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**Title: Embedding Instruction in Emergent Literacy Throughout the Day (based on components of Rock Your Classroom)**

**Number of Inservice Points**: \_\_\_

**Course Description:** *Embedding Instruction in Emergent Literacy Skills – Focus on Developmental Domains* is designed as a \_\_-hour learning experience. Participants are expected to engage in small-group discussions and exchange of information related to strategies for embedding instruction of emergent literacy concepts throughout the day in early childhood settings. Participants are expected to apply knowledge of strategies and resources to develop supports to address the emerging and early literacy needs of children. The participants will be provided a variety of information, strategies and resources.

**Upon completion of this course participants will demonstrate an awareness of the following:**

1. Developmental skills and milestones as they relate to children’s participation in activities related to development of literacy concepts and skills.
2. Uses of Florida Early Learning and Developmental Standards (FELDS) for planning developmentally appropriate activities with a focus on understanding, responding to, and using emergent literacy concepts.
3. Uses of Florida Early Learning and Developmental Standards (FELDS) for planning strategies to support the literacy skills of print knowledge, phonological awareness, and story comprehension.
4. Levels of support (universal, individualized, intensive) for planning strategies to address emergent literacy development for all children and specifically for those children who experience difficulties, delays, and disabilities.

**The content has been organized around six topics. Below, suggested professional development topics and objectives are listed:**

***Topic 1: Overview of child development in the language and emergent literacy domain*** - Participants will recognize impacts of delays and disabilities on the development of language concepts and emergent literacy skills of young children. Participants will identify the components and benchmarks related to early literacy that are included in the Language and Literacy domain of development.

***Topic 2: Strategies for varying needs of support*** ***(language concepts for early literacy skills)*** – Using resources provided, participants will identify and give examples of universal and targeted strategies for supporting children’s development in the use of language concepts and skills for early literacy (including vocabulary for and comprehension of books and stories, answering questions, key components of comprehension such as characters, settings).

***Topic 3: Strategies for varying needs of support*** ***(alphabetic, print, and phonological knowledge)*** – Using resources provided, participants will identify and give examples of universal and targeted strategies for supporting children’s development of text components for early literacy (including alphabetic, phonological, print awareness).

**Topic objectives reference the following resources**:

* [*Florida Early Learning and Developmental Standards*](http://flbt5.floridaearlylearning.com/), Florida Department of Education Office of Early Learning. (2017).
* [*Supporting Communication and Literacy - TATS Talks to Professionals*](https://tats.ucf.edu/wp-content/uploads/sites/9/2017/11/tats-talks-pro-comm-literacy-not-draft-ready.pdf) (TATS Document)
* [*Early Literacy Activities*](https://tats.ucf.edu/wp-content/uploads/sites/9/2018/09/Embedded-literacy-2e.pdf)*,* Embedding Instructional Strategies for Developmental Domains,Rock Your Classroom, TATS document.
* Building Blocks for Teaching Preschoolers with Special Needs, 2nd Edition, by Mary Louise Hemmeter, Ilene Schwartz, Susan Sandall. <http://products.brookespublishing.com/>
* [*Universal Design for Learning in Pre-K*](https://tats.ucf.edu/wp-content/uploads/sites/9/2019/07/TATSFIN-V1-No.-1New-Logo.pdf)*,* TATS and FIN Talk with Instructional Staff.

**Professional Learning Delivery, Implementation, and Evaluation:**

Participants will be required to attend the full training session (in alignment with Florida’s Professional Development System Staff Development Protocol). To earn credit, participants must complete post-test “knowledge check” question/response document.

Following successful completion of the course participants must complete **one** of the follow-up activity options. The follow-up activities may be completed in small groups or individually at the end of the sessions **or** completed later and sent back to the session presenter at an assigned time. The options include the following:

* Statement (verbal or written) of plans for using the session information in the development of supports for helping young children develop early literacy skills (must include specific strategies such as visuals, communication systems, prompting, extended practice)
* Verbal or written reflection of experience(s) related to the impact of delays and disabilities on children’s development in the language and emergent literacy domain
* Contribute to small-group discussion of examples of use of information in Florida Early Learning and Developmental Standards for planning lessons and activities that address language and emergent literacy concepts
* Engage in small-group discussion and sharing ideas for supporting families with resources and ideas for engaging their children in developmentally appropriate emergent literacy activities that require no materials or using materials easily found in most homes.

Verification of completed follow-up activities by the participants' supervisor is required.