

## Language and Literacy

### LANGUAGE

#### **The Language of Babies, Toddlers, and Preschoolers: Connecting Research to Practice**

<http://www.ounceofprevention.org/research/pdfs/LanguageofBabies.pdf>

*Published by Ounce of Prevention Fund, this short document summarizes the research on early language development and discusses how this can be translated into practice.*

#### **Teaching English Language Learners: What the Research Does and Does Not Say**

<http://www.aft.org/pdfs/americaneducator/summer2008/goldenberg.pdf>

*This article discusses the main findings from two major reviews of the research on educating ELLs. Apart from presenting what the research does say, this article also talks about what the research does not yet say.*

### LITERACY

#### **Developing Early Literacy: Report of the National Early Literacy Panel, A Scientific Synthesis of Early Literacy Development and Implications for Intervention**

<https://www.nichd.nih.gov/publications/pubs/documents/NELPSummary.pdf> (executive summary)

<http://lincs.ed.gov/publications/pdf/NELPReport09.pdf> (full report)

*These publications present the methodology, findings and impact of various interventions and instructional programs on young children's early literacy skills.*

#### **Early Literacy: Policy and Practice in the Preschool Years** <http://www.nieer.org/resources/factsheets/14.pdf>

*This fact sheet summarizes current knowledge and policy recommendations in the field of early literacy. It also presents an overview of five issues related to early childhood programs and how they can support early literacy development. (Note: This is a synopsis of the policy brief "Early Literacy: Policy and Practice in the Preschool Years.")*

#### **Early Reading Proficiency in the United States**

<http://www.aecf.org/~media/Pubs/Initiatives/KIDS%20COUNT/E/EarlyReadingProficiency/EarlyReadingProficiency2014.pdf>

*Proficient 4th-grade readers are more likely to be high school graduates and be economically successful adults. Although reading proficiency rates have improved over the past decade, large disparities still exist. This KIDS COUNT Data Snapshot outlines those disparities and recommendations to overcome them.*

#### **International Reading Association Preschool Literacy Development Position Statement**

[http://www.reading.org/Libraries/position-statements-and-resolutions/ps1066\\_preschool.pdf](http://www.reading.org/Libraries/position-statements-and-resolutions/ps1066_preschool.pdf)

*This position statement explains the importance of literacy-based instruction in preschool programs and teacher quality. It concludes with recommendations for educators, parents, and policymakers.*

#### **Learning to Read and Write: Developmentally Appropriate Practices for Young Children**

<http://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF>

*This joint position statement by NAEYC and the International Reading Association presents the current issues and reviews the research on early literacy development. It concludes with recommendations for teaching practices and policies.*

#### **Mapping the Contemporary Landscape of Early Literacy Learning**

[http://www.earlyliteracylearning.org/cellreviews/cellreviews\\_v1\\_n1.pdf](http://www.earlyliteracylearning.org/cellreviews/cellreviews_v1_n1.pdf)

*Based on information from literacy experts, literacy centers, and professional organizations, this review contains information about the experiences and outcomes that are key for early literacy development.*

#### **Supporting Parent and Caregiver Involvement in Early Literacy Practices with Young Children from Diverse Backgrounds and Abilities**

[http://depts.washington.edu/hscenter/sites/default/files/01\\_15m\\_inclusion\\_inservice/08\\_family\\_literacy/documents/family\\_literacy\\_research\\_brief.pdf](http://depts.washington.edu/hscenter/sites/default/files/01_15m_inclusion_inservice/08_family_literacy/documents/family_literacy_research_brief.pdf)

*This research brief presents a review of six studies on early literacy practices that support parent involvement. Three of these studies are intervention studies, which are briefly summarized in a table at the end of the paper. Implications for practice are discussed.*

## Language and Literacy

### LANGUAGE AND LITERACY

#### Effects of Reading to Infants and Toddlers on Their Early Language Development

[http://earlyliteracylearning.org/cellreviews/cellreviews\\_v5\\_n4.pdf](http://earlyliteracylearning.org/cellreviews/cellreviews_v5_n4.pdf)

*This paper presents the findings of a meta-analysis of six intervention studies about the effects of reading to infants and toddlers. Findings suggested positive effects on children's language and favored earlier and longer interventions.*

#### Language and Literacy Development in Dual Language Learners: A Critical Review of the Research

<http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/imce/documents/Brief%20%236%20Lang%20Final%207-15-11.pdf>

*This research brief summarizes findings based on a review of the literature of that language and literacy development of DLLs from birth through 5.*

#### North Carolina Foundations for Early Learning and Development

[http://ncchildcare.nc.gov/pdf\\_forms/NC\\_foundations.pdf](http://ncchildcare.nc.gov/pdf_forms/NC_foundations.pdf)

*Along with highlighting what children might be expected to know and be able to do from birth to age five, this resource offers thoughtful strategies for supporting the development of infants, toddlers and preschoolers.*

#### Resources for Supporting Teachers and Administrators to Improve Outcomes for Dual Language Learners in Pre-K through Third Grade

[http://ceelo.org/wp-content/uploads/2015/03/ceelo\\_annotated\\_bibliography\\_dll.pdf](http://ceelo.org/wp-content/uploads/2015/03/ceelo_annotated_bibliography_dll.pdf)

*This 2015 annotated bibliography from the Center on Enhancing Early Learning Outcomes (CEELO), identifies selected resources on best practices and policy to support effective teaching and learning for dual language learners (DLL) in early childhood programs and early elementary school.*

#### What Works for Early Language and Literacy Development: Lessons From Experimental Evaluations of Programs and Intervention Strategies

<http://www.childtrends.org/wp-content/uploads/2013/01/What-Works-Early-Language.docx?0.39840400%201392696361>

*This Fact Sheet by What Works Clearinghouse presents a review of 15 experimental evaluations of literacy and language programs and intervention strategies. A table at the end lists programs and strategies according to targeted intervention areas.*

#### A Window to the World: Early Language and Literacy Development

<http://www.zerotothree.org/public-policy/policy-toolkit/early-literacywebmarch1-6.pdf>

*This policy brief offers recommendations for policy on supporting emergent literacy development as well as the research explaining the importance of early experiences, family involvement and early childhood professionals.*

### LANGUAGE

#### Challenging Common Myths About Young English Language Learners

<http://fcd-us.org/resources/challenging-common-myths-about-young-english-language-learners>

*In this article, Linda Espinosa addresses six common myths about the language development of young English language by providing evidence to refute each one.*

#### The Cognitive Consequences of Early Bilingualism

[http://www.zerotothree.org/site/DocServer/29-2\\_Yoshida.pdf?docID=6821](http://www.zerotothree.org/site/DocServer/29-2_Yoshida.pdf?docID=6821)

*This article looks at the positive effects of early bilingualism on executive functioning in young dual language learners and how it relates to classroom learning.*

#### The Early Catastrophe: The 30 Million Word Gap by Age 3

<https://www.aft.org/pdfs/americaneducator/spring2003/TheEarlyCatastrophe.pdf>

*This article presents the findings from a longitudinal study, which sought to understand what aspects of a child's early experience could account for the differences in rates of vocabulary growth among 4-year-olds. The study concluded by highlighting the importance of the early years experience in all aspects of the child's development.*

#### Early Language Development and Language Learning Difficulties

<http://pedsinreview.aappublications.org/content/26/8/274.full>

*This article presents an overview of the stages of early language development, the risk factors for reading difficulties, as well as the identification and prevention of reading difficulties. A short quiz is provided at the end.*

Just the Facts, Ma'am

Read All About It

## Language and Literacy

### LANGUAGE

#### **Learning to Talk and Listen: An Oral Language Resource for Early Childhood Caregivers**

<http://lincs.ed.gov/publications/pdf/LearningtoTalkandListen.pdf>

*Prepared by the NELP for early childhood caregivers, this report presents key findings in research on early language development and offers suggestions on supporting the oral language development of preschool children.*

#### **Meeting the Home Language Mandate: Practical Strategies for All Classrooms**

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/domains%20of%20child%20development/language%20development%20and%20communication/meetingthelanguage.pdf>

*This article provides strategies that practitioners can use to support the home languages of the children in their classrooms.*

#### **Taking Delight in Words: Using Oral Language To Build Young Children's Vocabularies**

<http://www.readingrockets.org/article/11917/>

*This article explains how early childhood teachers from pre-K to elementary school can support their children's vocabulary development. Activities and strategies are presented with a focus on using words from texts read to children rather than read by them.*

#### **Teaching Vocabulary in Storybooks: Embedding Explicit Vocabulary Instruction for Young Children**

<http://yec.sagepub.com/content/15/1/18.full.pdf+html>

*This article presents evidence-based principles for effective vocabulary instruction for young children and discusses how these principles may be applied in the classroom.*

#### **What is Language? What is Speech?** [http://www.asha.org/public/speech/development/language\\_speech.htm](http://www.asha.org/public/speech/development/language_speech.htm)

*This short webpage explains the differences between language and speech. A Spanish version is also available.*

#### **Young Children's Oral Language Development** <http://www.readingrockets.org/article/383/>

*This short article explains the process of language development and how it can be supported by teachers, parents, and other caregivers.*

### LITERACY

#### **Creating Print Rich Learning Centers**

[https://www.naeyc.org/files/tyc/file/V4N4/Creating\\_print-rich\\_learning\\_centers.pdf](https://www.naeyc.org/files/tyc/file/V4N4/Creating_print-rich_learning_centers.pdf)

*Authors Juli Pool and Deb Carter highlight ways teachers can provide a print-rich preschool environments to encourage children with a range of literacy skills.*

#### **Effective Approaches to Motivate and Engage Reluctant Boys in Literacy**

<http://onlinelibrary.wiley.com/doi/10.1002/TRTR.01107/full>

*Based on a review of 23 studies, this article examines the reasons for a lack of motivation in literacy in elementary-aged boys and provides suggestions for teachers to engage boys in literacy in their classrooms.*

#### **How Do English Language Learners Learn to Read?**

[http://www.ascd.org/ASCD/pdf/journals/ed\\_lead/el200403\\_slavin.pdf](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200403_slavin.pdf)

*This paper presents an overview of the research on reading instruction in bilingual education and effective reading programs. It concludes with implications for policy and practice.*

#### **Phonological Awareness is Child's Play!** <http://www.naeyc.org/files/yc/file/200901/BTJPhonologicalAwareness.pdf>

*This paper explains the importance of phonological awareness in reading development and describes useful and practical ways in which teachers can support children's phonological awareness development. Attention is paid to how English and Spanish phonemes vary, and the implications for supporting each young reader.*

## Language and Literacy

### LITERACY

#### **Play's Potential in Early Literacy Development**

<http://www.child-encyclopedia.com/pages/PDF/Christie-RoskosANGxp.pdf>

*This article by Christie and Roskos summarizes what we currently know about two basic relationships: 1) the relationship between play processes (language, pretense, narrative development) and early literacy skills; and 2) relationships between the play environment – both physical and social – and early literacy activity and skills.*

#### **Preventing Reading Difficulties in Young Children** [http://www.nap.edu/catalog.php?record\\_id=6023](http://www.nap.edu/catalog.php?record_id=6023)

*This book examines factors related to reading problems and describes literacy development from birth through the primary grades. It also contains recommendations for research and practice and implications for educators, parents, and policymakers.*

#### **Storybook Reading for Young Dual Language Learners**

<http://www.naeyc.org/files/yc/file/201101/GillandersOnline0111.pdf>

*This article explains the importance of storybook reading for dual language learners and offers strategies for implementing these in the classroom. An example of a storybook reading lesson plan is provided at the end.*

#### **Using Read-Alouds with Critical Literacy Literature in K-3 Classrooms**

<http://www.naeyc.org/files/yc/file/200911/PrimaryInterestWeb1109.pdf>

*This article explains the rationale for read-alouds in critical literacy literature and describes the steps for conducting a read-aloud experience for young children.*

### LANGUAGE AND LITERACY

#### **Cultural Influences on Early Language and Literacy Teaching Practices**

[http://main.zerotothree.org/site/DocServer/ZTT27-1\\_Parlakian.pdf](http://main.zerotothree.org/site/DocServer/ZTT27-1_Parlakian.pdf)

*This article presents five knowledge bases about the influence of culture on teachers and how it impacts their teaching practices. It also offers suggestions on how teachers can create a more culturally sensitive learning environment for children from diverse backgrounds.*

#### **Literacy for All Children: Scaffolding Early Language and Literacy in Young Children With Special Needs**

[http://www.rebeckaanderson.com/elearning/ece\\_wssu/pdf/mod7\\_literacyforall.pdf](http://www.rebeckaanderson.com/elearning/ece_wssu/pdf/mod7_literacyforall.pdf)

*Author Angela Notari-Syverson highlights opportunities to use scaffolding approaches when supporting language and literacy development for both children with and without disabilities.*

#### **Many Languages, One Teacher: Supporting Language and Literacy Development for Preschool Dual Language Learners** [http://www.naeyc.org/files/yc/file/201303/Many\\_Languages\\_Margruder\\_0313\\_0.pdf](http://www.naeyc.org/files/yc/file/201303/Many_Languages_Margruder_0313_0.pdf)

*This article highlights effective strategies for monolingual English-speaking teachers to use to promote language and literacy growth for dual language learners, with emphasis on continued growth in the home language.*

#### **Science in the Preschool Classroom: Capitalizing on Children's Fascination with the Everyday World to Foster Language and Literacy Development**

<http://www.naeyc.org/files/yc/file/200209/ScienceInThePreschoolClassroom.pdf>

*This article highlights opportunities within a science-based curriculum to support language and literacy development by capitalizing on the interests and problem solving of the children.*

#### **Starting Out Right: A Guide to Promoting Children's Reading Success**

[http://www.nap.edu/catalog.php?record\\_id=6014](http://www.nap.edu/catalog.php?record_id=6014)

*Targeted at educators, policy makers, and parents of young children in particular, this book contains practical suggestions, program descriptions, and strategies for everyday life to support the language and literacy development of young children from birth through third grade.*

## Language and Literacy

### LANGUAGE

#### 15 Minute In-Service Suites

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/iss-library.html>

*A useful resource for professional development, each of these in-services contain a short video and a set of supporting materials. A trainer version of each in-service is also available and contains the presentation slides, notes and learning activities. Look under the heading "Language Modeling and Conversations" to find suites on expansions, asking questions, engaging children in conversations, thick and thin, and more.*

#### Building Language Through Thematic Learning <https://www.teachingchannel.org/videos/dual-language-programs>

*This clip models theme-based approaches to supporting young dual language learners in learning about community partners.*

#### Café Drama Center: Developing Language and Vocabulary Through Play

<https://www.youtube.com/watch?v=qpv-VgJ8Cns>

*Brainstorming ideas for what might be found in the café drama center and writing menus, helps students develop their vocabulary and provides an opportunity for meaningful talk in the classroom. See the lesson plan or tour this teacher's classroom at <http://www.oise.utoronto.ca/balanced!>...*

#### Early Learning and the Brain <http://www.youtube.com/watch?v=yYyGyEX0CLO>

*Presented by the University of Washington Institute for Learning and Brain Sciences, this short video clip presents research findings on language processing, cognitive development, and social understanding in infants and adults.*

#### I'm Thinking of Something: Developing Listening Skills

<https://www.youtube.com/watch?v=bL3GuOM8TIA&list=PL1DE8C47047F16821&index=19>

*This clip shows a language-building game in which children trying to read the teachers mind by guessing the word after they are given clues.*

#### Language for Learning: Infants and Toddlers [http://www.youtube.com/watch?v=97B\\_\\_Cwk7vY](http://www.youtube.com/watch?v=97B__Cwk7vY)

*This video demonstrates the teacher's role in using language to support the young child's development.*

#### Patricia Kuhl: The Linguistic Genius of Babies <http://www.youtube.com/watch?v=G2XBikHW954>

*In this TED Talk, Patricia Kuhl shares astonishing findings about how babies learn one language over another -- by listening to the humans around them and "taking statistics" on the sounds they need to know.*

#### Pizza Parlor Center: Building Oral Language and More <https://www.youtube.com/watch?v=KPG9m58Gmdo>

*Watch this clip to hear the teacher explains the motivation behind the different aspects of the Pizza Parlor center.*

#### Preschool for English Language Learners Part 1: Language Learning, Part 2: Academic Skills -- curriculum

<http://www.colorincolorado.org/webcasts/preschool/>

*In this webcast, Dr. Rebecca Palacios discusses several aspects of a pre-K ELL program, namely language instruction, curriculum, professional development, and family outreach. A list of recommended readings, related links, and discussion questions is also provided.*

#### Scaffolding Language Development

<https://www.youtube.com/watch?v=gLXxcspCeK8&list=PLhwy3q7CvmVHqH-sLII-z6A7AB4ji0vvq&index=2>

*This clip demonstrates approaches to scaffolding language learning in the classroom.*

#### Supporting the Oral Language Development of Young Dual Language Learners

<http://www.youtube.com/watch?v=5HD2wydP0mE>

*Linda Espinosa's PowerPoint presentation highlights the when and how of supporting young DLLs.*

## Language and Literacy

### LANGUAGE

#### **Theme-Based Pretend Play: Building Oral Language and More**

<https://www.youtube.com/watch?v=EikFaEDIE6w&list=PL1DE8C47047F16821&index=17>

*This clip highlights ways to use a sand play area to support dramatic play and language development.*

### LITERACY

#### **Adapting Literacy Learning Practices for Young Children with Disabilities** (PowerPoint presentation)

[http://www.earlyliteracylearning.org/ppts/OSEP\\_National\\_EC\\_Conf\\_Dec\\_08.pps](http://www.earlyliteracylearning.org/ppts/OSEP_National_EC_Conf_Dec_08.pps)

*Developed by the CELL, this presentation provides suggestions for literacy activities for young children with disabilities that educators and parents can use.*

#### **Aurelius Reading at Naptime**

[http://www.cde.state.co.us/resultsmatter/RMVideoSeries\\_UsingTechnology.htm#top](http://www.cde.state.co.us/resultsmatter/RMVideoSeries_UsingTechnology.htm#top)

*In this video clip, a preschool teacher demonstrates how she uses digital video and other technologies to document and assess a child's skills and to share it with his family.*

#### **Books, Nooks, & Literacy Hooks** [http://www.earlyliteracylearning.org/books\\_nooks\\_literacy\\_hooks.php](http://www.earlyliteracylearning.org/books_nooks_literacy_hooks.php)

*This video by the CELL offers suggestions for teachers to provide literacy-rich experiences through book corners, literacy centers, and different types of materials.*

#### **A Chance to Read** <http://www.readingrockets.org/shows/launching/chance/>

*This program examines reading challenges that children with disabilities encounter and the ways in which parents, educators, researchers, and classmates help support their reading success. The program is presented through a series of video clips and includes links to helpful resources. A transcript of the videos is also available.*

#### **CONNECT Module 6: Dialogic Reading Practices**

<http://community.fpg.unc.edu/connect-modules/learners/module-6>

*The module describes effective dialogic reading practices for use with young children in early care and education settings. Downloadable video clips demonstrate the components of a decision-making process to help determine whether dialogic reading will be beneficial for enhancing the language and literacy skills of young children in a particular context.*

#### **Five Predictors of Early Literacy** [http://www.easternct.edu/cece/e-clips\\_LiteracyPredictors.htm](http://www.easternct.edu/cece/e-clips_LiteracyPredictors.htm)

*This e-clip discusses the five predictors of early literacy and how teachers can use teachable moments to advance children's reading. The webpage also contains discussion questions, recommended readings, and additional web resources.*

#### **Get in Step with Responsive Teaching**

[http://www.earlyliteracylearning.org/get\\_in\\_step\\_with\\_resp\\_teach.php](http://www.earlyliteracylearning.org/get_in_step_with_resp_teach.php)

*This video clip by CELL discusses the importance of responsive teaching by parents and practitioners in encouraging early literacy development.*

#### **Interests Lead to Learning** [http://www.earlyliteracylearning.org/interests\\_lead\\_to\\_learn.php](http://www.earlyliteracylearning.org/interests_lead_to_learn.php)

*This video clip emphasizes the importance of using children's interests, both personal and situational, to support their learning.*

#### **Kindergarten Word Wall: Developing Print Awareness and Word Recognition**

<https://www.youtube.com/watch?v=eXc6XE77nZ4&list=PLB719C1310D420123&index=19>

*This clip shows how to build print awareness and word recognition by creating a meaningful word wall that includes names of children at their level.*

## Language and Literacy

See for Yourself

**Literacy Rich Environments** <https://www.youtube.com/watch?v=E3UWyDVcAE4>

*This Early Literacy Quick Clip highlights the importance of children seeing print in their everyday environments.*

**Making Room for Literacy** [http://www.earlyliteracylearning.org/make\\_room\\_for\\_lit.php](http://www.earlyliteracylearning.org/make_room_for_lit.php)

*This video clip discusses ways of creating a home environment that is rich in early literacy learning experiences through the use of various materials and resources found in the home.*

**Pathways to Literacy** [http://www.earlyliteracylearning.org/pathways\\_to\\_literacy.php](http://www.earlyliteracylearning.org/pathways_to_literacy.php)

*This video clip notes how literacy activities can be embedded within everyday activities.*

**Play Areas That Support Early Literacy** <https://www.youtube.com/watch?v=L-Bt8v46lm8>

*This Early Literacy Quick Tip offers tips for creating spaces that promotes early literacy.*

**Routine in a Program: Reading at Circle Time**

<http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-16>

*This downloadable clip from CONNECT Module 4 provides a great illustration of how one child's articulation goals can be effectively embedded in a small group storybook activity, with great results for all the children.*

**Teach Children Music - Skipping a Beat & Developing Gross Motor Skills**

<https://www.youtube.com/watch?v=9QxM9iarITQ>

*This clip show children learning to distinguish beat and rhythm, and to skip a beat, capabilities that will help with the development of their language, literacy, and gross motor skills.*

### LANGUAGE AND LITERACY

**Albert Shanker Institute Videos** <http://www.shankerinstitute.org/issue-areas/early-childhood-education>

*Several videos at this website – Let's Talk, Let's Talk Foundations: Oral Language Development, Let's Talk PD: Early Literacy Development – are designed to demonstrate and explain how children's knowledge and language develop in tandem, forming a foundation for all subsequent learning.*

**Frontloading for English Language Learners**

<https://www.teachingchannel.org/videos/vocabulary-english-language-learners>

*Watch this clip to see the different ways in which the teacher supports vocabulary development, engages children in a read-aloud and incorporates movement to facilitate learning.*

**Oral to Written Language Continuum - Children of the Code** <http://www.youtube.com/watch?v=jj2rBxKRZSc>

*This video clip discusses the issues children may encounter as they progress from oral to written language.*

Find It Online

### LANGUAGE

**Articulation Development: What's Normal and What Isn't?** <http://www.playingwithwords365.com/2011/09/speech-articulation-development-whats-normal-what-isnt/>

*Written by a pediatric speech language pathologist for parents and caregivers, this article discusses the typical and atypical articulation development of young children.*

**How Does Your Child Hear and Talk?** <http://www.asha.org/public/speech/development/chart.htm>

*This page contains links to information outlining the development of a child's communication skills from birth to five years. Each link contains a summary of the typical milestones for each year in hearing and understanding, and talking, and what parents can do to support the child's development. A Spanish version is also available.*

**Importance of Home Language Series (English and Spanish)**

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/home-language.html>

*This series of handouts is designed to provide early childhood professionals and families with basic information on topics related to children learning two or more languages. They emphasize the benefits of being bilingual, the importance of maintaining home language, and the value of becoming fully bilingual. These easy-to-read resources highlight important information that every adult living or working with young dual language learners should know.*

## Language and Literacy

### LANGUAGE

#### **Making a Difference: A Framework for Supporting First and Second Language Development in Preschool Children of Migrant Farm Workers** <http://www.eric.ed.gov/PDFS/ED500795.pdf>

*With four composite questions to guide the paper, current research and findings are used to address some questions and concerns regarding early second language acquisition.*

#### **More Than Baby Talk: 10 Ways to Promote the Language and Communication Skills of Infants and Toddlers**

[http://mtbt.fpg.unc.edu/sites/mtbt.fpg.unc.edu/files/imce/documents/BabyTalk\\_WEB.pdf](http://mtbt.fpg.unc.edu/sites/mtbt.fpg.unc.edu/files/imce/documents/BabyTalk_WEB.pdf)

*This resource offers ten practices that early childhood educators can engage in to promote language development and communication skills in infants and toddlers. On the left are links to each practice with research findings and practical suggestions. A list of related resources is also available.*

#### **Strategies for Supporting All Dual Language Learners**

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll-strategies.pdf>

*In addition to providing evidence-based expectations for young children who are dual language learners, this resource includes vignettes that describe young DLLs of different ages and circumstances, suitable for use in professional development.*

### LITERACY

#### **Adapting Literacy Learning Practices for Young Children with Disabilities**

<http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Disabilities/Services%20to%20Children%20with%20Disabilities/Individualization/AdaptingLiteracy.htm>

*Developed by the Center for Early Literacy Learning, this presentation provides suggestions for literacy activities for young children with disabilities that educators and parents can use.*

#### **The A-Z of Adapting Books**

<http://www.telability.org/handouts/Th%2520AtoZofAdaptingBooksFinalPPTminimizer1.pdf>

*This document lists helpful tips and methods for adapting books for students with disabilities.*

#### **Center for Early Literacy Learning (CELL)** <http://www.earlyliteracylearning.org/>

*The goal of the Center for Early Literacy Learning (CELL) is to promote the adoption and use of evidence-based early literacy learning practices. The website has downloadable practice manuals, including manuals that address adaptations for children of diverse abilities, video clips, family resources, and other materials.*

#### **Classroom Strategies** <http://www.readingrockets.org/strategies/>

*This page contains a chart listing the strategies that improve literacy skills according to the various areas of literacy development. The chart also indicates when the strategy should be used, before, during, and/or after reading.*

#### **iColorín Colorado!** <http://www.colorincolorado.org/>

*This is a bilingual site for families and educators of English language learners which features articles, videos, and other resources.*

#### **CONNECT Module 6: Dialogic Reading Practices**

<http://community.fpg.unc.edu/connect-modules/learners/module-6>

*The module describes effective dialogic reading practices for use with young children in early care and education settings. Research syntheses, handouts, activities, and videos demonstrate the components of a decision-making process to help determine whether dialogic reading will be beneficial for enhancing the language and literacy skills of young children in a particular context.*

#### **Classroom Literacy Environment Checklist**

<http://www.getreadytoread.org/early-learning-childhood-basics/early-literacy/get-ready-to-read-literacy-checklists>

*This website offers literacy checklists for home, classroom and family child care in English and Spanish.*



## Language and Literacy

### LITERACY

#### **Early Beginnings: Early Literacy Knowledge and Instruction**

<http://lincs.ed.gov/publications/pdf/NELPEarlyBeginnings09.pdf>

*This booklet is the first in a series that presents the NELP's core findings on early literacy development. This booklet provides an overview of the literature about early literacy development and offers suggestions for literacy activities and creating a literacy-rich environment.*

#### **Early Experience Shapes Later Literacy**

<http://eyeonearlyeducation.org/2013/04/04/early-experience-shapes-later-literacy/>

*This short article reviews a study that highlights the importance of children's home environment and its impact on later literacy success.*

#### **Enjoying Language Together – Family Literacy** <http://unesdoc.unesco.org/images/0017/001778/177842e.pdf>

*This downloadable manual offers evidence-based practices and materials for supporting family literacy.*

#### **Get Ready to Read** <http://www.getreadytoread.org/>

*Designed to support early literacy development, this website contains information, screening tools, resources, activities, and materials for parents and educators, as well as online games and activities for children that support the development of early literacy skills.*

#### **Getting Boys Hooked on Reading: How Digital Media Can Help**

<http://www.readingrockets.org/blog/55245/?theme=print>

*This blog post offers suggestions to engage boys in reading and writing. It also contains the responses and comments by readers.*

#### **Lead for Literacy** <http://isites.harvard.edu/icb/icb.do?keyword=lesaux&pageid=icb.page541445>

*Lead for Literacy is a series of one-page memos that examine an identified issue in children's literacy development, discusses the common pitfalls that impede impact, and outlines key decisions and strategies that can be implemented.*

#### **Literacy Instruction for Individuals with Autism, Cerebral Palsy, Down Syndrome and Other Disabilities**

<http://aacliteracy.psu.edu/>

*This website offers guidelines for teaching literacy skills to individuals with disabilities, in particular those with more complex communication needs. Each skill is accompanied by an explanation, instructional tasks, materials, and procedure, an example video clip, and pointers.*

#### **Milestones of Early Literacy Development (English and Spanish)**

<http://www.reachoutandread.org/resource-center/literacy-materials/literacy-milestones/>

*This chart contains information on the milestones of early literacy development in the context of the physical and cognitive developmental stages of children aged 6 months through 5 years. Useful tips and suggestions for parents and caregivers are provided.*

#### **National Center for Families Learning** <http://www.familit.org/>

*The NCFL focuses on building family literacy through developing programs and supporting initiatives and efforts to promote family literacy. It contains resources for educators and families.*

#### **Promoting Early Literacy with Infants and Toddlers** <http://jeffline.tju.edu/cfsrp/tlc/forms/earlyliteracy.pdf>

*This site offers a variety of resources for promoting early literacy.*

#### **Reading Aloud with Children of All Ages** <https://www.naeyc.org/files/yc/file/200303/ReadingAloud.pdf>

*This NAEYC compilation offers resources and ideas for young children in a variety of age groups.*

#### **Reading Rockets** <http://www.readingrockets.org/podcasts>

*Reading Rockets produces award-winning PBS television programs about teaching reading and early education. We also offer four online video series featuring effective teaching strategies, children's authors, reading experts, and professional development webcasts — plus a robust library of video clips organized by topic.*

## Language and Literacy

### LITERACY

**Types of Predictable Books** [http://pabook.libraries.psu.edu/familylit/LessonPlan/rover/Parent%20Education/Types\\_of\\_Predictable\\_Books\\_Charts.pdf](http://pabook.libraries.psu.edu/familylit/LessonPlan/rover/Parent%20Education/Types_of_Predictable_Books_Charts.pdf)

*Intended to support family literacy, this document provides a list of books organized according to the type of predictability (e.g., chain or circular story, familiar sequence, pattern stories etc.).*

### LANGUAGE AND LITERACY

#### 15 Minute In Service Suites

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/ISS/ISS-library-T.html>

*A useful resource for professional development, each of these in-services contain a short video and a set of supporting materials. A trainer version of each in-service is also available and contains the presentation slides, notes and learning activities. Look under the heading "Language Modeling and Conversations" to find suites on expansions, asking questions, engaging children in conversations, thick and thin, and more.*

**Beyond the Word Gap: Multimedia Resources and Tools** <http://www.zerotothree.org/policy/beyond-the-word-gap/>

*The "Word Gap" has come to symbolize the gulf that can separate very young children who have rich opportunities for positive early learning experiences from those who do not. Science reveals that early language and literacy skills are important predictors of later success in school—and that as a group, children in families of lower socioeconomic means have fewer skills and know far fewer words than their more privileged peers. ZERO TO THREE has compiled a set of resources, in English and Spanish, to will help families, professionals, and policymakers understand the importance of supporting early language and literacy and how best to do so.*

**Disability Awareness Through Language Arts and Literacy: Resources for Prekindergarten and elementary school**

<http://www.fddc.org/sites/default/files/file/publications/7%202%2012%20disability%20guide%20PDF%20final.pdf>

*This resource guide explains the importance of disability awareness and describes language arts and literacy activities that can be implemented in the classroom. It also contains a section on how children's literacy can be used to increase disability awareness and includes lesson plans from pre-K through Grade 5.*

**Emergent Writing** [http://www.wiu.edu/itlc/ws/ws1/litfound\\_4.php](http://www.wiu.edu/itlc/ws/ws1/litfound_4.php)

*This website offers a variety of tips and resources for supporting emergent writing.*

**Fred Rogers Center Early Learning Environment (ELE): Activities** <http://ele.fredrogerscenter.org/activity>

*This website offers a variety of resources related to early language and literacy learning for children from birth through five. Topics include talking together, reading together, everyday activities, storytelling, and more.*

**How Now Brown Cow: Phoneme Awareness Activities** <http://www.idonline.org/article/388>

*This article describes phoneme awareness activities that can be implemented in daily experiences in the classroom to enrich the oral language environment for children.*

**Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning: A Resource Guide** <http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf>

*This resource guide provides early childhood professionals with the knowledge and tools they seek to educate preschool English learners most effectively.*

**Teaching Vocabulary in Storybooks: Embedding Explicit Vocabulary Instruction for Young Children**

<http://yec.sagepub.com/content/15/1/18.full.pdf+html>

*This article presents evidence-based principles for effective vocabulary instruction for young children and discusses how these principles may be applied in the classroom.*