for preschoolers. Available from:
http://www.earlyliteracylearning.org/cellpract_pract/presch/p_group/lit_rich_p_grp.pdf
- Use page 376 of your text as a guide and develop a checklist of factors you would look for within a “supportive literacy environment.”
- Schedule an appointment to observe within a preschool classroom. Indicate that you need to complete a checklist on literacy-rich environments for your Introduction to Early Childhood Education class. The class does not need to be in session while you are there.

Part 1: Developing Your Checklist

Prior to your field experience, complete the following:

- Based on what you have learned regarding components of literacy-rich environments for young children, develop a list of 10-15 items that you would feel are important for inclusion within an environment that is supportive of young children's literacy skills. Arrange these items in a checklist format.

Part 2: Implementing Your Checklist

After you have developed your checklist, you will be filling it out based on your observation within the early childhood environment.

- Using your checklist as your main data collection tool, observe within the early childhood environment. Be sure to fill out each aspect of your checklist, taking careful notes outlining how individual variables were met.

Part 3: Reflection

Following implementation of your checklist, respond to the following:

- How effective do you feel the environment you observed within was in terms of supporting children's literacy development? Please cite examples from your checklist and analyze in terms of course materials.
- What do you feel was most effective in terms of supporting literacy development? What do you see as environmental challenges?
- What suggestions or opportunities for improvement would you suggest that would ensure the literacy development of each and every child is supported?