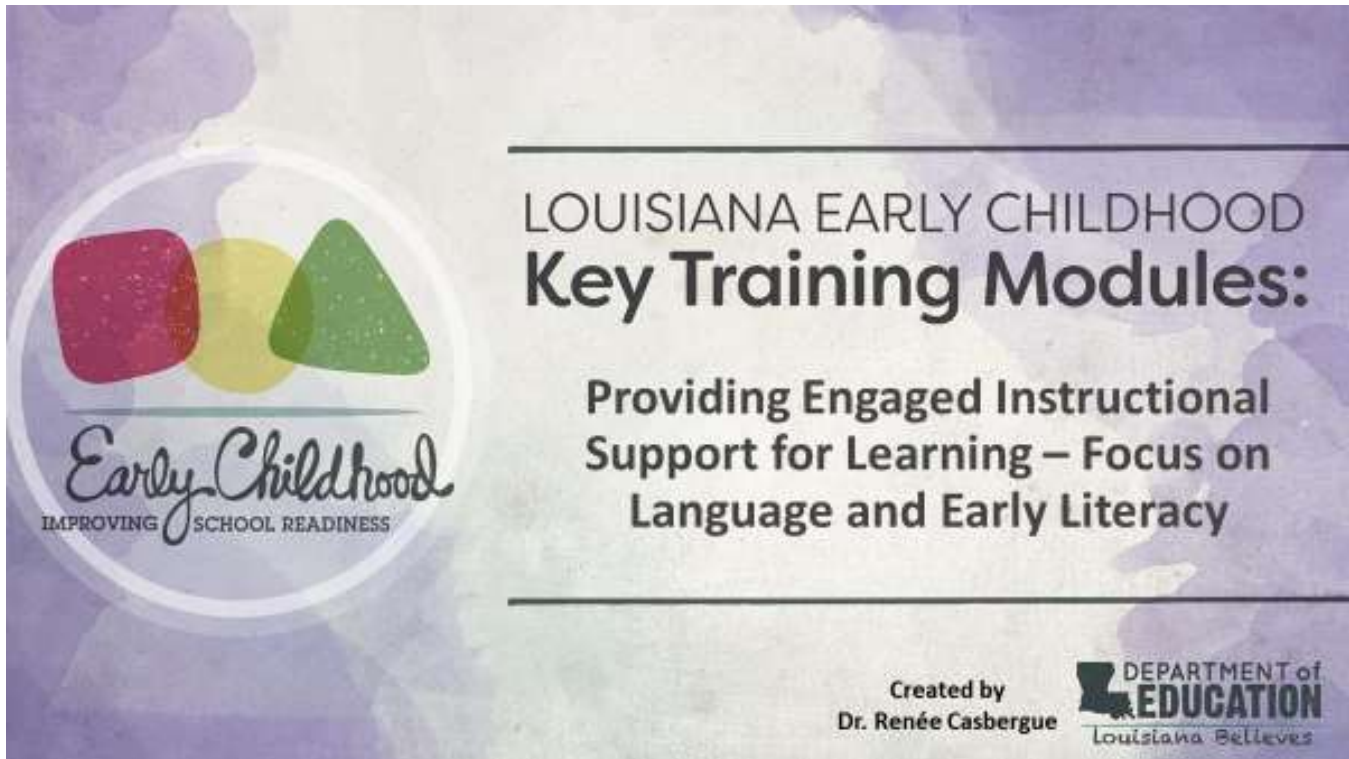


Module 2A: Outline & Manual

*Providing Engaged Instructional Support for Learning –
Focus on Language and Early Literacy*

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Module Description

This 2-hour interactive training module supports teachers to effectively use language and early literacy activities to increase instructional support for preschool children. Participants will engage in hands-on experiences and reflective discussions to identify how they are currently addressing early literacy in their work. Participants will analyze a demonstration read aloud and follow-up shared writing activities for evidence of indicators of Instructional Support as defined by the PreK Classroom Observation Scoring System (CLASS). They will be invited to use strategies presented in this session to plan their own lessons to incorporate concept development, quality of feedback, and language modeling into read aloud and shared writing.

Pre-Work

- *Print a copies of the Transcript of Read Aloud – Participant for participants to share (one copy per group of two to three participants)*

Materials

- Chart paper and markers
- Note paper
- Copy paper
- Pencils or pens for participants
- Handouts
 - *Pre- and Post-Assessment*
 - *Concept Development Overview*
 - *Quality of Feedback Overview*
 - *Transcript of Read Aloud – Participant Version*

- *Things We Play Together Shared Writing*
- *Matthew and Tilly Together/Alone Shared Writing*
- *Language Modeling Overview*
- *Read Aloud/Shared Writing Planning Form*
- *Casbergue & Strickland book excerpt*

Learning Outcomes

Candidates who actively participate in this session will be able to...

- Explore and expand understanding of preschool literacy development
- Learn specific interaction strategies and behaviors associated with the CLASS® Instructional Support domain
- Identify/recognize use of those strategies in a demonstration literacy lesson
- Plan read aloud and shared writing activities to incorporate instructional support strategies

Training Agenda

Total Content Time: 2.0 hours

Total Session Time: 3.0 hours

Item	Time/Duration
Registration/Sign-In	30 minutes prior to course start <i>(not included in total course time)</i>
Welcome, Session & Group Introductions	20 minutes
Instructional Support – Concept Development	40 minutes
Quality of Feedback	30 minutes
Language Modeling	20 minutes
Shared Writing	10 minutes
Session Closing & Post-Assessment	15 minutes <i>(not included in total course time)</i>
Individualized Q&A	15 minutes following course completion <i>(not included in total course time)</i>

Transcript of Read Aloud – Participant Version

Matthew and Tilly

By Rebecca Jones

Illustrated by Beth Peck

1 Teacher: Okay, so what we're going to do today is read a book. Do any of you know this book? Have you seen this book before?

2 Child: I did.

3 Teacher: You did?

4 Child: Yes.

5 Teacher: Do you remember what it's about?

6 Child: No.

7 Teacher: Okay well we're going to read it again anyway. This book is called *Matthew and Tilly*. Can you see who Matthew and Tilly are? (*Showing book cover*)

8 Child: I can see the people.

9 Teacher: Where are they? You see the people?

10 Child: Yeah.

11 Teacher: So, the people are...their names are Matthew and Tilly. And what are they doing?

12 Child: Uh...They're looking at each other.

13 Teacher: They're looking at each other. From where?

14 Child: The window.

15 Teacher: Yeah, they're both looking out of the window and they're on two different parts of the window. So, this is about Matthew and Tilly who are really good friends. Do you think they're brothers and sisters?

16 Children: (*Some say yes or nod; others shake their heads and say no.*)

17 Teacher: You think so? Some people say yes, some people say no. Why do you think they're brothers and sisters?

18 Child: Because...they look grown up.

19 Teacher: Oh, they look grown up? More grown up than you, you think?

20 Child: (*Unintelligible children talking at once.*)

21 Teacher: Matthew and Tilly, you know what? They actually live in a house where their windows are next door to each other. What do you call somebody who lives next door to you? Anybody know a word?

22 Child: A...a neighbor!

23 Teacher: A neighbor, that's right. So Matthew and Tilly are neighbors and they're also really good friends. So this book is going to be about Matthew and Tilly do when they play together as friends. And here's the neighborhood they live in. (*Showing title page*) And they are neighbors and friends. Do you all play with people in your neighborhood?

24 Child: Yeah.

25 Teacher: Yeah? Do you have good friends in your neighborhood who live by your house?

26 Child: No.

27 Child: I want to tell you something.

28 Teacher: You don't have some? So your friends are all at school?

29 Child: I want to tell you...Um, um, I have a friend she is – name is...I don't...um...Cora.

30 Teacher: Cora. And is she a neighbor? Does she live near your house? Or does her mom bring her to play?

31 Child: I think I go.

32 Teacher: You go to her house to play?

33 Child: And Mama and Dada, and... (*unintelligible*)

34 Teacher: Okay yeah. Well so sometimes what happens is, you are all friends at school right? You all have friends at school. You play with friends at school, but this book is about children who play at home in their neighborhood.

35 Teacher: So let's see what it says about Matthew and Tilly. So here's Matthew and Tilly walking together, (*showing first page*) and it says...

36 Reading Aloud: *Matthew and Tilly were friends. They rode bikes together...*

37 Teacher: Do you ride bikes at home sometimes? (*Children nod yes.*)

38 Reading Aloud: *And they played hide-and-peek together. They sold lemonade together. When business was slow, they played sidewalk games together.*

39 Teacher: Does anybody know what sidewalk games are? What do you think sweetie? What do you think sidewalk games are? Do you know? What do you think?

40 Child: Hopscotch!

41 Teacher: Hopscotch is a good sidewalk game and that looks like what they might be drawing. So, sidewalk games are games that you can just play on the sidewalk. Hopscotch is one where you draw the squares and then you hop on them. And that looks like what they're making. So...

42 Reading Aloud: *Sometimes they played sidewalk games together and sometimes they ate ice cream cones together.*

43 Teacher: Oh my goodness. Yummy. Is that good?

44 Reading Aloud: *Once they even rescued a lady's kitten from a tree together.*

45 Teacher: What is rescued?

46 Child: It means, it means you rescued it.

47 Teacher: You rescued something. What does it mean if you rescued them?

48 Child: That means that if you're stuck in a tree, that you get them down.

49 Teacher: That's right. So you rescued them, like he said. If this cat was stuck in a tree, they got it down. If sort of means like they saved it, right?

50 Child: And also, also...um...like in Paw Patrol, um, I watched it at home a very long time ago, and a little bear and its Mama was still sleeping, and then Paw Patrol got it down from a tree.

51 Teacher: Okay. So Paw Patrol came to the rescue. The people at Paw Patrol, Marshall and all of those, rescue people all the time.

52 Child: They're not people.

53 Teacher: Animals yeah.

54 Child: Pups.

55 Teacher: Pups. Okay. The lady whose cat they rescued...

56 Reading Aloud: *The lady gave them money for the bubble gum machine.*

57 Teacher: Why do you think she gave them money when they rescued her cat?

58 Child: Because.

59 Teacher: Because what?

60 Child: Because it was very nice getting the kitty down.

61 Teacher: Oh, because they were so nice getting the kitty down? Yeah, she wanted to reward them. She wanted to do something good for them because they did something good for her.

62 Reading Aloud: *So later they chewed gum together and remembered how brave they had been.*

63 Teacher: Why were they brave? What did they do that was brave?

64 Child: Only one thing.

65 Teacher: What?

66 Child: Get the kitty.

67 Teacher: Why would it be brave to climb up and get a kitty?

68 Child: 'Cause maybe you might get stuck up there too.

69 Teacher: Good thinking! Maybe so. Climbing up a tree can be dangerous and you could get stuck too – and then Paw Patrol would have to come rescue you. What are you thinking?

70 Child: Well Paw Patrol is just pretend.

71 Teacher: It is just pretend. You know what else maybe made them brave? Some people are afraid of cats and if the cat is afraid, what could happen when you reach for it?

72 Child: Uh – bite you.

73 Teacher: It might bite or it might scratch. So they really were kind of brave to climb down the tree.

74 Child: Sometimes you don't know that and they scratch. That's how (unintelligible) taught to give a pet. Like that. (*Pats other child on the head.*)

75 Teacher: Yep sometimes that happens. Okay so let's see what it says now.

76 Reading Aloud: *Sometimes though*, because they're doing everything together, right?, ***sometimes though Matthew and Tilly got sick of each other.***

77 Teacher: What does it mean if you get sick of each other? What do you think that means?

78 Child: Get germs.

79 Teacher: Maybe it could mean get germs. Sometimes that's what getting sick *from* somebody means.

80 Child: One day at grandma's I was sick a very long time. I was very sick and I was trying to talk.

81 Teacher: And you couldn't. Was your throat really sore? (*Child nods.*)

82 Teacher: Well this kind of sick is different. When you say you're sick *of* somebody, do you ever play with somebody so much but then you go outside and just want to ride a bike by yourself? No? Because you're tired of playing with that same friend all day long. And that's what they mean by getting sick of somebody. Do you sometimes get sick of eating the exact same sandwich for lunch every day?

83 Child: No.

84 Teacher: No? You like eating the same sandwich every day? (*Some children grimace.*) Sometimes people get sick of that and it doesn't mean it makes them sick in the belly, it just means, "Oh man, that same sandwich again. I am sick of eating peanut butter." Sometimes that's what it means. So when Matthew and Tilly got sick of each other, it just means they were sort of tired of playing together.

85 Reading Aloud: *One day when they were coloring Matthew broke Tilly's purple crayon. He didn't mean to, but he did.*

86 Teacher: Does that ever happen? Somebody breaks something by accident?

87 Reading Aloud: *"You broke my crayon," Tilly said in her crabbiest voice.*

88 Teacher: What's a crabby voice sound like? Can anybody do a crabby voice? Are you ever crabby? What does it mean if you're crabby? How do you think Tilly felt when she was fussing at Matthew for breaking her crayon? How would she say, "You broke my crayon!" sounding crabby? You're making a crabby face. I like that crabby face. Can anybody else make a crabby face? (*Children make faces.*) It's like when you're just – there's a good crabby face – it's when you're just kind of mad.

89 Reading Aloud: *She said in her crabbiest voice, "You broke my crayon." "It was an old crayon," Matthew said in his grouchiest voice.*

90 Teacher: Can you do a grouchy voice? Nobody can do a grouchy voice? I see – can you make a grouchy face? There's a good grouchy face. I see some grouchy faces.

91 Reading Aloud: *"No it wasn't," Tilly said. "It was a brand-new crayon and you broke it. You always break everything." "Stop being so picky," Matthew said. "You're always so picky and stinky and mean."*

92 Child: No way!

93 Teacher: That's what he said. And listen what Tilly said.

94 Reading Aloud: *"Well you're so stupid," Tilly said.*

95 Child: We don't say that!

96 Teacher: No.

97 Reading Aloud: *"You're so stupid and stinky and mean."*

98 Teacher: Are they being nice to each other?

99 Children: No.

100 Teacher: No. What do you think is going to happen now that they said all these mean things?

101 Child: They gonna be sad!

102 Teacher: I think it might make them both sad, yeah.

103 Child: Maybe they're going to fight.

104 Teacher: Maybe they're going to fight. What else might happen?

105 Child: I think they're going to jail.

106 Teacher: You think they're going to jail for saying mean words?

107 Child: Yeah.

108 Teacher: Maybe if they fight, but probably not. What else could you do? What if you're really mad at your friend? Does that ever happen at school? You get really mad at your friend and you're kind of fighting?

109 Child: I got really mad at my brother one time because he broke my glass measuring cup.

110 Teacher: Oh no. And what do you do sometimes when you're really mad?

111 Child: 'Cause he dropped it on the floor and it splat open.

112 Teacher: Yep. That happens sometimes.

113 Child: I want to tell you something. My Legos, if it breaks, I squeeze them together.

114 Teacher: You just fix it?

115 Child: And I don't know how it works, I just build it different.

116 Teacher: You just start it different? Okay, so there's lots of ways to settle that. But what we know for sure is they're really mad at each other aren't they? So let's see what happened. What do you think is happening here? How does Matthew feel? What do you think?

117 Child: Mad.

118 Child: sad.

119 Teacher: Yeah – either he's still mad or maybe he's sad. It's kind of hard to tell because we can't see his face.

120 **Reading Aloud: *Matthew stomped up the stairs.***

121 Teacher: That means he banged his feet really loud with every step, right? (*Stomping feet.*)

122 **Reading Aloud: *By himself.***

123 Teacher: So he decided he's mad at Tilly. He's not going to stay by her.

124 **Reading Aloud: *Tilly found a piece of chalk and began drawing numbers and squares on the sidewalk.*** I guess making a hopscotch. ***By herself.***

125 Teacher: Let's see what happens. So now they're playing by themselves.

126 Reading Aloud: *Upstairs, Matthew got out his cash register and some cans so he could play store. He piled the cans extra high and he put prices on everything. This was the best store he had ever made, probably because that picky and stinky and mean old Tilly wasn't around anymore to mess it up.*

127 Teacher: Is he going to like playing store by himself?

128 Child: Yeah.

129 Teacher: Yeah, he had fun *building it* by himself.

130 Reading Aloud: *But he didn't have any customers, and playing store wasn't as much fun without a customer. Tilly finished drawing the numbers and squares. She drew them really big with lots of squiggly lines. This was the best sidewalk game she had even drawn, probably because that stupid and stinky and mean old Matthew wasn't around to mess it up. But she didn't have anyone to play with, and sidewalk games weren't much fun without anyone to play with.*

131 Teacher: How do you think they're feeling now? They got mad and they went away to play by themselves.

132 Child: Sad.

133 Teacher: You think they're starting to be a little sad? Why do you think they might be getting a little sad?

134 Child: Because they're in separate rooms.

135 Teacher: They're back in their separate houses? Yeah? And they don't have anybody to play with. Let's see what happens.

136 Reading Aloud: *Matthew looked out the window and watched what Tilly was doing. Tilly looked up at Matthew's window and wondered what he was doing. She smiled just a little. That was enough for Matthew. "I'm sorry," he called. "So am I," said Tilly.*

137 Teacher: What do you think is going to happen now?

138 Child: They're going to love each other.

139 Teacher: They're going to love each other? What are you thinking?

140 Child: Yeah.

141 Teacher: They're going to love each other? And what do people who love each other do? What do friends who love each other do?

142 Child: Uh, they play with each other.

143 Teacher: They play together. Let's see.

144 Reading Aloud: *And Matthew and Tilly ran downstairs so they could play. Together again.*

145 Teacher: Yep. So y'all were good at guessing what was going to happen.

Teacher transitions to follow-up writing activity: Have you ever had a fight with your friends?

Transcript of Read Aloud – Instructor Version

Matthew and Tilly

By Rebecca Jones

Illustrated by Beth Peck

CLASS Codes: **GREEN = Concept Development (AR, C, I, RW)***
 RED = Quality of Feedback (S, FL, PT, PI, EA)*
 BLUE = Language Modeling (FC, OQ, RE, SP, AL)*

1 Teacher: Okay, so what we're going to do today is read a book. Do any of you know this book? Have you seen this book before?

2 Child: I did.

3 Teacher: You did?

4 Child: Yes.

5 Teacher: Do you remember what it's about?

6 Child: No.

7 Teacher: Okay well we're going to read it again anyway. This book is called *Matthew and Tilly*. Can you see who Matthew and Tilly are? (*Showing book cover*)

8 Child: I can see the people.

9 Teacher: Where are they? You see the people?

10 Child: Yeah.

11 Teacher: So, the people are...their names are Matthew and Tilly. And what are they doing?

12 Child: Uh...They're looking at each other.

13 Teacher: They're looking at each other. From where?

14 Child: The window.

15 Teacher: Yeah, they're both looking out of the window and they're on two different parts of the window. So, this is about Matthew and Tilly who are really good friends. (PI) Do you think they're brothers and sisters?

16 Children: (*Some say yes or nod; others shake their heads and say no.*)

17 Teacher: You think so? Some people say yes, some people say no. Why do you think they're brothers and sisters? (AR) (PT)

FL

FL

FL

18 Child: Because...they look grown up.

FL

19 Teacher: Oh, they look grown up? More grown up than you, you think?

20 Child: (*Unintelligible children talking at once.*)

21 Teacher: Matthew and Tilly, you know what? They actually live in a house where their windows are next door to each other. (PI) What do you call somebody who lives next door to you? Anybody know a word?

22 Child: A...a neighbor!

23 Teacher: A neighbor, that's right. So Matthew and Tilly are neighbors and they're also really good friends. So this book is going to be about Matthew and Tilly do when they play together as friends. And here's the neighborhood they live in. (*Showing title page*) And they are neighbors and friends. (PI) Do you all play with people in your neighborhood? (RW)

24 Child: Yeah.

25 Teacher: Yeah? Do you have good friends in your neighborhood who live by your house? (RW)

26 Child: No.

27 Child: I want to tell you something.

28 Teacher: You don't have some? So your friends are all at school?

29 Child: I want to tell you...Um, um, I have a friend she is – name is...I don't...um...Cora.

30 Teacher: Cora. And is she a neighbor? Does she live near your house? Or does her mom bring her to play? (RW) (RE)

31 Child: I think I go.

32 Teacher: You go to her house to play?

33 Child: And Mama and Dada, and... (*unintelligible*)

34 Teacher: Okay yeah. Well so sometimes what happens is, you are all friends at school right? You all have friends at school. You play with friends at school, but this book is about children who play at home in their neighborhood. (I) (RW) (PI)

35 Teacher: So let's see what it says about Matthew and Tilly. So here's Matthew and Tilly walking together, (*showing first page*) and it says...

36 Reading Aloud: **Matthew and Tilly were friends. They rode bikes together...**

37 Teacher: Do you ride bikes at home sometimes? (RW) (*Children nod yes.*)

FL

38 Reading Aloud: *And they played hide-and-seek together. They sold lemonade together. When business was slow, they played sidewalk games together.*

39 Teacher: Does anybody know what sidewalk games are? What do you think sweetie? What do you think sidewalk games are? Do you know? What do you think?

40 Child: Hopscotch!

41 Teacher: Hopscotch is a good sidewalk game and that looks like what they might be drawing. So, sidewalk games are games that you can just play on the sidewalk. Hopscotch is one where you draw the squares and then you hop on them. And that looks like what they're making. (PI) So...

42 Reading Aloud: *Sometimes they played sidewalk games together and sometimes they ate ice cream cones together.*

43 Teacher: Oh my goodness. Yummy. Is that good?

44 Reading Aloud: *Once they even rescued a lady's kitten from a tree together.*

45 Teacher: What is rescued? (AL)

46 Child: It means, it means you rescued it.

47 Teacher: You rescued something. What does it mean if you rescued them?

48 Child: That means that if you're stuck in a tree, that you get them down.

49 Teacher: That's right. So you rescued them, like he said. If this cat was stuck in a tree, they got it down. If sort of means like they saved it, right?

50 Child: And also, also...um...like in Paw Patrol, um, I watched it at home a very long time ago, and a little bear and its Mama was still sleeping, and then Paw Patrol got it down from a tree.

51 Teacher: Okay. So Paw Patrol came to the rescue. The people at Paw Patrol, Marshall and all of those, rescue people all the time.

52 Child: They're not people.

53 Teacher: Animals yeah.

54 Child: Pups.

55 Teacher: Pups. Okay. The lady whose cat they rescued...

56 Reading Aloud: *The lady gave them money for the bubble gum machine.*

57 Teacher: Why do you think she gave them money when they rescued her cat? (AR)

58 Child: Because.

FL

FL

FL

FL

59 Teacher: Because what?

FL

60 Child: Because it was very nice getting the kitty down.

61 Teacher: Oh, because they were so nice getting the kitty down? Yeah, she wanted to reward them. She wanted to do something good for them because they did something good for her.

62 Reading Aloud: *So later they chewed gum together and remembered how brave they had been.*

63 Teacher: Why were they brave? What did they do that was brave? (AR)

FL

64 Child: Only one thing.

65 Teacher: What?

66 Child: Get the kitty.

67 Teacher: Why would it be brave to climb up and get a kitty?

68 Child: 'Cause maybe you might get stuck up there too.

69 Teacher: Good thinking! (EA) Maybe so. Climbing up a tree can be dangerous and you could get stuck too – and then Paw Patrol would have to come rescue you. (RE) What are you thinking?

70 Child: Well Paw Patrol is just pretend.

71 Teacher: It is just pretend. You know what else maybe made them brave? Some people are afraid of cats and if the cat is afraid, what could happen when you reach for it? (AR)

FL

72 Child: Uh – bite you.

73 Teacher: It might bite or it might scratch. So they really were kind of brave to climb down the tree. (EA)

74 Child: Sometimes you don't know that and they scratch. That's how (unintelligible) taught to give a pet. Like that. (Pats other child on the head.)

75 Teacher: Yep sometimes that happens. Okay so let's see what it says now.

76 Reading Aloud: *Sometimes though*, because they're doing everything together, right?, *sometimes though Matthew and Tilly got sick of each other.*

77 Teacher: What does it mean if you get sick of each other? What do you think that means? (AL)

FL

78 Child: Get germs.

79 Teacher: Maybe it could mean get germs. Sometimes that's what getting sick *from* somebody means. (EA)

80 Child: One day at grandma's I was sick a very long time. I was very sick and I was trying to talk.

81 Teacher: And you couldn't. Was your throat really sore? (EA) (Child nods.)

82 Teacher: Well this kind of sick is different. When you say you're sick of somebody, do you ever play with somebody so much but then you go outside and just want to ride a bike by yourself? (RW) No? Because you're tired of playing with that same friend all day long. And that's what they mean by getting sick of somebody. (PI) Do you sometimes get sick of eating the exact same sandwich for lunch every day? (RW)

83 Child: No.

84 Teacher: No? You like eating the same sandwich every day? (Some children grimace.) Sometimes people get sick of that and it doesn't mean it makes them sick in the belly, it just means, "Oh man, that same sandwich again. I am sick of eating peanut butter." (RW) Sometimes that's what it means. So when Matthew and Tilly got sick of each other, it just means they were sort of tired of playing together. (PI) (AL)

85 Reading Aloud: One day when they were coloring Matthew broke Tilly's purple crayon. He didn't mean to, but he did.

86 Teacher: Does that ever happen? Somebody breaks something by accident? (RW)

87 Reading Aloud: "You broke my crayon," Tilly said in her crabbiest voice.

88 Teacher: What's a crabby voice sound like? Can anybody do a crabby voice? Are you ever crabby? What does it mean if you're crabby? (AL) How do you think Tilly felt when she was fussing at Matthew for breaking her crayon? How would she say, "You broke my crayon!" sounding crabby? You're making a crabby face. I like that crabby face. (EA) Can anybody else make a crabby face? (Children make faces.) It's like when you're just – there's a good crabby face (EA) – it's when you're just kind of mad. (PI)

89 Reading Aloud: She said in her crabbiest voice, "You broke my crayon." "It was an old crayon," Matthew said in his grouchiest voice.

90 Teacher: Can you do a grouchy voice? Nobody can do a grouchy voice? I see – can you make a grouchy face? There's a good grouchy face. I see some grouchy faces. (EA) (AL)

91 Reading Aloud: "No it wasn't," Tilly said. "It was a brand-new crayon and you broke it. You always break everything." "Stop being so picky," Matthew said. "You're always so picky and stinky and mean."

92 Child: No way!

93 Teacher: That's what he said. And listen what Tilly said. (EA)

94 Reading Aloud: "Well you're so stupid," Tilly said.

95 Child: We don't say that!

96 Teacher: No. (EA)

97 Reading Aloud: "You're so stupid and stinky and mean."

FL

FL

98 Teacher: Are they being nice to each other?

99 Children: No.

100 Teacher: No. What do you think is going to happen now that they said all these mean things? (AR)

101 Child: They gonna be sad!

102 Teacher: I think it might make them both sad, yeah. (EA)

103 Child: Maybe they're going to fight.

104 Teacher: Maybe they're going to fight. What else might happen? (AR) (EA)

105 Child: I think they're going to jail.

106 Teacher: You think they're going to jail for saying mean words? (EA)

107 Child: Yeah.

108 Teacher: Maybe if they fight, but probably not. What else could you do? (AR) What if you're really mad at your friend? Does that ever happen at school? You get really mad at your friend and you're kind of fighting? (RW)

109 Child: I got really mad at my brother one time because he broke my glass measuring cup.

110 Teacher: Oh no. And what do you do sometimes when you're really mad?

111 Child: 'Cause he dropped it on the floor and it splat open.

112 Teacher: Yep. That happens sometimes. (EA)

113 Child: I want to tell you something. My Legos, if it breaks, I squeeze them together.

114 Teacher: You just fix it?

115 Child: And I don't know how it works, I just build it different.

116 Teacher: You just start it different? Okay, so there's lots of ways to settle that. (EA) But what we know for sure is they're really mad at each other aren't they? (PI) So, let's see what happened. What do you think is happening here? How does Matthew feel? What do you think? (AR)

117 Child: Mad.

118 Child: sad.

119 Teacher: Yeah – either he's still mad or maybe he's sad. (EA) It's kind of hard to tell because we can't see his face. (PI)

FL

FL

120 Reading Aloud: **Matthew stomped up the stairs.**

121 Teacher: That means he banged his feet really loud with every step, right? (*Stomping feet.*) (AL)

122 Reading Aloud: **By himself.**

123 Teacher: So he decided he's mad at Tilly. He's not going to stay by her.

124 Reading Aloud: **Tilly found a piece of chalk and began drawing numbers and squares on the sidewalk. I guess making a hopscotch. By herself.**

125 Teacher: Let's see what happens. So now they're playing by themselves.

126 Reading Aloud: **Upstairs, Matthew got out his cash register and some cans so he could play store. He piled the cans extra high and he put prices on everything. This was the best store he had ever made, probably because that picky and stinky and mean old Tilly wasn't around anymore to mess it up.**

127 Teacher: Is he going to like playing store by himself? (AR)

128 Child: Yeah.

129 Teacher: Yeah, he had fun *building it* by himself. (EA)

130 Reading Aloud: **But he didn't have any customers, and playing store wasn't as much fun without a customer. Tilly finished drawing the numbers and squares. She drew them really big with lots of squiggly lines. This was the best sidewalk game she had even drawn, probably because that stupid and stinky and mean old Matthew wasn't around to mess it up. But she didn't have anyone to play with, and sidewalk games weren't much fun without anyone to play with.**

131 Teacher: How do you think they're feeling now? They got mad and they went away to play by themselves. (AR)

132 Child: Sad.

133 Teacher: You think they're starting to be a little sad? Why do you think they might be getting a little sad? (AR)

134 Child: Because they're in separate rooms.

135 Teacher: They're back in their separate houses? Yeah? And they don't have anybody to play with. Let's see what happens. (PI)

136 Reading Aloud: **Matthew looked out the window and watched what Tilly was doing. Tilly looked up at Matthew's window and wondered what he was doing. She smiled just a little. That was enough for Matthew. "I'm sorry," he called. "So am I," said Tilly.**

137 Teacher: What do you think is going to happen now? (AR)

138 Child: They're going to love each other.

FL

FL

139 Teacher: They're going to love each other? What are you thinking? (EA)

140 Child: Yeah.

141 Teacher: They're going to love each other? And what do people who love each other do? What do friends who love each other do? (EA)

142 Child: Uh, they play with each other.

143 Teacher: They play together. Let's see. (RE)

144 Reading Aloud: *And Matthew and Tilly ran downstairs so they could play. Together again.*

145 Teacher: Yep. So y'all were good at guessing what was going to happen. (EA)

Teacher transitions to follow-up writing activity: Have you ever had a fight with your friends?

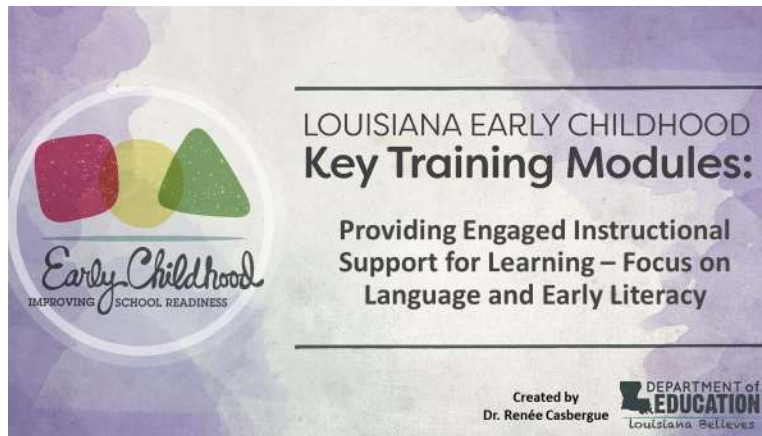
FL

*AR = Analysis & Reasoning, C = Creating, I= Integrating, RW = Connections to the Real World

*S = Scaffolding; FL = Feedback Loop, PT = Prompting Thought, PI = Providing Info, EA = Encouragement & Affirmation

*FC = Frequent Conversation, OQ= Open-ended Questions, RE = Repetition & Extension, SP = Self- & Parallel Talk, AL= Advanced Language

Training Manual



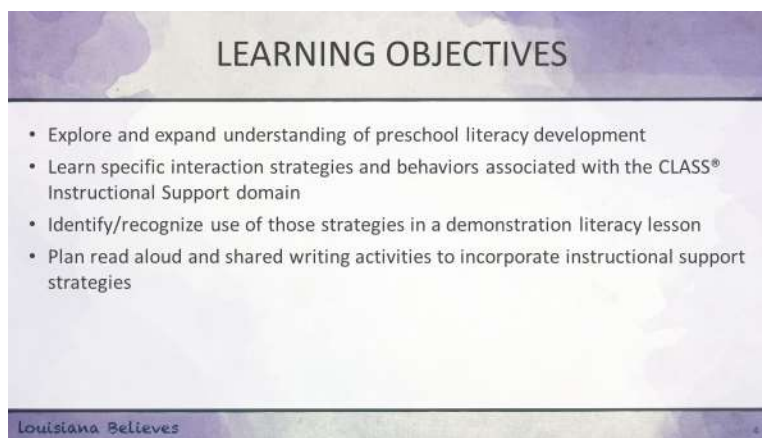
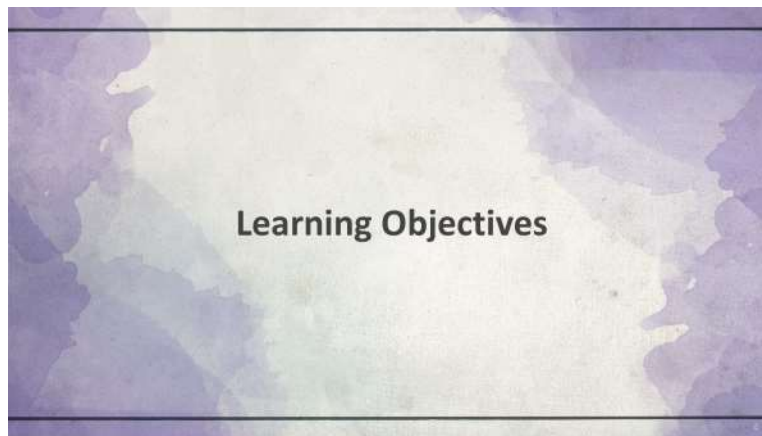
Distribute the Pre-Assessment Evaluation as participants enter the training.

- *Ask them to complete the Pre-Assessment Evaluation and return to you*
- *Briefly review the forms to identify the group's needs*
- *Emphasize the learning objective(s) identified by the group as needing support*
- *Modify the session to spend more time on knowledge, skills, and abilities needed by the group*



Introduce yourself and the session.

In this session we will talk about how to increase instructional support for preschool children by incorporating concept development, quality of feedback, and language modeling into developmentally appropriate literacy focused lessons. The purpose of this training is to help you expand preschool children's language and early literacy learning and provide you with strategies to increase your own CLASS® Instructional Support scores.



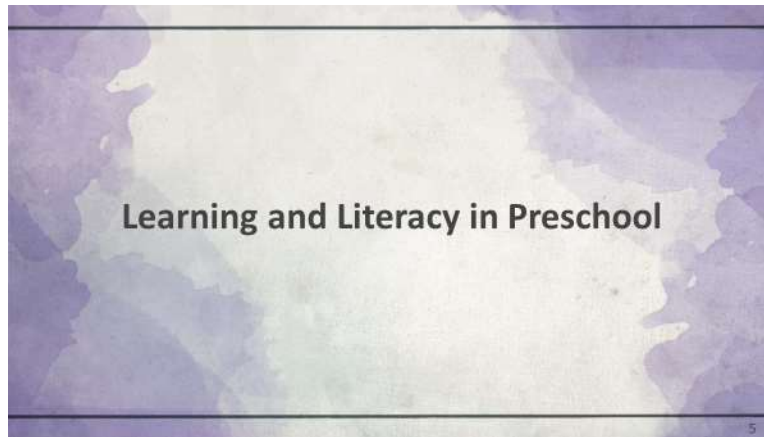
Let's take a look at our learning objectives today.

Read each learning objective aloud.

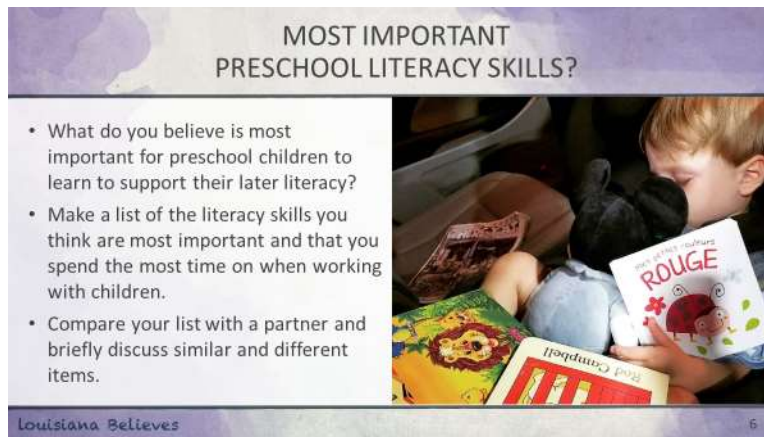
- **Explore and expand understanding of preschool literacy development**
- **Learn specific interaction strategies and behaviors associated with the CLASS® Instructional Support domain**
- **Identify/recognize use of those strategies in a demonstration literacy lesson**
- **Plan read aloud and shared writing activities to incorporate instructional support strategies**

Are there any additional points we should add to our list of objectives for today?

Record responses on chart paper.




Let's first explore preschool literacy.



MOST IMPORTANT PRESCHOOL LITERACY SKILLS?

- What do you believe is most important for preschool children to learn to support their later literacy?
- Make a list of the literacy skills you think are most important and that you spend the most time on when working with children.
- Compare your list with a partner and briefly discuss similar and different items.



Louisiana Believes

6

Distribute note paper to each participant.

Read the bullets on the screen.


- **What do you believe is most important for preschool children to learn to support their later literacy?**
- **Make a list of the literacy skills you think are most important and that you spend the most time on when working with children.**
- **Compare your list with a partner and briefly discuss similar and different items.**

Use the following instructions for this activity.

- *Encourage participants to think about their own knowledge and beliefs about preschool literacy learning.*
- *Have individual participants make a list of the literacy skills they think are most important and that they spend the most time on when working with children.*
- *After a few minutes, have participants "turn and talk" briefly with a partner to compare their lists.*

PRINT CONCEPTS VS. MEANING?

- Place a “P” next to each item on your list that is related to children’s learning about print and print conventions (letter names and sounds, uppercase and lowercase letters, writing from left to right and top to bottom, forming letters, etc.).
- Place an “M” next to each item on your list that is related to children’s meaning-making with stories or informational text (vocabulary, comprehension, composing).
- Discuss with a partner which aspect of early literacy (print or meaning making) dominates your list and why.



Louisiana Believes 7

Have participants review the items on their lists and label each item with a “P” if the item is related to learning about print (ex. letter names, letter forms, letter sounds, etc.) and an “M” if the item is related to meaning-making (ex. understanding what is happening in a story, vocabulary, etc.).

Encourage partners to discuss with the group which aspect of literacy learning dominates their lists, and solicit volunteers to share their ideas with the whole group.

Trainer Note: Most lists are likely to be heavily related to learning about print, with an emphasis on learning to recognize upper and lower case letters, writing letters with proper formation, and learning letter sounds.

LOUISIANA EARLY LITERACY STANDARDS

LANGUAGE AND LITERACY DEVELOPMENT

Standard 1: Comprehend or understand and use language.

Standard 2: Comprehend and use increasingly complex and varied vocabulary.

Standard 3: Develop an interest in books and their characteristics.

Standard 4: Comprehend stories and information from books and other print materials.

Standard 5: Demonstrate understanding of the organization and basic features of print.

Standard 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes).

Standard 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.

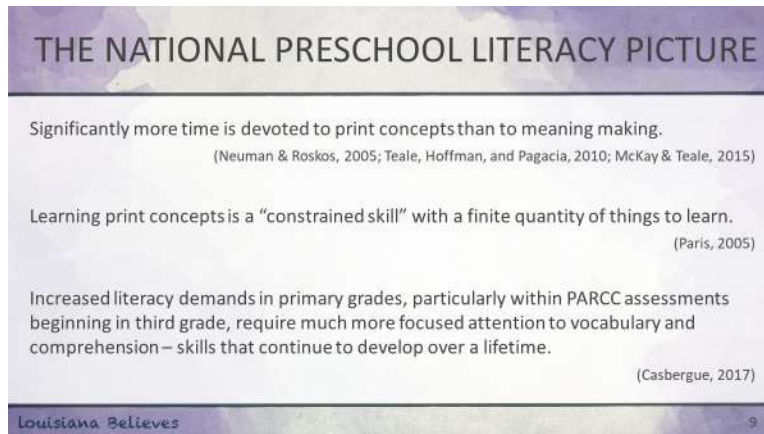
Louisiana Believes 8

Trainer Note: This slide is designed to put participants’ concepts of early literacy development in a broader context and introduce the idea that while print is important, it is equally important to begin attending to meaning-making in preschool if children are to be successful as readers and writers in the primary grades.

Here are the Louisiana Early Literacy Standards. *Read the standards aloud.*

Note that only two of the standards are related to print or letters and sounds – Standards 5 and 6. Four standards are related to meaning-making – language development, vocabulary, interest in literature, and comprehension. The final standard for writing combines both print and meaning-making knowledge and skill.

It is important for preschool teachers to address all of the standards, not just those related to print.



THE NATIONAL PRESCHOOL LITERACY PICTURE

Significantly more time is devoted to print concepts than to meaning making.
(Neuman & Roskos, 2005; Teale, Hoffman, and Pagacia, 2010; McKay & Teale, 2015)

Learning print concepts is a “constrained skill” with a finite quantity of things to learn.
(Paris, 2005)

Increased literacy demands in primary grades, particularly within PARCC assessments beginning in third grade, require much more focused attention to vocabulary and comprehension – skills that continue to develop over a lifetime.
(Casbergue, 2017)

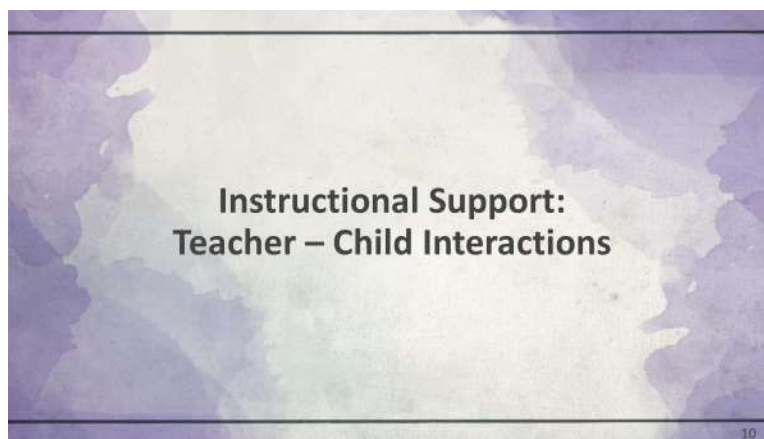
Louisiana Believes 9

If you listed more print-related skills, you are not alone. Across the country, multiple studies have shown that classrooms focus more heavily on print than on meaning-related skills and knowledge.

Learning about print is a “constrained skill,” a skill with a finite quantity of things to learn. There are only 26 letters and a finite number of sounds. In contrast, knowledge of language, vocabulary, and comprehension develops over a lifetime.

Newer assessments, including those used in Louisiana that are modeled on the National PARCC tests, place a heavy emphasis on children’s vocabulary and comprehension.

Therefore, it is imperative that we begin supporting children’s development of these skills in early childhood. We want even the youngest children to balance their approach to books so that they don’t lost sight of meaning-making even as they are immersed in learning about print.



**Instructional Support:
Teacher – Child Interactions**

10

Meaning-making is preschool is most often dependent on the types of **interactions** children have with their teachers. This is the crux of the **Instructional Support** domain of the CLASS®. Research demonstrates that is it this domain of CLASS® that is most closely related to children’s language and literacy gains, both in preschool and in later grades.

Mashburn, A.J., Pianta, R.C., Hamre, B.K., Downer, J.T., Barbarin, O., Bryant, D., & Howes, C. (2008). Measures of classroom quality in pre-kindergarten and children’s development of academic, language and social skills. ChildDevelopment, 79(3), 732–749. <http://dx.doi.org/10.1080/10888691.2010.516187>



**CLASS® INSTRUCTIONAL SUPPORT:
CONNECTIONS TO EARLY LITERACY**

Domain: Instructional Support

Dimensions:

- Concept Development
- Quality of Feedback
- Language Modeling

Meaning-focused lessons (rather than lessons focused on print) more readily allow interactions that yield high Instructional Support CLASS® scores.



Louisiana Believes 11

The **Instructional Support Domain** of the **CLASS®** connects directly to children’s early literacy learning, particularly when the focus is on meaning-making.

The **three dimensions** of the **CLASS® Instructional Support** domain are **concept development, quality of feedback, and language modeling**. We will examine each of those in detail.

Research conducted in thousands of classrooms across the country, including in Louisiana, have found that classroom scores on the CLASS® are lowest for this domain.

Teachers everywhere devote significant instructional time to teaching children about print. While learning about print is important, most print-focused lessons do not readily allow teachers to demonstrate behaviors that are scored within these three dimensions. Meaning-focused literacy lessons more naturally lend themselves to concept development, quality of feedback, and language modeling.



Concept Development

12

Let’s take a closer look at **concept development**.

CONCEPT DEVELOPMENT

This dimension of the CLASS® measures the teacher’s use of instructional discussions and activities to promote children’s higher-order thinking skills and cognition and the teacher’s focus on understanding rather than rote learning skills.

(CLASS® Pre K – K manual, pg. 61)



Louisiana Believes13

This dimension of the CLASS® measures the teacher’s use of instructional discussions and activities to promote children’s higher-order thinking skills and cognition and the teacher’s focus on understanding rather than rote learning skills.

When CLASS® observers visit your classroom, they are NOT scoring how many concepts you teach, or how much time you devote to teaching specific concepts. Instead, they are counting how often they see specific indicators of concept development.

PRESCHOOL CLASS® TOOL

Dimension: Concept Development

Indicators:

Analysis and Reasoning
Creating
Integration
Connections to the Real World



Louisiana Believes14

There are four main **indicators of concept development**.

These include how often you engage children in **analysis and reasoning**, how often children are engaged in **creating**, how often you help children **integrate** ideas across lessons and activities, and how often you help them **make connections** between what they are learning or doing **to the real world**.

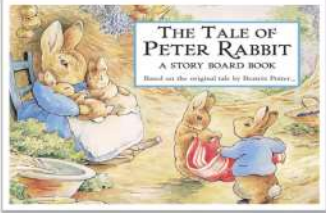
CLASS® observers look for specific “behavioral markers” for each of these indicators. Next we’ll look at these behavior markers.

PRESCHOOL CLASS® TOOL

Indicator: Analysis and Reasoning

Behavioral markers:

- Why and how questions
- Problem solving
- Prediction/experimentation
- Classification/comparison
- Evaluation



Louisiana Believes 15

The behavioral markers for **Analysis and Reasoning** include **why and how questions, problem solving, prediction/experimentation, classification/comparison, and evaluation.**

If you were to engage children in a read aloud of a Peter Rabbit story, for example, here are some questions you might ask at different parts of the story that would be scored by a CLASS® observer as evidence of analysis and reasoning.

Some examples of “why and how questions” might be:

- “Why did Peter Rabbit go in the garden?”
- “How did he get away from Mr. McGregor?”

Some examples of “problem solving” questions might be:

- “What else could Mr. McGregor do to keep the rabbits out of the garden?”
- “What could Peter do to get his jacket back if he can’t get in the garden?”

Some examples of “prediction/experimentation” questions might be:

- “What might happen next?”

Some examples of “classification/comparison” questions might be:

- “How are Peter and Benjamin alike?”
- “How are Peter and Benjamin different when they think about going in the garden?”

Some examples of “evaluation” questions might be:

- “Did Peter make a good choice when he went into the garden?”
- “Would you go into someone else’s garden to take the vegetables?”

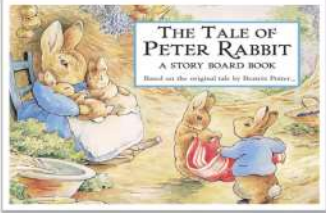
CLASS® observers do not need to see all of these behavioral markers in each observation session. They do need to document multiple instances when teachers engage children in this kind of thinking.

PRESCHOOL CLASS[®] TOOL

Indicator: Creating

Behavioral markers:

- Brainstorming
- Planning
- Producing



Louisiana Believes 16

Behavioral markers for creating include engaging children in **brainstorming, planning, and producing.**

The examples I will read here could be used as activities before or after sharing a Peter Rabbit story with children.

Examples of “brainstorming” might be:

- Ask children to think about a topic and share their ideas
- “What kind of vegetables and fruits might Peter Rabbit find in the garden?”

Examples of “planning” questions might be:

- “What will you need if you want to make your own rabbit book?”
- “Which rabbits will you draw for your book?”
- “What will the rabbits do in the story?”

Examples of “producing” might be:

- Provide opportunities for children to generate their own products, ex. art, writing, building, storytelling, etc.

Remember that the products preschool children create can be very simple. A “book” created by a preschooler might be two drawings stapled together, with or without words. The “product” might also be a recreation of Mr. McGregor’s garden as children build a fence and retell the story using figures in the block center.

What is important is not what the children actually produce, but that the teacher challenges the children to plan what they want to do in advance and then allows them time to pursue their ideas.

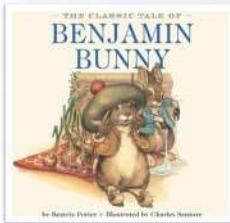
Questions that prompt creating may be directed to the whole group, to small groups of children, or even to individuals as children play in blocks or in the art or writing centers.

PRESCHOOL CLASS® TOOL

Indicator: Integration

Behavioral markers:

- Connecting Concepts:** Connect new concepts with other concepts children understand; Connect multiple concepts within the same discussion or activity
- Integrating with previous knowledge:** The teacher connect concepts to previously learned concepts



Louisiana Believes 17

The **behavioral markers** for **integration** include **connecting concepts** and **integrating with previous knowledge**.

The most important thing about integration is that it asks children to make connections between now learning and what they already understand or what they are doing at different times of the day.

The examples on these slides and the examples I will read now do exactly that.

An example of “connecting concepts” is:

- Ex. “We’ve been learning a lot about friendship and how friends treat each other. Today we’re going to read The Tale of Benjamin Bunny, a story about Peter and his cousin Benjamin. They are friends and play together. At the art table later, you might want to draw a picture of yourself with your friends. Then you can write or tell me what you and your friends are doing in your picture.”

An example of “integrating with previous knowledge” is:

- “We have been learning about what plants need to grow. When we read about Mr. McGregor’s garden, let’s see what we see him doing in the pictures that helps the vegetables in his garden grow.”

This ability to make connections is important for children’s overall concept development.

PRESCHOOL CLASS® TOOL

Indicator: Connections to the Real World

Behavioral markers:

- Real world applications**
- Relating to children’s lives**



Louisiana Believes 18

The final indicator of concept development is making **connections to the real world**.

The **behavioral markers** include **real world applications**, and **relating to children’s lives**.

An example of “real world applications” is:

- Ex. “We’re going to grow our own vegetables outside, just like in Mr. McGregor’s garden. There are some bowls of seeds in the science center. There are seeds for pumpkins, eggplant, leeks, and bell peppers. Use the pictures on the seed packets to sort them so we have each kind of seed grouped together. Later, we’ll plant them outside and use the pictures to remind us what is growing.”

An example of “relating to children’s lives” is:

- “Do you have a garden at home?” “What grows in your garden?”
- “Have you ever seen crops growing on a farm?” “What do crops look like?”
- “What kinds of vegetables do you eat at home?”

The examples here show how teachers expand reading to talk about the topic of planting seeds, actually explore different kinds of seeds, and then connect knowledge about vegetable gardens to their own experiences.

CONCEPT DEVELOPMENT VIDEO



Preschool Read Aloud - Instructional Support

GRADES	GUIDED READING	GENRE
PREK-K, 1-2	K	FICTION

Like all good friends, Matthew and Tilly have an occasional tiff, but their friendship prevails despite their differences.

Louisiana Believes Hold CTRL and Click "Preschool Read Aloud..." to play video. 19

Distribute Concept Development Overview handout that summarizes each of the indicators and behavioral markers for their reference.

We will now look at a video in which a teacher has incorporated many of the behaviors associated with concept development into a read aloud session with a small group of preschool children.

She used the book of *Matthew and Tilly* from the preschool OWL curriculum. The content is appropriate for children from preschool through second grade, and it was selected because it offers the opportunity to prompt thinking beyond the relatively simple written text.

We will use a transcript of this video later to look for evidence in the other areas of instructional support. For now, though, I want you to watch the video and jot down any examples of how the teacher prompts analysis and reasoning, creation, integration, and connection to the real world.

Remember that you will not necessarily see examples of every indicator or behavior marker.

Play the video linked on the slide. (Duration 14:37)

Video link: <https://www.youtube.com/watch?v=TYJBwKwgqpk&feature=youtu.be>

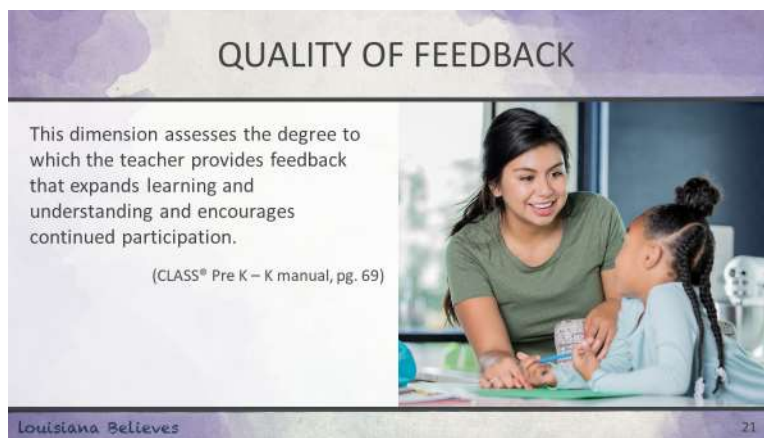
Expand to full screen view so all participants can easily view the content.

Have participants watch the full video, jotting down instances when they see examples of Concept Development.

After participants watch the entire video, use the facilitator's coded version of the video transcript to guide participants' sharing of the concept development interactions they noticed and perhaps point out other examples that they have overlooked. Note that they will be given an un-coded version of the transcript to work with for the following Quality of Feedback and Language Modeling portions of the training.



We will now turn to the second dimension of the Instructional Support Domain of the CLASS® – **Quality of Feedback**.



This dimension is related to what teachers do when children respond to questions, make comments, or otherwise engage in classroom activities.

In low-scoring classrooms, teachers are more likely to respond to the *correctness* of children's ideas or efforts, saying things like, "That's right," or "Good," or "No. Does someone else want to guess?"

High-scoring classrooms are characterized by teacher responses that extend children's learning and keep them thinking.

PRESCHOOL CLASS[®] TOOL

Dimension: Quality of Feedback

Indicators:

- Scaffolding
- Feedback Loops
- Prompting Thought Processes
- Providing Information
- Encouragement and Affirmation

Louisiana Believes 22

This dimension has five indicators that observers watch for:

- **Scaffolding**
- **Feedback Loops**
- **Prompting Thought Processes**
- **Providing Information, and**
- **Encouragement and Affirmation**

We will discuss the behavior markers for each of these indicators next.

PRESCHOOL CLASS[®] TOOL

Indicator: Scaffolding

Behavioral markers:

- Hints
- Assistance



Louisiana Believes 23

The first indicator of Quality of Feedback is **Scaffolding**. The behavior markers include **Hints** and **Assistance**.

PRESCHOOL CLASS® TOOL

Behavioral marker: Hints

Examples:

"I see you wrote two rabbits' names. Flopsy, Mopsy, and who's this? /p/ /p/ ..."

"Good job brainstorming vegetables in the garden. We're leaving out one more. It's something rabbits love to eat. It's orange."



Hints refer to prompts teachers give children that help them figure out more correct or detailed answers or actions. In the examples here, the teachers provides the initial sound of the word "Peter" that a child omitted as he labeled his drawing of three rabbits. In the second example, the teachers prompts children to include the word "carrots" as they brainstorm a list of garden vegetables.

PRESCHOOL CLASS® TOOL

Behavioral marker: Assistance

Examples:

"You want to write Benjamin Rabbit? Let's listen for the first letter in his name. /b/ /b/"

This is a "B" (point to letter on alphabet strip. You do line down, then curve, curve (tracing the letter as child writes).



Assistance refers to more direct help the teacher provides, as when a teacher helps a child sound out letters in a word she wants to write, or helps a child form specific letters.

Trainer Note: Be sure to emphasize that in each of these examples, the teacher is responding to something the children said or did – attempting to label rabbits in a drawing, listing vegetables during a group brainstorm, requesting help with spelling, and attempting to write the letter "B."

PRESCHOOL CLASS® TOOL

Indicator: Feedback Loops

Behavioral markers:

- Back and forth exchanges
- Persistence by teacher
- Follow-up questions

Louisiana Believes 26

The next indicator of Quality of Feedback is **Feedback Loops**.

There are three behavior markers of Feedback Loops.

- **Back and forth exchanges**
- **Persistence by the teacher**, and
- **Follow-up questions**.

These behaviors often occur within a single feedback loop as in this example where the entire interaction is in the form of back and forth exchanges.

Read the example interaction below and point out the four follow-up questions (each after a child's response), and the teacher's persistence, particularly when the child gives vague answers, ex. "It's dangerous?" and "Because."

Child: "They have to get out of the garden!"

Teacher: "Why do they need to get out?"

C: "It's dangerous?"

T: "What's dangerous in the garden?"

C: "Mr. McGregor!"

T: "Why is he dangerous?"

C: "Because."

T: "Because what?"

C: "He wants to catch the rabbits."

T: "He does! What might happen if he catches them?"

C: "He'll put them in a pie."

PRESCHOOL CLASS® TOOL

Indicator: Prompting Thought Processes

Behavioral markers:

- Asks children to explain thinking
- Queries responses and actions



Louisiana Believes 27

The third indicator of Quality of Feedback is **Prompting Thought Processes**. The specific behavior markers include **asking children to explain their thinking** and **querying their responses and actions**.

PRESCHOOL CLASS® TOOL

Behavioral marker: Asks children to explain thinking

Examples:

Teacher: "Do you think we'll have more pumpkins or more beans when our plants grow?" Child: "Pumpkins."

Teacher: Why do you think there will be more pumpkins?" Child: "Because pumpkins are bigger."

Louisiana Believes 28

In each case, the purpose of this type of feedback is to prompt children to reflect on their own thinking or why they are doing things a particular way.

PRESCHOOL CLASS® TOOL

Behavioral marker: Queries responses and actions

Examples:

Teacher: "You're finished sorting our seeds. How did you group them?"
Child 1: "I put the smallest one, then the bigger ones." Teacher: "So you sorted them by size."
Child 2: "I put all the white ones together, then the yellow ones, and the black ones." Teacher: "I see you. You sorted them by color."

Louisiana Believes 29

In these examples, children are engaged in talk and activities that continue children's exploration of vegetable seeds and gardens in relation to ongoing study and reading about Mr. McGregor's vegetable garden in the Table of Benjamin Bunny in the Peter Rabbit series.


Trainer Note: Point out to participants that these responses are NOT necessarily about the correctness of children's responses, but rather focus on engaging them in thinking and explaining their thinking. While the child's response that there will be more pumpkins because pumpkins are bigger isn't correct, what matters is that the child was prompted to consider and explain his response.

PRESCHOOL CLASS® TOOL

Indicator: Providing Information

Behavioral markers:

- Expansion
- Clarification
- Specific feedback



Louisiana Believes 30

The next indicator of Quality of Feedback is **Providing Information**. Behavioral markers for this indicator include **Expansion**, **Clarification**, and **Specific Feedback**.

Expansion is a type of feedback in which a teacher provides more information to expand a child's limited comment or answer. In this example, the teacher acknowledged the child's comment and expanded in with information about why Mr. McGregor might be scary.

The example of "expansion" is:

- Child: "Scary."
- Teacher: "Mr. McGregor is scary. He wants to catch Peter. He tried to get him in a trap."

Clarification occurs when a teacher helps a child understand why and how a respond or comment might not be entirely correct. In this example, the child is correct that Mr. McGregor took Peter's jacket, but he is mistaken about why. The teacher adds information that clarifies the child's misconception.

The example of "clarification" is:

- Child: "He took Peter's jacket for his wife."
- Teacher: "He did take Peter's jacket. But it is much too small for his wife. Remember he put it on the little scarecrow in the garden."

Specific feedback is characterized by teachers' responses to children's efforts that help them understand what they did correctly, rather than responses that offer more general praise like "good job," or "that's right." In this example, the teacher praises very specific aspects of the children's thinking about the characters in the story.

The example of "specific feedback" is:

- Ex. "You all did a great job remembering lots of what happened in this story. I like how you thought about the characters. You said Peter is naughty, Flopsy is kind, Mopsy is timid, and Mr. McGregor is big and scary. Good thinking about the story."

PRESCHOOL CLASS® TOOL

Indicator: Encouragement and Affirmation

Behavioral markers:

Recognition: “You finished the first page of your story about Peter Rabbit. I like how you put the little blue jacket on Peter so we can tell which bunny he is!”

Reinforcement: “You’re doing such a good job with your book. I know you want to make two pages. Keep going and you can read it to me when you finish.”

Child persistence: “Wait! I’m not finished. I need to add one more page.”

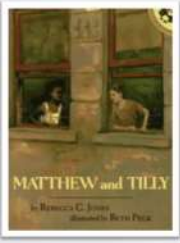
Louisiana Believes 31

The final indicator of Quality of Feedback is **Encouragement and Affirmation**. Behavioral markers of this indicator include **Recognition**, **Reinforcement**, and **Child Persistence**. This is feedback that acknowledges children’s efforts and encourages them to go further.

Review each of the examples with participants.

The first two behavior markers, **recognition** and **reinforcement**, are about teachers’ responses to what children say and do. The third – **child persistence** – refers to evidence that children *do* actually persist in their efforts.

RECOGNIZING QUALITY OF FEEDBACK



Transcript of Read Aloud
Matthew and Tilly
By Rebecca Jones, Illustrated by Beth Peck

1. Teacher: Okay, so what are we going to do today to read a book. Do any of you know this book? Have you seen this book before?
2. Child: I did.
3. Teacher: You did?
4. Child: Yes.
5. Teacher: Do you remember what it's about?
6. Child: No.
7. Teacher: Okay and we're going to read it again anyway. This book is called Matthew and Tilly. Can you see who Matthew and Tilly are? (Showing book cover)
8. Child: I can see the people.
9. Teacher: Where are they? You see the people?
10. Child: Yeah.
11. Teacher: So, the people are... their names are Matthew and Tilly, and what are they doing?
12. Child: Oh... They're looking at each other.
13. Teacher: They're looking at each other. From where?
14. Child: The window.

Louisiana Believes 32

Divide participants into groups of two or three.

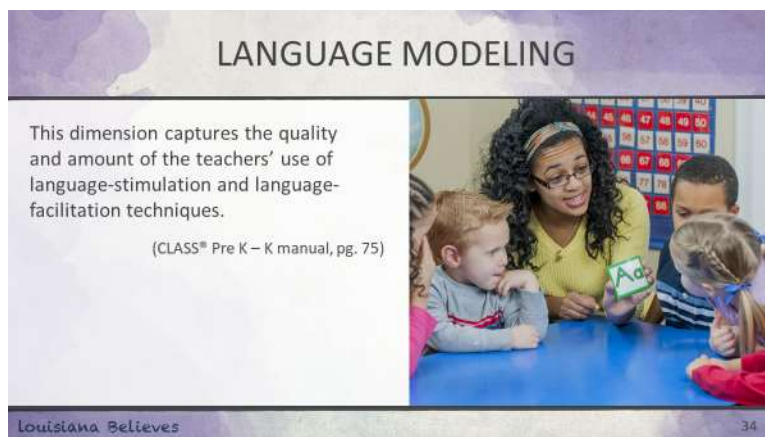
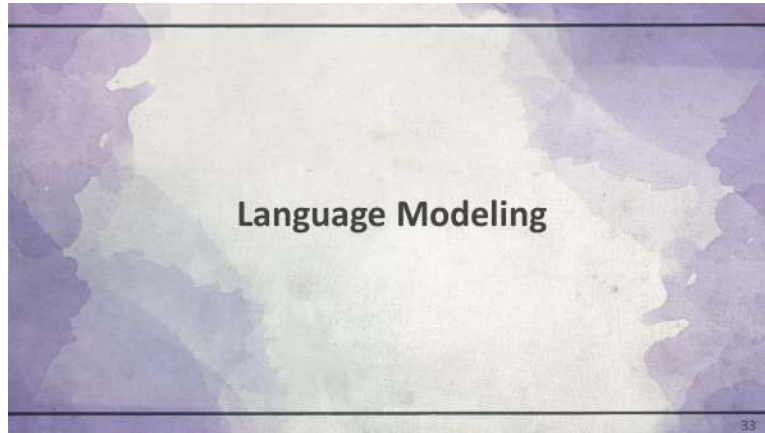
Provide each group with the Quality of Feedback Overview handout and a copy of the Participants’ Video Transcript. Tell them that the transcript is from the Matthew and Tilly read aloud they watched earlier.

Instruct participants to find examples of quality of feedback indicators in their assigned portion of the transcript. Be sure to note that assigned portions may not contain examples of each indicator.

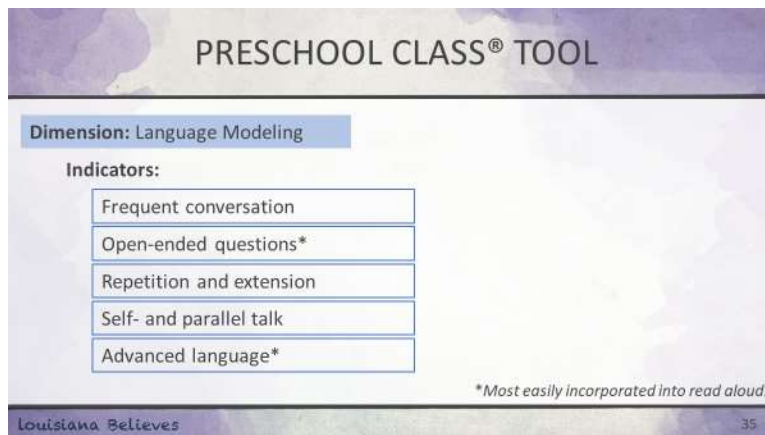
Trainer Note: Suggested portions include Lines 1-35, Lines 36-76, Lines 77-120, and Lines 121-146. With larger groups, portions of the transcript may be analyzed by more than one group.

After groups have completed identifying examples of scaffolding, feedback loops, prompting of thought, providing information, and encouragement and affirmation, have each group share the examples they identified.

Use the coded Facilitator Video Transcript to check participants' responses, clarify examples they may have listed under the wrong indicator, and help them identify additional examples that they might have missed.



Language modeling captures the quality and amount of teachers' use of language-stimulation and language-facilitation techniques.



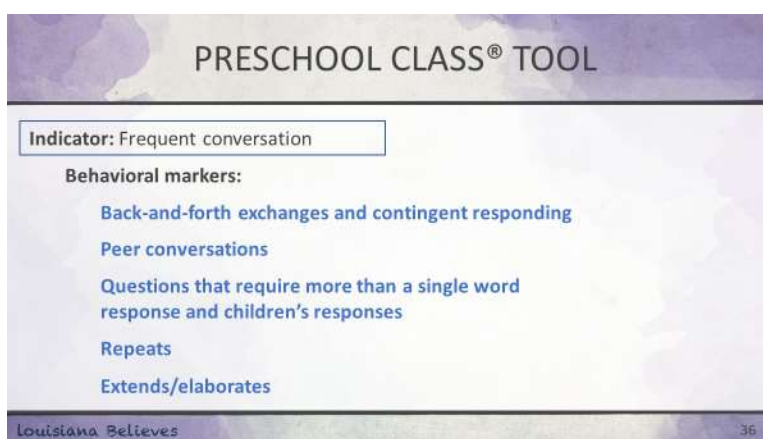
There are five indicators of language modeling.

- Engaging in **frequent conversation**,

- Asking **open-ended questions**,
- **Repetition and extension** of what children say,
- **Self- and parallel talk**, and
- Use of **advanced language**.

You can engage in all of these across any classroom activities or lessons, not just read aloud. However, read aloud provides opportunities to plan in advance to incorporate two of these indicators: asking **open-ended questions** and use of **advanced language**.

Let's look at the behavior markers for each of these indicators.



Classrooms that score in the high range for language modeling are characterized by **frequent conversations**, both between teachers and children and among the children themselves.

The example here exemplifies a conversation between a child and a teacher.

An example of a back-and-forth exchange contingent responding:

- Child: "I have a garden." Teacher: "What is growing in your garden?" C: "Flowers."
- T: "I have flowers in front of my house. Where is your garden?" C: "In my backyard."
- T: "Did you help plant the flowers?" C: "My mom did. But I gave it water."

True conversations often arise organically and are difficult to plan for, although teachers can consider topics that are likely to interest children that they can bring up during mealtime or during free play.

These conversations need not be about what children are learning, and therefore often aren't always related to specific content. The intent is to simply engage children in the **back-and-forth exchanges and contingent responding** (what one person says depends on what the previous person said) that characterize all real conversations.

It is rare that there would be any extended conversation during a planned read-aloud.

As with teacher-child conversations, **peer conversations** among children are important even when they don't revolve around teacher-planned lessons or activities.

CLASS® observers will give credit for any conversations children engage in, noting how frequently conversations such as the one in the example on the slide occur.

An example of peer conversations is:

- Child 1: "I'm building a castle. See, this is a tower."
- Child 2: "I want to build it with you."
- 1: "You can build the other tower on that part."
- 2: "Soldiers can shoot arrows from up there."
- 1: "I watched the Smurfs. Gargamel locked some of them up in his tower. He's a bad guy."

Whether children are talking about things they have learned in the classroom like planting gardens or friendships, or discussing their favorite cartoons or elaborating on dramatic play ideas, what matters is that there is adequate time provided during the day for children to talk with each other.

Like teacher-child conversations, it is also unlikely that children will engage in **peer conversations** during a read aloud or other teacher-directed activity.

One indicator that teachers can plan to address during read aloud is asking **open-ended questions**. These are defined as **questions that require more than a one-word response** from children.

Some examples of questions that require more than a single-word response from children and the responses are:

- What does it mean if you rescue something?
 - That means that if you're stuck in a tree, you get them down.
- Why do you think she gave them money when they got the kitty down?
 - Because it was very nice getting the kitty down.
- What did they do that was brave?
 - Get the kitty.

These examples of a teachers' open-ended questions are from the video of the *Matthew and Tilly* read aloud. You can review the transcript we used before if you want to find more examples.

Observers only count open-ended questions when **children respond** to them. You can see the children's responses to each of the example open-ended questions.

Getting children to respond to these kinds of questions sometimes requires that the teacher provide enough wait-time after asking a question – that is giving children a minute to think and respond before moving on.

Repetition and extension of children’s language should become a habit when interacting with children.

Repeating what children say reinforces their use of language by acknowledging that they have been heard and encourages them to continue using words.

In these examples, the teacher affirms that what children have to say during the read aloud of *Matthew and Tilly* is correct.

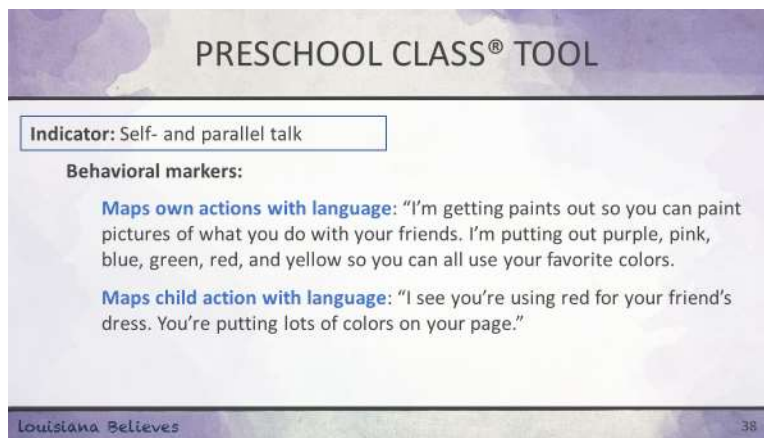
Some examples of repetition are:

- Child: “Paw Patrol is just pretend.” Teacher: “It is just pretend.”
- Child: “They going to be sad.” Teacher: “I think it might make them sad, yeah.”

Extending children’s utterances goes beyond simply repeating to offer additional information, clarify what the child said, or, often put single word utterances into phrases or full sentences, as in these examples from the read aloud:

- Child: “Bite you.” Teacher: “It might bite or scratch. So they really were kind of brave.”
- Child 1: “Mad.” Child 2: “Sad.” Teacher: “Yeah – either he’s still mad or maybe he’s sad. It’s kind of hard to tell because we can’t see his face.”

Trainer Note: Be sure to point out that this language modeling strategy can and should be used whenever speaking with children, whether during outdoor play, center time, meals, or more teacher-directed activities.



Like repetition and extension, **self- and parallel talk** are habits you can develop and use throughout the day.

Self-talk occurs when the teacher **maps language onto his or her own actions** by describing what he or she is doing out loud.

This type of talk is less likely to occur during a read aloud unless the teacher explicitly includes it, often in the form of a think aloud. For example, the teacher might say, “I’m reading the title on the book cover. It says, ‘Matthew and Tilly.’ I see from this picture that two children are looking out the window at each other, and I’m thinking that they must be Matthew and Tilly.”

The teacher in the read aloud video did not include self-talk while reading.

Similarly, **parallel talk** occurs when the teacher **maps children’s actions with language**, narrating aloud what the children are doing.

This too does not often occur during read aloud. Instead, it is easier to incorporate **self- and parallel talk** when both the teacher and children are engaged in more physical actions, perhaps in follow-up activities that integrate concepts from a read aloud as in the examples here.

PRESCHOOL CLASS® TOOL

Indicator: Advanced language

Behavioral markers:

Variety of words: neighbor, rescued, reward, brave, crabby, sidewalk games, grouchy, stomped, customers

Connected to familiar words and/or ideas: “Stomped. That means he banged his feet really loud with every step, right?” (*while stomping feet*), “She wanted to *reward* them. She wanted to do something good for them because they did something good for her.

Louisiana Believes 39

Advanced language is the final indicator of language modeling.

Read aloud presents an especially potent opportunity to expose children to advanced language by using a **variety of words** that a teacher assumes children do not already know, and **connecting those new words to familiar words or ideas**.

Here are just some of the advanced words the teacher used in the *Matthew and Tilly* read aloud. *Read the examples under variety of words*.

She also explained the meaning of some words, either by demonstrating along with an explanation, as she did with the word “stomped,” or by placing the advanced word, “rewarded,” in a context using language children could understand.

When doing a read aloud, teachers can plan for addressing advanced language by previewing the book and selecting target words, then deciding how to convey the words’ meanings to the children.

LANGUAGE MODELING AFTER READ ALOUD

<p style="text-align: center;">Matthew and Tilly</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;"> <p style="text-align: center;">Together</p> <p>rode bikes sold lemonade ate ice cream hopscootch rescued a cat</p> </td> <td style="width: 50%; padding: 2px;"> <p style="text-align: center;">Alone</p> <p>draw on sidewalk played grocery cut on stairs</p> </td> </tr> </table>	<p style="text-align: center;">Together</p> <p>rode bikes sold lemonade ate ice cream hopscootch rescued a cat</p>	<p style="text-align: center;">Alone</p> <p>draw on sidewalk played grocery cut on stairs</p>		<p style="text-align: center;">Things we play with friends</p> <ul style="list-style-type: none"> - Hide and seek - Make a fort - Play restaurant - My Little Pony - Lego supercars - Princess castle
<p style="text-align: center;">Together</p> <p>rode bikes sold lemonade ate ice cream hopscootch rescued a cat</p>	<p style="text-align: center;">Alone</p> <p>draw on sidewalk played grocery cut on stairs</p>			

Louisiana Believes 40

One way to incorporate significant Language Modeling into a read aloud activity is to follow up with shared writing to elicit children’s ideas about the book.

Here are two shared writing examples that were created after the teacher read *Matthew and Tilly* to the children.

The first chart was created after the first reading that we saw in the earlier video. The second chart was done the following day as the teacher extended the concept of playing together with friends to children’s real lives.

Distribute the Language Modeling Overview and Shared Writing Interaction Transcript handouts.


Encourage participants to work in pairs to identify language modeling behavior markers, with half of the group doing one transcript, and the other half doing the alternate one.

When each group has had a little time to review their transcript and identify examples of language modeling behavior (5-6 minutes), have participants share their examples with the whole group.



Teachers can extend instructional support to increase children’s learning by following up read aloud with activities like shared writing.

The most effective shared writing activities following a read aloud are those that prompt children to recall and retell ideas from a story, share their own ideas, and connect the book to their own experiences.



FOLLOW-UP SHARED WRITING

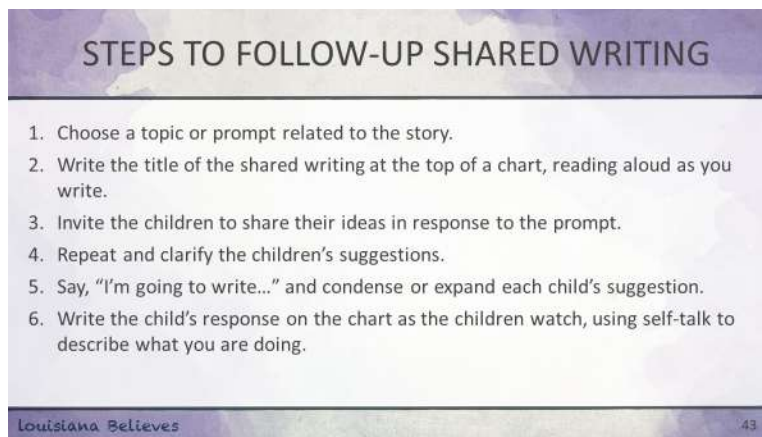
- **Purpose:**
 - Engage children in shared writing related to read aloud to reinforce print knowledge and skill
 - Extend children’s recall and understanding of the story
 - Incorporate concept development, quality of feedback, and language modeling as children help fill in a chart

Louisiana Believes 42

Just as in the read aloud itself, teachers can offer high levels of Instructional Support by engaging children in a **follow-up shared writing** activity after reading the story.

This serves multiple purposes:

- First, it **reinforces print knowledge and skill**.
- It also **extends children’s recall and understanding of the story**.
- Finally, this activity offers additional opportunities for teachers to **incorporate concept development, quality of feedback, and language modeling as children help fill in a chart**.



STEPS TO FOLLOW-UP SHARED WRITING

1. Choose a topic or prompt related to the story.
2. Write the title of the shared writing at the top of a chart, reading aloud as you write.
3. Invite the children to share their ideas in response to the prompt.
4. Repeat and clarify the children’s suggestions.
5. Say, “I’m going to write...” and condense or expand each child’s suggestion.
6. Write the child’s response on the chart as the children watch, using self-talk to describe what you are doing.

Louisiana Believes 43

Review each of the steps on the slide to explain the process for doing a book related follow-up shared writing.

Distribute the excerpt from the Casbergue & Strickland book.

These are steps the teacher followed for creating the two shared writing charts after the *Matthew and Tilly* read aloud. The examples beneath each step are from the Together/Alone shared writing.

You will be able to use these steps yourself when you try shared writing after reading aloud to the children in your classroom.

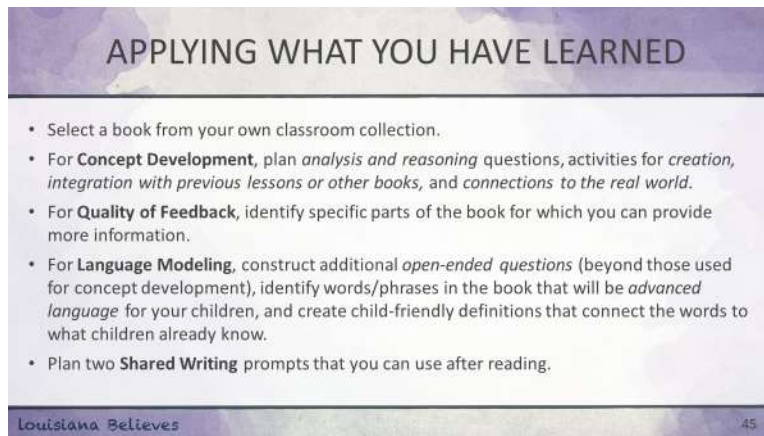
I also gave you a section from a chapter in Renée Casbergue and Dorothy Strickland’s book, *Reading and Writing in Preschool: Teaching the Essentials*, that includes more detail about how to do shared writing activity. You may refer to it as you get ready to do a shared writing activity with the children in your class.



Are you ready to try planning for read aloud and shared writing that will improve your children’s language and literacy – and increase your scores for the Instructional Support Domain of the CLASS®?

Doing a high-quality read aloud does take some planning. The next slides will help you follow the steps needed for planning these activities in your own classroom.

The Casbergue article from *The Reaching Teacher* will review many of the ideas shared today. You may want to refer back to it when you begin to do your own planning.



Trainer Note: *If time permits, the participants may **begin** creating this plan together, ideally using a book from their own curriculum or classroom book collection. They will most likely need to complete their plans during another time when they can work together before using them to conduct a read aloud.*


Review the steps on this slide with participants.

I am handing out a form you can use for planning your own read aloud using a book from your classroom. You can follow this format each time you prepare for a planned read aloud and shared writing activity.

Distribute the Read Aloud/Shared Writing Planning Guide handout to use on their own when they are ready to plan.

THEN TRY IT!

- Use your plan to share you book and conduct follow-up shared writing with the children in your classroom.
- Consider selecting two or three books each week for which you and a colleague work together to do this type of intentional planning.
- Engage in these types of interactions around books often enough that they become habits.
- Most of all, have fun sharing books and talking with children in ways that push them to use language and respond to books in more sophisticated ways!



Louisiana Believes 46

Conclude the session by encouraging participants to follow up on their own to do high quality read alouds and shared writing with the children in their classrooms.

Session Review

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REVIEW LEARNING OBJECTIVES

- Explore and expand understanding of preschool literacy development
- Learn specific interaction strategies and behaviors associated with the CLASS® Instructional Support domain
- Identify/recognize use of those strategies in a demonstration literacy lesson
- Plan read aloud and shared writing activities to incorporate instructional support strategies

Louisiana Believes 48

Review Learning Objectives.

Explain that for each statement, they will show a “thumbs up” if they think we covered the objective, a “thumbs down” if we did not cover the objective, and a “sideways thumb” if we partially covered the objective.

- **Explore and expand understanding of preschool literacy development**

- Learn specific interaction strategies and behaviors associated with the CLASS® Instructional Support domain
- Identify/recognize use of those strategies in a demonstration literacy lesson
- Plan read aloud and shared writing activities to incorporate instructional support strategies



Open the floor for participants' comments and questions.



That brings us to the end of our time. Thank you so much for your attention and hard work today. Before you go, please complete the Post-Assessment Evaluation.

Distribute the Post-Assessment Evaluation.

When you have completed the evaluation, please fold it and leave it in the center of your table before you leave. I hope this has been valuable! If you have any additional questions, I will be available to talk further.

Thank you.

Post-Assessment Evaluation Guidance

- Review the forms to identify the group's responses
- Compare the results and identify the areas in which participants expressed greatest growth and the areas in which participants might still need support
- Share results with Louisiana DOE representative to inform local continuing professional development efforts