

## Charting the Practice in Prekindergarten and Kindergarten

Have a look at a few of the teaching/learning moments in Tammy’s and Mariel’s classrooms as they address principles that NCTE has identified as foundational to great teaching and as they meet specific Common Core State Standards.

NCTE Principles and Beliefs Enacted in These Moments	Teaching/Learning Moments in Tammy’s Class	Teaching/Learning Moments in Mariel’s Class
<p><i>Home cultures and languages are celebrated and used as foundational to instruction.</i></p> <p><i>Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.</i></p>	<p>Nate’s mother teaches a Chanukah song, Hebrew language, and religious traditions. Tammy reinforces by asking questions and reminding the children of Nate’s lighting of the Menorah.</p> <p>Sra. Herron reads aloud from a Spanish picture book and teaches a Spanish song. Tammy and Mrs. Robinson join in as learners.</p> <p>Tammy asks Nate to teach the dreidel game to Samuel who will, in turn, teach it to other children.</p>	<p>In a 1–1 conference, Mariel helps Javier make connections between his home language and his acquisition of English.</p> <p>The classroom library includes children’s books in both English and Spanish. Book baskets are organized by topic, genre, and language. The basket for books in Spanish is labeled <i>Libros en Español</i>.</p>
<p><i>Key to high-quality formative assessment is teachers making time and space to listen to and interact with individual students as they work.</i></p> <p><i>Teachers who know how to listen and what to listen for can inform instruction immediately as well as for the long-term.</i></p>	<p>Tammy invites Olivia to read to the class and celebrates. Because she knows Olivia well as a reader, she recognizes that this is a critical point in her learning.</p> <p>Tammy listens to Nate and Samuel read and then guides them to write a story based on their reading.</p>	<p>As Mariel conferences 1–1, she listens to determine which instructional moves to take next. She can respond, question, and teach because she knows each child well.</p> <p>Mariel teaches Tomás through their conference, then uses his example to teach a spelling strategy to the class: “Did you see the way Tomás was thinking about how to write <i>skin</i> today? Tomás, would you please tell us what you did?”</p>
<p><i>Using anchor texts—the work of other authors—as the foundation for teaching writing, for learning through the demonstrations of others, is essential whether learning to write fiction or nonfiction texts.</i></p> <p><i>Children learn vocabulary, word patterns, letter-sound correspondences, and other skills best when they are supported in doing so explicitly, yet in the context of meaningful oral and print experiences.</i></p>	<p>Children experiment with writing and reading at centers including collaborating on creating a book.</p> <p>Sra. Herron uses a Spanish language read-aloud as a jumping-off point for teaching the diminutive of the word, <i>mesa—mesita</i>.</p> <p>Tammy highlights new vocabulary in the context of giving directions to the class, for example, using and defining the word <i>generous</i>.</p>	<p>Mariel builds from students’ enthusiasm about a nonfiction book she has read aloud to support them in learning to label their own diagrams.</p> <p>Mariel uses the book <i>What Do You Do with a Tail Like This?</i> to provide a model for nonfiction writing. As she reads aloud, she points out writing decisions made by the author.</p> <p>Mariel offers regular demonstrations of writing through her daily letters to the class.</p> <p>Mariel uses sounds in students’ names as a way of transitioning the class and reinforcing phonemic awareness.</p>