

## Messages the Literacy Environment Sends to Students

Positive Messages	How the Environment Conveys These Messages
<p>"This is a safe and comfortable place."</p>	<ul style="list-style-type: none"> <li>• Room dividers and shelves are at the students' eye level; they can see everything and the teacher can see the students.</li> <li>• Work spaces are purposeful and appropriate for student use.</li> <li>• Learning areas offer homelike, cozy spaces.</li> <li>• There is space to move around; the room is not crowded or congested.</li> <li>• There is a safe place for each student's personal belongings.</li> <li>• Students can see the teacher at all times.</li> <li>• The furniture is in good condition. The room has a clean, neat and uncluttered appearance.</li> </ul>
<p>"I belong here and I am valued."</p>	<ul style="list-style-type: none"> <li>• Pictures and materials reflect the students' families and communities.</li> <li>• The environment is designed to meet the needs of all students.</li> <li>• Wall and board space is devoted to learning resources and all students' work.</li> <li>• Students can find their names posted in several places in the classroom.</li> </ul>
<p>"I can make friends and share."</p>	<ul style="list-style-type: none"> <li>• The classroom contains an area for small group or individual meetings with the teacher.</li> <li>• There is a rug in a large group meeting area, which is big enough to accommodate the whole class and is used daily.</li> <li>• Materials are grouped for shared use and there are sufficient quantities.</li> <li>• There is a message board or mailboxes where students can leave messages for each other.</li> </ul>

<p>“I know what I’m expected to do.”</p>	<ul style="list-style-type: none"> <li>• Labels are used for materials and stations/centers so students can find things easily.</li> <li>• Materials are within reach for all students.</li> <li>• The weekly and daily schedules are posted at students’ eye level.</li> <li>• Anchor charts of classroom responsibilities and procedures are in clear view of the students.</li> </ul>
<p>“I can do interesting work here.”</p>	<ul style="list-style-type: none"> <li>• The room and materials are organized in attractive ways. Everything looks inviting.</li> <li>• There are sufficient quantities of books, objects, games and collections for students to explore and investigate. There should be enough to go around, but not so many that it is over stimulating.</li> <li>• There are various learning tools and activities available for students.</li> <li>• The classroom is filled with authentic and purposeful print.</li> <li>• Wall space is devoted to students’ work.</li> <li>• The displays change on a regular basis to accurately reflect what is being taught.</li> <li>• Books are displayed at different centers/stations around the room.</li> </ul>
<p>“I can find what I need and put things back where they belong.”</p>	<ul style="list-style-type: none"> <li>• Materials are logically organized and labeled.</li> <li>• Games with small pieces and manipulatives are in containers so they won’t get lost.</li> <li>• Shelves are labeled to show where materials belong.</li> </ul>
<p>“I can make choices.”</p>	<ul style="list-style-type: none"> <li>• Materials are placed on shelves where students can reach them.</li> <li>• Options for work materials (various types of writing paper, work and reading stations, etc.) are available for students to select on their own.</li> <li>• Leveled books are sorted by difficulty and available for independent reading.</li> <li>• Clusters of books are organized according to theme, genre and/or author.</li> </ul>

**References:**

Bickart, T., Jablon, J.R., & Dodge, D. T. (1999). *Building the primary classroom: A complete guide to teaching and learning*. Washington, DC: Teaching Strategies, Inc.