



User Guide *for* Classroom-Based Programs

The main intent of this user guide is to provide a step-by-step “how to” for the adoption and sustained use of evidence-based early literacy learning practices within a childcare program using tools and resources developed by the Center for Early Literacy Learning (CELL).



CELL is a research-to-practice technical assistance center funded by the U.S. Department of Education, Office of Special Education Programs, Research to Practice Division.
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Scaling Up Within a Child Care Program

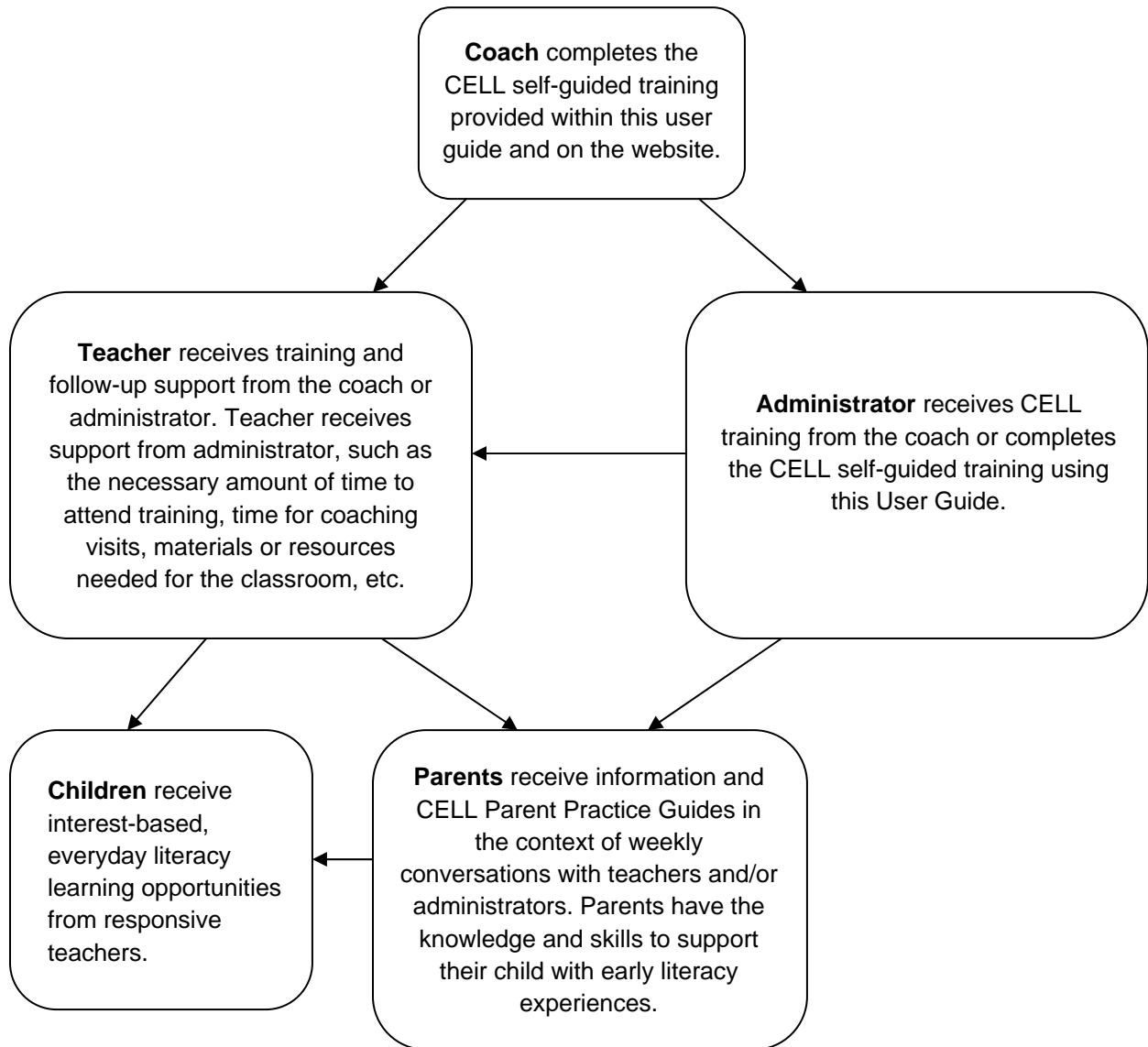
The CELL initiative is designed as best-practice strategies that support adults in creating a literacy-rich environment that delivers interest-based, everyday literacy learning opportunities in a responsive manner for all children birth through five.

This user guide is designed as a self-guided manual that a coach, child care director, trainer, or technical assistance provider uses to teach himself/herself the content of CELL. By coach and technical assistance provider we mean the person who trains and provides ongoing support to a child care program. The coach, child care director, trainer, or technical assistance provider should read through the step-by-step guide and practice the multiple applications and evaluations in order to best support the classroom practitioner.

In order to implement CELL with fidelity, there are a few key questions that must be considered. One is the question: **Who will you train?** Who is ultimately going to be using CELL with children? If you have selected a classroom model, then you must consider **how** the CELL content will be disseminated. Who will provide not only the training but also follow-up training? How will the teacher be trained and supported with follow-up coaching? Follow-up training—also referred to as *coaching* or *technical assistance*—supports the teachers' actual day-to-day implementation of early literacy practices with fidelity. Oftentimes professional development plans are created that support the one-time training of multiple teachers, but no follow-up or coaching has been incorporated into the plan. Teachers leave the one-day training with the pressure of returning to the classroom and implementing everything they have learned with little or no support. Follow-up support provides the teacher with multiple opportunities to put the training content into practice within the everyday context of the classroom. The other way follow-up support is provided is through the coach guiding the teacher in a process of self-reflection. Self-reflection helps a teacher recognize his/her strengths as well as the need for additional practice. The last aspect to consider should be the role of the administrator. Has the administrator attended a CELL training in order to fully support staff with implementation and sustainability? Does the administrator understand the needs of the coach and teacher in terms of time and resources? Is there a clear plan of action established with the team? Have guidelines been established for the trainer/coach, teacher, and administrator regarding expectations, responsibilities, and a specific action plan?

The **diagram** on page 4 provides one example of a scaling-up structure implemented using the trainer/coaching model for the classroom-based program. The arrows indicate the ways in which various participants may support each other. You may find that this diagram is compatible with your current staffing resources. Or you may find that this diagram is not compatible with your current resources, meaning you may have to think outside of the box in order to implement the CELL implementation model within your program. Is there a local resource-and-referral agency that could provide the training and coaching to your teachers? Perhaps you employ a teacher that could complete the self-guided training and then provide the training in segments over the course of many months to fellow teachers rather than one-time training. The key objective is that you provide training on early literacy practices to teachers along with repeated opportunities for practice and follow-up support.

Scaling Up Diagram

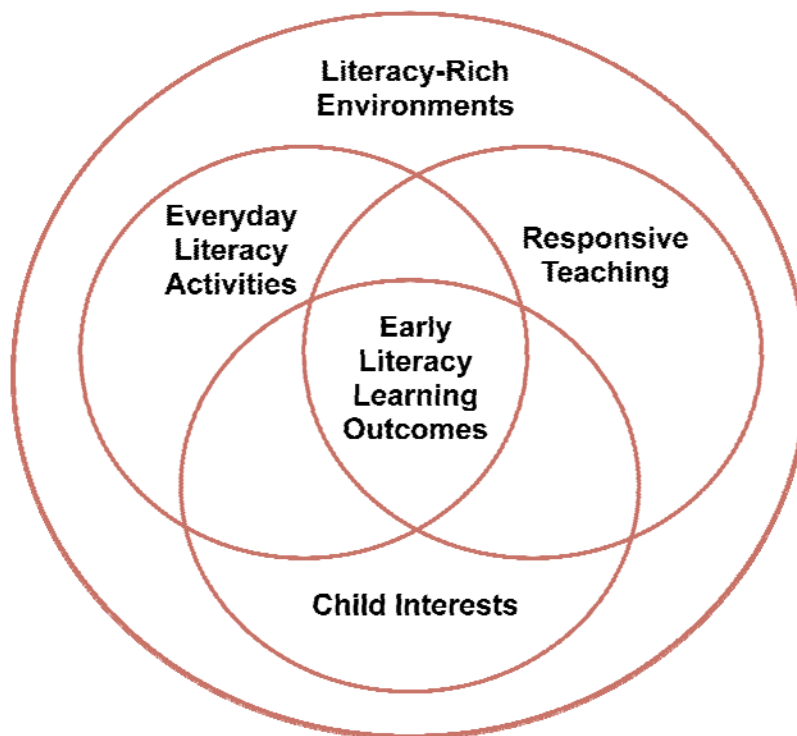


Introduction to the Center for Early Literacy Learning (CELL)

CELL is a research-to-practice technical assistance center funded by the U.S. Department of Education, Office of Special Education Programs, Research to Practice Division.

The main goal of CELL is to promote the adoption and sustained use of evidence-based early literacy learning practices by early childhood teachers, intervention practitioners, parents, and other caregivers of young children, birth to five years of age, with identified disabilities, developmental delays, and those at-risk for poor outcomes.

The *CELL Overview Video* provides an introduction to the CELL Early Literacy Learning Model. You may view the video from the following link: http://www.earlyliteracylearning.org/cell_overview_home.php

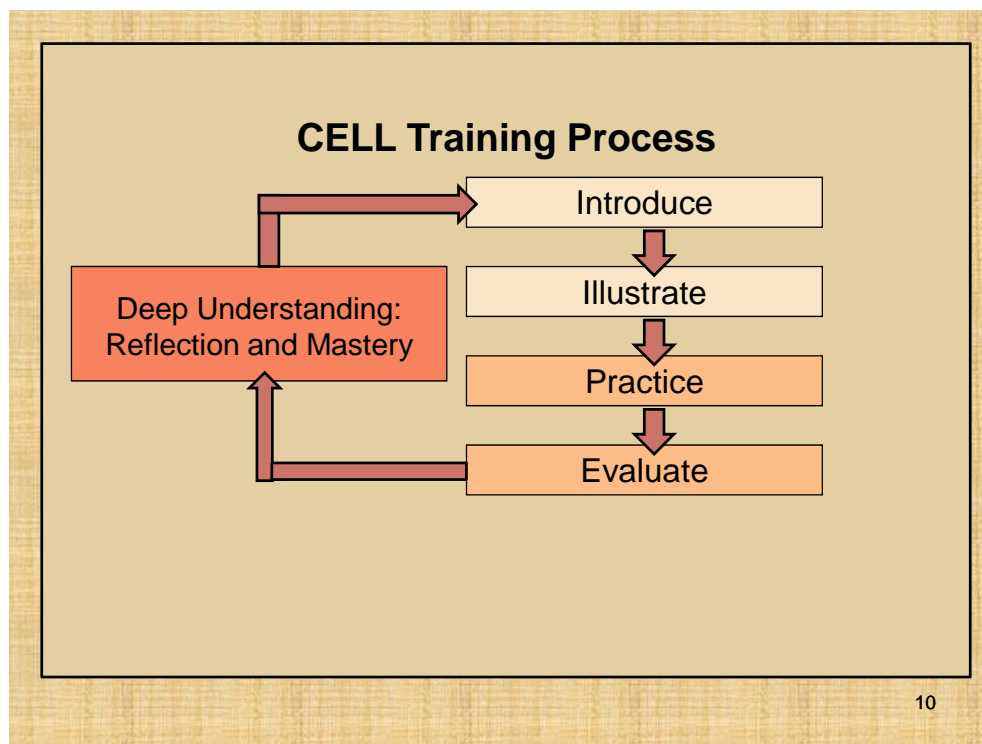


Framework and Implementation of Professional Development

Before you can begin to provide training on evidence-based literacy practices, you have to plan for full implementation. How many times have you sent staff to trainings or attended a training yourself only to return to your work environment feeling empty-handed? The presenter was a great motivator, but what strategies could you really apply when you returned to work the following day? How do you frame professional development in a way that is meaningful for practitioners?

CELL addresses these challenges through an evidence-based adult learning model called Participatory Adult Learning Strategy (PALS). The main ingredient of PALS is active learner involvement that promotes learner understanding and use of the knowledge and practice.

CELL uses this evidence-based approach to training and technical assistance—PALS—because no intervention practice is likely to be learned and adopted if the methods and strategies used to train are not effective. The PALS approach includes six components: introduce, illustrate, practice, evaluate, reflect, and mastery. In order to develop a deep understanding of a practice, the learner needs multiple learning opportunities during any one learning session and multiple learning opportunities across sessions. In addition, PALS trainers do not direct learning or encourage only self-directed learning. Rather, trainers guide learning based on observations of learners' experiences and evaluation of the use of the practice and learner self-assessment of understanding against established criteria. Below is a diagram illustrating the CELL training process using PALS.



The following tools and products support content knowledge and application of PALS:

- 1) The **PALS Video** introduces and illustrates the PALS model.
Link: <http://earlyliteracylearning.org/2012/trainingrimpl1.php>

2) The **PALS Journal**

When coaches are ready to train end-users (classroom teachers or parents) on CELL content, it is important that they use the PALS approach in their training. The PALS Journal was created to help the coach plan and evaluate the training methods. The PALS Journal provides coaches with a way to plan the specific way in which they are going to introduce, illustrate, practice, reflect and master each component of the CELL early literacy learning model.

http://earlyliteracylearning.org/ta_pdf/pals_journal.pdf

The PALS Journal form includes a header with the CELL logo and the title 'PALS Journal'. It has fields for 'Name' and 'Date'. Below this, there are two checkboxes for 'CELL Component': 'Literacy-Rich Environments/Child Interests' and 'Everyday Literacy Activities/Responsive Teaching'. A paragraph of instructions follows: 'Before meeting with a parent or practitioner, take a few minutes to write down how you are going to present the selected CELL component using each phase of the Participatory Adult Learning Strategy (PALS). Note how you will individualize your approach for that specific person in ways that support his/her strengths.' The form is divided into five horizontal sections: 'Introduce', 'Illustrate', 'Practice', 'Evaluate', and 'Reflect/Mastery', each with several lines for handwritten notes.

3) More information about the PALS approach can be explored through the article listed below:

Dunst, C. J., & Trivette, C. M. (2009). Let's be PALS: An evidence-based approach to professional development. *Infants and Young Children*, 22(3), 164-176.

4) The **Participatory Adult Learning Strategy Checklist** can be used by the coach to reflect upon how he/she supported the teacher with the implementation of early literacy practices.

http://www.earlyliteracylearning.org/ta_pdf/reflections_chk_lists.pdf

The Participatory Adult Learning Strategy (PALS) Checklist form features the CELL logo at the top. Below the logo is the title 'Participatory Adult Learning Strategy (PALS) Checklist'. A paragraph explains the checklist's purpose: 'This checklist includes questions for you to consider when helping a parent or practitioner use lesson-based everyday child early literacy learning activities. It helps you to make you are using all the steps of an adult learning practice that has been found effective in helping a parent or practitioner that contributes to using lesson-based everyday learning practices. The CELL team has compiled the checklist if you did (Y) or did not (N) have the opportunity to help the parent or practitioner use the practice.' Below this is a table with six numbered questions and two columns labeled 'Yes' and 'No'. The questions are: 1. 'Introduce information about the model (component or practice) and its importance to you?', 2. 'Describe examples, demonstrate or otherwise illustrate for the parent or practitioner what the practice looks like?', 3. 'Involve the parent or practitioner in actively using you and doing the practice?', 4. 'Invite the parent or practitioner to summarize what you have said, what happened, and what worked when the practice was implemented?', 5. 'Determine what the parent or practitioner understood and determine to which the parent was able to use the practice?', 6. 'Determine what additional opportunities will be provided to build upon the parent or practitioner's understanding and use of the practice?'. At the bottom, there is a small copyright notice for the CELL team.

Early Literacy Learning: Domains and Practices

Early literacy refers to the knowledge and skills young children need to learn to communicate, read, and write. Early literacy development, like any area of development, is multifaceted and contains many inter-related skill sets. CELL organizes literacy-related abilities into two categories with seven domains of early literacy learning. Three of the domains fall under the linguistic processing category because each of these three domains is related to the understanding and production of speech. These domains include listening comprehension, oral language, and phonological awareness. The other four domains fall under the print-related category because each of these four domains is related to the understanding and production of print. These domains include alphabet knowledge, print awareness, written language, and text comprehension.

The tools and products below support in-depth content knowledge and application of early literacy domains.

- 1) **CELL Practice Guides Especially for Practitioners** include descriptions of methods and procedures for implementing evidence-based pre-literacy, emergent literacy, and early literacy learning practices. The practice guides can be used by early childhood educators, child care providers, early interventionists, and other early childhood practitioners for promoting infants, toddlers, and preschoolers' literacy learning using interest-based and highly engaging activities. <http://www.earlyliteracylearning.org/pgpracts.php>

Especially for practitioners working with infants!

Animal Sound Games

Vocalizing and Listening

Infants become familiar with sounds and words by hearing and associating different sounds with people, animals, and objects. To help get them ready for listening to and understanding spoken language, this practice guide includes some techniques you can use with babies and their families to familiarize them with different sounds.

What is the practice?

This practice uses the sounds of animals, toys, and other objects to provide children opportunities to hear sounds during adult-child play. The sounds are used to provide feedback in response to the child making any kind of vocalization. For example, when playing with a stuffed bear, make a beeping sound when the child produces any vocal response. The more vocalizations the child makes "that go with" different toys and objects, the more she will begin to notice how sounds are similar and different.

What does the practice look like?

An infant is sitting on his mother's lap. The mother shows her child a stuffed animal and makes the animal sound. The stuffed animal slowly moved toward the child. The sound of the animal repeated until "moo!" the child's tummy cracks. The mother waits until the child vocalizes, smiles, laughs, or shows some indication that he wants to play the game again. The mom repeats the game any time her son vocalizes, smiles, or laughs at her.

How do you do the practice?

- Start by asking the parent to identify three or four objects or toys that are familiar to the child. Start with the favorite stuffed animals often work best.
- Show the child a toy and make the sound associated with the toy. (For example, say "bark, bark" while showing the child a toy pig.)
- Make the toy seem to dance or move. Repeat the animal sound over and over. Move the toy toward the child and touch her with it (pretending to have the pig kiss her, for example, tickle it, etc.)
- Repeat the game, but wait until the child gives some sign that she wants to play again. (For example, if she looks at you and makes a sound—any sound.)
- Try different sounds and different toys. Vary where you "tickles" or "kiss" the child to make the game more interesting.

How do you know the practice worked?

- Does the child get excited and enjoy the game?
- Does the child vocalize more often to get others to continue the game?
- Does the child imitate having the toy tickle or kiss her?

CELL PRACTICE GUIDES
CENTER FOR EARLY LITERACY LEARNING

Take a look at more fun with animal sounds

Puppet Power

Four-month-old Joshua especially enjoys seeing animals while out and about with the mother. Since his home visits, his mother has noticed that he listens intently to whatever sounds the animals make. She sees his interest in play sound and word games with Joshua to "talk." He especially likes dog, cat, and cow puppets. Mom has the puppets talk to Joshua, saying things like "You are a big boy. Do you want to play with me?" She watches for a sign or signal that he wants to play with a puppet. Mom starts saying the animal sound as she makes the puppet dance on Joshua's tummy. She then gives the puppet to Mom when Mom holding it with Joshua's face. As the puppet gets close, Mom makes the animal sound a little louder and in a more pronounced and excited way. The game ends by the puppet pretend to nibble on Joshua's nose. As soon as Mom puts on another puppet, Joshua's smiling sounds as if he is talking to the puppet.

Sound Words

Sarah is a caregiver in a class of 6- to 13-month-old infants. She plays a game where she "makes up" sounds for different things the babies like to do. Banging wooden spoons on pots, banging blocks together, and hitting on a drum are a few of the children's favorite activities. Sarah calls the "moo-moo" on a low shelf within easy reach of the children. Whenever a child begins playing with one, Sarah makes appropriate sounds. She says "long-oo" when someone hits the pots, "clack-clack" when they play with blocks, and "boom-boom" when they pound a drum. The children watch Sarah intently as she talks for the toys and they attempt to repeat her sounds. Some of the older children have begun saying the sounds themselves, and for others, while they are playing with the corresponding toys.

The Cat's Meow

Eight-month-old Mandy has a favorite stuffed cat that meows and makes other cat sounds when it is squeezed. She is not able to squeeze the cat herself because she does not have the strength to do so. Her early intervention teacher mother use the cat to engage Mandy in a game. Mandy makes different sounds to mean she agrees her "purr-purr" for her. Mom starts the game by saying "meow." "Hi there's the kitty-cat it is sleeping!" She gets Mandy excited and she starts making cooing sounds. Mom and the early interventionist know Mandy wants to see her cat. Mom brings the stuffed animal into view and asks her daughter to "say 'meow' to Mandy." Mandy waves her arms and makes a loud squeaking sound. Mom squeezes the cat to make it make sound. The game continues for Mom using Mandy different operations. Each time the "meow," Mandy squeezes the cat to make get another sound.

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- 2) **CELLcasts** are audio/visual presentations including podcasts, audio mp3s, downloadable Quicktime® and online versions of CELL practice guides. **CELLcasts** provide an audio/visual method of exploring the CELL Parent Practice Guides. http://www.earlyliteracylearning.org/ta_cellcasts1.php
- 3) **The Self-Guided Module: Literacy Domains**
This tool functions as a self-guided training module to support practitioners in gaining a deeper understanding of the content. <http://earlyliteracylearning.org/2012/earlylitlearning1c.php>

- 4) More information about the early literacy domains and CELL Practice Guides can be found by reading **CELLpapers**. The link and titles are below:

<http://earlyliteracylearning.org/2012/productsdp.php>

Social Validity of the Center for Early Literacy Learning Parent Practice Guides Carol M. Trivette, Carl J. Dunst, Tracy Masiello, Ellen Gorman & Deborah W. Hamby
CELLpapers, Volume 4, Number 1

Framework for Developing Early Literacy Learning Practices Carl J. Dunst, Carol M. Trivette, Tracy Masiello, Nicole Roper, & Anya Robyak.
CELLpapers, Volume 1, Number 1

Technical Assistance Providers' Evaluation of the Center for Early Literacy Learning Practice Guides
Carl J. Dunst, Tracy Masiello, Diana Meter, Jennifer Swanson & Ellen Gorman
CELLpapers, Volume 5, Number 3

Further Evidence for the Social Validity of the Center for Early Literacy Learning Practice Guides Carl J. Dunst, Carol M. Trivette, Ellen Gorman & Deborah W. Hamby
CELLpapers, Volume 5, Number 1

Development and Readability of the Center for Early Literacy Learning Parent Practice Guides Carl J. Dunst, Carol M. Trivette, Tracy Masiello & Diana Meter
CELLpapers, Volume 5, Number 2

Development of Nursery Rhyme Knowledge in Preschool Children Carl J. Dunst, CELLpapers,
Volume 6, Number 1

- 5) Additional information about the early literacy practices and the CELL Practice Guides may also be found by reading **CELLreviews**. The titles and link are below:

<http://earlyliteracylearning.org/2012/productsr.php>

Relationship Between Young Children's Nursery Rhyme Experiences and Knowledge and Phonological and Print-Related Abilities. Carl J. Dunst, Diana Meter, and Deborah W. Hamby
CELLreviews, Volume 4, Number 1.

Influences of Sign and Oral Language Interventions on the Speech and Oral Language Production of Young Children with Disabilities Carl J. Dunst, Diana Meter, and Deborah W. Hamby
CELLreviews, Volume 4, Number 4.

Tactile and Object Exploration among Young Children with Visual Impairments
Carl J. Dunst and Ellen Gorman. CELLreviews, Volume 4, Number 2.

Effects of Parent-Mediated Joint Book Reading on the Early Language Development of Toddlers and Preschoolers Carol M. Trivette, Carl J. Dunst, Ellen Gorman. CELLreviews, Volume 3, Number 2.

Effects of Adult Verbal and Vocal Contingent Responsiveness on Increases in Infant Vocalizations
Carl J. Dunst, Ellen Gorman, Deborah W. Hamby. CELLreviews, Volume 3, Number 1.

Development of Infant and Toddler Mark Making and Scribbling
Carl J. Dunst, Ellen Gorman. CELLreviews, Volume 2, Number 2.

Research Informing the Development of Infant Finger Drawing
Carl J. Dunst, Ellen Gorman. CELLreviews, Volume 2, Number 1.

Predictors of and Interventions Associated with Later Literacy Accomplishments
Carl J. Dunst, Carol M. Trivette, Deborah W. Hamby. CELLreviews, Volume 1, Number 3.

Relative Effectiveness of Dialogic, Interactive, and Shared Reading Interventions

Carol M. Trivette, Carl J. Dunst. *CELLreviews*, Volume 1, Number 2.

Mapping the Contemporary Landscape of Early Literacy Learning. Anya Robyak, Tracy Masiello,

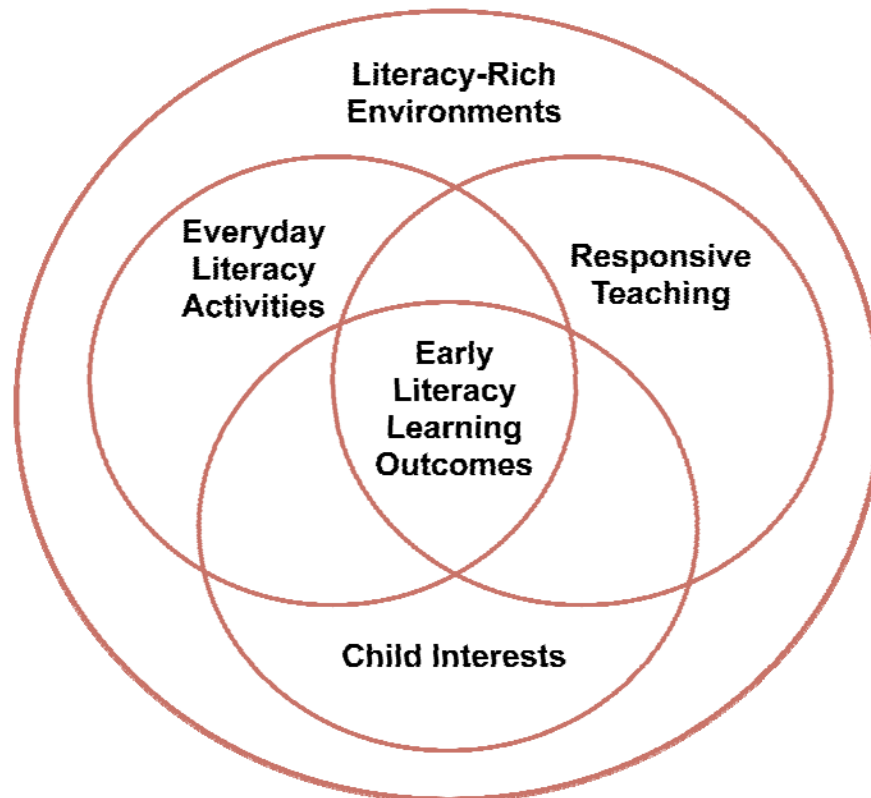
Carol M. Trivette, Nicole Roper, Carl J. Dunst. *CELLreviews*, Volume 1, Number 1.

The CELL Early Literacy Learning Model

The Early Literacy Learning Model includes five inter-related components including literacy-rich environments, child interests, everyday literacy activities, responsive teaching, and early literacy outcome indicators. These important components are the foundation for all of the early literacy practices found in the CELL practice guides that are located on our website at www.earlyliteracylearning.org.

Each component is important, but early literacy learning results from an interrelated mix of these components in the context of your interactions with children. None of the components works independently of the others.

The *CELL Overview Video* provides an introduction to the CELL Early Literacy Learning Model along with several illustrations of early literacy practices occurring within the classroom, home and community. You may view the video from the following link: http://earlyliteracylearning.org/2012/cell_overview.php



Literacy-Rich Environments

The literacy-rich environment is the context in which children engage in interest-based everyday literacy activities provided by responsive adults. All interactions with children occur in the greater context of the physical environment. This involves the availability and arrangement of materials as well as print and oral language availability in the environment. Keep in mind that providing materials and access to materials is just the first step. The adult should also model the use of the materials so that children have the opportunity to see the function of the pencil, paper, menu, coupons, etc. Provide several examples using the literacy materials, such as making a grocery list using a pencil and paper. Provide opportunities for children to actively participate in these activities so that he/she can experience the functionality and purpose of literacy materials.

The tools and products below support content knowledge and application of literacy-rich environments.

1) **The Self-Guided Module: Literacy-Rich Environments**

This tool functions as a self-guided training module to support practitioners in gaining a deeper understanding of literacy-rich environments.

<http://earlyliteracylearning.org/2012/literacyrichenviron1c.php>

2) **Books, Nooks and Literacy Hooks** is a video that illustrates how to create a literacy rich-environment within a classroom setting. http://www.earlyliteracylearning.org/ta_pract_videos1.php

3) **Examples of Classroom Literacy Materials**

This is a list of literacy materials that may be found in the classroom, but not a required list of items. Many of the materials listed are free or low in cost. The expectation is that this list will be used to identify the literacy materials a teacher may already have available in the classroom. It is not intended to be used as a checklist or shopping list. http://www.earlyliteracylearning.org/ta_pract_tools1.php

The poster is titled "CELL Center for Early Literacy Learning" and "Examples of Classroom Literacy Materials". It includes a disclaimer: "This is a list of literacy materials that may be found in the classroom, but not a required list of items. Many of the materials listed are free or low in cost. The expectation is that this list will be used to identify the literacy materials a teacher may already have available in the classroom. It is not to be used as a checklist or shopping list." The poster is organized into four sections: "Examples of Reading Materials", "Examples of Writing Materials (Utensils & Surfaces)", "Other Materials To Support Literacy Learning in the Classroom", and "Props To Support Literacy Activities".

Examples of Reading Materials			
Books	Catalogs	Junk Mail	Children's Dictionary
Magazines	Formletters	Recipes	Phone Book
Maps	Newspapers	Store Plans	Daily Schedule
Grocery list	Cookbooks	Calendars	Signin Sheets
Job Chart	Alphabet Posters	Labels	Sign-up Sheets
Coupons	Library cards	Take-Out Menu	Nutrition Thyme Posters
Class News			

Examples of Writing Materials (Utensils & Surfaces)			
Pencils	Markers	Chisels	Paint Brushes
Dry-Erase Markers	Chalk	Letter Stamps	Letter Sponges
Letter Stencils	Ink pads	Stamps	Staple
Variety of Paper	Dry-erase board	Chalkboard	Envelope
Clipboard	Index cards	Notebooks	


Other Materials To Support Literacy Learning in the Classroom	
Tablet/CD Player	Headphones
Music and Books on Tape/CD	Computer with Keyboard

Props To Support Literacy Activities	
Roll Books with Pattern Story Pieces	Paper Clips
Magnetic Letters	Staple Paper Fasteners
Molding Clay or Play Dough	Roll Punch
Alphabet Blocks	Scissors
Dice	Glue/Paste
Paper	Staple Boxes
Drawings/Clothes/Costumes	Staples
Tape	Ruler
Stapler and Staples	Wool
Empty containers with labels/labels (cereal boxes, laundry bottles, etc.)	

4) **Additional Practices: Literacy-Rich Environments**

The additional practices can be used with classroom teachers to offer hands-on applications that can be implemented within the context of the classroom. The practice exercises provide more opportunity to practice, evaluate, and reflect about a particular component of the CELL early literacy learning model. Remember from the PALS model that effective adult learning is about active participation and involvement that promotes learner understanding and use of the knowledge and practice.

http://earlyliteracylearning.org/2012/ta_pdf/addtpractices/AddPrac_LitRichEnvir_CLASS.pdf



Center for Early Literacy Learning

For CLASSROOM-BASED early childhood educators

Additional skill-building exercises to help teachers create LITERACY-RICH ENVIRONMENTS

Thank you for accessing these additional exercises to support utilization of the CELL Early Literacy Learning Model. Three practice activities are provided below to help teachers create literacy-rich classroom environments to promote children's early literacy development.

The exercises offer teachers opportunities to practice, evaluate, and reflect about literacy-rich environments. The intent is to take these activities into the classroom to provide the practitioner with an authentic, hands-on experience utilizing the CELL components.

Exercise 1

Activity:
Observe children at play in two learning centers/areas—other than the library or writing centers—in your classroom. Observe children's play in these two spaces for one day. List all of the literacy-related materials and literacy learning opportunities available in these two learning centers.

Evaluate:


- What literacy-related materials did you identify within each learning center? What literacy opportunities did or could occur based on the materials available?
- Did the children appear to know "how to use" the literacy materials?
- In what ways did you help support the children's use of the materials?

Reflect:

- What materials could you add to the learning centers to increase children's opportunities to explore literacy? What materials could you rotate in and out of the learning centers to promote children's exploration of literacy? What types of literacy-related activities would you expect to see?
- How will you model the use of literacy within these learning centers?
- Consider the other learning centers in your classroom. Are they supplied with appropriate materials to promote literacy learning for children? If not, what do you need to do?

5) The **Literacy-Rich Environments Checklist** can be used as a tool for reflection with the teacher once he/she has had several opportunities to practice implementing a literacy-rich environment.

http://earlyliteracylearning.org/ta_pdf/lit_rich_env%20chcklist_tri.pdf



Center for Early Literacy Learning

Literacy-Rich Environments Checklist

This checklist can be used with or by parents and practitioners to provide a literacy-rich environment to promote opportunities for everyday literacy learning activities. Complete the checklist by indicating if you did (Yes) or did not (No) have the opportunity to help the parent/practitioner use the practice.

Did you help the parent or practitioner...	Yes	No
1. Provide a variety of print, reading, writing materials that encourage early literacy activities?	<input type="checkbox"/>	<input type="checkbox"/>
2. Provide equipment such as a CD player, radio, or tape player for additional literacy opportunities such as listening to music?	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide literacy materials that are interesting and motivating?	<input type="checkbox"/>	<input type="checkbox"/>
4. Make sure that literacy materials are easily accessible to all children when appropriate?	<input type="checkbox"/>	<input type="checkbox"/>
5. Make sure that the literacy materials are included in the environment as a natural part of an activity?	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrate how literacy materials are used in everyday activities?	<input type="checkbox"/>	<input type="checkbox"/>

Child Interests

All children, with and without disabilities, have different types of interests and preferences which can be personal or situational. Children are more likely to become engaged in an activity if they are interested in it. The more they engage the more competent they become and over time this leads to mastery. CELL refers to this process as the Interest-Based Cycle of Mastery. Therefore we should follow a child's interests to choose and shape the early literacy activities we use with him or her. A child's interests are the driving factor in helping a child to learn literacy skills and behaviors.

The tools and products below support content knowledge and application of child interests.

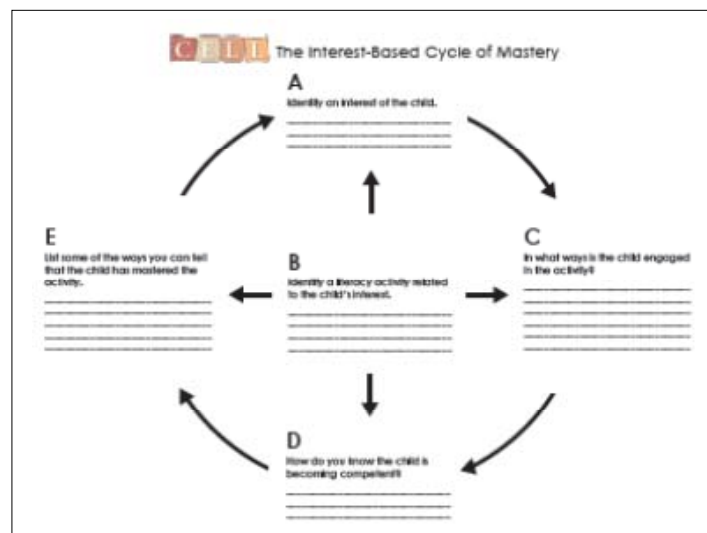
1) The **Self-Guided Module: Child Interests**

This tool functions as a self-guided training module to support practitioners in gaining a deeper understanding of child interests. <http://earlyliteracylearning.org/2012/childinterests1c.php>

2) The **Interests Lead to Learning** video explores personal and situational interests and how to identify them. http://www.earlyliteracylearning.org/ta_pract_videos1.php

3) The **Interest-Based Cycle of Mastery Tool** supports teachers with purposefully exploring individual child interests and planning responsive ways to guide his/her exploration from engagement to competence and eventually mastery.


http://earlyliteracylearning.org/ta_pdf/cycleofmastery_form_rev.pdf



4) **Additional Practices: Child Interests**

The additional practices can be used with classroom teachers to offer hands-on applications that can be implemented within the context of the classroom. Remember from the PALS model that effective adult learning is about active participation and involvement that promotes learner understanding and use of the knowledge and practice.

http://earlyliteracylearning.org/2012/ta_pdf/addtpractices/AddPrac_ChildInts_CLASS.pdf



Center for Early Literacy Learning

For CLASSROOM-BASED early childhood educators

Additional skill-building exercises to help teachers promote CHILDREN'S INTEREST-BASED LEARNING

There is much to be said for the old adage: Practice makes perfect. The following three exercises provide teachers and other early childhood professionals extra practice in following the Center for Early Literacy Learning (CELL) learning model with the young children in their classes. These exercises are designed to help classroom teachers/practitioners identify and use child interests to promote early literacy development.

The activities provide the teacher with more opportunities to practice, evaluate, and reflect about child interest. The intent is to take these practices into the classroom to provide the practitioner with an authentic, hands-on experience utilizing the CELL components.

Exercise 1

Activity:
intentionally observe one child over the course of a morning or afternoon for two or three hours. List what specific activities, materials, or people the child chooses when given the choice during play time.

Evaluate:


- What activities, materials, or people did you identify as being particularly interesting to the child?
- Which of these interests made the child laugh and smile?
- What activities did the child do repeatedly?
- List any new literacy learning opportunities that occurred for the child during these interest-based activities.

Reflect:

- List any literacy learning opportunities that could occur for the child during the interest-based activities. In what ways could you support literacy learning during one of these interest-based activities?
- How will you incorporate this child's interests into your lesson planning?
- How could you help this child's parent(s) understand the importance of his/her child's interests?

5) The **Child Interests Checklist** can be used as a tool for reflection with the teacher once he/she has had several opportunities to practice using child interests to create literacy learning opportunities.

http://earlyliteracylearning.org/2012/ta_pdf/child_intts_chklist_tri.pdf



Center for Early Literacy Learning

Child Interests Checklist

This checklist can be used with or by parents and practitioners to identify the key features of using a child's interests as the basis for early literacy learning. Complete the checklist by indicating if you did (Yes) or did not (No) have the opportunity to help the parent/practitioner use the practices.

Did you help the parent or practitioner	Yes	No
1. Identify the objects, people, activities, and actions that capture and hold the child's attention?	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify the objects, people, activities, and actions that are the child's favorite?	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify the objects, people, activities, and actions that make the child smile and laugh?	<input type="checkbox"/>	<input type="checkbox"/>
4. Identify the objects, people, activities, and actions that are especially exciting to the child?	<input type="checkbox"/>	<input type="checkbox"/>
5. Identify the objects, people, activities, and actions that the child chooses most often?	<input type="checkbox"/>	<input type="checkbox"/>
6. Identify the objects, people, activities, and actions that the child works hard at doing?	<input type="checkbox"/>	<input type="checkbox"/>
7. Identify new objects, people, activities, and actions that attract the child's attention?	<input type="checkbox"/>	<input type="checkbox"/>

- 6) More information about child interests can be found at *CELLreviews*. The link and title follow:
<http://earlyliteracylearning.org/2012/productsr.php>

Role of Children's Interests in Early Literacy and Language Development

Carl J. Dunst, Tara Jones, Molly Johnson, Melinda Raab, and Deborah W. Hamby

CELLreviews, Volume 4, Number 5

Everyday Literacy Activities

It is important that practitioners and parents provide children with specific experiences and activities that enhance and expand early literacy learning. These everyday literacy activities need to be interest-based, provide opportunities for early language and literacy learning, provide opportunities to acquire and use early literacy abilities, and either happen frequently, or have the potential to happen frequently. We call them everyday literacy activities because they are ordinary activities, such as grocery shopping, signing in at preschool, doing the laundry, writing a list, riding in the car, going on walks, and ordering at a restaurant. Paying attention to everyday literacy activities is an important way to ensure that children are learning literacy behaviors in a developmentally appropriate, real-life context.

The tools and products below support content knowledge and application of everyday literacy activities.

1) **The Self-Guided Module: Everyday Literacy Activities**

This tool functions as a self-guided training module to support practitioners in gaining a deeper understanding of everyday literacy activities. <http://earlyliteracylearning.org/2012/everydaylitact1c.php>

2) The video **Pathways to Literacy** illustrates how literacy learning opportunities can be found in everyday places, in everyday activities. This video can be used to introduce, illustrate or practice everyday literacy activities. http://earlyliteracylearning.org/2012/pathways_to_literacy.php

3) The **CELL Early Childhood Classroom Interest Tool** offers teachers a quick and easy way to identify and chart the interests of each child within their classroom. Teachers are also able to identify literacy activities already occurring and available to children every day. Versions are available for both for Infant/Toddler and Preschool classrooms. This is one of the most popular CELL tools for practice and application of child interests within everyday literacy activities.

http://earlyliteracylearning.org/2012/ta_pdf/ec_classrm_ints_tool.pdf

Early Childhood Classroom Interests Tool
Preschool Classrooms

How To Use This Tool To Identify Children's Interests:
This form provides an easy way to pinpoint interests that are shared by groups of young children. You can use the results as a guide for developing activities that will appeal to the group's interests. In this way you can help the children in your program experience creative, interest-based learning activities that they will find truly engaging, beneficial, and fun!

Follow These Easy Steps:

1. Look, listen, and observe your students. Focus on what the children are doing and saying. Try to look beyond the obvious to discover what materials or activities capture the children's imaginations.
2. Read through the sample interest activities printed in the boxes on the following ten pages. In the blank boxes, write children's interests you've observed among the children in your class. Then, write the name of one child in your class (if a line, write his or her first name in three boxes under the three activities you believe hold the greatest interest for him or her. Repeat this process for each class member, writing their first names in the boxes with their three top interests or events.
3. After reviewing all of your class members' greatest interests, consider the chart as a whole. Which activities have the most children's names under them? Write these in the "Top Class Interest" space on the last page.

Date: _____ Teacher: _____
Program Name: _____
Class Members' Names: _____

Playing with blocks and building letter blocks	Acting out stories	Listening to one talking about to each other
Coloring pictures	Identifying shapes and marks on tables, chairs	Playing "conversations" with dolls, stuffed animals
Using finger paints	Using figurines	Looking at books
Looking at books of pictures or photographs	Looking at picture books	Playing games (for example: board games, word games)
Looking at thematic songs, etc.	"Singing" and dancing with stuffed dolls	Singing songs
"Singing" or reciting an poem	"Reading" books for books, talking, wooden blocks	Playing game when talking with

- 4) The **Daily Schedule** helps teachers identify when and where literacy learning experiences and opportunities can occur for children throughout the school day. The teacher can plan “how” to facilitate and support the children during these opportunities.
http://earlyliteracylearning.org/2012/ta_pdf/daily_sched.pdf

DAILY SCHEDULE

Child Name: _____ Parent Name: _____ Date: _____

	ACTIVITY SETTINGS					
TIME						

- 5) **CELLpops** and **Mini Posters** are organized into parent or classroom teacher versions. They provide parents and teachers with simple ways to enhance daily activities and routines with literacy specific opportunities. CELL Pops are interactive versions you may use online.
http://earlyliteracylearning.org/2012/ta_cell_pop2.php

Let everyday preschool classroom activities

POP
with literacy-learning POWER!

KITCHEN CENTER

Provide store flyers and coupons to use in a pretend grocery store.

Help children make a shopping list for an imaginary trip to the store or menus for a restaurant.

Encourage children to explore writing by providing paper, pencils, and notepads.


Supply empty food containers such as cereal boxes, pointing out the printed names on the containers.

Encourage children to explore print by placing cookbooks, menus, and store coupons in the center.

Everyday literacy learning opportunities from the Center for Early Literacy Learning (www.earlyliteracylearning.org)
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6) **Additional Practices: Everyday Literacy Activities**

The additional practices can be used with classroom teachers to offer hands-on applications that can be implemented within the context of the classroom. Remember from the PALS model that effective adult learning is about active participation and involvement that promotes learner understanding and use of the knowledge and practice. http://www.earlyliteracylearning.org/ta_cell_ad_pract.php



Center for Early Literacy Learning

For CLASSROOM-BASED early childhood educators

Additional skill-building exercises to help teachers provide everyday literacy activities

Thank you for accessing these additional exercises to support utilization of the CELL Early Literacy Learning Model. Three practice activities are provided below to help teachers develop skills in providing everyday literacy opportunities based on children's daily routines and activities.

The exercises offer teachers ways to practice, evaluate, and reflect about the literacy potential of everyday routines. The intent is to take these practice activities into the classroom to provide to teachers with an authentic, hands-on experience utilizing components of the CELL learning model.

Exercise 1

Activity:
Think about daily activities such as meal time, outdoor play, classroom play within learning centers, talking and diapering, etc. Now think about ways you can incorporate literacy within those daily routines. Write down these literacy ideas and use with children this week.


Evaluate:

- How many opportunities did children have to participate in literacy activities during the daily routine?
- Which literacy activities were formal? Which literacy activities were informal?
- How did the children participate in the literacy activities? What opportunities did children have to explore print? What opportunities did children have to explore language?
- How did you support children in exploring the literacy activities?

Reflect:
Thinking about the literacy activities you just provided during a daily routine answer the following questions:

- Were you able to increase how often children get to participate in everyday early literacy learning activities?
- Were you able to increase the number of everyday early literacy learning activities?
- Were you able to increase the variety of early literacy learning opportunities?
- Were you able to increase participation in those literacy activities that occur frequently and provide lots of literacy learning opportunities?

7) The **Everyday Literacy Activities Checklist** can be used as a tool for reflection with the teacher once he/she has had several opportunities to practice implementing everyday literacy learning activities. http://www.earlyliteracylearning.org/ta_pdf/reflections_chk_lists.pdf




Center for Early Literacy Learning

Everyday Literacy Learning Activity Checklist

This checklist can be used with or by parents or practitioners to use the key features of using everyday literacy activities as the basis for learning. The checklist can be used to engage in a discussion about how to use interest-based participation to provide everyday early literacy learning activities. Complete the checklist by indicating if you did (Yes) or did not (No) have the opportunity to help the parent or practitioner use the practice.

Did the parent or practitioner...	Yes	No
1. Identify the family or classroom activities that are the child's everyday routines, opportunities, etc.?		
2. Identify those family or classroom activities that do or could provide the child interest-based early literacy learning opportunities?		
3. Select interest-based family or classroom learning activities where any one activity provides lots of different early literacy opportunities?		
4. Select interest-based family or classroom activities that are especially likely to help the child learn and practice emerging early literacy abilities?		
5. Select interest-based family or classroom activities that encourage the child to try to use early literacy behaviors in different ways?		

- 8) The ***Increasing Everyday Child Learning Opportunities Checklist*** can be used as a tool for reflection with the teacher once he/she has had several opportunities to practice implementing breadth and depth. http://www.earlyliteracylearning.org/ta_pdf/reflections_chk_lists.pdf



CELL
Center for Early Literacy Learning

Increasing Everyday Child Learning Opportunities Checklist

This checklist can be used with parents or practitioners to provide interest-based everyday early literacy learning opportunities for young children. The checklist is used to ensure key characteristics of the early literacy learning practices are implemented during your interactions with a parent or practitioner. Complete the checklist by indicating if you did (Yes) or did not (No) have the opportunity to help the parent or practitioner use the practices.

<i>Did you help the parent or practitioner ...</i>	Yes	No
1. Use a reminder list, calendar, or other kind of activity schedule to provide the parent or practitioner a way of ensuring a child experiences interest-based everyday early literacy learning activities?	<input type="checkbox"/>	<input type="checkbox"/>
2. Increase how often the child gets to participate in interest-based everyday early literacy learning activities?	<input type="checkbox"/>	<input type="checkbox"/>
3. Increase the number of interest-based everyday child early literacy learning activities?	<input type="checkbox"/>	<input type="checkbox"/>
4. Increase the variety of interest-based everyday child early literacy learning activities?	<input type="checkbox"/>	<input type="checkbox"/>
5. Increase the number of child early literacy learning opportunities in any one family, community, or classroom activity?	<input type="checkbox"/>	<input type="checkbox"/>
6. Increase the variety of child early literacy learning opportunities in any one family, community, or classroom activity?	<input type="checkbox"/>	<input type="checkbox"/>
7. Increase participation in those activities that occur frequently and provide lots of early literacy learning opportunities?	<input type="checkbox"/>	<input type="checkbox"/>

Responsive Teaching

Although there is likely no single definition of responsive teaching, CELL has chosen to define it as the adult being tuned in to the child's interests and supporting the child's participation in everyday activities. Responsive teaching supports children's engagement and competence within activities, increasing the opportunities for early literacy learning and the child's mastery of literacy-related concepts. There are four techniques involved in responsive teaching that can be used by adults with children during interest-based early literacy activities. The first technique involves the adult paying attention to the child's interests, actions, and behaviors by tuning in to the child. In the second technique the adult responds to the child's interests, actions, or behaviors by repeating or imitating the child. The third technique involves the adult introducing new information that elaborates on what the child does or says, such as by labeling or naming objects and pictures. In the fourth technique, the adult supports and encourages new child behavior by asking questions or making comments. These techniques are explained more fully in the *Self-Guided Module: Responsive Teaching*

The tools and products below support content knowledge and application of responsive teaching.

- 1) The **Self-Guided Module: Responsive Teaching**
This tool functions as a self-guided training module to support practitioners in gaining a deeper understanding of responsive teaching.
<http://earlyliteracylearning.org/2012/responteach1c.php>
- 2) The video **Get In Step With Responsive Teaching** describes how caregivers can support and encourage children's listening, talking and early reading and writing. This video can be used to introduce, illustrate or practice responsive teaching.
<http://earlyliteracylearning.org/2012/responteach1c.php>
- 3) **Additional Practices: Responsive Teaching**
The additional practices can be used with classroom teachers to offer hands-on applications that can be implemented within the context of the classroom. The practice exercises provide more opportunity to practice, evaluate, and reflect about his/her understanding and mastery of responsive teaching.
http://earlyliteracylearning.org/2012/ta_pdf/addtpractices/AddPrac_ResponTeach_CLASS.pdf
- 4) The **Caregiver Responsive Teaching Checklist** can be used as a tool for reflection with the teacher once he/she has had several opportunities to practice implementing the steps to responsive teaching.
http://www.earlyliteracylearning.org/ta_pdf/reflections_chk_lists.pdf

CELL Center for Early Literacy Learning		
Caregiver Responsive Teaching Checklist		
This checklist can be used with or by parents and practitioners to identify the key features of using responsive teaching to support a child's early literacy learning. Complete the checklist by indicating if you did (Yes) or did not (No) have the opportunity to help the practitioner/parent use the practice.		
Did you help the parent or practitioner...	Yes	No
1. Engage the child in interest-based family or classroom early literacy learning activities?		
2. Use different materials or arrange the environment to engage the child in using early literacy behaviors in new and different ways?		
3. Provide the child the time to sustain interactions with people or objects in the activities?		
4. Play attention to and notice when and how the child uses or tries to use early literacy behaviors in interactions with people and objects in the everyday activities?		
5. Respond promptly and positively to the child's use of early literacy behaviors in ways that match the activity, goals, and interests of the child's behavior?		
6. Respond to the child's use of early literacy behaviors with comments, asking as the interaction, and practice to engage child responses to the activity?		
7. Respond to the child in ways that encourage the child to use early literacy behaviors in new and different ways?		
8. Encourage the child to elaborate on his or her use of early literacy behaviors in ways that are increasingly more complex?		

PowerPoint for classroom staff group training on the entire CELL initiative

Evidence-Based Practices for Promoting the Literacy Development of Infants, Toddlers, and Preschoolers

For those training or providing technical assistance to the classroom teacher, this PowerPoint introduces and illustrates the components of the CELL Early Literacy Learning Model. Included are practices, questions for evaluating the practices, and checklists for reflection. An overview of the literacy domains is also included. http://www.earlyliteracylearning.org/ta_pract_present1.php



[Classroom Teacher PPT*](#)

[Classroom Teacher PPS*](#)

[Slides and Notes**](#)

The Classroom Teacher PPT is the power point used to train classroom-based staff. The Classroom Teacher PPS offers a power point that can be viewed from the internet with the CELL media embedded. The Slides and Notes link offers a way to pull up the entire presentation along with the notes and script.

Adaptations

Since, the goal of CELL is to promote the adoption and sustained use of evidence-based early literacy learning practices for all children, there are resources for early childhood classroom teachers, intervention practitioners, parents, and other caregivers of children, birth to five years of age, with identified disabilities, developmental delays, and those at-risk for poor outcomes. Adaptations have been identified as a way to support the participation of children with disabilities in early literacy activities.

Adaptations are a modification or change made to an environment, activity, materials, or interaction to maximize a child's ability to *participate* in everyday interest-based learning opportunities. Adaptations ensure that children with disabilities:

- Can express their interests and have them interpreted correctly
- Can engage in early literacy activities
- Can become skillful and competent in early literacy activities and behaviors
- Can master early literacy behaviors

The tools and products below support content knowledge and application of Adaptations.

- 1) The **CELL Practice Guides with Adaptations** make it easier for young children with disabilities to participate in early literacy learning activities. Written for both parents and practitioners, the practice guides describe everyday home, community, and childcare learning opportunities that encourage early literacy learning. Appendix 2d.
http://earlyliteracylearning.org/2012/pg_tier2.php

Speaking Without Words
Specialty for toddlers with disabilities
Communication: Talking and Listening

Most toddlers use words to get their feelings from the things they want. Sometimes toddlers with disabilities are not able to use words to talk. The practice guide includes different ways toddlers can communicate with others without speaking.

What is the practice?
 This practice guide is about ways to help toddlers interact with others and ask for things without using spoken words. This is called alternative and augmentative communication.

What does the practice look like?
 Toddlers use nonverbal ways to communicate. A toddler can point to a book and ask to see the picture. A toddler can hand a card to a caregiver and ask for a specific item. A toddler can use a picture of a person to ask for help. There are many ways to communicate without words. The practice guide is to encourage your toddler to "talk" in this way that works best for him.

How do you do the practice?
 Here are some ways young children speak without talking.

- Young toddlers who use their words often communicate by pointing to or showing the object when they want. The caregiver should respond to the meaning a child is getting and talk when the child is pointing to the word, and respond to the request whenever possible.
- Young toddlers who are able to turn their hands and fingers use one sign language to "talk" to others. A child can have one sign that means the name of things he or she "talks" about. To get your toddler to use words, "model" one sign for his favorite activities, people, and objects. He can use the sign to get what he wants.
- Pictures of favorite items, toys, and people can be used by a young toddler to "talk" without speaking. There is a few pictures made in various parts of your home. You can give a child a set of pictures to give to you when he or she wants. When your child gives you pictures, name what is in the picture. However, just don't have, but to say to you. Regularly add new pictures for him.
- Handwritten letters that "say" are one way to make when needed instead use the child's "talk." Words like "yes," "no," or names of favorite toys or people, are a good way to start.

How do you know the practice worked?

- Is your child asking for things more often?
- Is your child having less "meltdowns" or tantrums when he or she is not getting what he or she wants?
- Is your child using the way of "talking" to interact with others?

CELL Foundation.org

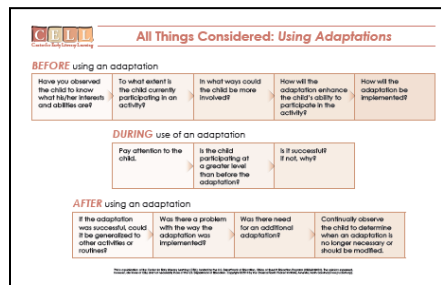
Take a look at more communication fun!

Let's Talk About Toys
 Before we have previously, we've seen how to use toys to help a young toddler with disabilities learn to use words to get what he or she wants. This guide shows how to use toys to help a young toddler learn to use words to get what he or she wants. This guide shows how to use toys to help a young toddler learn to use words to get what he or she wants.

Favorite Musical Signs
 Learning to use words is a big step for many young children. This guide shows how to use musical signs to help a young toddler learn to use words. This guide shows how to use musical signs to help a young toddler learn to use words.

Device is Nice
 This is a 10-month-old toddler who does not use any words to communicate. He has a simple alternative communication device that he uses to get what he wants. This guide shows how to use this device to help a young toddler learn to use words.

- 2) The **All Things Considered** poster guides teachers through the steps of using an adaptation with an individual child from beginning to end.



3) **Evidence-Based Practices for Promoting Literacy Development of Infants, Toddlers, and Preschoolers: *Adaptations for Children with Disabilities.***

Based on the CELL Early Literacy Learning Model, a trainer, coach, or technical assistance provider can utilize this PowerPoint to introduce and illustrate a continuum of adaptations. Opportunities for the practitioner to practice, evaluate, and reflect on the implementation of adaptations are provided.



[Adaptations PPT*](#)

[Adaptations PPS*](#)

[Slides and Notes**](#)

4) **Getting Kids Involved: Creating Opportunities for Learning (12:20)**

This video introduces and illustrates many ways that adaptations can be used to promote the active participation of infants, toddlers, and preschoolers in everyday literacy activities. You will see examples of adaptations in home and classroom environments, activities, materials, and/or instructions.

[Low bandwidth version for slower connections.](#)

For use with Parents and by Teachers



5) More information about adaptations can be found by reading *CELLpapers* and *CELLreviews*. The link and titles are below:

<http://www.earlyliteracylearning.org/productscp.php>

Acceptability and Importance of Adaptations to Early Literacy Learning Practices for Young Children with Disabilities Carol M. Trivette, Carl J. Dunst, Deborah Hamby, Volume 5, Number 4

Desired Versus Actual Literacy Learning Practices in Early Intervention and Preschool Special Education Carol M. Trivette, Kassie Morgan, Tracy Masiello, Anya Robyak, Carl J. Dunst, Volume 2, Number 2

Influences of Sign and Oral Language Interventions on the Speech and Oral Language Production of Young Children with Disabilities Carl J. Dunst, Diana Meter, and Deborah W. Hamby CELLreviews, Volume 4, Number 4

Tactile and Object Exploration Among Young Children with Visual Impairments
Carl J. Dunst and Ellen Gorman CELLreviews, Volume 4, Number 2

Nursery Rhymes and the Early Communication, Language, and Literacy Development of Young Children with Disabilities Carl J. Dunst, Ellen Gorman, Volume 4, Number 3



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