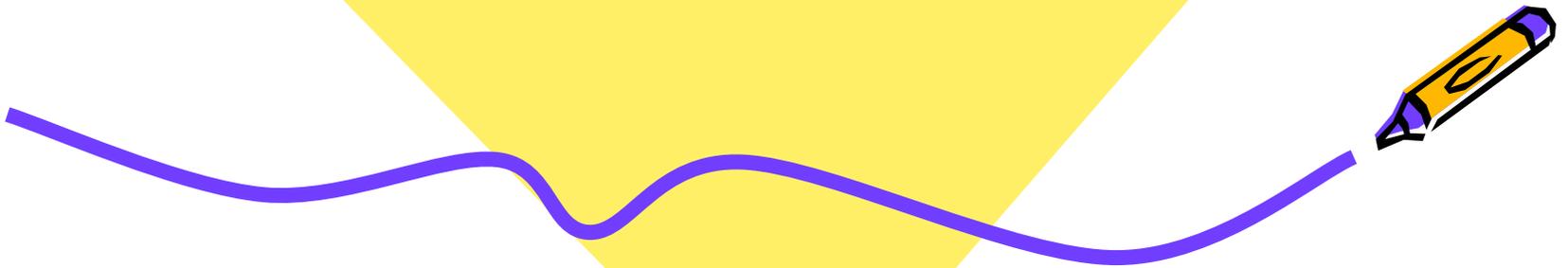


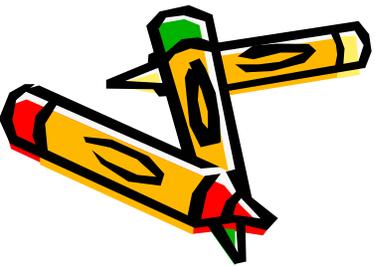
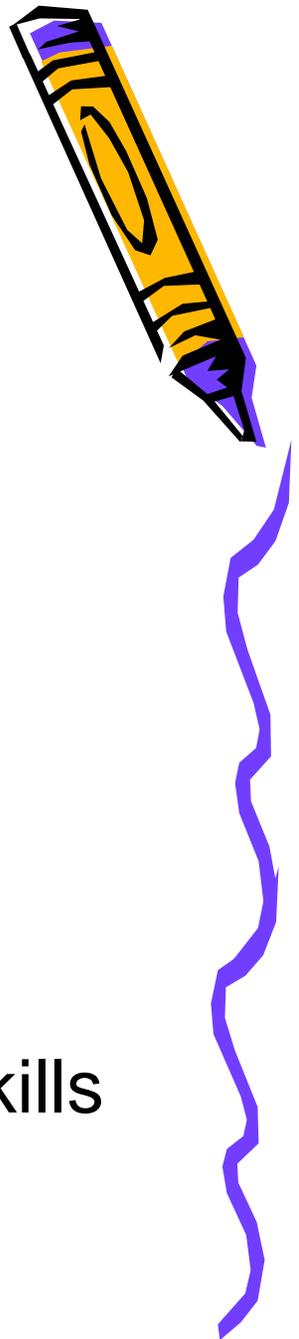
Creating Environments to Support Literacy

New Jersey ELAS Workshop



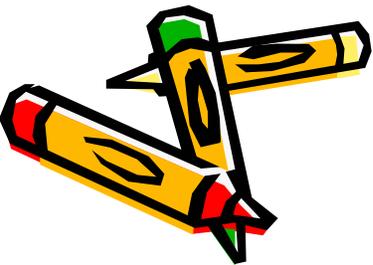
# Preschool Expectations

1. Child listens with understanding
2. Child converses effectively
- 3a Child demonstrates emergent print awareness
- 3b Child demonstrates knowledge and enjoyment of books
- 3c Child demonstrates phonological awareness
4. Child demonstrates emerging writing skills



# Kindergarten Standards

1. Child demonstrates phonological and phonemic awareness
2. Child uses emergent decoding and word recognition skills
3. Child demonstrates early fluency
4. Child demonstrates expanding vocabulary and concept development
5. Child demonstrates expanding comprehension skills & responses to text
6. Child demonstrates early writing skills
7. Child speaks in clear, concise, organized language that varies in content and form for different audiences and purposes
8. Child listens actively to information from a variety of sources in a variety of situations

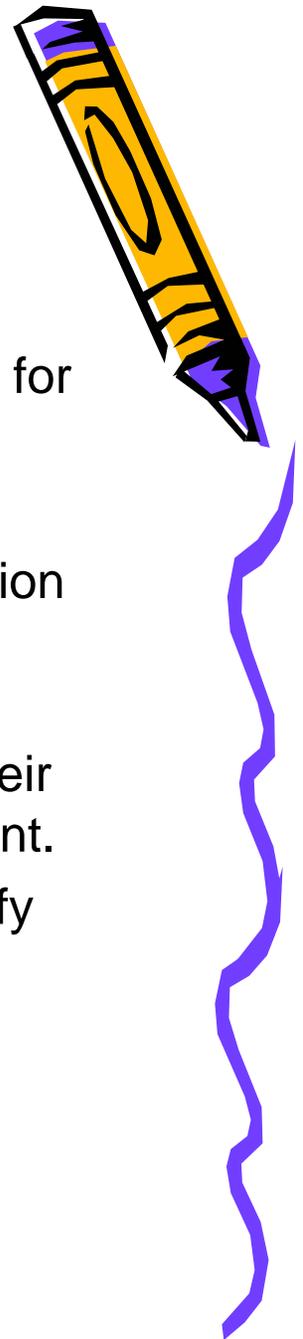
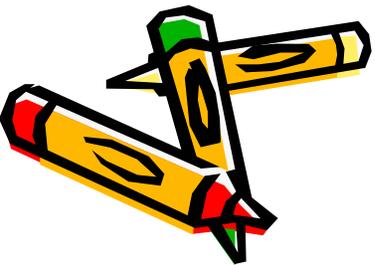


# *GOOD ENVIRONMENTS PROMOTE LITERACY*

Rooms must be arranged so children can

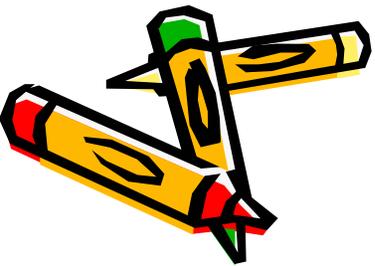
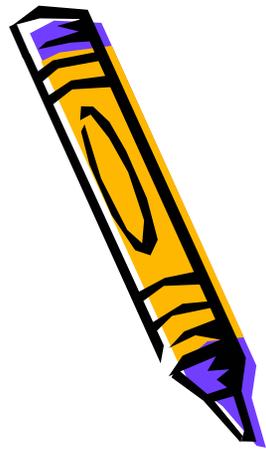
- Engage in meaningful firsthand learning that makes the need for language real & necessary.
- Develop awareness of the purpose & use of print.
- Use language, talking, listening, writing, & reading in connection with their interactions with their physical world & socially with others.
- Use language to manage themselves, convince another of their point of view & control their social, play & physical environment.
- Think through an idea, reflecting on their experiences, & clarify their own thinking.
- Experience success as they gain new language skills and knowledge.

Seefeldt, C. & Galper, A. (2001).

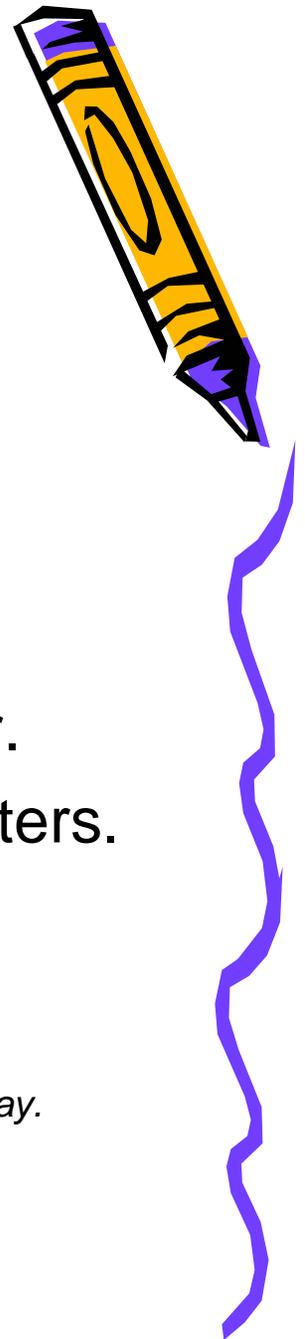


*A good learning environment  
empowers children  
to become confident learners.*

Jim Greenman

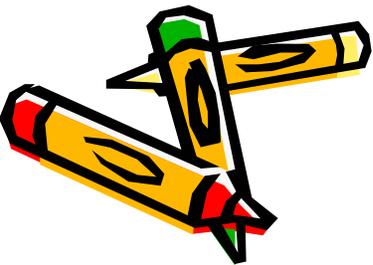


# ***Developing the Literate Environment***



- Establish a literacy-rich learning atmosphere.  
Four major functions of written language:  
    Environmental                      Occupational  
    Informational                      Recreational
- Establish a print-rich learning environment.
- Establish at least one classroom literacy center.
- Provide books & varied writing materials in centers.
- Introduce literacy props to familiar play areas.
- Systematically collect literacy materials.

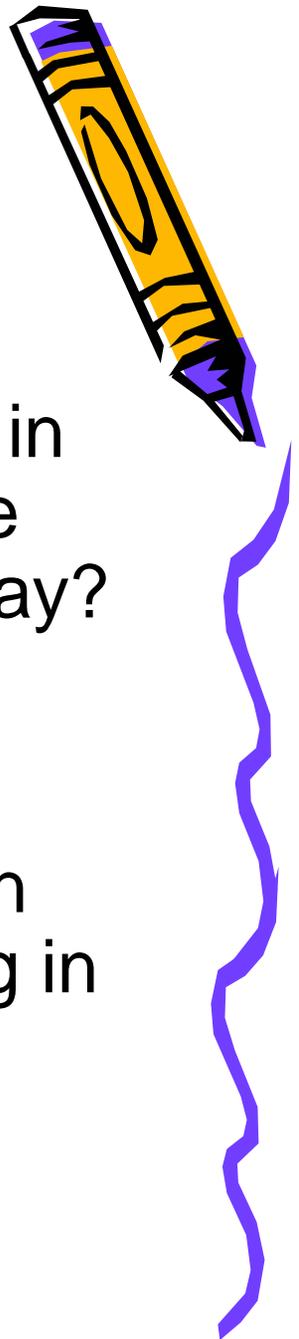
Adapted from Owocki, G. (1999). *Literacy through play*.



# Activity Instructions:

## Dramatic Play Themed Centers

1. How will this theme be introduced?
2. How will you motivate children's interest in this theme and ensure that they have the necessary experience to support their play?
3. What materials will be added?
4. How will the theme be organized?
5. What roles are there to play and how can the teacher support their literacy learning in this play center?



Good teachers use ELAS to continually self-evaluate & reflect on their role in facilitating literacy through active learning.



- Do my children read and write during play?
- Are materials meaningful?
- Do I take the time to capitalize on teachable moments?
- What functions does literacy serve in my children's play?
- Are my children exploring a variety of genres and forms of written language?
- Do they have the materials they need for explorations of the features of print?

