

Module I
Foundations of Every Child Reads:
Birth to Three



Module I Foundations of Every Child Reads: Birth to Three

Key Topics Taught in Module I

At the conclusion of this module, participants will:

- Understand why it is important to encourage infants and toddlers to develop language and literacy.
- Understand what will be taught in the Every Child Reads: Birth to Three course.
- Understand the beliefs and assumptions that guide the training.
- Understand how the training aligns with standards and rating scales used in Iowa.
- Know the definitions of key terms used throughout the training.
- Review child development information in the areas of language and literacy.

Notes to Trainer

1. Write the meeting guidelines on chart paper and post it in a visible place. Save this chart paper and use it at every meeting. See Trainer Script #5, page 10 for list of guidelines.
2. Find the contact information of the person in charge of training at the Child Care Resource and Referral agency serving your area and add it to the PowerPoint slide #12.
3. The intent of the section on child development is to review briefly how children develop language and literacy and provide websites where providers can get additional information, as they need it. The intent is not to have participants review all aspects of development and memorize age ranges when certain skills typically appear.
4. There is no "Back at Work" assignment for this training session.
5. Watch DVDs clips.



Module I Foundations of Every Child Reads: Birth to Three

Time

Module I will take approximately two hours to teach with one 5-minute break. The times listed for the activities are guidelines. Some groups may take more or less time.

Materials Needed

- *Handouts (1 per participant unless otherwise indicated):*
 - H1: "PowerPoint Notes: Module I, Foundations of Every Child Reads: Birth to Three"
 - H2: "Beliefs, Assumptions and Key Topics/Strategies" (*Duplicate this handout on brightly colored paper so it is easy for participants to find.*)
 - H3: "Definition of Terms"
 - H4: "Understanding Children's Language Development"
 - H5: "Developmental Milestones of Early Literacy"
 - H6: "What I Want to Remember" (*Duplicate this handout on brightly colored paper so it is easy for participants to find. Do not use the same color of paper as you did for H2.*)



Module I Foundations of Every Child Reads: Birth to Three

- *Other Supplies and Materials Needed:*
 - Index cards—one per participant
 - DVD “The First Years Last Forever”
 - DVD player and TV
 - Chart paper, different colored markers, tape
 - Computer
 - LCD projector with speakers
 - Screen
 - Internet access (OPTIONAL: needed to access links on Power Point slides.)

- *DVD Clips Needed:*
 - “Reading with Babies” segment 0-4:21 (#49 in script, PPT#13)
 - “Reading with Babies” segment 8:28-10:54 (#52 in script, PPT#14)
 - “Making Everyday Moments Count!” Chapter: “Testing 1-2-3” (#59 in script, PPT#15)
 - “The First Years Last Forever” segment 1:36-3:24 (#66 in script)



Module I

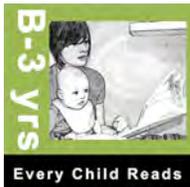
Foundations of Every Child Reads: Birth to Three

- *Supplemental Trainer Materials:*
 - "Early Literacy" from www.zerotothree.org/child-development/early-language-literacy/earlyliteracy2pagehandout.pdf.
 - "Iowa Early Learning Standards" from www.dhs.state.ia.us/Consumers/Child_Care/Iowa%20Early%20Learning%20Standards.html.
 - "Infant/Toddler Quality Program Standards" available in early 2012 from the Iowa Department of Education at <http://educateiowa.gov>.
 - "Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8" available to purchase from NAEYC at www.naeyc.org/store/node/162.
 - "Learning to Read and Write: Developmentally Appropriate Practices for Young Children." A joint position statement of the International Reading Association and the National Association for the Education of Young Children, 1998. Available at www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF.
 - "Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8." 2003. Available at www.naeyc.org/files/naeyc/file/positions/CAPEexpand.pdf.



Module I Trainer Script

Session 1



Module I Trainer Script

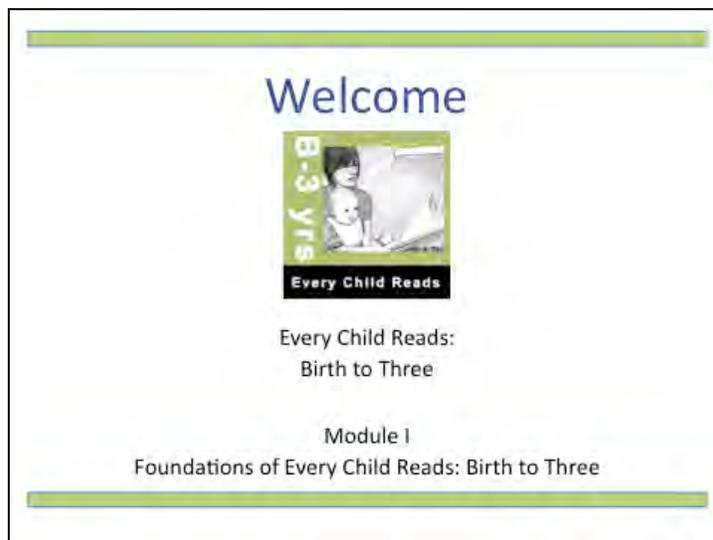


#1

Distribute Handout 1, "PowerPoint Notes: Module I Foundations of Every Child Reads: Birth to Three" and one index card to each participant as they arrive. Ask them to take notes on Handout 1.



PPT #1



1. Welcome to Every Child Reads: Birth to Three.

Module I Trainer Script



PPT #2



2. This training was developed by Early Care and Education Stakeholders across the state: Iowa Department of Education, Iowa Area Education Agency System, Child Care Resource and Referral, Parents as Teachers, Iowa Parent Information Resource Center, and Iowa State University.

Tell the group your name and your background. Mention your favorite song to sing with infants or toddlers, nursery rhyme to say to them or activity to do with them.



PPT #3

Let's Meet Each Other

- Name
- Where you work
- How many years in early childhood education
- Your favorite:
 - Song to sing with infants/toddlers in your care
 - Nursery rhymes to say with them or
 - Activity to do with them

3. Please tell us:

- Your name.
- Where you work.
- How many years of experience you have had in early care and education.
- A favorite
 - Song to sing with the infants and toddlers in your care.
 - Nursery rhyme to say with them.
 - Activity to do with them.

4. Here are some housekeeping details.

Tell the group about starting and stopping times, breaks, "Back at Work" assignments, etc.

Refer to the chart paper, "Meeting Guidelines."

Module I Trainer Script

5. These are some guidelines I would like us to follow to make our meetings productive:
- Keep an open mind. You may hear an idea or strategy that you think will never work in your setting. I encourage you to think if you could modify it so you could use it in some way.
 - Ask questions and make comments—share your ideas.
 - Only one conversation at a time (no conversations with your neighbor when the trainer or another participant is talking).
 - Give everyone a chance to talk—be brief with your comments.
 - Have fun!

A good guideline to use if you have a person who tends to take over conversations is, “3 before me—if I have spoken, I need to wait until 3 others speak before I speak again.” If you decide to use this guideline, add it to the list above.

6. Are there any other guidelines you would like to add?



Record responses on chart paper.



#2

Distribute Handout 2, “Every Child Reads: Birth to Three. Beliefs, Assumptions and Key Topics/Strategies.”



PPT #4

Every Child Reads: Birth to Three

- I. Foundations of Every Child Reads: B-3
- II. How infants and Toddlers Learn Language and Literacy
- III. Engaging in Conversations with Infants and Toddlers
- IV. Reading with Infants and Toddlers Using Interactive Strategies

7. Every Child Reads: Birth to Three has 4 modules. Please read the last page of your handout that lists the key topics and strategies that will be taught and discussed in each.

Give the group 2 minutes to read that section. Then call them back together.

8. You will learn strategies that you can take back to your child care setting and use. The strategies are practical, easy to do and are known to help infants and toddlers develop language and literacy.

9. Questions about the topics and strategies we will discuss?

10. Even though writing is a critical component of literacy and language, it will not be addressed during this training. In the future, there may be a follow-up module on this topic.

Module I Trainer Script

11. The Iowa Department of Education developed Every Child Reads: Birth to Three because there is compelling research that indicates it is very important for early care and education providers to encourage language and literacy development with young children.



PPT #5

“Early Literacy Skills are essential to literacy development....”

There is a connection “...between an infant mouthing a book, the book handling behavior of a two year old, and the page turning of a five year old.”

Source: Zero to Three (2003). Early Literacy retrieved July 18, 2011 from www.zerotothree.org/childdevelopment/early-language-literacy/earlyliteracy2pagehandout.pdf

12. “Early literacy skills are essential to literacy development.” There is a connection “...between an infant mouthing a book, the book handling behavior of a two year old, and the page turning of a five year old.”¹



PPT #6

“We can see that the first three years of exploring and playing with books, singing nursery rhymes, listening to stories, recognizing words, and scribbling are truly the building blocks for language and literacy development.”

Source: Zero to Three (2003). Early Literacy retrieved July 18, 2011 from www.zerotothree.org/childdevelopment/early-language-literacy/earlyliteracy2pagehandout.pdf

Module I Trainer Script

13. "We can see that the first 3 years of exploring and playing with books, singing nursery rhymes, listening to stories, recognizing words, and scribbling are truly the building blocks for language and literacy development."²

14. This is why it is important for you to be here. What you do with the infants and toddlers in your care will affect their ability to talk, read and write—skills they need to be successful in school and life.



PPT #7

In Iowa

- 74% of children 2 weeks to 6 years have both parents in the workforce
- Approximately 180,000 infants, toddlers, and preschoolers are in some type of child care

15. In Iowa:

- 74% of children 2 weeks – 6 years have both parents in the workforce.
- Approximately 180,000 infants, toddlers, and preschoolers are in some type of child care.



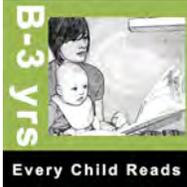
PPT #8

In Iowa

- There are
 - 5,500 registered child development homes
 - 1,500 licensed child care centers
 - Many infants, toddlers and preschoolers in non-regulated care (programs not licensed or regulated)

Source: Iowa Department of Human Services, 2010

- There are
 - 5,500 registered child development homes.
 - 1,500 licensed child care centers.
 - Many infants, toddlers, and preschoolers in non-regulated care (programs that are not licensed nor registered).³



Module I

Trainer Script

16. Because of the large number of infants and toddlers in child care in Iowa and because of the importance of early literacy, the Iowa Department of Education developed training for early care and education providers that addressed early literacy.

17. The training is aligned with the Iowa Early Learning Standards, the proposed Infant/Toddler Quality Program Standards, and the "Listening and Talking" sections of the Family Child Care Environment Rating Scale-Revised (FCCERS-R) and the Infant/Toddler Environment Rating Scale-Revised (ITERS-R). These tools will help you know what young children in your care should learn and also help you understand what you need to do to provide a quality environment for them.

18. The Iowa Early Learning Standards identify the knowledge, skills, motivation, and attitudes birth-to-five year olds need to develop to help them be successful in school.



PPT #9

Iowa Early Learning Standards Literacy Standards

- Infants and toddlers understand and use communication and language for a variety of purposes.
- Infants and toddlers engage in early reading activities.

19. The early learning *literacy* standards for infants and toddlers are that they:
 - Understand and use communication and language for a variety of purposes (Standard 4.1).
 - Engage in early reading activities (Standard 4.2).⁴
20. This training will give you information that will help the infants and toddlers in your care achieve these literacy standards.
21. The Iowa Department of Education has recently developed quality standards for *programs* serving infants and toddlers that are being piloted. These proposed program standards are based on National Association for the Education of Young Children (NAEYC) standards and criteria and are similar to the Iowa Quality Preschool Program Standards.

22. These standards are guidelines for what quality early care and education *programs* serving infants and toddlers should be like. Iowa's Early Learning Standards address *what infants and toddlers should know*. The proposed Infant/Toddler Quality Program Standards, FCCERS-R and ITERS-R address *what a quality program for infants and toddlers should look like*.



PPT #10

Proposed Infant and Toddler Program Standards/Criteria: Infants

- Varied opportunities to experience songs, rhymes, routine games and books through
 - Individualized play that includes simple rhymes, songs, and interactive games (e.g., peek-a-boo)
 - Daily opportunities to hear and respond to various types of books including picture books, wordless books, and books with rhymes
 - Access to durable books that enable children's independent exploration

23. The Infant/Toddler *program* criteria state that *infants* should have varied opportunities to experience songs, rhymes, routine games and books through:
- Individualized play that includes simple rhymes, songs, and interactive games (e.g., peek-a-boo).
 - Daily opportunities to hear and respond to various types of books including picture books, wordless books, and books with rhymes.
 - Access to durable books that enable children's independent exploration.



PPT #11

Proposed Infant and Toddler Program Standards/Criteria: Toddlers

- Experiences that help them understand that pictures represent real things in their environment.

State of Iowa, Department of Education, Early Childhood Services Bureau. (2011 draft). Proposed Infant and toddler program standards. Not yet adopted by State Board of Education. For more details, contact ECS Bureau at 515-281-3924.

24. For *toddlers and twos*, the first 3 criteria are very similar. A fourth criteria is that *toddlers* should have experiences that help them understand that pictures represent real things in their environment.⁵
25. This training will give you information to help your program meet the proposed Infant and Toddler Quality Program Standards and criteria in literacy, as well as the "Listening and Talking" sections of FCCERS-R and ITERS-R.



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26. Please read the “Beliefs” section on Handout 2.

After 1-2 minutes, call the group back together.

27. When the authors wrote these modules, they had some beliefs and assumptions that helped them select which aspects of language and literacy to focus on since they knew it would not be possible to cover everything. These are the writers’ beliefs, which are supported by literature and research.

28. Belief #1 is: Early care and education providers play a major role in helping infants and toddlers develop language and literacy. You are VIPs—very important people/providers!

29. You are role models for language and literacy—infants and toddlers learn about language and literacy from watching and listening to you.⁶ This is why it is so important for you to be here.



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30. A second belief is that from the moment infants and toddlers are born, they communicate their wants and needs in many different ways. Adults need to read infants' and toddlers' cues and respond to them in some manner. Caregivers responding to infants and toddlers in a positive way are key to encouraging their language and literacy development.⁷

 31. Any comments or questions about the first two beliefs or any of the others?

 32. With these beliefs in mind, the writers made the following assumptions about you. Please read that section on Handout 2.
- After 1-2 minutes, call the group back together.
33. Comments or questions about the assumptions? This training will not cover these last 4 topics.



PPT #12



34. Two resources that have information on additional training are:

- The statewide Child Care Resource and Referral (CCR&R) network. One of the classes they will have information about is the Program for Infant and Toddler Caregivers (PITC). The contact person for the CCR&R in our area is:_____.
- The Area Education Agencies (AEAs) can offer information about children birth to 3 years old especially if they may have a disability. Contact: www.EarlyACCESSIowa.org, (888) IAKIDS1 or (888) 425-4371.

35. If you would like further information or training on these 4 topics, please see me and I will help you find what you need.

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36. Write on your index card what you would like to learn during this training or what questions you would like answered about language and literacy.

Give participants 2-3 minutes to do so.

37. Keep your cards and add to them throughout this module. Then, I will pick them up.

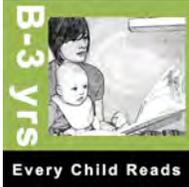


#3

Distribute Handout 3, "Definition of Terms."

38. Read this handout and underline some words that help you understand and remember the definitions. Take 4 minutes.

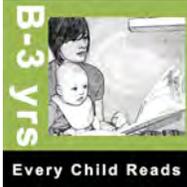
After 4 minutes, call the group back together.



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Trainer Script

39. These words will be used throughout the training so it is important that we understand their definitions.
40. “Literacy” is the first word. People usually think of reading when they hear the word “literacy.” That is correct. However, literacy is much more than reading. It also includes all the activities involved in speaking, listening, and writing.⁸
41. To be literate means to be able to communicate effectively with others. That includes:
- Understanding what others are saying when they speak to or write you.
 - Being understood by others when you speak to or write them.⁹
42. We want all infants and toddlers to grow to be literate adults.



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43. What key words did you underline for the second term, “emerging literacy?”

Ask 2 or 3 participants to respond.

44. “Emerging literacy” is the term used when talking about the literacy development of infants and toddlers. It is sometimes referred to as “early” literacy.

45. In the past, many providers and parents thought that helping children learn language and literacy skills was the preschool or elementary school’s job. It isn’t. Many people also thought it wasn’t important to talk with infants and toddlers because they couldn’t understand what was being said to them. We now know that is not true.

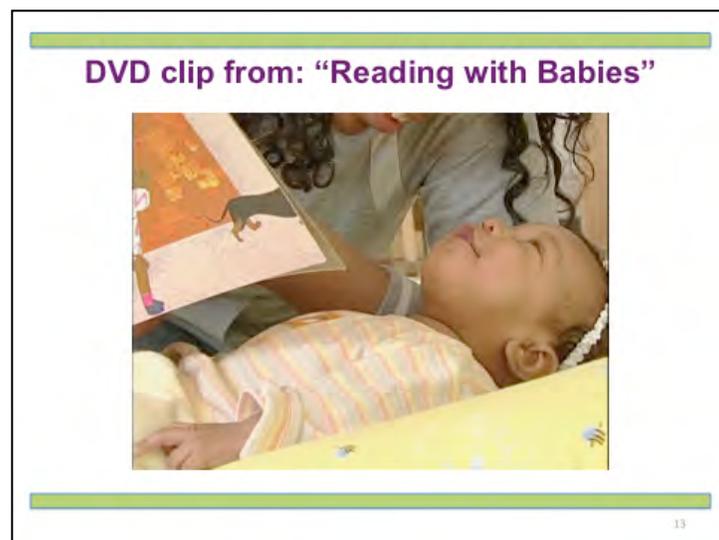
46. Infants and toddlers are learning literacy skills from the moment they are born and they will continue to learn them throughout their lives. They will need these skills to be successful in school and in life. It is our job, as early care and education providers, to provide infants and toddlers with the interactions with adults and the experiences they need to develop language and literacy skills. This is why it is so important for you to be here.

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47. Let's talk for a minute about the word, "reading." What does reading with infants and toddlers look like? Sound like? One thing we know for sure—reading with infants and toddlers is nothing like how adults and school aged students read! It is a totally different experience.
48. We are going to watch 2 short DVD clips. On the back of Handout 3, write what you see the infants and toddlers do during the reading experiences. Be specific. We will discuss what you observed.
49. Even though some of the clips might focus on moms and dads, the information is applicable to caregivers. In some situations, caregivers are with infants and toddlers during more of their waking hours than their parents are.



PPT #13



Show this clip twice, if you have time. Ask the participants to study what the adults and children are doing during the reading experiences.

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50. Discuss with your neighbor what you saw the infants and toddlers doing during the reading experiences. Take 2 minutes.

After 2-3 minutes, call the group back together.

51. What did you see the infants and toddlers doing during these reading experiences?



Record responses on chart paper.

Mention the following if the participants don't:

- Looked at the reader.
- Looked at a page.
- Smiled, gurgled, laughed.
- Cooed, babbled.
- Kissed the reader.
- Chewed on a book.
- Held book.
- Waved arms, wiggled.
- Pointed to a page or patted it.
- Repeated a word adult said.
- Imitated an action in the picture or book.
- Opened and closed the book.
- Turned pages.
- Made comments ("The end").

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52. During the second clip watch for things the children are doing that aren't already on our list.



PPT #14



Show this clip twice, if you have time. Ask the participants to study what the adults and children are doing during the reading experiences.

53. What did you see the infants and toddlers do during these reading experiences that we don't already have on our list?

Module I Trainer Script



Record responses on chart paper.

Mention the following if the participants don't. The infant or toddler:

- Dropped a book on the floor.
- Picked up book and put it over his face.
- Walked around the room as the adult was reading.
- Left the adult who was reading to him and returned later.
- Played with toys as the adult was reading.
- Answered questions ("What do you think this is?" Child: "Fish").

54. All of these behaviors are appropriate reading behaviors when talking about reading with infants and toddlers.

55. What is reading to infants and toddlers not? It is not a group of infants/toddlers sitting still in a row on the couch or in infant seats quietly listening. It is not reading every day at 9:15 a.m. whether the infants and toddlers want to or not. It is not reading every single word on every page, reading for a half-hour at a time to a large group of infants or toddlers or drilling them on letter names or sounds using flashcards.



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56. We want to avoid any kind of formal reading instruction with infants and toddlers because they are not developmentally ready to learn letter names and sounds, how to read words and understand what they mean. If we try to teach children to read at too young an age, they may begin to link reading and books with frustration and failure.¹⁰

57. The last word on Handout 3 is “background knowledge.” What were some of the key words you underlined?

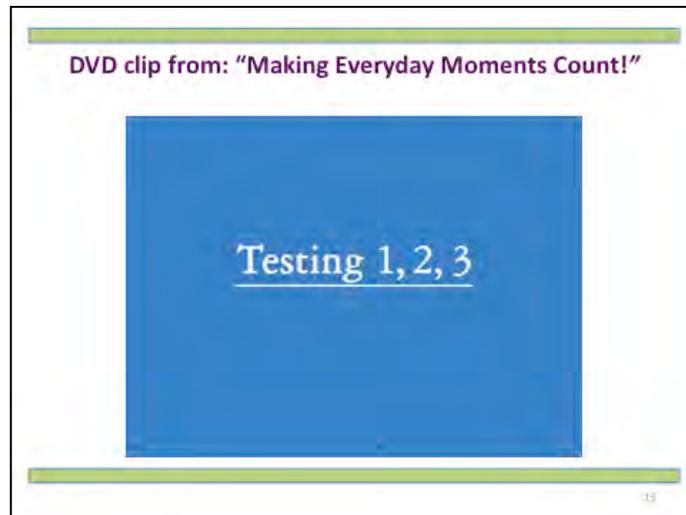
Ask 2 or 3 participants to respond.

58. From their experiences, infants and toddlers learn that stuffed animals are soft, if you push a tower of blocks, it will fall and if you touch the keys of a toy piano, there will be sound.

59. This DVD clip illustrates how infants and toddlers learn from experience how their world works.



PPT #15



Show DVD clip.

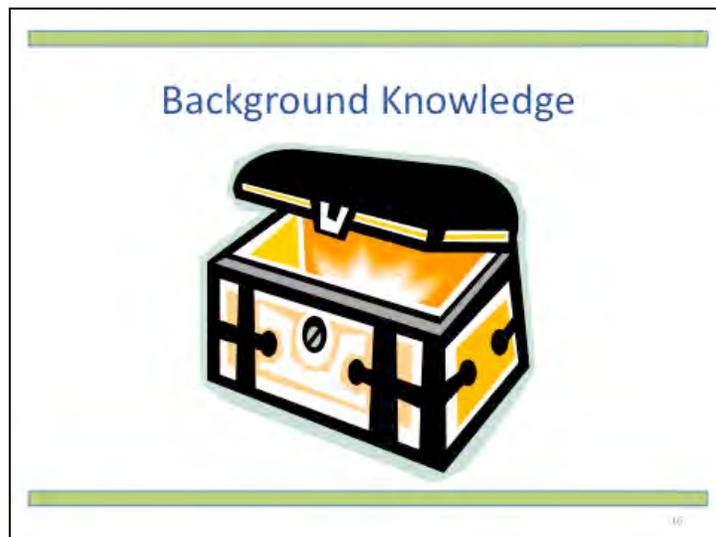
60. The more experiences an infant or toddler has, the more background knowledge he will accumulate about his world. The more background knowledge he has, the easier it will be for him to learn words.
61. If an infant or toddler hears a word and can connect it to an experience he has had, it will be easier for him to learn to say and use the word appropriately when he is older. For example, if he hears the word "milk" when you give him a bottle or cup of milk, he will eventually connect the white liquid he is drinking to the word, "milk." That is how the infant or toddler learns.

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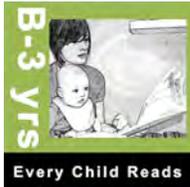
62. The more words he understands the meaning of, the easier it will be for him to learn to read.
63. Some children acquire background knowledge quickly, after only a few experiences with something new. Others may take longer.



PPT #16



64. All of us have invisible trunks that we carry with us everywhere we go. Inside those trunks are all the experiences you have had in your lifetime. All of our trunks are different. Think about apples for a minute. Our background knowledge is different regarding apples. Most of us have eaten apples. Some of you have picked apples. Maybe some of you have baked apple pies and entered them into pie contests! Some of you have eaten apple butter. Our apple experiences are all a little different in our trunks, BUT we all have some apple experiences. People who have had many apple experiences own heavier trunks.



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65. It is our job to help our youngest learners start filling their trunks. The more “stuff” in their trunks, the more background knowledge they have, and the more “stuff” in their brains to connect language to. We fill the trunks when we engage infants and toddlers in meaningful experiences.

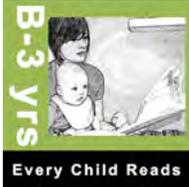
66. We have defined key terms and talked about standards the state of Iowa has in place. Let’s now turn our focus to the infants and toddlers themselves and do a quick review of how they grow and develop.



1:36-3:24

Show the DVD, “The First Years Last Forever,” segment on brain development 1:36 (the screen will show a baby with a parent stroking the baby’s cheek) to 3:24 (stop at the screen with the title, “Bonding and Attachment”).

67. Infants are born ready to learn, communicate and form relationships with others.¹¹ They experience the outside world through their senses—seeing, hearing, smelling, touching, and tasting. These experiences enable the brain to create or modify connections.¹²



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68. No two infants or toddlers develop, grow, or learn in the same way. We all know infants who are early walkers and may walk at 9 or 10 months and others who may not walk until they are 15 months. Some toddlers talk in complete sentences when they are 18 months old; others are just starting to put words together when they are 2 years of age. It is important to know what the “average” age infants and toddlers will develop certain skills is so we know how to plan literacy activities for certain ages.

69. Please count off by fives and then form groups with others who have the same number as you.

If you have fewer than 10 people, have one or more groups look at two ages. If you have more, make your groups larger.



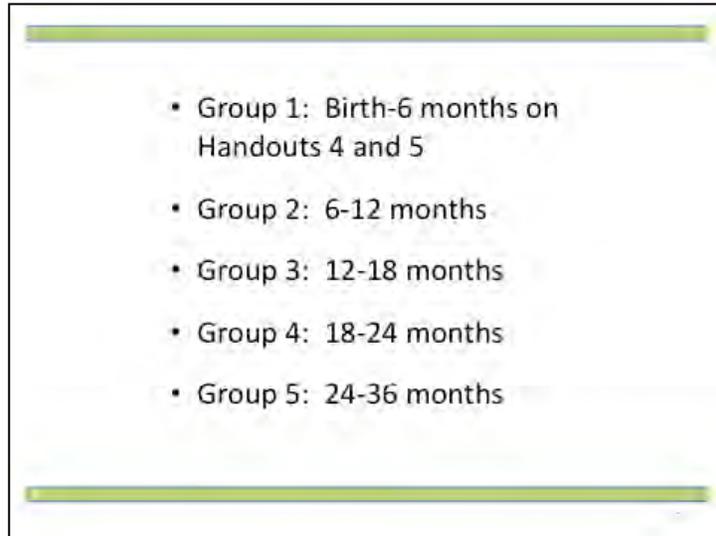
#4 and #5

Distribute Handout 4, “Understanding Children’s Language Development” and Handout 5, “Development Milestones of Early Literacy” to each participant.

Module I Trainer Script



PPT #17

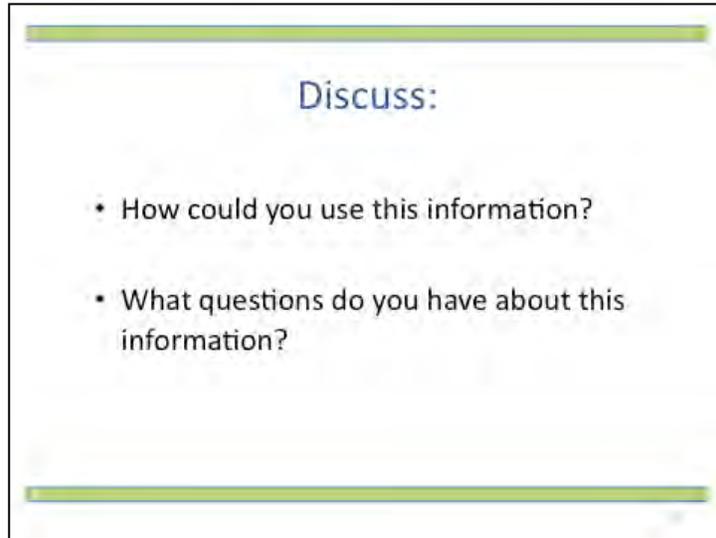


70. When you read these handouts, focus on the child development information and not on the “Nurture Your Child’s Language Skills” or “What Parents Can Do” strategies.

- Group 1, read about ages birth-6 months on both Handouts 4 and 5
- Group 2, 6-12 months
- Group 3, 12-18 months
- Group 4, 18-24 months
- Group 5, 24-36 months



PPT #18



71. After you read your assigned sections, take 5 minutes and discuss these questions as a small group.
- How could you use this information?
 - What questions do you have about this information?

After 8 minutes (3 minutes to read and 5 minutes to discuss in small groups), call the group together and discuss the questions.

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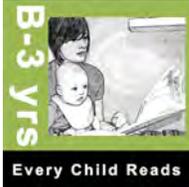
PPT #19

- www.babycenter.com/milestone-charts-birth-to-age-3
- Parenting Counts at www.parentingcounts.org
- Iowa State Extension—
www.extension.iastate.edu/homefamily/children/development/ages_stages.htm



PPT #20

- Zero to Three
www.zerotothree.org/child-development/
- www.BornLearning.org
- www.cdc.gov/ncbddd/actearly/milestones/index.html



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72. At the bottom of Handout 5, page 1, are listed some excellent websites that contain child development information.

- www.babycenter.com/milestone-charts-birth-to-age-3.
- Parenting Counts at www.parentingcounts.org has an interactive developmental timeline.
- Iowa State Extension
www.extension.iastate.edu/homefamily/children/development/ages_stages.htm.
- Zero to Three www.zerotothree.org/child-development.
- www.BornLearning.org.
- Centers for Disease Control and Prevention
www.cdc.gov/ncbddd/actearly/milestones/index.html.

If you have Internet access and time, show them these websites.



PPT #21

Key Points

- Literacy for infants/toddlers is addressed in:
 - Iowa Early Learning Standards
 - Proposed Quality Program Standards for Infants/Toddlers
 - FCCERS-R and ITERS-R

- Definitions of key terms

73. This completes our first module. These are the key points we have covered so far:

- Literacy for infants and toddlers is addressed in the Iowa Early Learning Standards, the proposed Quality Program Standards for Infants and Toddlers and sections of the Family Child Care Environment Rating Scale-Revised (FCCERS-R) and Infant/Toddler Environment Rating Scale-Revised (ITERS-R).

- Definitions of several key terms.



PPT #22

Key Points Continued

- All infants/toddlers develop at their own rate and there are certain language milestones we can expect.
- It is our job, as providers, to encourage language and literacy development which begins at birth.

- All infants and toddlers develop at their own rate and there are certain language milestones we can expect them to develop at certain ages. For example, most babies begin to imitate speech (da-da, ba-ba) around 6 months of age and can understand simple phrases by 1 year of age. Most toddlers can hold a book and look at pictures by 2 years of age.
- It is our job, as providers, to encourage language and literacy development, which begins at birth.

74. Do you have questions or comments about the information we have discussed?

Module I Trainer Script

75. Write on your index card questions you would like answered or things you want to learn during the training. Then, I will ask you to turn in your cards.

After 1 or 2 minutes, collect the cards. Review the cards after the session and decide when to answer the questions in future sessions.



#6

Distribute Handout 6, "What I Want to Remember."

76. Write what you would like to remember about Module I on your handout.

After 2-3 minutes, call the group back together.

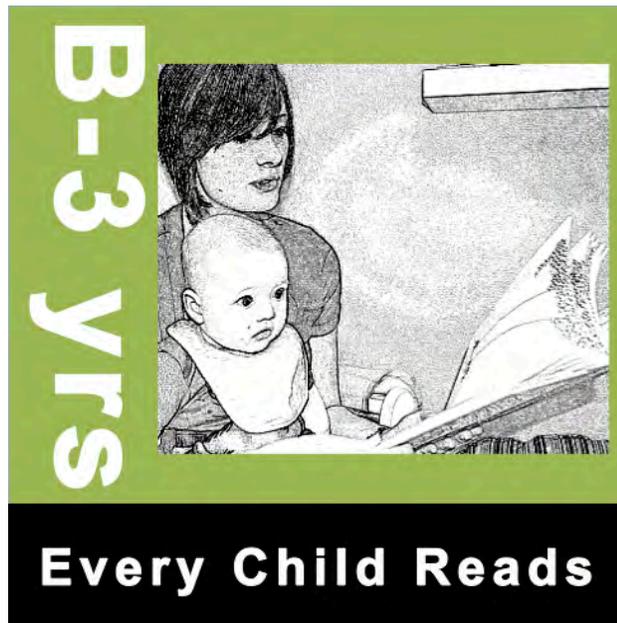
77. Our next session is (insert date, time, location of next class). Bring Handout 2, "Beliefs, Assumption, and Key Topics/Strategies" with you to the next session.



Module I Endnotes

1. Zero to Three (2003). *Early literacy* (p1). Retrieved July 27, 2011 from www.zerotothree.org/childdevelopment/early-language-literacy/earlyliteracy2pagehandout.pdf
2. Same as 1.
3. J. Caswell, Iowa Department of Human Services (personal communication October 18, 2010).
4. State of Iowa, Department of Education, Division of Early Childhood, Elementary, and Secondary Education, Bureau of Children, Family and Community Services, and Department of Human Services, Division of Behavioral, Developmental, and Protective Services for Families, Adults, and Children. (2006). *Iowa early learning standards, 2006* (pp. 35-38). Des Moines, IA: State of Iowa Department of Education and Human Services. Retrieved July 27, 2011 from www.dhs.state.ia.us/doc/IELS_2-20-006.pdf
5. State of Iowa, Department of Education, Early Childhood Services Bureau. (2011 draft). *Proposed Infant and toddler program standards*. Not yet adopted by State Board of Education. For more details, contact ECS Bureau at 515-281-3924.
6. Im, J. H., Osborn, C. A., Sánchez, S. Y., & Thorp, E. K. (2007). Session 4: Early language and literacy development. In *Cradling literacy: Building early language and literacy in young children birth to five* (p. 21). Washington, DC: Zero to Three Press.
7. Greenberg, J., Parrish, H., & Jones, C. (2008). Vocabulary and language: Relationship-based turn-taking. In *Celebrating language & literacy for infants, toddlers, and twos: A user's guide* (pp. 47-59). Washington, DC: Teaching Strategies.
8. Goodson, B., Layzer, C, Simon, P. & Dwyer, C. (2009). *Learning to talk and listen: An oral language resource for early childhood caregivers* (p. 14). Retrieved July 27, 2011 from <http://lincs.ed.gov/publications/pdf/LearningtoTalkandListen.pdf>
9. Greenberg, J., Parrish, H., & Jones, C. (2008), p. 15.
10. Birckmayer, J., Kennedy, A., & Stonehouse, A. (2008). About very young children: Typical early abilities and development. In *From lullabies to literature: Stories in the lives of infants and toddlers* (p. 18). Washington, DC: National Association for the Education of Young Children.
11. Im, J. H., Osborn, C. A., Sánchez, S. Y., & Thorp, E. K., p. 33.
12. Reiner Foundation. (1997). *I am your child: The first years last forever* (p. 2) [Booklet]. Washington DC: Reiner Foundation.

Handouts



Module I

Foundations of Every Child Reads: Birth to Three

Welcome



Every Child Reads:
Birth to Three

Module I
Foundations of Every Child Reads: Birth to Three

1

ECR: Birth to Three
A Statewide Collaboration

- Iowa Department of Education
- Iowa AEA System
- Child Care Resource and Referral
- Parents as Teachers
- Iowa Parent Information Resource Center
- Iowa State University

2

Let's Meet Each Other

- Name
- Where you work
- How many years in early childhood education
- Your favorite:
 - Song to sing with infants/toddlers in your care
 - Nursery rhymes to say with them or
 - Activity to do with them

3

Every Child Reads: Birth to Three

- I. Foundations of Every Child Reads: B-3
- II. How infants and Toddlers Learn Language and Literacy
- III. Engaging in Conversations with Infants and Toddlers
- IV. Reading with Infants and Toddlers Using Interactive Strategies

4

“Early Literacy Skills are essential to literacy development...”

There is a connection “...between an infant mouthing a book, the book handling behavior of a two year old, and the page turning of a five year old.”

Source: Zero to Three (2003). Early Literacy retrieved July 18, 2011 from www.zerotothree.org/childdevelopment/early-language-literacy/earlyliteracy2pagehandout.pdf

5

“We can see that the first three years of exploring and playing with books, singing nursery rhymes, listening to stories, recognizing words, and scribbling are truly the building blocks for language and literacy development.”

Source: Zero to Three (2003). Early Literacy retrieved July 18, 2011 from www.zerotothree.org/childdevelopment/early-language-literacy/earlyliteracy2pagehandout.pdf

6

In Iowa

- 74% of children 2 weeks to 6 years have both parents in the workforce
- Approximately 180,000 infants, toddlers, and preschoolers are in some type of child care

7

In Iowa

- There are
 - 5,500 registered child development homes
 - 1,500 licensed child care centers
 - Many infants, toddlers and preschoolers in non-regulated care (programs not licensed or regulated)

Source: Iowa Department of Human Services, 2010

8

**Iowa Early Learning Standards
Literacy Standards**

- Infants and toddlers understand and use communication and language for a variety of purposes.
- Infants and toddlers engage in early reading activities.

9

Proposed Infant and Toddler Program Standards/Criteria: Infants

- Varied opportunities to experience songs, rhymes, routine games and books through
 - Individualized play that includes simple rhymes, songs, and interactive games (e.g., peek-a-boo)
 - Daily opportunities to hear and respond to various types of books including picture books, wordless books, and books with rhymes
 - Access to durable books that enable children’s independent exploration

10

Proposed Infant and Toddler Program Standards/Criteria: Toddlers

- Experiences that help them understand that pictures represent real things in their environment.

State of Iowa, Department of Education, Early Childhood Services Bureau, (2011 draft). Proposed Infant and toddler program standards. Not yet adopted by State Board of Education. For more details, contact ECS Bureau at 515-281-3924.

11

Contact Information

- CCR&R:
- www.EarlyACCESSIowa.org
- (888) IAKIDS1 or (888) 425-4371

12

DVD clip from: "Reading with Babies"



13

DVD clip from: "Reading with Babies"



14

DVD clip from: "Making Everyday Moments Count!"



15

Background Knowledge



16

- Group 1: Birth-6 months on Handouts 4 and 5
- Group 2: 6-12 months
- Group 3: 12-18 months
- Group 4: 18-24 months
- Group 5: 24-36 months

17

Discuss:

- How could you use this information?
- What questions do you have about this information?

18

www.babycenter.com/milestone-charts-birth-to-age-3

- Parenting Counts at www.parentingcounts.org
- Iowa State Extension—
www.extension.iastate.edu/homefamily/children/development/ages_stages.htm

19

- Zero to Three
www.zerotothree.org/child-development/
- www.BornLearning.org
- www.cdc.gov/ncbddd/actearly/milestones/index.html

20

Key Points

- Literacy for infants/toddlers is addressed in:
 - Iowa Early Learning Standards
 - Proposed Quality Program Standards for Infants/Toddlers
 - FCCERS-R and ITERS-R
- Definitions of key terms

21

Key Points Continued

- All infants/toddlers develop at their own rate and there are certain language milestones we can expect.
- It is our job, as providers, to encourage language and literacy development which begins at birth.

22



Module I Foundations of Every Child Reads: Birth to Three

Beliefs, Assumptions, Key Topics and Strategies

Beliefs, supported by literature and research, which guided the development of these modules:

- Belief #1: Early care and education providers play a major role in helping infants and toddlers develop language and literacy. They are role models for language and literacy—infants and toddlers learn about language and literacy from watching and listening to them.¹
- Belief #2: From the moment infants and toddlers are born, they communicate their wants and needs in many different ways. Adults need to be able to read infant's and toddler's cues and respond to them in some manner. Caregivers responding to infants and toddlers in a positive way is key to encouraging their language and literacy development.²
- Belief #3: Every routine and activity is an opportunity for providers to encourage the language and literacy development of infants and toddlers if the providers are intentional about doing so.³
- Belief #4: Infants and toddlers acquire language and literacy by progressing through a series of developmental stages at their own rate.
- Belief #5: There are certain strategies that, if used, promote language and literacy development.
- Belief #6: Infants and toddlers will develop more language if they are in a supportive literacy environment.⁴

With these beliefs in mind, the writers made the following *assumptions* about people who take this course. The assumptions are that participants:

- are providing a safe environment for the infants and toddlers in their care;
- have a warm and supportive relationship with each infant and toddler in their care;
- ensure continuity between the culture of their child care environment and the culture of the home of each infant and toddler; and
- have a basic understanding of how children grow and develop in all areas—physical, cognitive, communication, social-emotional and self help skills.

This training will not cover the topics listed in the assumptions.

Listed below each module title are some of the *key topics and strategies* that will be taught:

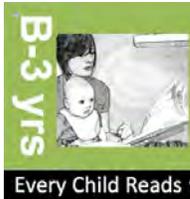
- I. Foundations of Every Child Reads: Birth to Three
 - Why it is important to encourage infants and toddlers to develop language and literacy
 - Overview of training content
 - Beliefs and assumptions that guide the training
 - How the training aligns with standards and rating scales used in Iowa
 - Definitions of key terms used throughout the training
 - Review of child development information in the areas of language and literacy
- II. How Infants and Toddlers Learn Language and Literacy
 - Watching, listening and responding to infant and toddler cues
 - Being a language and literacy model
 - Including language and literacy in daily care giving routines and experiences
 - Creating a supportive language and literacy environment
- III. Engaging in Conversations with Infants and Toddlers
 - Talk individually with each infant and toddler every day about what the child is interested in.
 - Use the following strategies:
 - Rhymes, finger plays, songs and simple language games
 - Parentese
 - Self talk
 - Parallel talk
 - Make comments, ask questions, respond verbally or nonverbally to what the child says or does and add a little more information (CAR)
- IV. Reading with Infants and Toddlers Using Interactive Strategies
 - Use an expressive voice, gestures, and different facial expressions
 - Point to pictures and label or talk about them
 - Make comments, ask questions, respond verbally or nonverbally to what the child says or does and add a little more information (CAR)
 - Wait five seconds after making a comment or asking a question to give the child a chance to respond

¹ Im, J. H., Osborn, C. A., Sánchez, S. Y., & Thorp, E. K. (2007). Session 4: Early language and literacy development. In *Cradling literacy: Building early language and literacy in young children birth to five* (p21). Washington, DC: Zero to Three Press.

² Greenberg, J., Parrish, H., & Jones, C. (2008). Vocabulary and language. In *Celebrating language & literacy for infants, toddlers, and twos: A user's guide* (p47-59). Washington, DC: Teaching Strategies.

³ Greenberg, J., Parrish, H., & Jones, C. (2008). Chapter 1: Celebrating language & literacy for infants, toddlers, and twos. In *Celebrating language & literacy for infants, toddlers, and twos* (p15). Washington, DC: Teaching Strategies.

⁴ Knapp-Philo, J. & Stice, K. (Eds.). (2004). *StoryQUEST 3: Celebrating early language and literacy*. Rohnert Park, CA: California Institute on Human Services at Sonoma State University.



Module I Foundations of Every Child Reads: Birth to Three

Definition of Terms

Literacy: All the activities involved in speaking, listening, reading and writing.¹

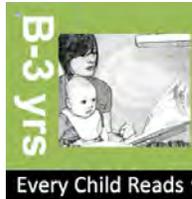
Emerging literacy: What young children know about reading and writing before they can actually read and write (e.g., how to hold a book or crayon/pencil; different sounds make up different words and communicate messages; symbols communicate meaning.)² "It stems from all the experiences they have had with language, books, print and social relationships since infancy."³

"...smiling back at a smiling face, cooing and babbling, chewing on the pages of a board book, using gestures like pointing and nodding, looking at pictures in books, and using one thing to represent something else (like a block as a telephone)" are all early literacy behaviors.⁴

Reading: Reading with infants and toddlers looks different from reading with preschool or school aged children. All of these behaviors are appropriate reading behaviors when talking about reading with infants and toddlers: chewing books, pointing to a page or patting it, repeatedly opening and closing books, turning one or multiple pages at a time and treating books as toys. Toddlers may also imitate an action in the book or picture, repeat a word the adult reads and answer questions an adult might ask.

Reading with infants and toddlers is not having them sit still in a row on a couch or in infant seats quietly listening. It is not reading every day at 9:15 a.m. whether the infants and toddlers want to or not. It is not reading every single word on every page, reading for a half hour at a time to a group of infants or toddlers or drilling them on letter names or sounds using flashcards.⁵

Background knowledge: Information and feelings children have learned from their experiences—from seeing, hearing, tasting, touching, smelling and doing things—becomes the "background knowledge" they will need to understand what people or books tell them about their world.⁶ The more quality experiences an infant or toddler has, the more knowledge he will accumulate about his world.



Module I Foundations of Every Child Reads: Birth to Three

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- ¹ Goodson, B., Layzer, C, Simon, P. & Dwyer, C. (2009). *Learning to talk and listen: An oral language resource for early childhood caregivers* (p14). Retrieved July 27, 2011 from <http://lincs.ed.gov/publications/pdf/LearningtoTalkandListen.pdf>
- ² Im, J. H., Osborn, C. A., Sánchez, S. Y., & Thorp, E. K. (2007). Session 4: Early language and literacy development. In *Cradling literacy: Building early language and literacy in young children birth to five* (p6). Washington, DC: Zero to Three Press.
- ³ Im, J. H., Osborn, C. A., Sánchez, S. Y., & Thorp, E. K., p32.
- ⁴ Greenberg, J., Parrish, H., & Jones, C. (2008). Celebrating language & literacy for infants, toddlers, and twos. In *Celebrating language & literacy for infants, toddlers, and twos: A users guide* (p15). Washington, DC: Teaching Strategies.
- ⁵ Same as 4.
- ⁶ State of Iowa, Department of Education, Division of Early Childhood, Elementary and Secondary Education, Bureau of Children, Family and Community Services. (2005). *Every child reads 3-5 years*. Des Moines, IA: State of Iowa Department of Education. Retrieved July 27, 2011 from http://educateiowa.gov/index.php?option=com_content&view=article&id=637:3-to-5-every-child-reads&catid=798:early-childhood&Itemid=1266



Module I

Foundations of Every Child Reads: Birth to Three

Understanding Children's Language Development

Adapted from Iowa State University Extension

Age Range	Skill Information
<p>Age: Birth to 6 Months</p>	<p>What could be more exciting than hearing a baby's first word? As that first word grows into a sentence and later into conversation, you will be watching a miracle – the miracle of language development. As a caregiver, you are one of the child's first teachers. When you take time to listen, talk, read, sing, and play games with him/her, you help teach important language skills that last a lifetime.</p> <p>Typical language skills:</p> <ul style="list-style-type: none"> • Cries in different ways to say, "I'm hurt, wet, hungry, or lonely." • Make noises to voice displeasure or satisfaction. • Babbles. • Recognizes and looks for familiar voices and sounds. <p>Nurture infants' language skills:</p> <ul style="list-style-type: none"> • When babies babble, gurgle, and coo respond with the same sounds. • Talk with infants when you feed, dress, or play with them. • Sing songs. • Play soft music. • Read with infants every day.
<p>Age: 6 to 12 Months</p>	<p>Typical language skills:</p> <ul style="list-style-type: none"> • Waves bye-bye. • Responds to name. • Understands names of some familiar objects. • Shows interest in picture books. • Pays attention to conversation. • Might say first word. • Babbles expressively as if talking. • Might say "Da-da" and/or "Ma-ma". <p>Nurture infants' language skills:</p> <ul style="list-style-type: none"> • Teach babies their names and names of familiar objects. • Talk to them about what you are doing: "Now I am getting Sara's socks." • Play peek-a-boo. • Hold babies in your lap and show them pictures in magazines and books. • Sing simple songs. • Read with infants every day.



Module I

Foundations of Every Child Reads: Birth to Three

Age Range	Skill Information
<p>Age: 12 to 18 Months</p>	<p>Typical language skills:</p> <ul style="list-style-type: none"> • Identifies family members and familiar objects. • Points to a few body parts such as nose and ears. • Follows simple, one-step instructions. • Says two or more words. • Imitates familiar noises like cars, planes, birds. • Repeats a few words. • Looks at person talking. • Says "Hi" or "Bye" if reminded. • Uses expressions like "Oh-oh". • Asks for something by pointing or using one word. • Identifies an object in a picture book. <p>Nurture toddlers' language skills:</p> <ul style="list-style-type: none"> • Teach them names of people, body parts, and objects. • Teach sounds that different things make. • Read simple stories every day. • Make a scrapbook with bright pictures of familiar objects such as people, flowers, houses, and animals to "read". • Speak clearly and simply; "baby talk" confuses children who are learning to talk.
<p>Age: 18 Months to 2 Years</p>	<p>Typical language skills:</p> <ul style="list-style-type: none"> • Says about 50 words but can understand many more. • Echoes single words that are spoken by someone else. • Talks to self and jabbars expressively. • Says names of toys and familiar objects. • Uses two to three word sentences like, "Daddy bye-bye" or "All gone." • Hums or tries to sing simple songs. • Listens to short rhymes or finger plays. • Points to eyes, ears, or nose when asked. • Uses the words "Bye", "Hi", "Please", and Thank you" if prompted. <p>Nurture toddlers' language skills:</p> <ul style="list-style-type: none"> • Encourage them to repeat short sentences. • Give simple instructions. ("Give the book to Jon.") • Read rhymes with interesting sounds, especially those accompanied by actions or pictures. • Read books every day.



Module I

Foundations of Every Child Reads: Birth to Three

Age Range	Skill Information
<p>Age: 2 to 3 Years</p>	<p>Typical language skills:</p> <ul style="list-style-type: none"> • Identifies up to 10 pictures in a book when objects are named. • Uses simple phrases and sentences. • Responds when called by name. • Responds to simple directions. • Starts to say plural and past tense words. • Enjoys simple stories, rhymes, and songs. • Uses two to three word sentences. • Enjoys looking at books. • Points to eyes, ears, or nose when asked. • Repeats words spoken by someone else. • Vocabulary expands up to 500 words. <p>Nurture toddlers' language skills:</p> <ul style="list-style-type: none"> • Play word games such as "This Little Piggy". • Listen, talk, and read with them every day. • Teach toddlers simple songs and nursery rhymes.

Iowa State University, University Extension. (2004). *Understanding children: Language development*. Ames, IA: Iowa State University, University Extension. Retrieved July 27, 2011 from www.extension.iastate.edu/publications/pm1529f.pdf.



Developmental Milestones of Early Literacy

MOTOR:

COGNITIVE:

WHAT PARENTS CAN DO:

6–12 months



- reaches for book
- book to mouth
- sits in lap, head steady
- turns pages with adult help

- looks at pictures
- vocalizes, pats pictures
- prefers pictures of faces

- hold child comfortably; face-to-face gaze
- follow baby's cues for "more" and "stop"
- point and name pictures

12–18 months



- sits without support
- may carry book
- holds book with help
- turns board pages, several at a time

- no longer mouths right away
- points at pictures with one finger
- may make same sound for particular picture (labels)
- points when asked, "where's...?"
- turns book right side up
- gives book to adult to read

- respond to child's prompting to read
- let the child control the book
- be comfortable with toddler's short attention span
- ask "where's the...?" and let child point

18–24 months



- turns board book pages easily, one at a time
- carries book around the house
- may use book as transitional object

- names familiar pictures
- fills in words in familiar stories
- "reads" to dolls or stuffed animals
- recites parts of well-known stories
- attention span highly variable

- relate books to child's experiences
- use books in routines, bedtimes
- ask "what's that?" and give child time to answer
- pause and let child complete the sentence

24–36 months



- learns to handle paper pages
- goes back and forth in books to find favorite pictures

- recites whole phrases, sometimes whole stories
- coordinates text with picture
- protests when adult gets a word wrong in a familiar story
- reads familiar books to self

- keep using books in routines
- read at bedtime
- be willing to read the same story over and over
- ask "what's that?"
- relate books to child's experiences
- provide crayons and paper

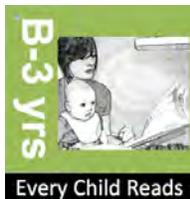
3 years and up



- competent book handling
- turns paper pages one at a time

- listens to longer stories
- can retell familiar story
- understands what text is
- moves finger along text
- "writes" name
- moves toward letter recognition

- ask "what's happening?"
- encourage writing and drawing
- let the child tell the story



Module I Foundations of Every Child Reads: Birth to Three

Developmental Milestones of Early Literacy: Birth to 6 Months

Adapted from Iowa Dept. of Education's Early ACCESS Developmental Wheel:
A Guide to Your Child's Development, Parenting, Health and Safety

Motor	Cognitive	What Parents/Care Providers Can Do
<p>Lifts head and chest when lying on stomach.</p> <p>Follows a moving object or person with his/her eyes.</p> <p>Grasps a rattle or finger.</p> <p>Wiggles and kicks legs.</p>	<p>Smiles at people.</p> <p>Makes cooing or babbling sounds.</p> <p>Cries in different ways to tell needs.</p>	<p>Give your baby different and interesting things to look at.</p> <p>Talk to your baby about what he is doing or what you are doing.</p> <p>Read to your baby.</p> <p>Face to face gaze with your baby.</p>

Web Sites Addressing Child Development Information

- www.babycenter.com/milestone-charts-birth-to-age-3
- Parenting Counts: www.parentingcounts.org
- Zero to Three: www.zerotothree.org/child-development
- www.bornlearning.org
- Iowa State Extension:
www.extension.iastate.edu/homefamily/children/development/ages_stages.htm
- Centers for Disease Control and Prevention:
www.cdc.gov/ncbddd/actearly/milestones/index.html



Module I
Foundations of Every Child Reads:
Birth to Three

What I want to remember