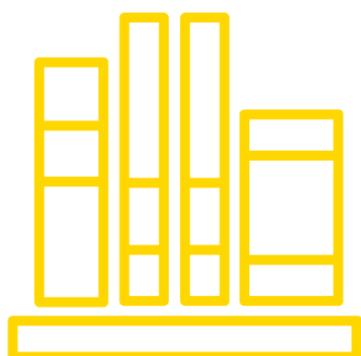# LITERACY ENGAGEMENT & SOCIO-EMOTIONAL LEARNING

LITERACY ENGAGEMENT

- **Language matters** — develop it through a language-rich, print-rich, equitable, and collaborative learning environment
- **Reading volume matters** — promote reading through diverse books to meet student interests and needs; set up time for independent reading with purpose
- **Choice matters** — in multimodal book/text selection, presentations, expression of ideas, writing, etc.
- **Quality instruction matters** — maintain consistent blocks of instructional time (e.g., whole class, small group, teacher-student conferences)

- **Discussions matter** — create opportunities for students to share their perspectives, exchange ideas, and co-develop knowledge
- **Tools matter —** engage students with effective vocabulary and comprehension strategies and with digital tools for learning
- **Writing matters** for coping, creative expression, and learning
- **Formative assessment and differentiated instructional supports matter** for learning for all students, including English learners and students with exceptionalities
- **Inclusive and culturally-relevant teaching matter —** learn about students' cultural backgrounds, experiences, and SEL needs and provide appropriate supports

SOCIO-EMOTIONAL LEARNING

- Recognize and address trauma; buffer stress through creating a safe and supportive learning environment
- Enact culturally-responsive SEL practices
- Practice mindful breathing, and self-compassion, embrace play and movement, and learn how to regulate emotions and behaviors
- Engage parents as partners in student learning

IMMEDIACY BEHAVIORS IN HYBRID & REMOTE LEARNING

Immediacy behaviors can help engage students in class discussion and promote knowledge retention
- Verbal immediacy behaviors: using students' names, telling personal stories, using humor, providing & inviting feedback
- Nonverbal immediacy behaviors: maintaining eye contact, having good posture, smiling, movement

RELATIONSHIPS & LEARNING

- The presence and power of caring and supportive relationships among students, teachers, and parents
- Maintain routines (e.g., daily hellos, morning messages, reminders, a hub for assignments), effective structures, & predictability
- Connect with students; create opportunities for students to connect and collaborate with peers (e.g., snail mail, phone or video pals, virtual turn & talk, discussions in small groups or virtual breakout rooms); connect and collaborate with colleagues and parents
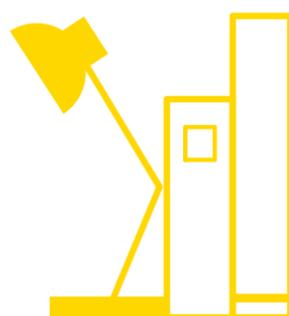
TAKE-HOME MESSAGE:

SEL AS A BRIDGE FOR LITERACY. LITERACY AS A BRIDGE FOR SEL.

ADDITIONAL RESOURCES:

- Meeting the COVID Challenges to Literacy Instruction: https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-meeting-the-COVID-19-challenges.pdf
- The Collaborative for Academic, Social, and Emotional Learning (CASEL): https://casel.org
- The School Library Journal (SLJ): Best Books of 2020: https://www.slj.com/?page=best-books-2020