

The Quality Connection

Issue 6

"Kid, you'll move mountains!" - Dr. Seuss



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Beyond the Rule

A Path to Quality Care

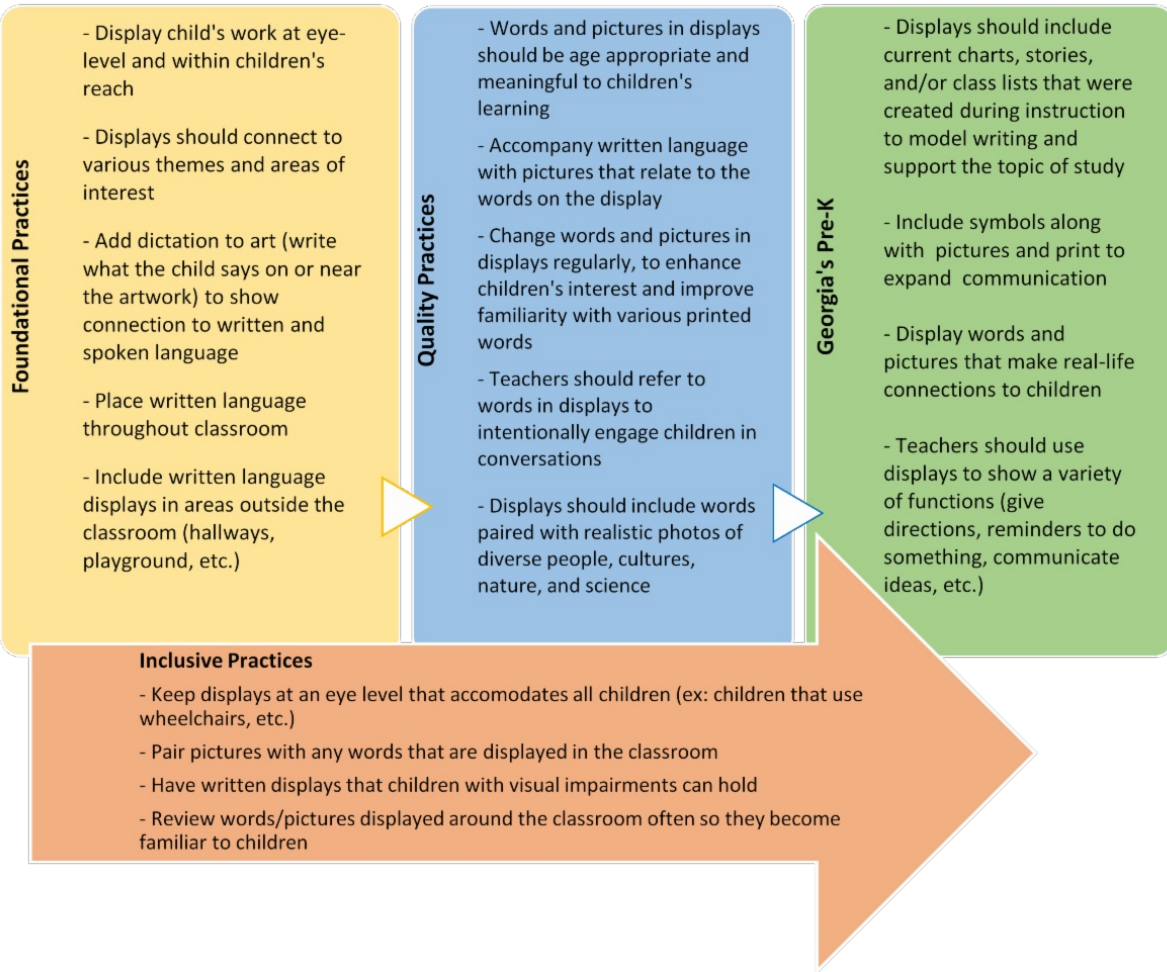


**Georgia Dept
of Early Care
and Learning**
BRIGHT FROM THE START

Each issue of *The Quality Connection* will focus on one classroom component and will identify connections between requirements and expectations of DECAL's various divisions and what impact each one has on classroom practices around the specific component. *The Quality Connection* will also illustrate how all DECAL programs are part of a quality continuum and are designed to work together towards continuous quality improvement.

This issue will focus on the importance of **Language Experiences - Written language.**

The following chart shows the progression of foundational practices found in Child Care Licensing rules, to practices utilized in Quality Rated and preschool-specific practices found in Georgia's Pre-K. Strategies for Inclusion and Behavior Support should be embedded throughout all levels of quality practices.



Written Language

Facts to Remember

A language-rich environment is vital to children's early learning and social-emotional development. It includes written language, books, a variety of print, and opportunities for children to hear and participate in talking, singing, and reading.

Research has shown that connecting displays of written language with intentional conversation between adults and children can help to develop the child's brain. When teachers point to words as they read them in a display, it helps children connect spoken words with printed words, build their vocabulary and learn the usefulness of print. For children with language development delays, this gives them the opportunity to point to requested items, when words are displayed.

Displaying student work also sends several very important messages:

- Teachers value what students do
- The classroom belongs to students as much as teachers
- Students will look at their own work more frequently than they will look at commercial materials
- Students will share their work and learn from each other

Classroom displays and print should also include home languages and cultural backgrounds of the children. All children should see and feel that they are an important part of the classroom. Classroom rules and daily tasks (schedule, menus, weather and helper charts, hand washing, transitions, cubbies, etc.) should be written using simple words, symbols, and pictures, and posted at the children's eye level. Check with the local Fire Marshal for possible code limitations regarding the amount and location of displays. Teachers can connect displays of written language to daily routines and other simple tasks by continually referring to displays throughout the day, and using picture and word displays when they refer to these routine tasks.

How does written language connect to child development

and the classroom environment?

Infants

Displays should be easy to see and safe to touch

- Teachers talk to young infants about 3D mobiles to draw their attention to displays
- Teachers talk to older infants about displays that include pictures and written words
- A teacher points to short words and realistic photos of people, nature, and science, and describes what is in the display
- During floor/tummy-time, a teacher points to and recites letters that are printed on a floor rug or mat

Toddlers & 2's

Displays should be posted at eye-level with dictation added

- Teachers display pictures of the children that show their names and daily routines (Ex. Mary - washing hands, Bobby eating lunch, etc.)
- As children are building with blocks that display pictures and words, a teacher reads each block and encourages children to repeat (Ex. "Apple, can you say apple?")
- A teacher creates a display of written language for toddlers, by printing letters on paper with different color crayons, or tracing letters in sand

Preschool 3's & 4's

Displays should include printed words and child-created art, with limited commercial materials

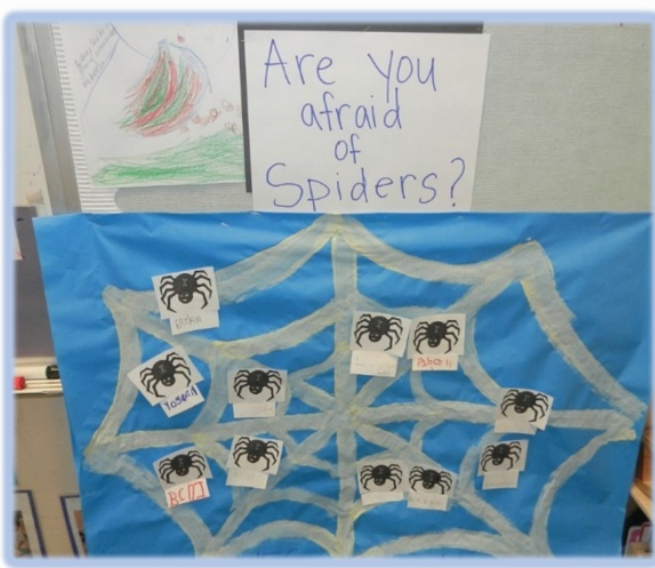
- Teachers display modeled writing of children's dictated stories, then encourage children to draw pictures to accompany the words
- A teacher displays picture-word step-by-step instructions to guide children through an activity (Ex. Planting seeds, cooking, etc)
- A teacher displays pictures and words in the quiet area that express various emotions and help develop children's communication

School Age

Displays should be child-created and focus on children's topics of interest

- Teachers display student-created art throughout the classroom, with student's description of their work added
- A teacher writes a story dictated by students on a chart or board and encourages them to act it out
- A teacher displays a picture-word schedule created by students, then refers to it throughout the day to provide predictability, and assist with self-regulation during transitions

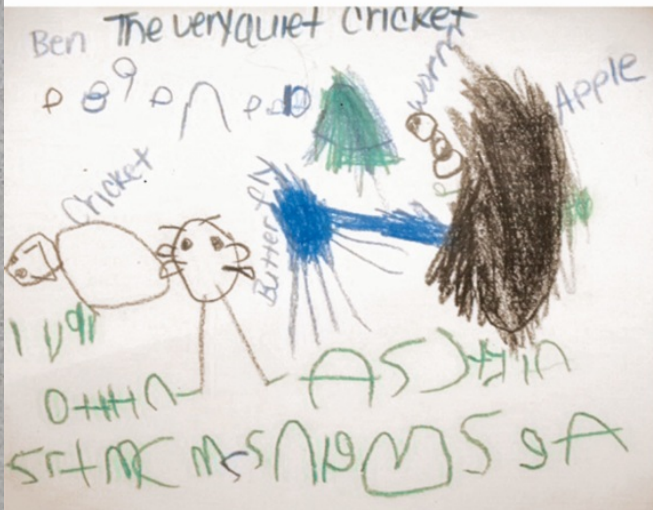
What does **written language** look like in the classroom?



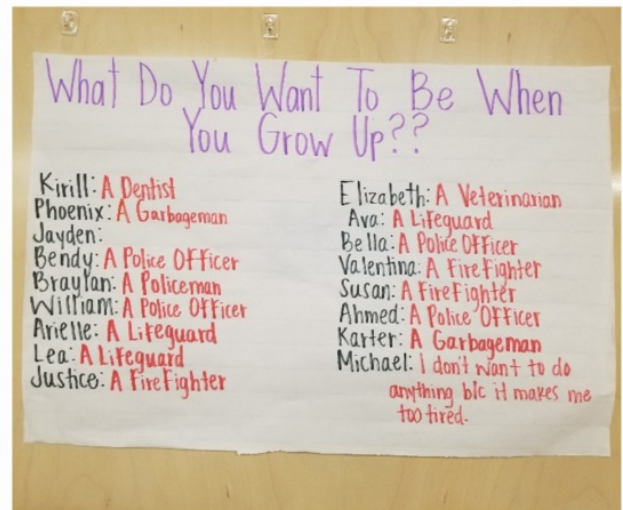
Using children's work and written language to ask questions, encourages conversations and connects to topics of children's interest



Displays of familiar photos with words, help children make real-life connections to written language



Displays of children's art and written words with teacher dictation, builds children's emerging language skills



Modeled writing displays teach children that writing has a variety of functional purposes, such as communicating ideas or giving directions



• Additional information and resources

- Georgia Department of Early Care and Learning/Quality Rated <http://qualityrated.org/>
- CAPS Quality Rated Deadline: <https://caps.decal.ga.gov/en/CAPSQualityRatedDeadline>
- For Provider assistance/inquiries regarding children's behavior, please contact the Inclusion and Behavior Support Specialist Helpline at: 1-833-354-4357 or email inclusion@decal.ga.gov
- For additional language and literacy information, please access the following links:
- Georgia Early Learning and Development Standards (GELDS) - <http://www.gelds.decal.ga.gov/>
- Cox Campus Language and Literacy Online Training -

<https://app.coxcampus.org/courses/categories>

- All issues of The Quality Connection can be accessed at:
<http://www.dec.state.ga.us/CCS/Notifications.aspx>



Contributors

Donna Marks – Georgia's Pre-K – Jennifer Waters – Quality Rated

Katie Hagan – Inclusion and Behavioral Support – Nakilia McCray – Child Care Services

Iko Ezell-Blackmon – Child Care Services