

Research Recommendations and the ITLC Model

| Reading Research Recommendations for Early Childhood Professionals | Promoting Emergent Literacy through the ITLC Model |
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| <p>1. Provide rich conceptual experiences that promote growth in vocabulary and reasoning skills.</p> | <p>A. A literacy-rich environment</p> <ul style="list-style-type: none"> • Many and various books • Labels throughout the classroom • Pictures and posters with words <p>B. Interactive software</p> <ul style="list-style-type: none"> • Different levels promote reasoning skills • Text is highlighted and read to reinforce spoken to written word correspondence and left to right reading • Words and activities encourage verbal exchanges and vocabulary growth • Messages sent through <i>KidDesk</i> encourage written and verbal language • Classroom software developed using <i>HyperStudio</i> requires planning, discussion, reasoning, as well as written and verbal participation |
| <p>2. Encourage lexical development, from early referential (naming) abilities to relational and abstract terms and finer-shaded meanings.</p> | <p>A. Meaningful experiences for children related to words and their meanings</p> <ul style="list-style-type: none"> • Learning their names <ul style="list-style-type: none"> • sign-up sheet: children "sign" their names by their pictures • Learning classmates' names <ul style="list-style-type: none"> • during circletime children relate pictures to names • Learning everything has a name <ul style="list-style-type: none"> • names can be spoken and written • the written word represents the object • objects are labeled throughout classroom environment <p>B. Interactive software</p> <ul style="list-style-type: none"> • Offers opportunities for children to socialize and discuss objects found in the stories, name the objects, and discuss their purposes in the story |
| <p>3. Encourage development of listening comprehension skills, and the kinds of syntactic and prose structures that preschool children may not yet have mastered.</p> | <p>A. Reading to children during circletime</p> <ul style="list-style-type: none"> • Questioning children about the story • Asking children to predict what will happen next • Inviting children to participate as a group when the story has repeating phrases or |

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| | <p>sentences</p> <p>B. Interactive software</p> <ul style="list-style-type: none"> • Offers opportunities for children to hear stories read, listen to and sing along with songs, experience rhymes, play with words <p>C. <i>HyperStudio</i> software</p> <ul style="list-style-type: none"> • Offers children opportunities to create their own interactive stories <p>D. Off-computer curriculum activities related to Living Books software (e.g., acting out parts of the story)</p> <ul style="list-style-type: none"> • Help children understand story content and structure |
| <p>4. Encourage development of children's sense of story.</p> | <p>A. Print and electronic books</p> <ul style="list-style-type: none"> • Children are introduced to story concepts (e.g., beginning, middle, end, characters, setting, conflict) through having print books read to them or by interacting with electronic books <p>B. Dramatic play activities</p> <ul style="list-style-type: none"> • Children participate in planning and acting out the story; they work on characters, settings, costumes, and plot sequence <p>C. <i>HyperStudio</i> software</p> <ul style="list-style-type: none"> • Children create their own interactive stories with sequence, characters, words <p>D. Art activities</p> <ul style="list-style-type: none"> • Children tell stories through their drawings or stories about their drawings • Children use drawings to illustrate their stories |
| <p>5. Encourage children's sensitivity to the sounds of language.</p> | <p>A. Singing, rhyming related to books used in classroom</p> <ul style="list-style-type: none"> • Offers opportunities to play with the sounds in our language <p>B. Interactive (Living Books) software</p> <ul style="list-style-type: none"> • Reads stories aloud; highlights words • Lets children hear words over and over • Offers opportunities for children to predict and discuss events in the stories <p>C. <i>HyperStudio</i> software</p> <ul style="list-style-type: none"> • Lets children record and replay sounds |
| <p>6. Encourage development of children's concepts of print.</p> | <p>A. Print-rich environment</p> <ul style="list-style-type: none"> • Objects labeled throughout classroom • Environmental print displayed in classroom |

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| | <ul style="list-style-type: none"> • A variety of books available on many subjects; books displayed that relate to software children are using • Paper and writing/drawing implements located in each center to encourage children's writing/drawing <p>B. Interactive (Living Books) software</p> <ul style="list-style-type: none"> • Highlighted text <ul style="list-style-type: none"> • Promotes understanding of left to right; top to bottom • Spoken text <ul style="list-style-type: none"> • Promotes understanding that words are made up of sounds and have meaning |
| <p>7. Encourage development of children's concepts of space, including directionality.</p> | <p>A. Interactive (Living Books) software</p> <ul style="list-style-type: none"> • Highlighted text <ul style="list-style-type: none"> • Promotes understanding that reading is done from left to right and from top to bottom • Demonstrates that words are separated by spaces <p>B. Variety of input devices</p> <ul style="list-style-type: none"> • Mouse, touch tablet, alternate keyboard, switch <ul style="list-style-type: none"> • Allow children to explore the concept of space as they use the devices to maneuver through the software and interact with the variety of activities |
| <p>8. Encourage development of children's fine motor skills.</p> | <p>A. Books</p> <ul style="list-style-type: none"> • Handling books, turning pages <p>B. Input devices for computer use</p> <ul style="list-style-type: none"> • Mouse, touch tablet, alternate keyboard, switch <ul style="list-style-type: none"> • Encourage eye/hand coordination (visual tracking on monitor, pressing pictures on an overlay) <p>C. Drawing/writing opportunities at all centers</p> <p>D. Computer sign-up sheet</p> |
| <p>9. Motivate children to read.</p> | <p>A. Books/Interactive Software</p> <ul style="list-style-type: none"> • Reading aloud to children daily • Offering a wide variety of books and software on many subjects • Preparing a comfortable reading center where books are easily accessible • Providing adaptive books (e.g., with page turners) for children whose disabilities make |

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| | <p>book handling difficult</p> <ul style="list-style-type: none">• Encouraging children to read aloud or to read along with the Living Books• Allowing children to take books home• Allowing children to share favorite books from home with classmates• Encouraging children's storytelling/dramatic play• Creating books with <i>HyperStudio</i>, printing hard copies for classroom library and for families |
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