

Grow Your Early Literacy Program

**Sponsored by
Texas State Library and Archives Commission
Austin, Texas**

**Presented by
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CE McNew Consulting
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What is Early Literacy?

Early literacy is what children know about reading and writing before they can actually read and write. It encompasses all of a child's experiences with conversation, oral and written stories, books, and print.





Every Child Ready to Read® @ your library® is a program of the Association for Library Service to Children and Public Library Association, divisions of the American Library Association. Every Child Ready to Read® @ your library® is a registered trademark and is used with permission.

Every **CHILD**
Ready to **READ**[®]
@ your library[®]

A Workshop for Library Staff

[Insert the name of your library and/or your
library's logo here.]



Let's examine what the research says.



Children start to develop early literacy skills beginning at birth.

Children who begin school with well-developed early literacy skills have greater success learning to read and generally have greater success throughout their school years.

The most important skills children need to develop are decoding and comprehension skills.



Children develop
early literacy
skills
at birth

To become successful readers,
children need to:

- Learn a code
- Understand its meaning



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What is comprehension?

- Knowing what words mean (vocabulary)
- Understanding the meaning of printed language



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Five simple practices help children get ready to read.



 **Talking** |  **Singing** |  **Reading** |  **Writing** |  **Playing**



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Talking



- Children learn about language by listening to parents talk and joining in the conversation.
- Talking, telling stories, and stretching conversations are ways children learn new information, new vocabulary, and other early literacy skills.



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Singing

Songs are a natural way to learn about language.

- Develops listening skills.
- Slows down language so children can hear the different sounds in words, a key decoding skill.
- Helps children learn new words and information.



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Reading

Reading together or shared reading:

- Develops vocabulary and comprehension.
- Nurtures a love for reading.
- Motivates children to want to learn to read.



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Writing

Reading and writing go together.



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Playing

Children learn about language through different kinds of play.



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Read.Learn.Grow.

The updated and expanded 2nd edition of Every Child Ready To Read incorporates simple practices, based on research, to help parents and other caregivers develop early literacy skills in children from birth to age five.

[Learn More](#)

[Order Now](#)

[Video clips from PowerPoints](#)

[Every Child Ready to Read logos](#)

www.everychildreadytoread.org

Todos los niños listos para **NIÑOS LEER**

 **Hablar** |  **Cantar** |  **Leer** |  **Escribir** |  **Jugar**



Spanish Language Every Child Ready to Read presentations are coming soon!

Join the Every Child Ready to Read community to learn more and to share your ideas, download resources from other ECRR leaders, and learn about upcoming programs.

- <http://everychildreadytoread.ning.com>
- <http://facebook.com/everychild>



Growing Young Minds: How Museums and Libraries Create Lifelong Learners

Report released by the Institute of Museum and Library Services in June 2013 is a call to fully use libraries and museums to close knowledge and opportunity gaps and give all children a strong start in learning.

10 Key Ways

Libraries and museums can improve early learning outcomes, increase school readiness, and help all children, especially those most at risk, read and succeed at grade three.

1. Increasing high-quality early learning experiences
2. Engaging and supporting families as their child's first teachers
3. Supporting development of executive function and "deeper learning" skills through literacy and STEM-based experiences
4. Creating seamless links across early learning and the early grades
5. Positioning children for meeting expectations of the Common Core State Standards
6. Addressing the summer slide
7. Linking new digital technologies to learning
8. Improving family health and nutrition (by ensuring that all families have access to needed health information and resources)
9. Leveraging community partnerships
10. Adding capacity to early learning networks

10 Key Ways

Libraries and museums can improve early learning outcomes, increase school readiness, and help all children, especially those most at risk, read and succeed at grade three.

1. Increasing high-quality early learning experiences.



Design to Learn By: Dynamic Early Learning Spaces in Public Libraries

by Sarah Bayliss

School Library Journal, August 1, 2013

www.slj.com/2013/08/standards/early-learning/design-to-learn-by-dynamic-early-learning-spaces-in-public-libraries/



Five Early Literacy Practices

- Reading
- Talking
- Singing
- Writing
- Playing

IMAGINATIVE AND CREATIVE PLAY CENTER



CONSTRUCTIVE PLAY CENTER



WRITING CENTER

The Five Stages of Scribbling

Stage 1: Random Scribbling
(Approx. 15 months to 2 ½ years)

Stage 2: Controlled Scribbling
(Approx. 2 to 3 years)

Stage 3: Lines and Patterns
(Approx. 2 ½ to 3 ½ years)

Stage 4: Pictures of Objects of People (Approx. 3 to 5 years)

Stage 5: Letter and Word Practice (Approx. 3 to 5 years)



http://main.zerotothree.org/site/PageServer?pagename=ter_key_language_writingart&AddInterest=1145



Learning to read *begins* before children start school. Help your children develop early literacy skills now; this makes it easier for children to learn to read once they begin school.

Five of the best ways to help your child get ready to read are:

Talking



Milestones in Learning the Alphabet

Milestones for preschool children

Learn to sing the alphabet song.

Understand that the alphabet song is about the shapes we call letters.

Understand that each letter has a name.

Recognize their name in print.

Learn the names of the letters used in their name.

Begin to write some of the letters in their name.

Milestones for kindergartners

Learn all the letters of the alphabet.

Match uppercase and lowercase forms.

Identify every letter in different cases and styles.

Learn to write their first and last name.



Learning to read *begins* before children start school. Help your children develop early literacy skills now; this makes it easier for children to learn to read once they begin school.

Five of the best ways to help your child get ready to read are:

Talking
Singing



Preschool Milestones

By the time a child is ready to head off to kindergarten, you can expect to see these signs of early reading readiness. A preschooler who is progressing smoothly will:

- Speak and understand spoken language well, with a large listening vocabulary (words that are understood when listening) and an increasingly expressive speaking vocabulary (words that are used correctly when speaking).
- Enjoy looking at and listening to books.
- Participate in storytelling, playacting, simple word games, and conversation.
- Understand that print carries a message.
- Sing the alphabet song.
- Write his or her name and name the letters in it.
- Recognize half or more of the letters of the alphabet and know some of their sounds.

IMAGINATIVE AND CREATIVE PLAY CENTER



CONSTRUCTIVE PLAY CENTER





From Grand Places to Table Top Spaces: 2012 PLA Presentation Resources

- **Presentation Documents:**

- **PLA Presentation**
- **KDLville Early Literacy Play Space Checklist**

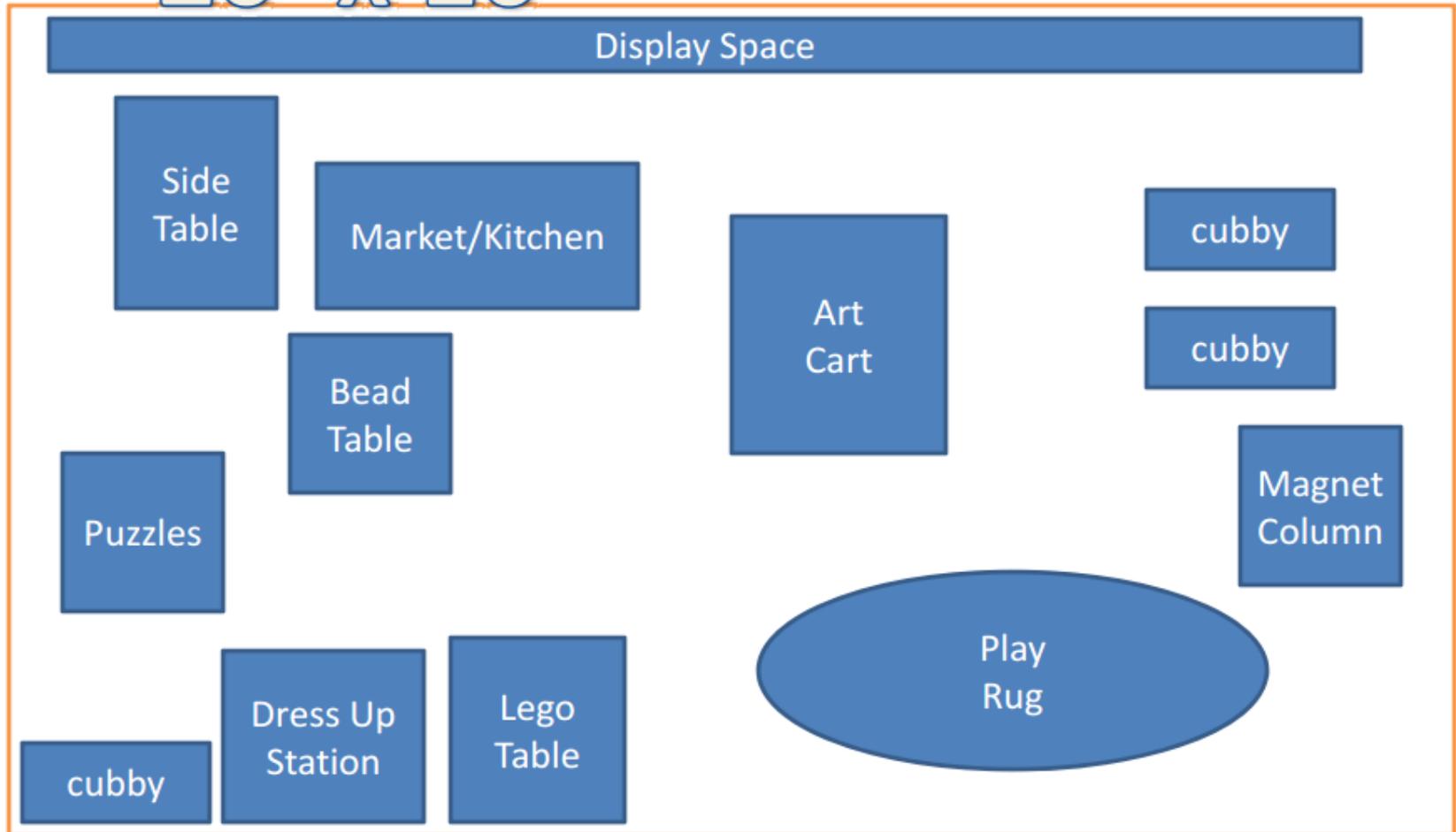
- **Video Tours:**

- **How to Sanitize Your Play Space** (Video)
- **KDLville Space Walkthrough (Walker Branch)** (Video)
- **KDLville Space Walkthrough (Englehardt Branch)** (Video)
- **KDLville Space Walkthrough (Englehardt Branch — after toy rotation)** (Video)
- **KDLville Space Walkthrough (East Grand Rapids Branch)** (Video)
- **KDLville Space Walkthrough (Grandville Branch)** (Video)
- **KDLville Space Walkthrough (Spencer Township Branch)** (Video)

www.kdl.org/kids/go/PLA2012

Englehardt Floor Plan

20' x 10'



The Show Me Librarian



The Blog

About Me

Review Policy

All Things STEAM

Wednesday, November 7, 2012

Early Literacy Play Kits: Adding more play to your library system

Play is an integral component of developing reading readiness. Folks have been touting that belief for a while, and the inclusion of "play" as one of five early literacy practices in the revised Every Child Ready to Read solidified it as fact. Play is fun, sure, but it's also a developmentally appropriate way for children to map concepts onto words. It's one thing to know the word for "train"; play allows children to learn what a train is and what it does. Play is very important.

If you're like pretty much every library I've ever been to, though—including my own—you don't necessarily have a lot of room to inject many more opportunities for play into your library. And then you have to consider the cost of toys and space for storage, too. These considerations are obstacles, but they are absolutely surmountable. How?

Early Literacy Play Kits.

In my library district, we created twelve distinct Early Literacy Play Kits—enough for one to be at each of our twelve branches every month of the year. These



Want more info?

Please visit my Wordpress site for full details on my library presentations and service.

► Add this widget to your site

WONDEROPOLIS



Wonder
#1077

What Is the
Hottest Planet?

<http://showmelibrarian.blogspot.com/2012/11/early-literacy-play-kits-adding-more.html>



Home

- Why Early Literacy Kits?
- ▶ Library Kits to Create
- ▶ Supplies
- Six Early Literacy Skills
- Branding for Early Literacy Kits
- Early Literacy Resources
- ▶ Checkable Kits to Create
- ▶ [Stardime Ideas](#)

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Early Literacy Kits on a Dime

Welcome to the companion Wiki to the workshop series from the [Texas State Library & Archives Commission](#) - [Early Literacy Kits on a Dime](#). This space was created in order to jump-start efforts to promote early literacy skills development within Texas library environments.



Photo courtesy of Dawn Vogler. An animal sounds early literacy activity placed at Wells Branch Public Library on a wall that was in poor condition, but was a very well used reading nook for children and caregivers.

Is your library working to incorporate early childhood literacy into its programming and overall space?

If not, consider the resources on this wiki as a starting point to:

<http://earlylitkits.wikifoundry.com/>

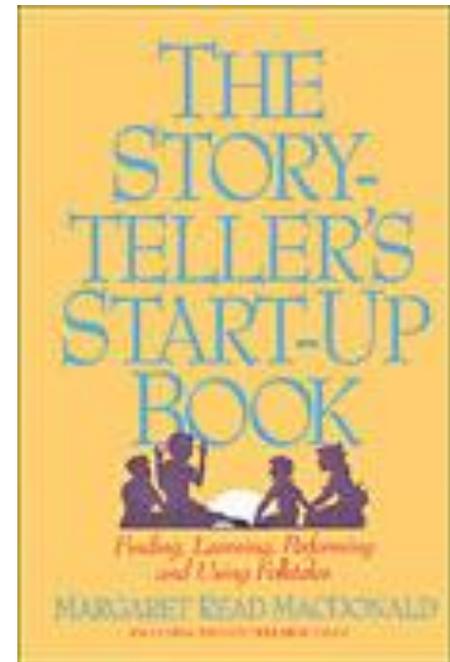
Storytelling from the Start

“The Universe is made of stories, not atoms.”

-Muriel Rukeyser

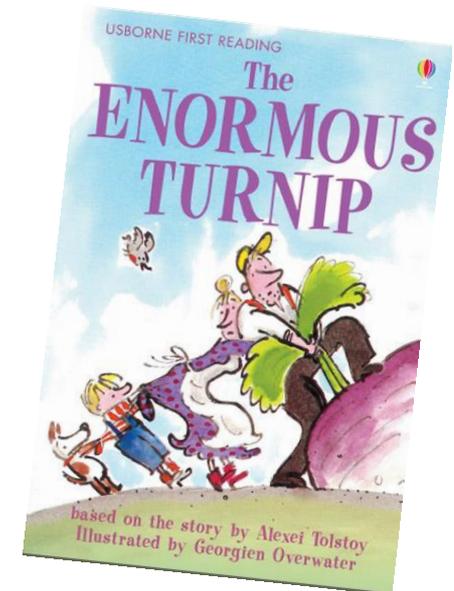
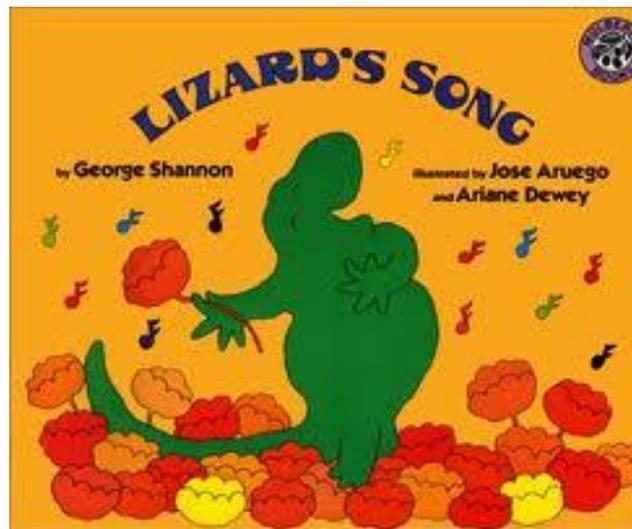
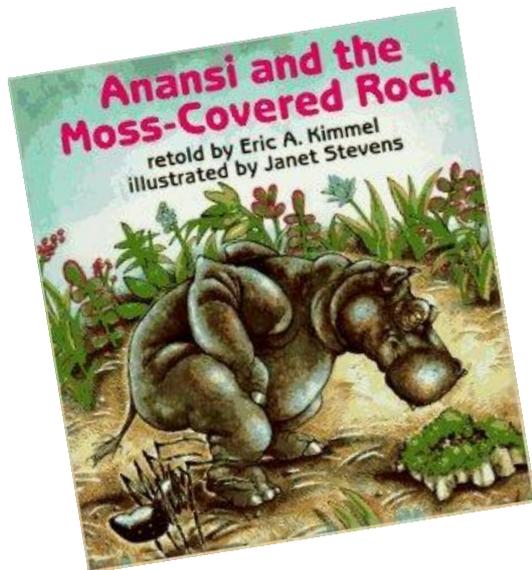
Storytelling is an art form through which a storyteller projects mental and emotional images to the audience using the spoken word.

- National Storytelling Association



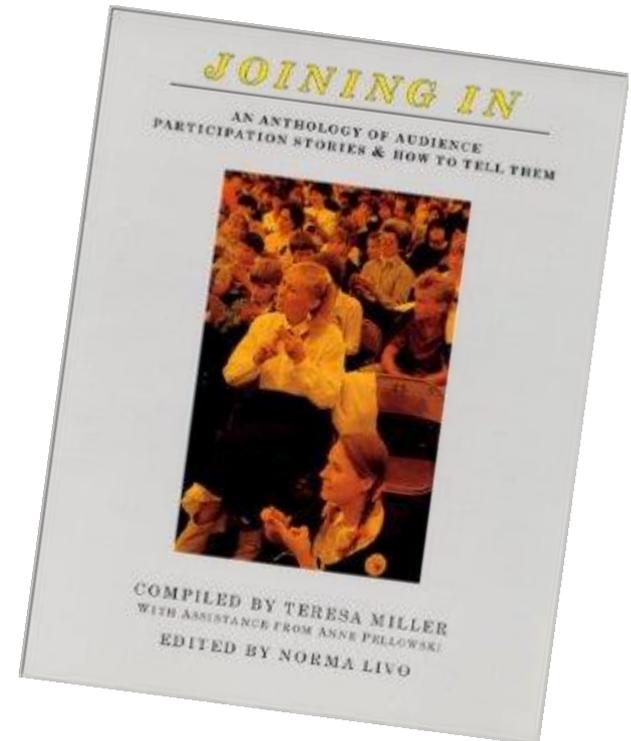
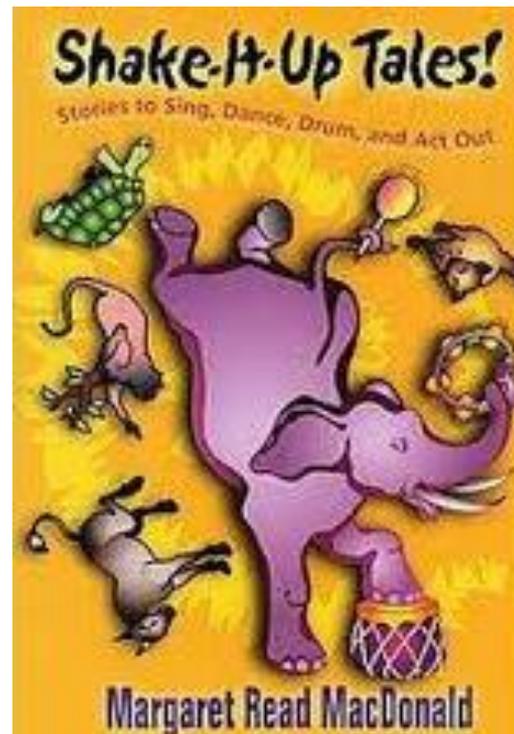
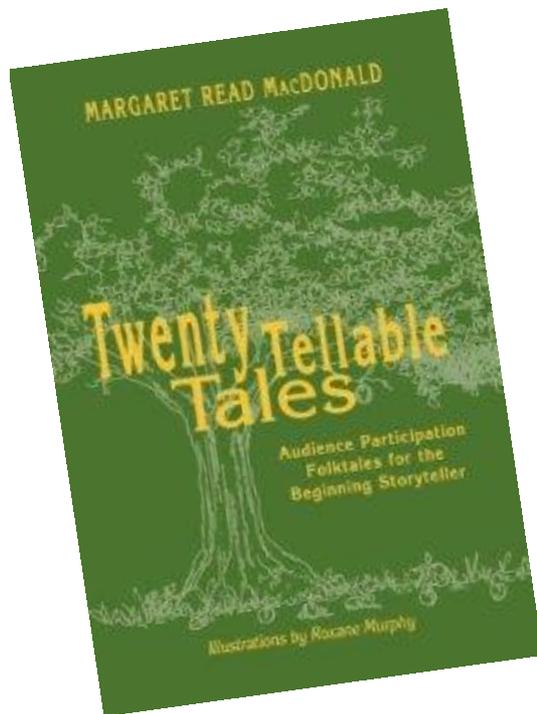
Choosing Age-Appropriate Stories

Select stories with satisfying endings and stories in which characters receive their just desserts.



Genres of Stories to Tell

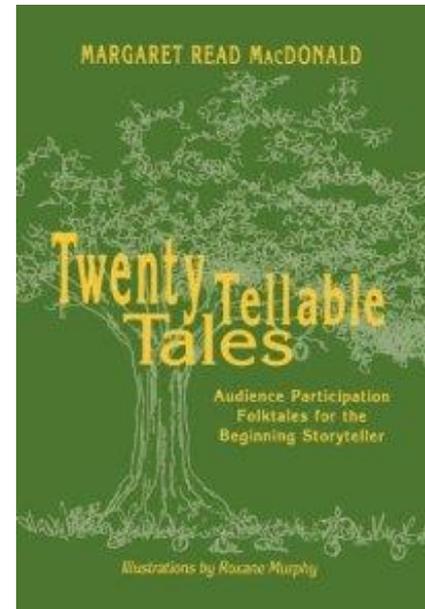
Participation Stories and Creative Dramatics



Cumulative Folktale Participation Story

"Sody Sallyratus" An Appalachian Folktale

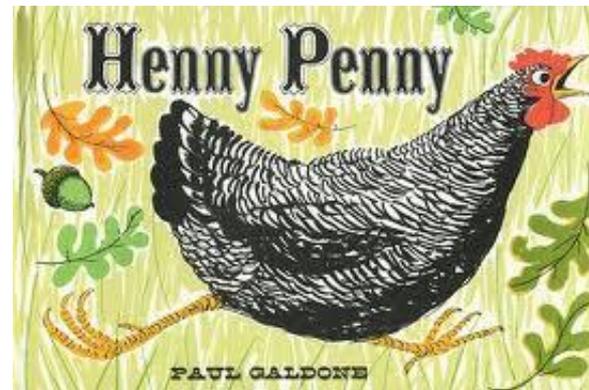
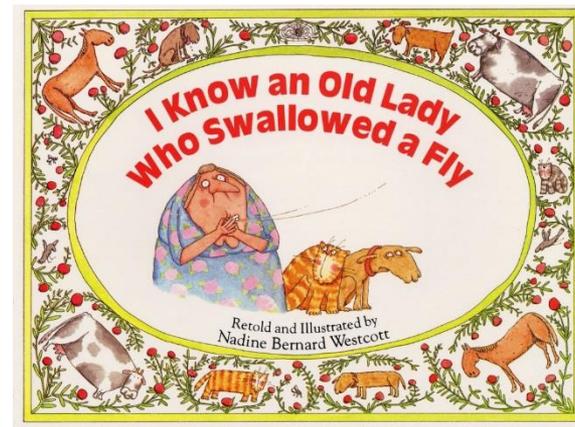
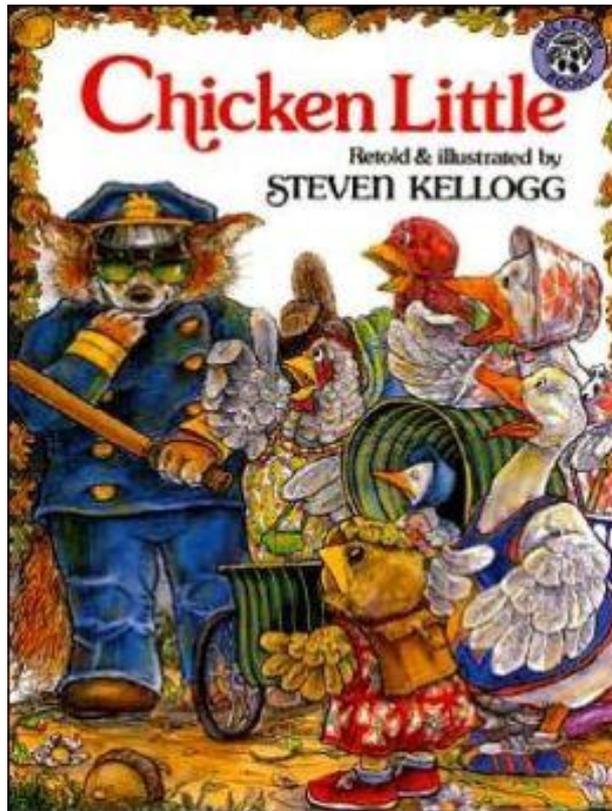
In *Twenty Tellable Tales:*
Audience Participation Folktales
for the Beginning Storyteller
by Margaret Read MacDonald



Formula Tales

Chain Stories

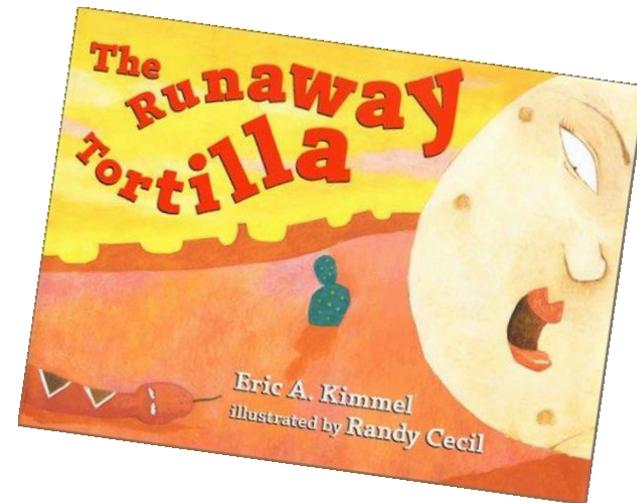
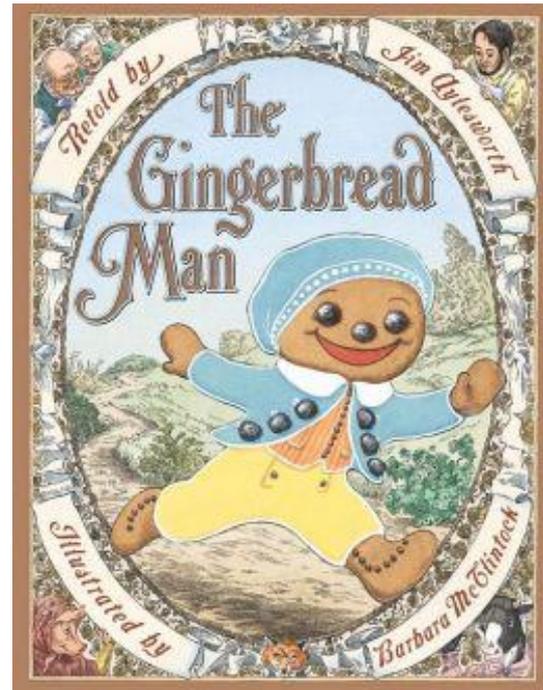
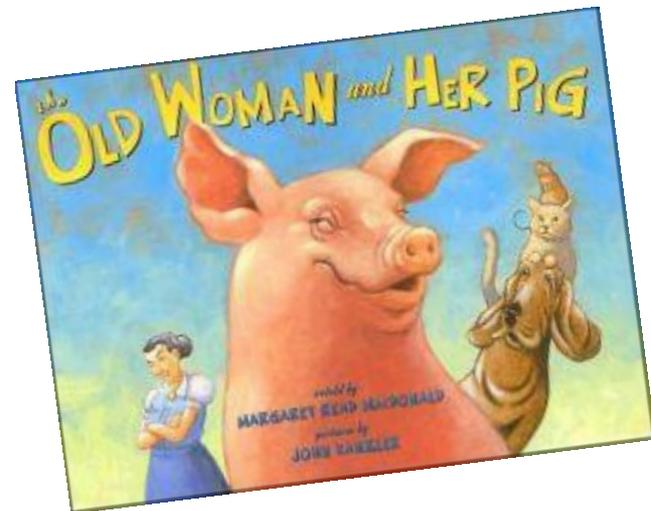
Teach Sequencing and Cause and Effect



Formula Tales

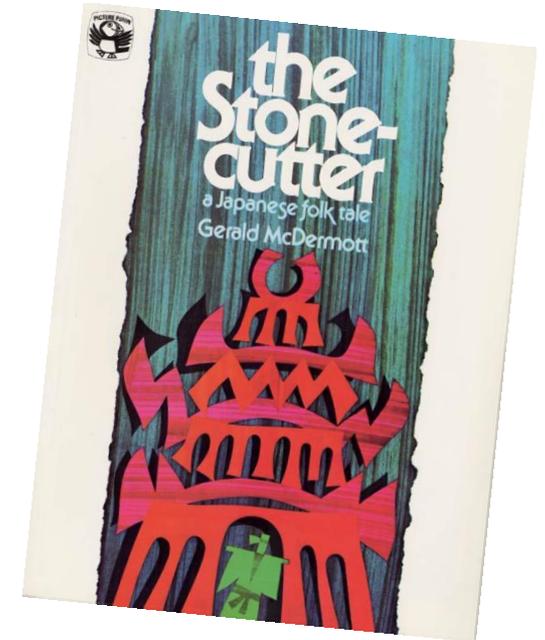
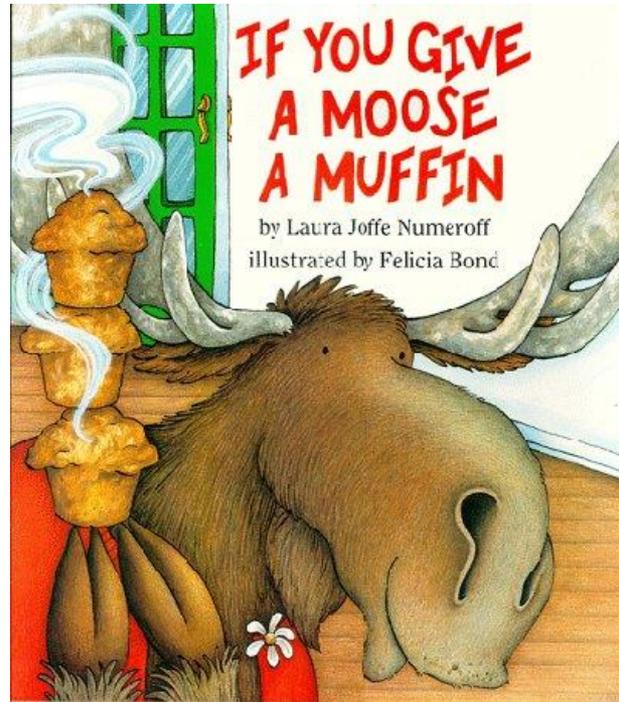
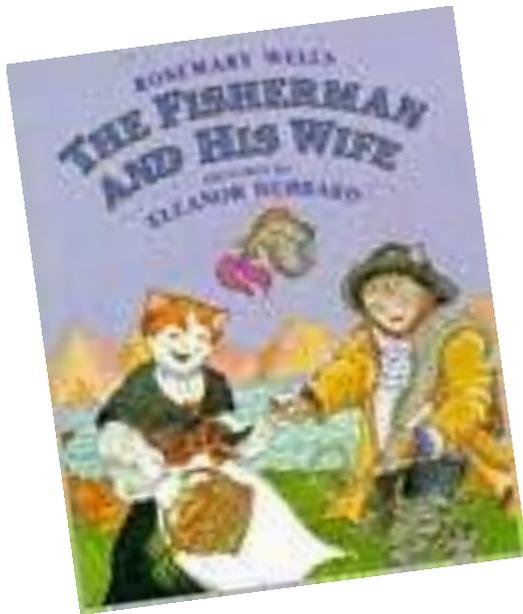
Cumulative Tales

Teach Sequencing and
Story Recall

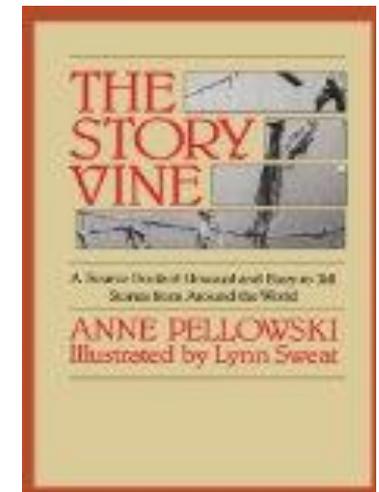
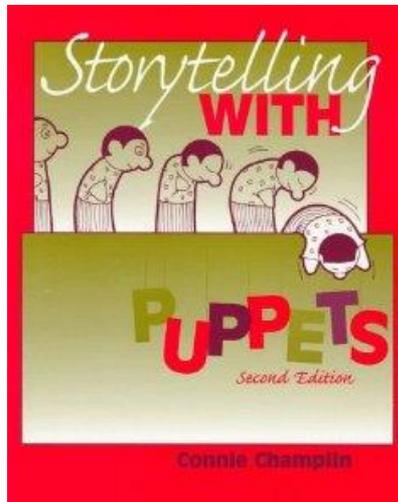
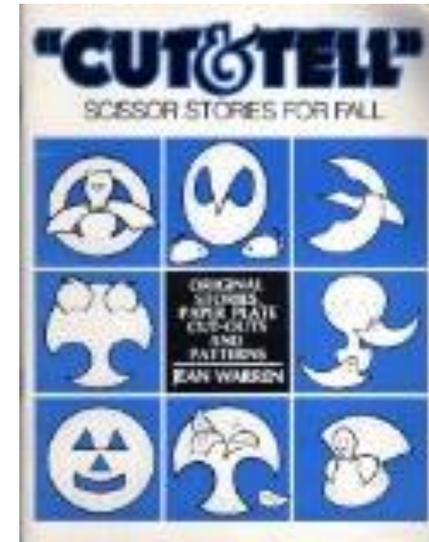
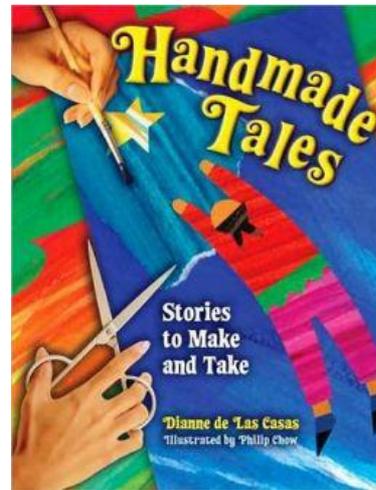
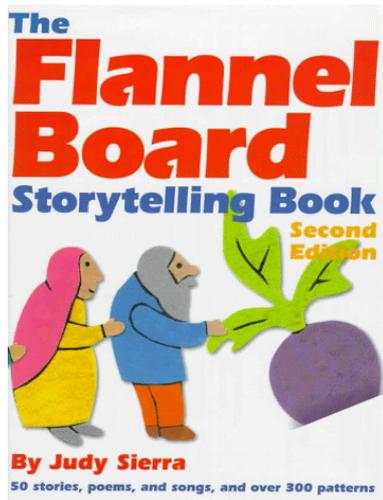


Formula Tales Circle Stories

Teach Sequencing and Prediction



Storytelling with Puppets and Props



10 Key Ways

1. Increasing high-quality early learning experiences

- **The Anchorage Public Library's** Ready to Read Resource Center mails books, puppets, CDs, and other literacy-based materials to child care providers and families in remote areas of Alaska.
- **The Minnesota Children's Museum** partnered with the St. Paul Public Library system to install children's exhibits in two underserved libraries to assure that families and those caring for children in family, friend, and neighbor care settings have local access to literacy-based interactive experiences.

10 Key Ways

2. Engaging and supporting families as their child's first teachers



ADVANCE UNCORRECTED PAGE PROOF / NOT FOR RESALE

EVERY CHILD READY FOR SCHOOL

HELPING ADULTS INSPIRE YOUNG CHILDREN TO LEARN



DOROTHY STOLTZ, EMILIE M. CZYMIECKI, AND CONNIE WILSON

Share an Early Literacy Message at the Beginning of Library Programs

“Good Morning and Welcome to Lapsit/Toddler/Storytime. My name is _____ and I am so glad you are here! Today your children will learn early language, literacy, math, and science skills as we sing, read, talk, play, and have fun together. These early years are a very important time for your child’s brain development and learning. Thank you for bringing your children here today for this opportunity to grow and learn.”



Share Reading Tips from ECRR Workshops

- If children develop pre-reading skills before they start kindergarten, they can focus on learning to read once they begin school.
- Children who start kindergarten ready to learn to read have greater success throughout their school years. They are more likely to read at or above grade level by the end of 2nd grade. Children who read at or above grade level by the end of 4th grade are much more likely to graduate from high school and be successful readers and learners throughout their lives.
- A large and rich vocabulary is strongly related to a child's reading ability. The more spoken words a child knows, the more printed words he or she will be able to recognize and read. A large listening and spoken vocabulary makes it easier for a child to connect a written word to its meaning.
- If English is not your first language, speak to your child in the language you know best. This allows you to explain things to your child more fluently.

Early Literacy Messages

4-part Template for Literacy Messages

1. Parents, when you do this activity,
2. Your children learn this early literacy skill.
3. This helps them become a good reader because what we know from research.
4. Doing this early literacy practice with your children will help them get ready to read!

Put It Together

1. Parents, when you act out a story with your children,
2. they learn how to put story events in order.
3. This helps them become good readers because understanding sequence is a comprehension skill.
4. Playing with your children helps them get ready to read.

Sample Early Literacy Message

Parents, when you use picture books to share and sing familiar songs, your children learn that the things they love can be found in books. This helps motivate them to become good readers because they know books contain things they like. Singing with your children helps them get ready to read.

[Parents & Kids Main](#)

[Events and Programs](#)

[Youth Blog](#)

[Books and Reading](#)

[Guys Read](#)

[Homework Help](#)

[Fun and Games](#)

Popular Links

- » [PLAY-GROW-READ!](#)
- » [Children's Storytime](#)
- » [Storytime Videos](#)
- » [Recommended Reading](#)
- » [Ask KDL](#)

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tips and resources

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Parents & Kids **PLAY-GROW-READ!**



Research shows that birth through age five is the most important time for children to develop their brains and attitudes towards reading and learning. PLAY-GROW-READ! gives parents fun ideas and information to help prepare children for school and encourage a lifelong love of reading. From tips and teaching aids for parents to developmental activities for children, PLAY-GROW-READ! is your early literacy resource! For more information, select a PLAY-GROW-READ! link below.



Five Practices Your Child Needs to Get Ready to Read

Help your child get ready to read with these five practices.



Printable Activities

Printable activities and worksheets for your early reader.



Simple Crafts and Activities for Early Literacy Skills

Activities to enhance your child's reading and comprehension abilities.



Craft Recipes

Make your own play dough, bath tub paint and more with these simple recipes.



Books for Early Literacy

Great books for the beginning reader and parents.



Activities to Do Around the House

Talking, singing, reciting rhymes, playing games, sharing books, and listening to music

www.kdl.org/kids/go/pgr_main

home > birth to six

• Birth • to • Six •



Talk, Sing, Read, Write, Play...Together!

Enjoy these five simple yet powerful ways to prepare your children to become readers!

talk together

Children learn about language by listening and joining in the conversation. Talk as you play and choose books that interest your children to talk about!

sing together

[Fingerplays](#), [Rhymes & Songs](#) slow down language so children can hear the different sounds that make up words. Ask a librarian to help you find familiar or new songs to sing together.

read together

Shared reading gets children ready to read. Kids who are read to are more likely to enjoy reading themselves.

[▶ Read To Me videos](#) show how fun and easy shared reading is.

BIRTH TO SIX BLOG

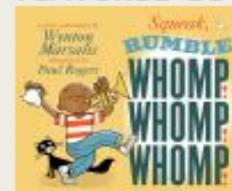


New picture books

Don't miss our list of selected [New Picture Books](#). Every two months we update the list with some of the most appealing, eye-catching, and charming books that we have added ...

[\[more\]](#)

FEATURED BOOK LIST



Word Awareness

MORE RESOURCES

[Birth to Six Newsletter](#)

[Tech Together](#)

[Raising Readers](#)

[En español](#)

[Making the most of your library](#)

[Parenting/Child Care](#)

Saroj Ghoting - Early Childhood Literacy Consultant



Early literacy is a key element of helping children enter school ready to learn to read. According to the organization [Zero to Three](#), the definition of early literacy is *what children know about communication, verbal and nonverbal language, reading, and writing before they can actually read and write*. Early literacy encompasses the child's totality of experiences with conversation, oral and written stories, books, and print.

Public libraries continue to position themselves to support families, child care providers, and communities to help every child enter school ready to learn to read. This website brings together key resources and activities that support early literacy. It draws from information from the [Every Child Ready to Read @ your library®](#) initiative, from the [Public Library Association](#), and from the [Association for Library Service to Children](#) of the American Library Association. It also includes the [Storytime Share](#) blog which has tips for parents so that library staff can transform traditional storytimes into early literacy enhanced storytimes.

[Saroj Ghoting](#), an early childhood literacy consultant, offers [trainings](#) and workshops on early literacy for library staff and at national, state, and local conferences.

Permission granted for personal and educational use of documents with [www.earlylit.net](#) noted on document. Questions to Saroj Ghoting at sghoting@surfbest.net



- Home
- Trainings
- Every Child Ready to Read®
- Programs
- Libraries
- Resources
- About
- Contact

Baby Signs

Select one or two signs to demonstrate at each library program. You'll find videos of baby signs at:

Sign With Me – Infant Sign Language Dictionary

<http://signwithme.com/>

Baby Sign Language

www.babysignlanguage.com



Texas State Library and Archives Commission Special Project Grant - FY 2014

www.tsl.state.tx.us/ld/funding/lsta/recipients14.html

Tyler Public Library

Early Literacy Resource Center: \$30,228

Tyler Public Library seeks to create an Early Literacy Resource Center to motivate families to read together. The Center will support all five of the Every Child Ready to Read principles.

Texas State Library and Archives Commission Impact Grant - FY 2014

www.tsl.state.tx.us/ld/funding/lsta/recipients14.html

Arlington Public Library System Stories to Our Children: \$10,000

The Arlington Public Library will provide a Stories to Our Children program to reinforce and celebrate the idea that parents are the first and most important teachers and role models to their children. Through the Stories to Our Children program, parents will be empowered to pen their own children's stories, written from life experiences, imagination, and the heart.

Texas State Library and Archives Commission

Texas Reads Grant - FY 2014

Mesquite Public Library

Books for Babies Early Literacy Program: \$3,000

The Mesquite Public Library System will implement Books for Babies, a literacy program that presents newborns and their parents with a kit containing a board book, brochures with reading tips and details about the importance of early literacy. Kits will be provided in English and Spanish and will be supplemented with information about library resources for young children, including family literacy programs and story times. Two family literacy programs will be presented to supplement and promote the program.

Texas State Library and Archives Commission Impact Grant - FY 2014

www.tsl.state.tx.us/ld/funding/lsta/recipients14.html

Austin Public Library — Storytime Connection: \$9,994

The Austin Public Library will revise its Storytime Connection program, which provides parents and caregivers with the tools, resources, and techniques they need to create a successful path for their child's development. Storytime Connection classes will be offered through Workforce Solutions Child Care Services, AVANCE-Austin, and the Travis County Jail.

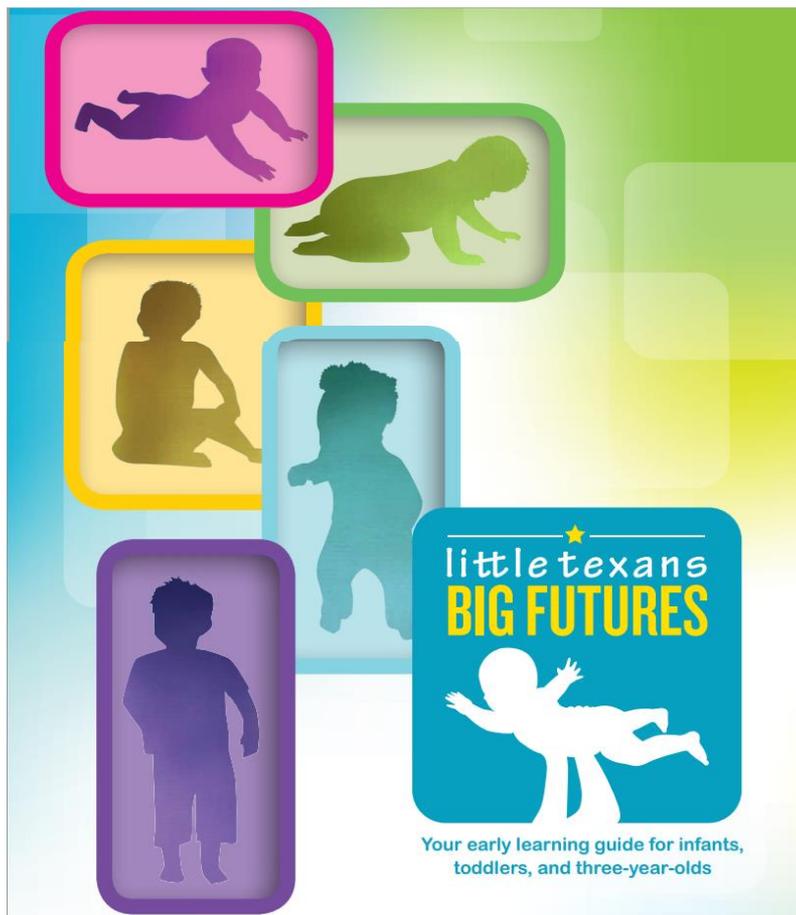
10 Key Ways

3. Supporting development of executive function and “deeper learning” skills through literacy and STEM-based experiences



10 Key Ways

4. Creating seamless links across early learning and the early grades



www.earlylearningtexas.org/media/20496/texas%20infant%20toddler%20and%20three-year-old%20early%20learning%20guidelines.pdf

Administrators

school resources

**Teachers**

teacher resources

**Funding**

school finance & grants

Testing / Accountability

student assessment & ratings

Curriculum

standards, college prep & programs

Reports

data, statistics & research

News & Events

communications & calendars

ARRA/Ed Jobs

stimulus, stabilization, & ed jobs

Texas Prekindergarten Guidelines

Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines

The Texas Early Learning Council is pleased to present the new, voluntary infant, Toddler, and Three-Year-Old Early Learning Guidelines.

- [Infant, Toddler, and Three-Year-Old Early Guidelines](#)
- [Additional information on the Infant, Toddler, and Three-Year-Old Early Learning Guidelines](#)

Texas Prekindergarten Guidelines

In 2008, the Texas Education Agency (TEA) revised the Texas Prekindergarten guidelines with the expertise of writing teams and state and national experts, along with input gathered from public forums across the state and written comments submitted during the public comment period. This feedback was incorporated into the guidelines which were then approved by the commissioner of education on May 21, 2008, and presented to the State Board of Education for review on May 22, 2008. The guidelines will remain voluntary and guided publishers in revising prekindergarten instructional materials for the 2011 Proclamation.

- [English](#) (PDF, 1.42MB)
- [Spanish](#) (PDF, 2.03MB)
- [Prekindergarten Guidelines-1999 v. 2008](#) (PDF, 60.86KB)

Texas Prekindergarten Guidelines

www.tea.state.tx.us/index2.aspx?id=2147495508&menu_id=2147483718

(for 4 and 5 year olds)

Ten Domains

- I. Social and Emotional Development
- II. Language and Communication
- III. Emergent Literacy Reading
- IV. Emergent Literacy Writing
- V. Mathematics
- VI. Science
- VII. Social Studies
- VIII. Fine Arts
- IX. Physical Development
- X. Technology

By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
Child names the letter her first name begins with.	III.C.1. Child names at least 20 upper and at least 20 lower case letters.	<p>The child:</p> <ul style="list-style-type: none">names letters on name cards, posters, books, and signs around the room.participates in circle time alphabet identification games ("If Your Name Starts With"; name cheers).manipulates letters in a variety of ways (finds letters buried in sand; letter sorts, matching upper/lower case letters).	<p>The teacher:</p> <ul style="list-style-type: none">names letters in a variety of situations, helping child distinguish one letter from another, making meaningful connections for child (connecting with a child's name or other important words; similarities and differences between letters).gives child many opportunities to say the names of letters when working with books, charts, letter walls, or alphabet manipulatives (magnetic or plastic letters; puzzles; stamps; etc).has child name the first letter in a word or a specific letter when reading books, charts, or poems.has child match plastic letters to an alphabet array on a mat and say each letter as it is matched.plays games with child's name printed large enough for child to see the print (name puzzles; name sorts; fishing for names).

Texas' Early Learning Pathways

An alignment of the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines and the Texas Pre-kindergarten Guidelines



<http://earlylearningtexas.org/media/24000/texas%20early%20learning%20pathways.pdf>

0-8 Months

8-18 Months

18-36 Months

36-48 Months

What area of **Language Development** do you want to learn about?

[Listening & Understanding](#)[Communication & Speaking](#)[Emergent Literacy](#)

Select child behaviors or adult support

[What your child may be able to do](#)[What you can do to support your child](#)

0-8 Months | Language Development | Emergent Literacy | Adult Support

- Involve infants in fun songs and fingerplays (for example, "Itsy Bitsy Spider")
- Read to infants and let them explore cloth books, texture books, and hard board books, including allowing them to mouth these types of books
- Hold and cuddle infants while reading to them
- Talk about and name the pictures in books as they look at a page
- Let infants watch you write and tell them what you're doing ("Let's write down that we need to get milk when we go to the grocery store.")

[Download The Full Guidelines](#)

0-8 Months

8-18 Months

18-36 Months

36-48 Months

What area of **Language Development** do you want to learn about?

[Listening & Understanding](#)

[Communication & Speaking](#)

Emergent Literacy

Select child behaviors or adult support

[What your child may be able to do](#)

What you can do to support your child

8-18 Months | Language Development | Emergent Literacy | Adult Support

- Say rhymes or sing songs with catchy rhythms throughout daily routines (during bathtime say “Rub-a-dub-dub, three men in a tub...”)
- Make a photo or picture book for older infants that includes family and familiar faces, animals, and favorite things
- Recognize and build on older infants’ interests in particular books or pictures (if an older infant shows interest in a picture, slow down and talk about it)
- Have various types of durable, sturdy books for older infants: books with bright drawings, photographs, activity books (lift the flap or sliding parts)
- Point out printed language in books as you read to older infants
- Give older infants access to various age-appropriate drawing and writing tools (crayons

0-8 Months

8-18 Months

18-36 Months

36-48 Months

What area of **Language Development** do you want to learn about?

[Listening & Understanding](#)[Communication & Speaking](#)**Emergent Literacy**

Select child behaviors or adult support

[What your child may be able to do](#)**What you can do to support your child**

18-36 Months | Language Development | Emergent Literacy | Adult Support

- Read and re-read to toddlers often, especially when they ask (if you cannot read at that moment, plan a later time to share the book together)
- Encourage toddlers to read a familiar book to you in their own way (pretend reading)
- Point out large and noticeable print and titles when reading to toddlers
- Use magnetic letters, bathtub letters, etc. to show toddlers how you can put letters together to spell meaningful words
- Talk to toddlers about print in their environment (food packages, street signs, store signs, warning labels)
- Give toddlers a wide variety of drawing and writing tools and continue to teach them how to

0-8 Months

8-18 Months

18-36 Months

36-48 Months

What area of **Language Development** do you want to learn about?

[Listening & Understanding](#)

[Communication & Speaking](#)

Emergent Literacy

Select child behaviors or adult support

[What your child may be able to do](#)

What you can do to support your child

36-48 Months | Language Development | Emergent Literacy | Adult Support

- Pause during reading to allow three-year-olds to fill in repetitive phrases when reading or saying rhymes
- Praise children for reading their own way
- Ask questions and talk to three-year-olds about the electronic media (webpages, e-books, recordings) they use (rather than only letting three-year-olds listen or click through pages independently)
- Recognize three-year-olds' interest in books and reading and encourage them to explore or read books on their own
- Continue asking three-year-olds to name, locate, describe, count, and talk about events in books and help them add details to their responses

0-8 Months

8-18 Months

18-36 Months

36-48 Months

What area of **Intellectual Development** do you want to learn about?

Exploration & Discovery[Problem Solving](#)[Memory](#)[Imitation & Make Believe](#)

Select child behaviors or adult support

What your child may be able to do[What you can do to support your child](#)

36-48 Months | Intellectual Development | Exploration & Discovery | Child Behaviors

- Talk about and ask about objects in nature
- Observe and discuss changes in weather
- Name basic colors and shapes
- Copy simple patterns
- Experiment with different objects during play to compare their effects (pushes toy cars down different types of ramps to see which car goes faster)
- Repeat actions, such as blowing bubbles or pumping legs on swing, to improve results

0-8 Months

8-18 Months

18-36 Months

36-48 Months

What area of **Intellectual Development** do you want to learn about?

[Exploration & Discovery](#)**Problem Solving**[Memory](#)[Imitation & Make Believe](#)

Select child behaviors or adult support

What your child may be able to do[What you can do to support your child](#)

36-48 Months | Intellectual Development | Problem Solving | Child Behaviors

- Like to play “hide and seek”
- Show more thought in problem solving (use a bucket to move toys from one place to another)
- Complete simple jigsaw puzzles
- Negotiate turn-taking with other children
- Compare and sort objects using one or two features (put all the large red cars together)
- Use tools to measure items (scoop into bucket, string to determine length or height)
- Apply numbers and counting concepts to daily life (count the number of children at school today)

10 Key Ways

4. Creating seamless links across early learning and the early grades

Model Program

- **The Dayton Metro Library System** is a partner in the city's "Passport to Kindergarten" program, designed to help preschoolers prepare for kindergarten through a focus on building oral language skills and vocabulary.

10 Key Ways

4. Creating seamless links across early learning and the early grades

Model Program

- **The Long island Children’s Museum’s “Juntos al kinder/Together to kindergarten”** helps local immigrant families with limited English proficiency acclimate to the culture of the American classroom and navigate the school registration process. This program began serving area Spanish-speaking families and now also works with new Haitian immigrants.



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Getting Started Facilitating a Para los niños Workshop

Para los niños



Developed through a partnership between The Children's Museum of Houston and the Houston Public Library with a grant from the Institute of Museum and Library Services.

www.cmhouston.org/losninos/

Para los niños



Eleven Thematic Programs

www.cmhouston.org/losninos/

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2. Family Communication
3. Healthy Minds and Bodies
4. How Does It Work
5. How Your Child Learns
6. Inventive Minds
7. Loving Limits
8. Math at Home
9. Raise a Reader
10. Self Esteem
11. Taking Time & Taking Turns



10 Key Ways

5. Positioning children for meeting expectations of the Common Core State Standards

The image shows the homepage of the Common Core State Standards Initiative website. At the top left is the logo for the Common Core State Standards Initiative, which includes a stylized 'C' and the text 'COMMON CORE STATE STANDARDS INITIATIVE' and 'PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER'. To the right of the logo is a navigation menu with four items: 'Home', 'The Standards', 'In the States', and 'Resources'. Below the navigation menu is a large banner featuring a map of the United States in shades of orange and red. To the right of the map, the text reads 'Implementing the Common Core State Standards' in a bold, black font. Below this text is a 'Discover More »' link. In the bottom right corner of the banner, there are logos for 'CCSSO' and 'National Governors' Association. Below the banner are three columns of content. The first column is titled 'Mission Statement' and contains the text: 'The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to...'. The second column is titled 'Common Standards' and contains the text: 'Building on the excellent foundation of standards states have laid, the Common Core State Standards are the first step in providing our young people with a high...'. The third column is titled 'Discover the Common Standards' and contains a 'Mathematics' button.

COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Home The Standards In the States Resources

CCSSO National GOVERNORS Association

Implementing the Common Core State Standards

Discover More »

Mission Statement

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to

Common Standards

Building on the excellent foundation of standards states have laid, the Common Core State Standards are the first step in providing our young people with a high

Discover the Common Standards

Mathematics

www.corestandards.org/

On Common Core (CCSS): On-Demand Webcast Series from SLJ



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In these 6 one-hour webcasts, library, literacy, and education experts from across the country explore how to effectively implement this nationwide initiative. You will emerge more able than ever to navigate the Core's challenges, to make the most of the opportunities it brings, and to be a leader in your institution.

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www.slj.com/webcasts/commoncore/

10 Key Ways

6. Addressing the Summer Slide

Libraries and museums are important partners in efforts to help children sustain learning during the summer months when too many children are losing ground as a result of not having access to resources. Visitation at museums increases over the summer months, and many offer special programs for children that continue content and skill learning and provide motivation to read. School and public libraries help assure that children have access to materials they need to maintain and even advance their reading skills over the summer months. Public libraries have long been anchors for community-wide activities to address summer reading loss. Today's efforts are tailored to school expectations, standards, and student progress, with strong evaluation components. School libraries work with local public libraries to promote summer reading and implement a number of school-based efforts. Library/museum innovations include creating "pop-up" libraries in places such as farmers' markets and shopping centers; offering summer museum programs that align with school curricula; and providing focused individualized tutoring in neighborhood libraries.

10 Key Ways

6. Addressing the Summer Slide

The Collaborative Summer Library Program is a consortium of all 50 states, the District of Columbia, and the territories, working together to provide high-quality summer reading materials for children at the lowest cost to libraries. By selecting a common theme each year, participating libraries leverage resources while planning programs that address the needs of their local patrons.

10 Key Ways

7. Linking new digital technologies to learning

With their free public access to the Internet, libraries are important community digital hubs, with expertise in promoting digital, media, and information literacy. Museums and school and public libraries are rich sources of accessible digital media, educational apps, videos, and audio- and e-books, with staff trained to help parents and youth select age-appropriate, content-based, curriculum-linked materials. They help close the digital divide for children, families, and caregivers who lack alternate sources of access. The growth of digital resource use in schools, aligned with the Common Core State Standards for Literacy and Math, points to an enhanced role for school librarians. They can help classroom teachers integrate technology into their course design and work with students to hone their digital and media literacy competencies, thus building new digital citizens.



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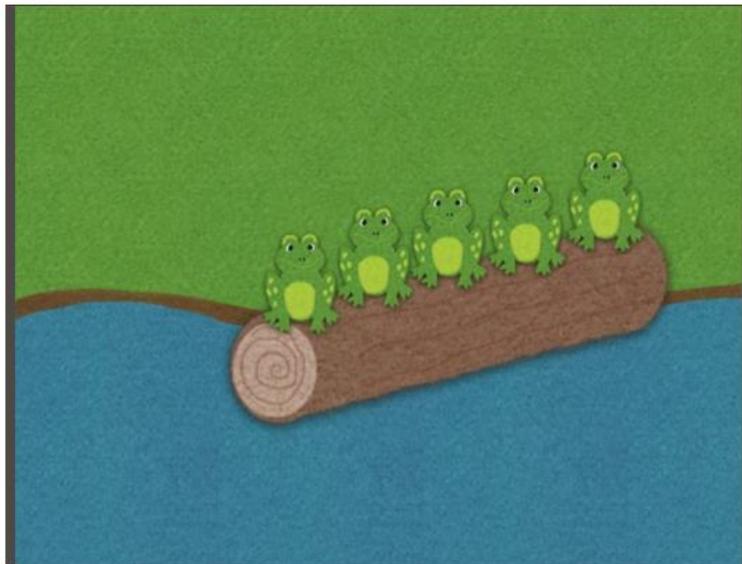
Recommended for you

www.youtube.com/watch?v=cNMzMKSmqok



Digital Felt Boards

Here are some Felt Board we have used in our Storytimes. Please feel free to use them in yours!



slideshare



[5 Green and Speckled Frogs](#) from [Cen Campbell](#)

LOOKING FOR QUICK APP RECOMMENDATIONS?



Check out our app boards on Pinterest, where we have app ideas for kids of all ages ready to use in storytime--or anytime!

SEARCH LITTLE ELIT

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LittleeLit

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10 Key Ways

7. Linking new digital technologies to learning

The Casa Grande Public Library, in Casa Grande, Arizona, has created a program for children and families that encourages early literacy and familiarity with on 25 digital e-readers and schedules regular Digital Story Times for families and children aged 3 and older. Each adult and child receives an e-reader, and, sitting together, they follow along as the librarian reads the story.

10 Key Ways

8. Improving family health and nutrition (by ensuring that all families have access to needed health information and resources)

Children's learning is inextricably linked to their health, with research demonstrating that health disparities for low-income families directly impact development and school performance. Museums and libraries help ensure that all families have access to needed health information and resources. Many offer developmental screenings and vaccination programs that can impact such school-related issues as chronic absence; as well as advice and programs on nutrition, exercise, and gardening; and healthy activities for family members of all ages.

10 Key Ways

8. Improving family health and nutrition (by ensuring that all families have access to needed health information and resources)
- **The Association of Children's Museums' Good to Grow®** Initiative provides a framework for museums to provide healthy choices and activities for children and families. The Association's "Going Wild in Children's Museums" program has supported, in partnership with the National Wildlife Federation, pilot sites that create outdoor spaces to connect children and families to natural outdoor settings.
 - Through **The Let's Move! Museums & Gardens Initiative**, more than 600 museums and gardens across the country are contributing to First Lady Michelle Obama's Let's Move! campaign to combat childhood obesity. The Institute of Museum and Library Services has joined forces with seven national museum associations in support of the initiative.

10 Key Ways

9. Leveraging community partnerships

Libraries and museums have long recognized the importance of establishing cross-sector partnerships to map and address gaps in early learning service provision and programs. They have worked with schools and extended day and early learning programs, including co-locating Head Start centers in many museums and libraries. They also partner with family health centers and home visiting programs, as well as public housing authorities, municipal governments, corporations, universities, and local public broadcasting stations

10 Key Ways

9. Leveraging community partnerships

Columbus Metropolitan Library has created a comprehensive Young Minds initiative, focused on kindergarten readiness, third-grade reading, and high school graduation. Building on its significant early learning work, the library will soon launch the SPARK school readiness program with Columbus Public Schools and Learn4Life, linking home visiting for 4-year-olds with effective transitions and ongoing support in kindergarten and beyond.

Fifteen Denver Arts and cultural organizations are partnering with the City of Denver in the 5 By 5 Program, providing Denver's young children and their families free access to at least five cultural experiences by the age of five. Programs are offered in 15 Denver museums, libraries, the zoo, aquarium, botanic gardens, performing arts events, and recreation centers.

10 Key Ways

10. Adding capacity to early learning networks

State library administrative agencies and, in many states, museum associations can help link libraries and museums with state-based policies and programs. They stand ready to participate actively as a growing number of states build shared, seamless, outcomes-based systems of care, services, education, and family supports for young children. Taking the lead from federal initiatives, these efforts include both policy and practice that promote comprehensive early learning systems-building for all children.

10 Key Ways

10. Adding capacity to early learning networks

- In response to the devastation left by Hurricane Katrina, **The Louisiana Children's Museum** is expanding its role through the creation of the Early Learning Village. This project brings together a diverse group of state- and local level partners. The Village will co-locate the museum with centers for literacy, parenting, early childhood research, nature, health, and child care.
- In 2011, the head of the **Colorado State Library** system joined the Governor, Lt. Governor, and a number of other state leaders on a bus tour designed to collect community input on the state of early literacy in Colorado. This statewide tour launched the *Colorado Reads: Early Literacy Initiative* that continues to guide state policy to boost early literacy efforts throughout the state.
- The **Arlington, Texas, Public Library** is leading a planning effort to create a more coordinated approach to school readiness. The library is bringing together leaders from the school districts, United Way, Head Start, and other organizations to address low readiness scores and fragmented services. Using the National Neighborhood Indicators Partnership (NNIP) model, they are analyzing neighborhood data to fill gaps in services and programs.

Questions?



Thank You!

