



## What Educators Can Do

*Even before policy changes are made at the local, state, or national level, you can make a difference in your classroom and community.*

### Educators can

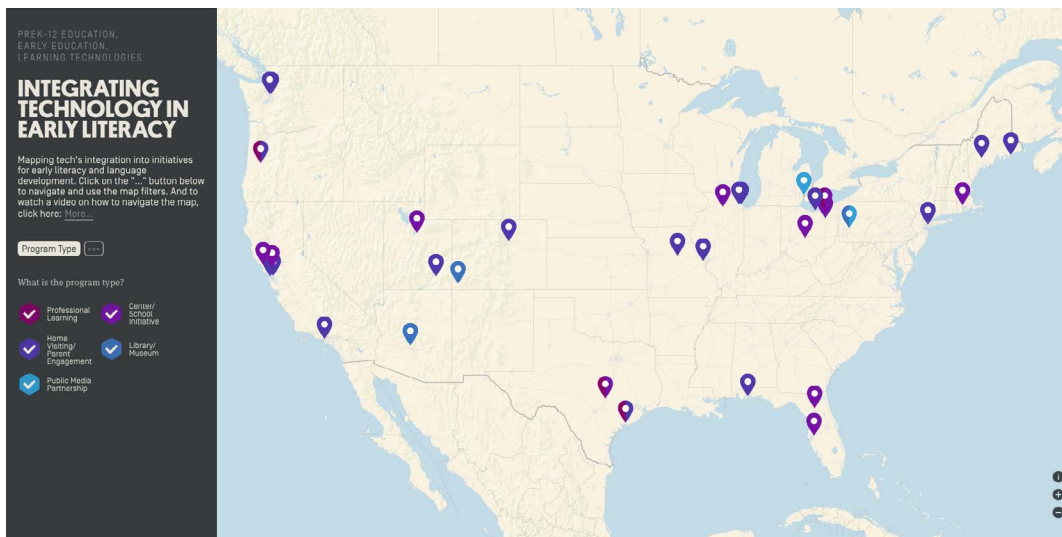
- Adopt a “tap-click-read” mind-set toward literacy learning. *Tap* into learning networks and tap open new media opportunities for your students. *Click* into resources yourself while recognizing that the clicks of children are actions emanating from their curiosity; help steer them toward materials that help them learn. Hold dear the act of *reading* and the importance of helping your students become literate in multiple ways.
- Remember the skills + knowledge approach. For children in preschool and up, this could mean teaching letters and sounds to help them practice the “decoding” of written words *while also* immersing them in stories and dialogue about the multilayered worlds of science, art, history, literature, culture, and more.
- Seek opportunities for joint engagement with media (including print books, of course), either among children or with adults and children working and learning together.
- Do not turn the use of literacy software into isolated “technology time.” Instead, integrate media and other technologies into curricula and lesson plans.
- Partner with librarians and media specialists. Take stock of the e-book resources and the availability of literacy specialists at your school library and local public library.
- Differentiate e-book deployment depending on skill level. Pay attention to whether children are choosing “read it to me” or “I’ll read it myself,” and explore why.
- Test-drive digital games and other forms of media to see whether, if well-deployed, they might allow students to see how complex language and other symbol systems are relevant to their own lives.



- Borrow from and take advantage of public media for classroom use. *Sesame Street* and *The Electric Company*, for example, have music videos and games that illustrate the importance of learning letters and sounds as well as the various ways in which “silent e” transforms a “plan into a plane” or “slop into a slope.” Embedded media deployed in well-designed reading intervention programs have lasting positive effects on struggling students’ capabilities.
- Recognize the huge, often untapped, assets of cultural traditions and second language competencies. Look for opportunities to give children ways to build bilingual literacy as a pathway to success.
- Advocate for better resources and environments for literacy learning. Push for a “Readialand” in your city, school district, and neighborhood by bringing equity issues to the attention of your administrators, school board, and state leaders.

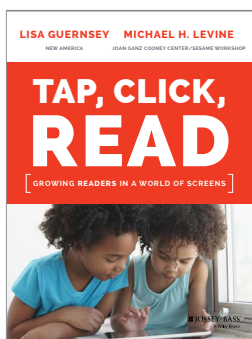


## Explore Innovations Around the Country



A growing number of educators and program leaders are experimenting with new ways to bring literacy to life for young children and their families. Throughout 2015-16, New America and the Joan Ganz Cooney Center collected examples of these innovations and plotted them on an interactive map called InTEL (short for Integrating Technology in Early Literacy).

Click on the map’s pindrops to open profiles of each program; the map’s filters enable you to see how they compare. Browse innovations such as text-messages to preschool parents, personalized libraries of e-books in summer library programs, and online, real-time reading tutors in elementary schools.



This is part of a SET OF TIPSHEETS AND TOOLS free to all at [TapClickRead.org](http://TapClickRead.org) and free to educators serving children in need at the First Book Marketplace, where those educators can gain access to low-cost and free books and resources. For more, see [fbmarketplace.org](http://fbmarketplace.org).

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