



Center for Early Literacy Learning

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

Home Visitor Training

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Asheville and Morganton, NC



Materials Needed for Training Home Visitors

CELL Videos:

- CELL Overview*
- Making Room for Literacy*
- Interests Lead to Learning*
- Pathways to Literacy*
- Banana Pudding*
- Get In Step with Responsive Teaching*

CELL Parent Practice Guides and/or CELLcasts:

- Sights and Sounds*
- Get Write On It*

CELL Tools:

- PALS Approach & CELL Early Literacy Learning Model Matrix*
- Interest-Based Everyday Literacy Activity Checklist*
- Daily Schedule/Reminder Tool*

Reflection Checklists:

- Literacy-Rich Environment Checklist*
- Child Interests Checklist (used twice)*
- Everyday Literacy Learning Activity Checklist*
- Responsive Teaching Checklist*

Evaluation Forms:

- Pre-Test Early Literacy Learning Practices Scale (Practitioner Version)*
- Post-Test Early Literacy Learning Practices Scale (Practitioner Version)*
- Center for Early Literacy Learning Feedback Scale*

Materials Needed for training Home Visitors.

You should be able to locate these items on the CELL website in the Products section. Videos are hyperlinked and therefore may be viewed via internet by clicking the links within the powerpoint.

Implementation of CELL with Families

- This PowerPoint is for use with Home Visitors.
- The Home Visitor should look for natural opportunities to share this information with a family.
- Home Visitors should modify the language when sharing content with families—adapting it to the individual family.
- Materials and tools such as practice guides for parents have been created to support gained knowledge of Home Visitors and families. Additional tools such as *CELLcasts* are being developed to provide an audio/visual version of parent practice guides.

This power point was created as a guide of information for Home Visitors to use as a reference with families. The delivery of the CELL content to parents will vary for each professional and the family they are working with.

Introduction
to the
**Center for Early Literacy Learning
(CELL)**

Purposes of the Training

- Describe and demonstrate the **P**articipatory **A**dult **L**earning **S**trategy (PALS) approach to adult learning.
- Describe and practice using CELL materials.
- Describe the CELL Model and practice identifying its elements and implementing it in the context of early literacy activities.

The purpose of this training is to provide a brief overview of the PALS approach to adult learning (Participatory Adult Learning System).

To describe and practice using CELL materials.

To describe the CELL Model and practice identifying its elements and implementing it in the context of early literacy activities

Learner Objectives

Participants will be able to:

- Describe and identify early literacy domains.
- Describe and identify everyday early literacy experiences.
- Describe, identify in practice, and implement the key elements of the CELL Model.
- Use CELL tools to support their role in providing purposeful everyday early literacy experiences for children.

CELL

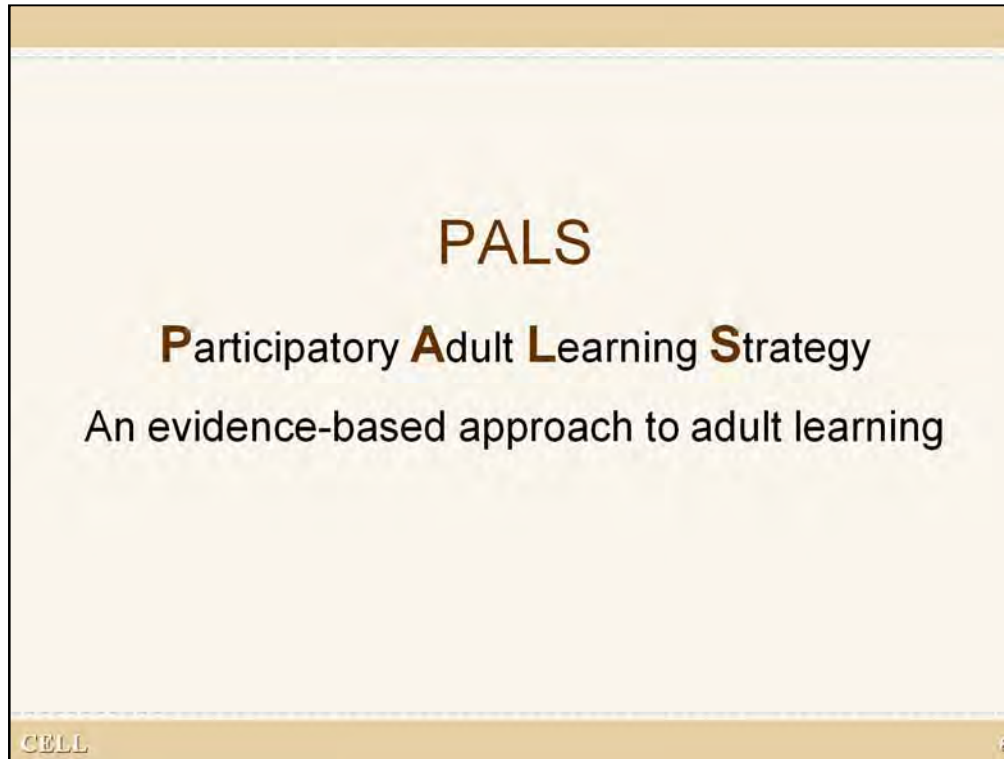
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Upon completion of the training, participants will be able to:

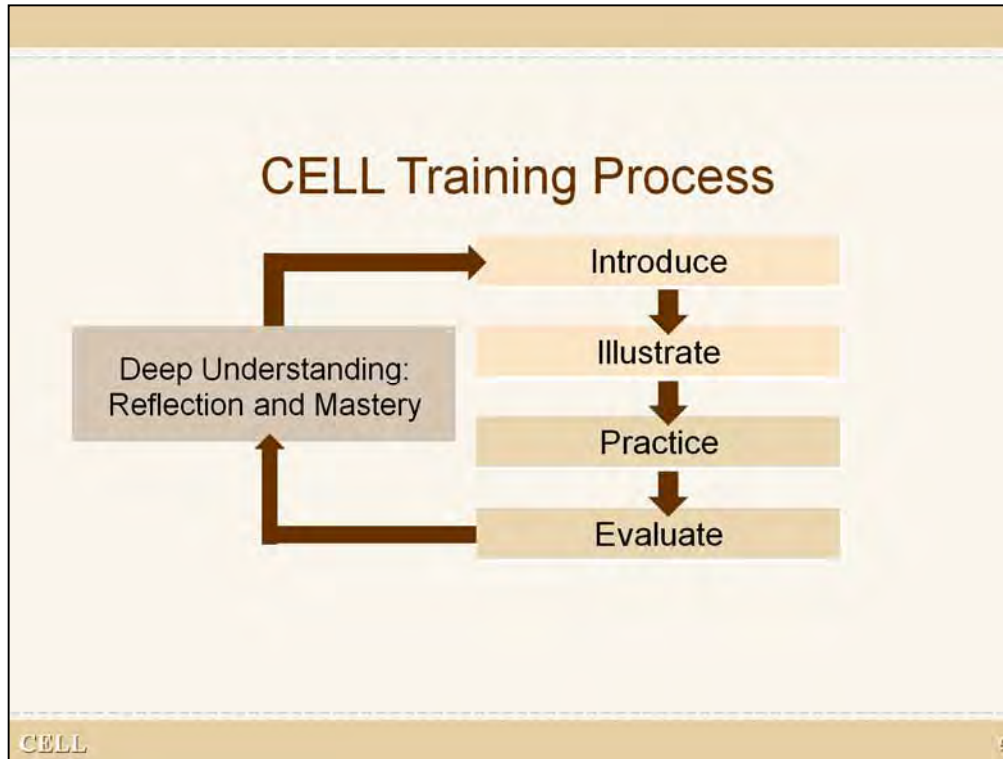
- Describe and identify early literacy domains
- Describe and identify everyday early literacy experiences
- Describe, identify in practice, and implement the key elements of the CELL Model
- Use CELL tools to support their role in providing purposeful everyday early literacy experiences for children

Introduction to the CELL Training Process

The next two slides provide a brief overview of Participatory Adult Learning Strategy or PALS. PALS is an approach used when training adults.



CELL uses an evidence-based approach to training and technical assistance called the Participatory Adult Learning Strategy or 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 has several underlying aspects. First, it is not necessary for learners to fully understand all aspects of a practice to begin to use the practices. Through the use of the PALS process learners will develop a better understanding. Second, in order to develop a deep understanding of the practice, the learner needs multiple learning opportunities during any one learning session and multiple learning opportunities across sessions. Third, 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.



It is important for the trainer and the Home Visitor to remember to deliver CELL content using the PALS approach.

The PALS approach includes six components: introduce, illustrate, practice, evaluate, reflection, and mastery.

Introduce- Engage learners in a preview of the material, knowledge, or practice

Illustrate- Demonstrate or illustrate the use of the material, knowledge, or practice for learners

Practice- Engage learners in the use of the material, knowledge, or practice with one or more activities

Evaluate- Engage learners in a process of evaluating the consequence or outcome of the practice activity

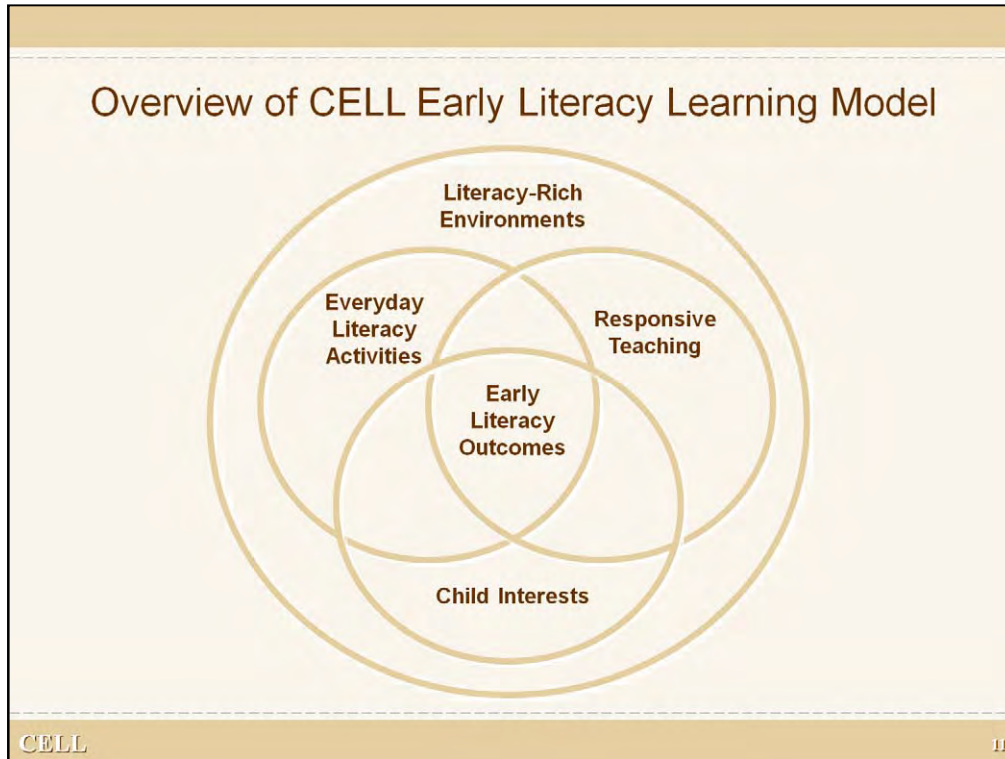
Reflection- Engage learners in self-assessment of their acquisition of knowledge and skills as a basis for identifying “next steps” in the learning process

Mastery- Engage the learner in a process of assessing his or her experience in the context of a practical model.

PALS Approach and CELL Early Literacy Learning Model

	Literacy-Rich Environments	Child Interests	Everyday Literacy Activities	Responsive Teaching
Introduce				
Illustrate				
Practice				
Evaluate				
Reflect				
Mastery				

When Home Visitors are ready to share CELL content with parents, it is important that they use the PALS approach in their delivery. The matrix on this slide can be utilized to help Home Visitors ensure that they plan to use each PAL component when sharing the components of the early literacy learning model.



This is the CELL Early Literacy Learning Model. As you can see, the model includes five inter-related components. This powerpoint will focus on four components which are: Literacy-Rich Environments, Child Interests, Everyday Literacy Activities and Responsive Teaching.

The components of the early literacy learning model are displayed in an overlapping fashion because of the difficulty of separating them from each other in theory or in practice. We want you to understand that each component is important, but that 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.

Introduction to CELL

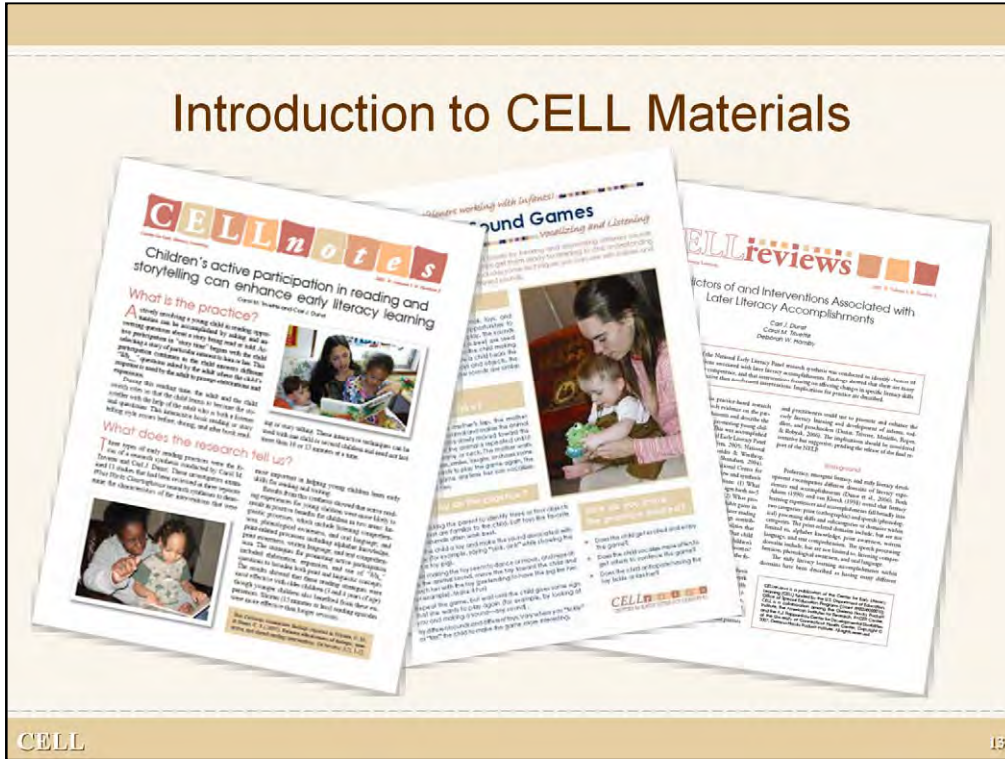
Video

Cell Overview

Pre-Test

We will now watch a video that gives you an overview of the CELL Early Literacy Learning Model. You will see illustrations of the four components of CELL that were mentioned in the previous slide. We will then take a pre-test related to this content.

Introduction to CELL Materials



Slides 13-18 provide an overview of the CELL tools and materials. All were created based on current and relevant research.

Products include:

CELL papers: Articles that provide background information about conceptual frameworks used to guide CELL activities and results of CELL evaluation and research studies

CELL reviews: Practice-based research syntheses of early communication, language, and literacy development

CELL notes: One- to two-page summaries of findings from practice-based research syntheses

CELL practice guides: How-to guides for promoting adoption and use of evidence-based literacy learning practices by parents and practitioners. The components of the Early Literacy Learning Model are the foundation for all of the early literacy practices found in the CELL practice guides. They are located on our website at www.earlyliteracylearning.org.

CELL Materials to Support Learning

The following materials illustrate concepts related to implementing CELL early literacy practices:

- Training Materials
PowerPoint presentation, Facilitator guide
- CELL Tools
- CELL Practice Guides
- Other published CELL products available from www.earlyliteracylearning.org
CELLpapers, CELLreviews, CELLnotes

The following materials illustrate concepts related to implementing CELL early literacy practices:

Training Materials

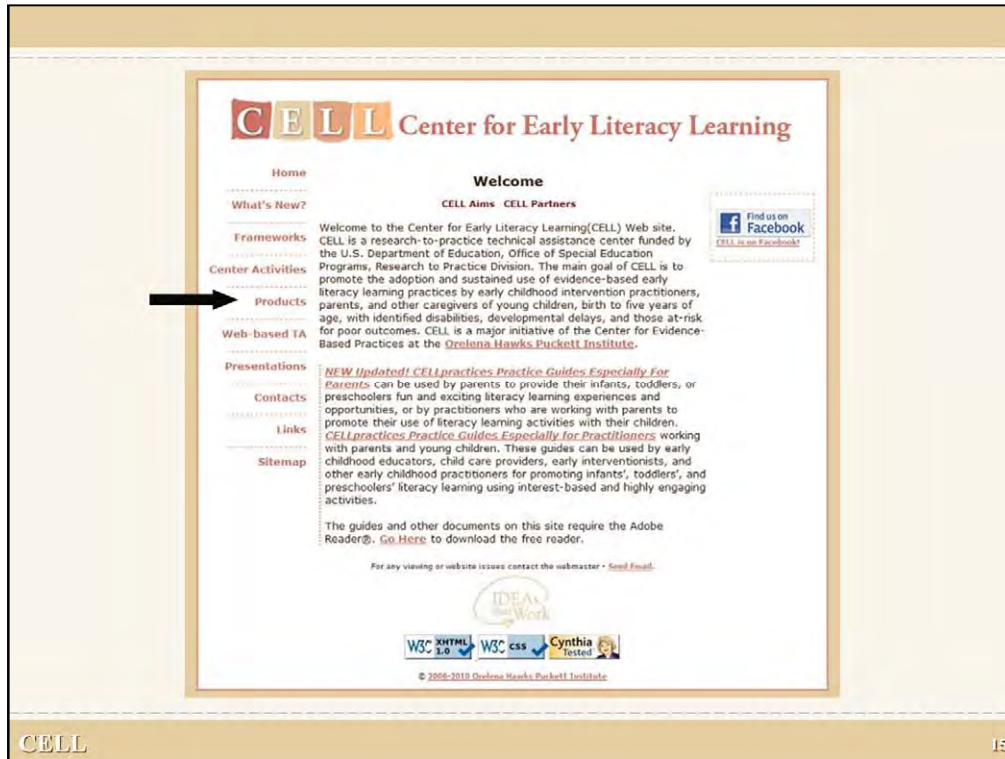
PowerPoint presentation, Facilitator guide

CELL Tools

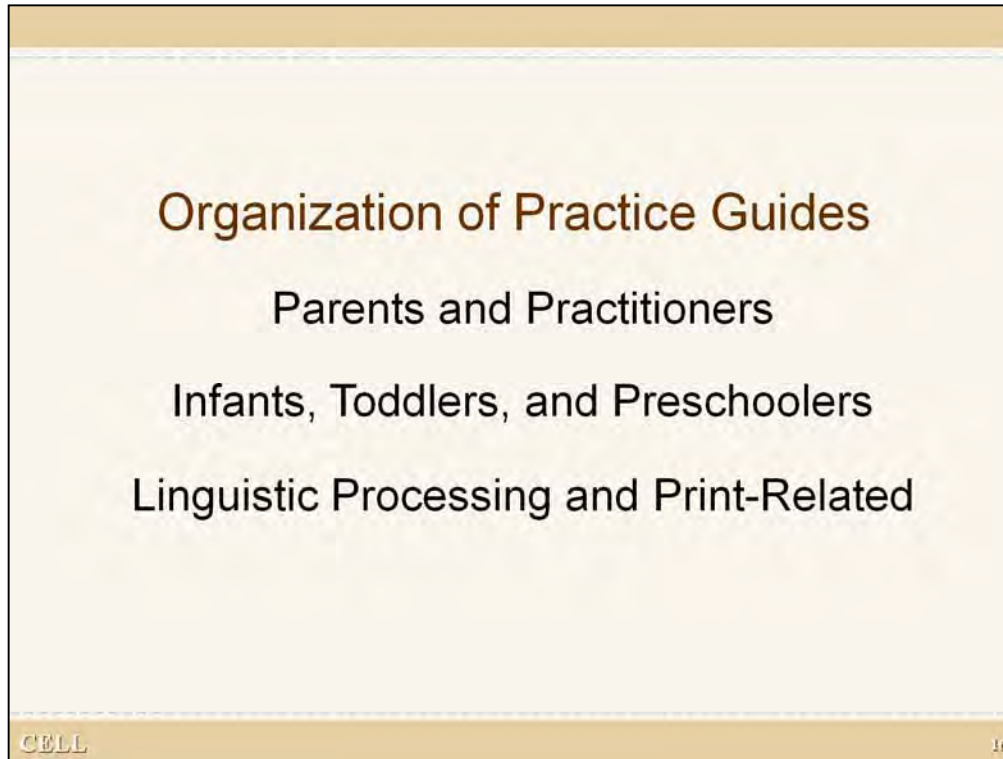
CELL Practice Guides

Other published CELL products available from www.earlyliteracylearning.org

CELL Papers, CELL Reviews, CELL Notes



Here is an example of the CELL webpage. You can see from this example where to locate the CELL Practice Guides especially for parents.



*If you use Practice Guides with families, be sure to do a walk through of the practice guide. If you are referring a parent to the website and the Parent Practice Guides explain that they are organized by the following categories:

Parent and Practitioners

Infants, Toddlers, and Preschoolers

Home Visitors may find it helpful to note: the Practice Guides are also organized by Linguistic Processing and Print-related

As a Home Visitor, be aware that CELLcasts are available for families that may have a challenge reviewing the print version of Practice Guides. CELLcasts are an auditory and visual form of the Parent Practice Guides.

Illustration: Practice Guides

- What is the practice?
- What does the practice look like?
- How do you do the practice?
- How do you know the practice worked?
- Vignettes that illustrate the early literacy practice described
- Adaptations

Trainer does a walk-through of a Practice Guide with the home visitor, pointing out the following areas:

What is the practice? For example, the use of alphabet blocks

What does the practice look like? Example- How to make alphabet blocks interesting to your child

How do you do the practice? Ideas for having fun with alphabet blocks

How do you know the practice worked? These are questions for reflection

Vignettes: Stories that illustrate the early literacy practice described

Adaptations for those caring for children with varying degrees of ability.

**The home visitor can use the content from CELL Practice Guides to guide a natural conversation with the parent. You may also choose to use the CELLcasts with parents. Remember to keep the interactions informal.*

CELLpractices Parent Practice Guides

Especially for parents of infants!

Baby's First ABC Book

Stories and Listening

Learning about the alphabet starts long before a child can actually distinguish letters. ABC books are one way to turn busy time into a fun time filled with sounds, words, and letters.

What is the practice?

Parents can use store-bought or homemade ABC books to involve their babies in learning to enjoy stories. You are not wanting to teach your child the ABCs. You just want to let your child see the letters.



What does the practice look like?

Show your child pictures of familiar or interesting objects that include the first letters of the words. Read or tell your child a story. Practice on ABC items. Or use a book as part of a routine story. ABC books simply introduce your child to when to point to a story. The more your child hears the sounds of words and letters, the more he will learn to notice different sounds.

How do you do the practice?

There is no right or wrong way to use ABC books with your child. The main idea is to read a story with pictures of familiar things that include letters of the alphabet.

- Start by finding or making ABC books with pictures of things that are interesting to your child.

Read to your child when he is alert and interested in sitting on your lap. Or by reading to him while he is lying on the floor next to you.

Show an ABC book to your child. Read or talk about what is on each page. Read to your child in an expressive manner.

Introduce the ABCs through storytelling. There is no need to go through the whole book at one time. Start with a few pages. Add one or two pages each time you and your child read the book.

Encourage your child to be part of the storytelling. Let him touch, hold, bang, and/or taste the book!

How do you know the practice worked?

Does your child look at or touch pictures that are familiar to him?

Does your child make sounds or try to repeat things you do or say?

Does your child point to books he wants you to read to him?



Take a look at more first alphabet books

ABCs Just for Me!

Mick's father has collected pictures of the 15-month-old son's favorite toys, people, and animals. He chooses eight of these pictures for Mick's first ABC book. He writes the first letter of each person's or object's name under the picture. He uses a small photo album to make the book. He says, "Mickby has a special book for Mick—your very own ABC book!" He and Mick find a comfortable place to sit and look at the book together.



Dad sits on the floor with Mick sitting between his legs. Dad shows Mick the book with the title on the cover. Mick's ABC Book. He marks the title while pointing to it. "Mick read your book!" Dad says. He opens the first page which has a picture of Mick's big sister. Mick reaches for and pulls the picture while Dad says, "You see ABC? Look. ABC starts with an A." Mick and his father go back and forth pointing, "Mick" getting excited, and just having a fun time.



"Chicka, Chicka..."

Jada's mother reads to a choir with 7-month-old Jada on her lap. They are about to read a favorite boardbook, Chicka Chicka Boom Boom. It is about a tree ratch up as a raccoon flies while prancing a game of tag. "Mick E... "Mick reads, and says Jada, "What comes next?" Mom reads the book's rhyme chart and points to the letters to let her daughter try to say what happens next. "The sister Jada, especially when she reads the names of the letters that she wants. At the end of the story, Jada babbles at Mom reads, "Chicka, chicka boom boom, they all fall down!"

My Favorite Things

Megan has both a physical disability and some visual difficulties. However, she does not stop her from loving to read her father's first stories. She especially likes stories about named that her father "likes say." Dad has collected digital photographs of some of Megan's favorite activities. He has colored the first letter in large print to each photograph of a person, object, or action. He has even added sound clips describing the photographs that describe "Megan's favorite toy is a bear. Bear starts with a B." Dad holds Megan in front of the computer screen seated on his lap. He shows her how touching one of the keyboard keys "starts the story." Megan becomes excited and starts vocalizing and smiling each time she makes the computer "talk." Dad introduces new photographs each time he and Megan "read the book." This especially captures Megan's attention and interest.



CELLpractices is a publication of the Center for Early Childhood Learning (CELL) located at the University of Minnesota. It is a free resource for parents and educators. For more information, please contact the Center for Early Childhood Learning at 612-495-7000 or visit our website at www.earlychildhoodlearning.org.

An example of the CELL practice guides to use as a walk through.

What is early literacy?



Everyone brings some personal perspective to early literacy. Throughout this training we are going to identify early literacy experiences and how to create and facilitate these opportunities for children birth through five years of age. CELL provides a definition of early literacy on the next slide.

Basic Definition of Early Literacy

*The knowledge and skills
young children need in order
to learn to communicate,
read, and write*

What do we mean by Early Literacy?

Domains of Early Literacy Learning



Before we talk about the CELL Early Literacy Learning Model, it's sometimes helpful to discuss the domains of early literacy learning. The next few slides introduce and illustrate domains of early literacy learning. We have found two strengths from incorporating Early Literacy Domains into the CELL training: It provides illustrations of Developmentally Appropriate Literacy Practices, and offers a foundation of knowledge for everyone.

Early Literacy Learning Domains

- **Linguistic Processing**
 - Listening Comprehension
 - Oral Language
 - Phonological Awareness
- **Print-Related**
 - Print Awareness
 - Written Language
 - Alphabet Knowledge
 - Text Comprehension

Again, this is content for you the professional.

*You would not use this jargon with a parent on a home visit. You may prefer to use the illustrations on the slides that follow as examples and language you would use with families. CELL has organized these domains by two main categories, Linguistic Processing and Print-Related.

Introducing: Listening Comprehension

Also known as receptive and expressive language, it is the ability to understand the meanings of words and sentences and their use in context.



Introducing: Listening Comprehension

CELL'S Definition

Also known as receptive and expressive language, it is the ability to understand the meanings of words and sentences and their use in context.

Illustration: Listening Comprehension Experiences

- *Experiences for infants*
Being spoken to in a nurturing, responsive, and caring manner; singing songs; babbling and cooing
- *Experiences for toddlers*
Engaging in “conversations” about themselves and their world; singing songs
- *Experiences for preschoolers*
Engaging in conversations about things in the past and future; playing listening games

*This illustration slide of Listening Comprehension offers examples using more family-friendly language. The examples are organized by infants, toddlers and preschoolers. These are things a parent may already be doing with their child.

Introducing: Oral Language

*The ability to use
expressive language
to communicate
with others*



Introducing : Oral Language

CELL'S Definition

The ability to use expressive language to communicate with others

Illustration: Oral Language Experiences

- *Experiences for infants*
Babbling and cooing in “conversations” with adults who respond to and build on these verbalizations
- *Experiences for toddlers*
Telling “stories” about their activities
- *Experiences for preschoolers*
Inventing new stories and retelling familiar stories

*Here is a family-friendly illustration of oral language experiences for children organized by infants, toddlers, and preschoolers. These are things a parent may already be doing with their child.

Introducing: Phonological Awareness

The ability to distinguish between and manipulate sounds in spoken language; hearing similarities, differences, and patterns in sounds



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Introducing : Phonological Awareness

CELL'S Definition

The ability to distinguish between and manipulate sounds in spoken language; hear similarities, differences, and patterns in sounds

Illustration: Phonological Awareness Experiences

- *Experiences for infants*
Playing with sound through babbling and “talking”
- *Experiences for toddlers*
Playing sound, rhyming, and word games
- *Experiences for preschoolers*
Spelling or writing “like it sounds”

*Here is a family-friendly illustration of phonological awareness organized by infants, toddlers, and preschoolers. These are things a parent may already be doing with their child.

Practice: Linguistic Processing

- Read the ***Sights and Sounds*** Parent Practice Guide and identify examples of babbling and cooing, infants being talked to in a nurturing and caring manner, and play through babbling and “talking.”
- Give examples of adults providing these experiences.

Distribute copies of the *Sights and Sounds* Parent Practice Guides.

Ask participants to read the vignettes on the back.

Ask participants to identify examples of babbling and cooing, infants being talked to in a nurturing, caring manner and play through babbling and “talking” in the vignettes.

Give examples of adults providing these experiences.

Having participants practice the use of their new knowledge keeps them focused and engaged in learning.

Evaluate: Linguistic Processing

- Did you identify some of these examples as experiences you have had with your own children or children you have worked with?
- Did you see any missed opportunities in the ***Sights and Sounds Parent Practice Guide***?
- This *CELL Parent Practice Guide* gave examples using infants. What are some things you could do with toddlers and preschoolers to promote linguistic processing?

Engage the learner in a process of evaluating the consequence or outcome of the application of the material.

*If you were using this Parent Practice Guide with a parent, you could ask the parent if they can identify any activities that they already do with their child. You could then ask them if there were any activities they thought related to their child's interests? Is this something the parent could see doing with their child?

Introducing Print-Related: Print Awareness

*The understanding of the purposes
and conventions of print*



Introducing Print-Related: Print Awareness

CELL'S Definition

The understanding of the purposes and conventions of print

Illustration: Print Awareness Experiences

- *Experiences for infants*
Interacting with books on their own
- *Experiences for toddlers*
Calling attention to environmental print
- *Experiences for preschoolers*
Purposefully using print in the environment

Here is a family-friendly illustration of written language experiences for children organized by infants, toddlers and preschoolers.

Introducing Print-Related: Written Language

*The ability to
communicate
through printed
language*



Introducing Print-Related: Written Language

CELL'S Definition

The ability to communicate through printed language

Illustration: Written Language Experiences

- *Experiences for infants*
Experimenting with a variety of writing and drawing materials
- *Experiences for toddlers*
Exploring a variety of art and writing materials and interpreting their work for others
- *Experiences for preschoolers*
Working on art and other projects that involve writing

*Here is a family-friendly illustration of written language experiences for children organized by infants, toddlers, and preschoolers. These are things a parent may already be doing with their child. Can you think of other examples to illustrate written language experiences?

Introducing: Alphabet Knowledge

*The understanding of letter-sound correspondence;
recognizing and naming letters of the alphabet*



Introducing : Alphabet Knowledge

CELL'S Definition

The understanding of letter-sound correspondence; recognize and name letters of alphabet

Illustration: Alphabet Knowledge Experiences

- *Experiences for infants*
Playing with alphabet toys and books
- *Experiences for toddlers*
Pointing out letters in the environment
- *Experiences for preschoolers*
Playing letter-sound games

*Here is a family-friendly illustration of alphabet knowledge for children organized by infants, toddlers, and preschoolers. These are things a parent may already be doing with their child. Can you think of other examples to illustrate alphabet knowledge experiences?

Introducing: Text Comprehension

*The ability to decode
and comprehend
written language*



Introducing : Text Comprehension

CELL'S Definition

The ability to decode and comprehend written language

Illustration: Text Comprehension Experiences

- *Experiences for infants*
Handling books while adults point out words and pictures
- *Experiences for toddlers*
Pointing to pictures in books while an adult reads
- *Experiences for preschoolers*
“Reading” print in the environment

*Here is a family-friendly illustration of text comprehension for children organized by infants, toddlers, and preschoolers. These are things a parent may already be doing with their child. Can you think of other examples that illustrate text comprehension examples?

Practice: Print-Related Abilities

- Read the **Get Write On It** Parent Practice Guide and identify examples of actual print within the home, experiences with writing or drawing, opportunities for children to recognize letters and sounds, and opportunities where adults are pointing out print.
- List examples of adults providing children with these experiences.

Ask participants to gather into groups.

Distribute copies of the *Get Write On It* Parent Practice Guide.

Ask participants to read all of the vignettes on the back of the Practice Guide.

Ask the participants to then identify examples of actual print within the home, experiences with writing and drawing, opportunities for children to recognize letters and sounds, and opportunities where adults are pointing out print.

Having participants practice the use of their new knowledge keeps them focused and engaged in learning.

Evaluate: Print-Related Abilities

- Did you identify some of these examples as experiences you have had with your own children?
- Did you identify any missed opportunities in the ***Get Write On It*** Parent Practice Guide?
- This vignette gave examples using toddlers. What are some things you could do with infants and preschoolers to promote print-related abilities?

Engage the learner in a process of evaluating the consequence or outcome of the application of the material.

Reflection: Early Literacy Domains

How have your thoughts about what early literacy means changed?

Engage participants in a self-assessment of their newly acquired knowledge.

Encourage participants to describe what literacy in the home means. Have their thoughts changed after engaging in this training?

Reflection assists participants in determining the outcome of their practice. Do they need to engage in additional practice? Or have the participants acquired the appropriate amount of knowledge to continue?

Early Literacy Domain Concepts

- Early literacy domains **are not**:
 - Chronological or linear
 - Discrete or independent

- Early literacy domains **are**:
 - Overlapping and interrelated
 - Change in one domain can lead to change in another domain

Early literacy domains overlap and are interrelated, they do not develop or occur one right after the other, nor are they independent.

Remember that change in one domain, for example alphabet knowledge, can lead to change in another domain-text comprehension for example.

CELL Early Literacy Learning Model

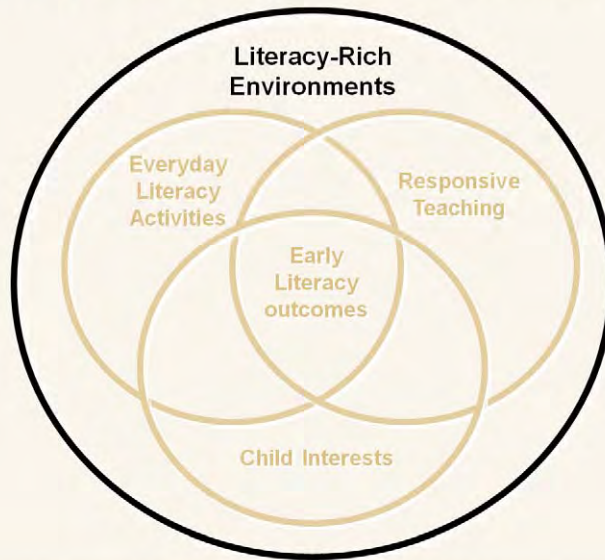


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Now we will begin to look at the CELL Early Literacy Learning Model. Notice that Participatory Adult Learning Strategies (PALS) are used in this section.

Focus on Literacy-Rich Environments



We will begin our focus on the Literacy-Rich Environments component of CELL.

Introduction:

What are literacy-rich environments?

- They are the contexts in which children engage in interest-based everyday literacy activities with responsive adults.
- They stimulate children to participate in language and literacy activities.
- They are interesting, inviting, comfortable, and well-stocked with easily accessible materials.
- They are in classrooms, homes, and many other places around the community.

Notice that literacy-rich environments can include classrooms, homes, and many other places around the community. Literacy experiences do not just happen in the classroom.

Illustration: Home Environments

Homes contain a number of areas that can provide opportunities for literacy learning:

- Indoors: entry area, living room, dining room, kitchen, pantry, bedroom, basement, bathroom, garage
- Outdoors: yard, driveway/pavement, outdoor play areas, library visits, shopping, riding in the car/bus

Presenter gives specific examples that may appear in these areas. i.e. Indoors- kitchen would have a refrigerator with photos and alphabet magnets, grocery lists, etc. Outdoors: You may use sidewalk chalk on the patio. Ask participants to name additional examples?

Introduction: Incorporating Materials in Functional Ways

- Focus on incorporating materials throughout the environment in functional and natural ways.
- Functional use of materials means that children use the materials for a specific purpose.

Illustration: Incorporating Materials in Functional Ways

For example:

- Provide a child with empty cereal boxes to stack.
- Use a store's sale ads to create a grocery list.
- Provide children with a toy catalog to create a birthday wish list.

Ask participants to name more examples.

Practice:
Identifying Literacy-Rich Environments

Watch the video [*Making Room for Literacy*](#).

- What characteristics of a literacy-rich environment did you notice?
- What were some types of print, reading, writing, and other literacy materials?

Watch the CELL video *Making Room for Literacy*

Description of Video

The CELL video *Making Room for Literacy* describes how to create a literacy-rich home environment.

Asking participants to practice new knowledge keeps them engaged and focused on learning.

Evaluate: Literacy-Rich Environment

- Where did the activity occur?
- What materials were added to the area?
- Which materials were low-cost?
- How were the materials used in functional ways?

Evaluation assists in the assessment of participants strengths and weaknesses related to the practice conducted.

Reflection: Literacy-Rich Environments

Complete the
*Literacy-Rich
Environments
Reflection
Checklist*

The screenshot shows a checklist titled "Literacy-Rich Environments Checklist" with the CELL logo at the top. Below the title is a brief instruction: "This checklist can be used with parents and practitioners to provide a brief guide, series of steps to practice opportunities to create 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." Below this is a table with the heading "What you help the parent or practitioner ...". The table has two columns, "Yes" and "No", and six rows of items:

What you help the parent or practitioner ...	Yes	No
1. Provide a variety of print, reading, writing materials that encourage early literacy activities?		
2. Provide equipment such as a CD player, radio, or tape player for additional literacy opportunities such as listening to music?		
3. Provide literacy materials that are interesting and motivating?		
4. Make sure the literacy materials are easily accessible to all children when appropriate?		
5. Make sure that the literacy materials are included in the environment as a natural part of its setting?		
6. Determine how literacy materials are used in everyday activities?		

At the bottom of the form, there is a small note: "The authors are grateful to the National Child Support Agency (NCSA) for their support in developing this checklist." The CELL logo is also visible in the bottom left corner of the slide.

Provide the Home Visitor with the Literacy-Rich Environments Reflection Checklist to complete. Ask each participant to complete the form on their own.

Using this checklist enables participants to reflect on their knowledge about literacy-rich environments. Indicating “yes” tells the practitioner that sufficient knowledge has been acquired. A “no” response tells the participant that more practice needs to be done in order to more fully understand the literacy-rich environment component of CELL.

*When a Home Visitor has finished sharing a component of CELL with a family they may want to read and talk through the reflection tool together with parents rather than give the form to families to complete on their own.

Examples of Home Literacy Materials
This is a list of literacy materials that may be found in the home, 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 family may already have available in the home. It is not to be used as a checklist or shopping list.

Examples of Reading Materials
Books, Catalogs, Junk Mail, Take-Out Menus, Magazines, Pamphlets, Recipes, Children's Dictionary, Maps, Newspapers, Store Flyers, Phone book, Grocery List, Cookbooks, Calendars

Examples of Writing Materials (Utensils & Surfaces)
Pencils, Markers, Crayons, Paint brushes, Dry erase markers, Chalk, Letter stamps, Letter Sponges, Easel, Ink pads, Pavement, Envelopes, Dry erase board, Various types of paper

Other Materials to Support Literacy Learning in the Home
Tape/CD players, Headphones, Music and books on Tape/CD, Computers with keyboards

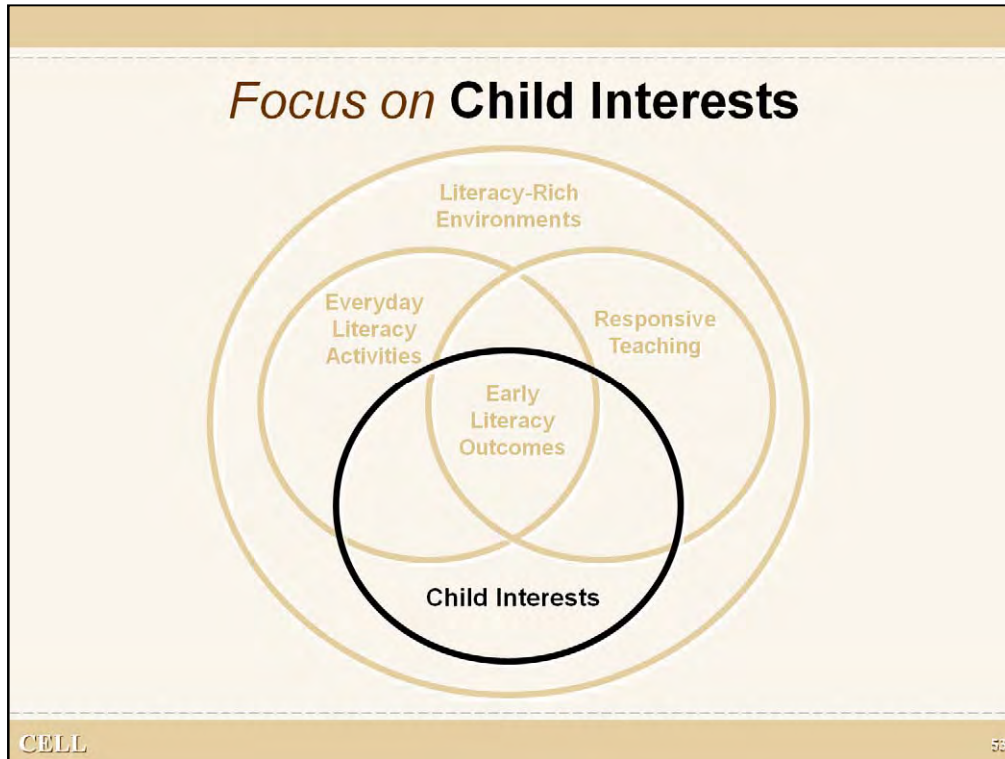
Props to Support Literacy Activities
Magnetic letters on refrigerator, Modeling clay or dough, Alphabet blocks, Dolls, Puppets, Dress-up clothes, Empty containers with labels/logos (cereal boxes, laundry bottles, etc.), Clipboards, Tape, Stapler, Paper clips, Hole punch, Ruler, Scissors, Glue, Shoe boxes

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Here is a list of *Examples of Home Literacy Materials*

The list may be used as a reminder for the home visitor of things to look for when working with the family.

*It is not intended to be given to the family as a checklist or a shopping list.



Child Interest is the second component of the CELL model and is also the basis for child learning.

Introduction:
What are child interests?

All children, with and without disabilities,
have interests and preferences.

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Tell participants that it may be difficult to identify the interest of a young child or children with more severe challenges, but they do have them.

Illustration: Child Interests

Children have different types of interests, including:

- **Personal**
i.e., a child is interested in trucks—fire engines, dump trucks, diesel trucks, monster trucks, etc.
- **Situational**
i.e., another child is interested in his/her *mom's* shiny new red truck

The trainer may want to point out more specific examples in addition to the ones provided.

*When working with a family, the home visitor will use a specific example related to that child and family.

Practice: Identifying Child Interests

Think about a child that you know or work with and answer the following questions:

- When given a choice, what kinds of activities does this child choose or prefer?
- What are some things that make this child smile and laugh?
- What things does this child like to do over and over again?

Ask participants to think about a child that they know or work with and answer the questions.

Practicing the use of new knowledge keeps the learner engaged and focused.

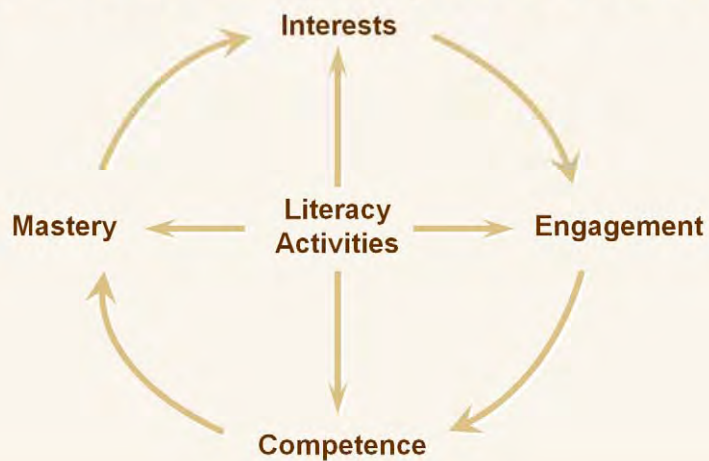
Evaluation: Child Interests

- What interests did you identify?
- What were the top interests? Did you identify any passions of the child?
- What are themes or clusters of interests that you see?
- What surprised you?

Introduction: Why are child interests important?

- Children's interests form the basis for their learning. This is the basis of CELL early learning practices.
- Children are more likely to become engaged in an activity if they are interested in it, which increases their opportunities for learning.

Illustration: The Interest-Based Cycle of Mastery



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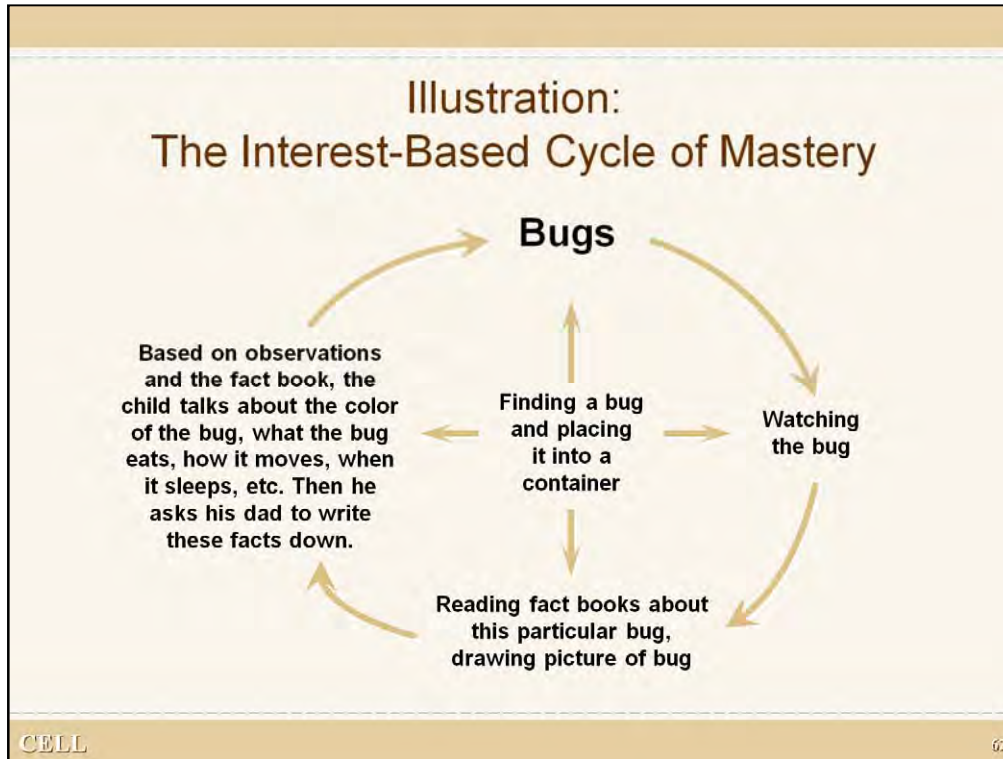
This is a visual representation of the cycle of mastery. Notice that it begins with a child's interests, moves to engagement, competence and then mastery. A full description with examples follows.

Illustration: The Interest-Based Cycle of Mastery

- **Interests:** Children master new behaviors faster if they are interested in the experiences that promote those behaviors.
- **Engagement:** Participating in an activity that is interesting helps engage the child in the process. Engagement comes from being an active participant in the activity both verbally and physically.

Illustration: The Interest-Based Cycle of Mastery

- **Competence:** Competence develops through repeated experiences of engagement. The more frequently a child participates, the more competent he or she becomes.
- **Mastery:** Once children achieve sufficient competence to have mastered a task, their success will encourage them to continue experimenting with similar activities, generating and expanding further interests.



This slide illustrates the interest-based cycle of mastery using the example of a child's interest in bugs. The child is interested in bugs. The initial activity is finding a bug and placing it into a container. The child engages in his interest by watching the bug. Next the child becomes more competent in bug knowledge by reading fact books about a particular bug, and drawing a picture of the bug. Then, it appears the child has mastered his knowledge of bugs when using his knowledge from past experiences when he talks about the color of the bug, what the bug eats, how it moves, when it sleeps, etc. The child then asks his dad to write down what he has learned about the bug.

Practice: Interest-Based Cycle of Mastery

Watch the video [*Interests Lead to Learning*](#).

- Identify the child interests that the activity is based on.
- Identify indicators of the child's engagement in the activity.
- Identify an ability in which the child will begin to gain competence with repeated participation in this activity.
- Now think about what the child's participation in the activity will look like when he/she has mastered the ability.

Participants will watch the CELL video *Interests Lead to Learning* and answer the questions that follow.

Description of the video

Child interests are the foundation of the CELL approach to early literacy learning. The CELL video *Interests Lead to Learning* explores the two types of child interests (personal and situational) and how to identify them.

Evaluation: The Interest-Based Cycle of Mastery

- How did the adult build on the child's interest?
- How did the adult encourage the child's engagement in the activity?
- In what ways did the adult support the child to build competence and mastery?
- How would the adult know that the child had moved from competence to mastery?

Engage the learner in a process of evaluating the consequence or outcome of the application of the material.

Reflection: Child Interests

Complete the
*Child Interests
Checklist*



The checklist can be used with or by parents and practitioners to identify the key themes relating to a child's interests or behavior for early learning practice. Complete the checklist by indicating if you did, did not or did not know the opportunity to help the parent/practitioner see the practice...

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		
2. Identify the objects, people, activities, and actions that are the child's favorite		
3. Identify the objects, people, activities, and actions that make the child smile and laugh		
4. Identify the objects, people, activities, and actions that are especially exciting to the child		
5. Identify the objects, people, activities, and actions that the child becomes more active		
6. Identify the objects, people, activities, and actions that the child works hard on doing		
7. Identify new objects, people, activities, and actions that attract the child's attention		

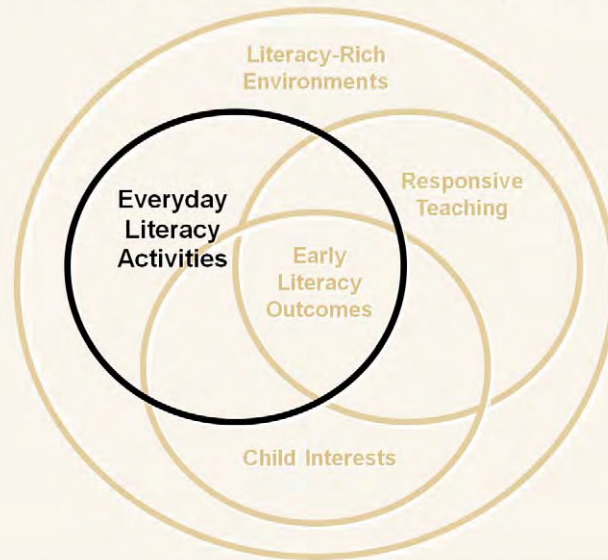
The checklist is a product of the University of Kentucky Child Support Center (CSC) funded by the KY Department of Education. It is part of the Early Learning System. It is available for use by all licensed child care providers in Kentucky. For more information, please contact the CSC at 606-257-3333.

Complete the *Child Interest Checklist*

Reflecting assists participants in determining the outcome of the practice. Does the participant need to engage in additional practice? Is the participant comfortable with his or her current level of knowledge?

**Home Visitors may want to read and talk through the reflection tool with the parents rather than give the form directly to families to complete on their own. Or simply ask some of the questions during a natural conversation with the parent.*

Focus on **Everyday Literacy Activities**



Everyday Literacy Activities is the third component of the CELL model.

Introduction: What are Everyday Literacy Activities

Everyday literacy activities need to:

- Be interest-based.
- Provide opportunities for literacy and language learning.
- Provide opportunities to acquire and use literacy abilities.
- Happen frequently (or could happen frequently).

Notice that the first thing mentioned in Everyday Literacy Activities is “interest-based”.

Introduction: What are Everyday Literacy Activities

Everyday literacy activities need to:

Be interest-based

Provide opportunities for literacy and language learning

Provide opportunities to acquire and use literacy abilities

Happen frequently (or could happen frequently)

Illustration: Identifying Everyday Literacy Activities

Video

[Pathways to Literacy](#)

Watch the video *Pathways to Literacy*

Description of Video

The CELL video *Pathways to Literacy* illustrates how literacy learning opportunities can be found in everyday places, in everyday activities.

Illustration: Everyday Literacy Activities

- Interest-based:
A child who loves birds will enjoy drawing, writing, talking, and reading about birds
- Opportunities for language learning:
Conversation with peers and adults during everyday activities, such as talking about the birds seen during a walk outside
- Opportunities to practice literacy skills:
Such as with reading and writing materials: reading a book about birds, finding bird-related items in a catalog

Introduction: Everyday Literacy Activity Continuum

Everyday literacy activities can be informal or formal, or anywhere in between, depending on the context in which the activity occurs.

Informal Literacy Activities

Formal Literacy Activities



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*Key point for families- you don't have to do "school" type formal activities. Parents should feel empowered to provide literacy experiences for their child through simple everyday activities. Some activities may be formal, and some informal. Parents should not feel guilty or overwhelmed about providing literacy experiences for their child. Create opportunities for families to be successful, so that they will feel confident and more importantly see the benefits for their child. Remember examples of the benefits or outcomes for the child are highlighted in the Parent Practice Guides in the section titled, "How do you know the practice worked?"

Illustration: Informal Literacy Activities

- Unstructured activities
- Primarily directed by child, with adult being a facilitator (i.e., less adult-directed)
- Tend to occur within daily routines rather than in planned learning situations
 - For example: car rides, grocery stores, diapering, getting dressed
 - Occur in the context of literacy-rich environments

Illustration: Formal Literacy Activities

- Structured activities
- Tend to be more adult-directed
- Tend to occur in more planned learning situations
- Can occur when an adult organizes or leads a child in a learning activity with a specific goal of enhancing literacy development
- Occur in the context of literacy-rich environments

Practice: Everyday Literacy Activities

- Thinking of your own child, or a child you work with, complete the *Interest-Based Everyday Literacy Activity Checklist*.
- Thinking about this child, make a list of activities that you think should be added to the tool.

Trainer provides each participant with the *Interest-Based Everyday Literacy Activity Checklist*

The *Interest-Based Everyday Literacy Activity Checklist* is a tool that parents can use to help them with identifying their child's interests, including:

Activities that *are* of interest for their particular child

and

Activities that *would be* interesting for their particular child

Evaluate: Everyday Literacy Activities

Do the activities you propose to include:

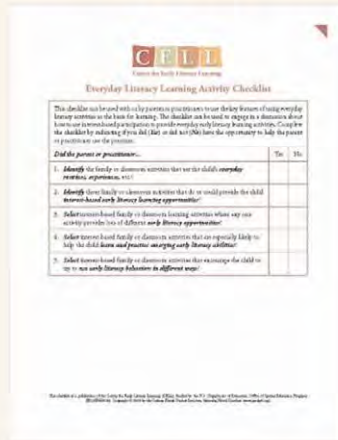
- Build on the interests of your child/ren?
- Include literacy learning opportunities?
- Offer language and print-related learning opportunities?

Identify whether the activities you propose to include are more formal or informal.

This activity creates an awareness of everyday literacy learning opportunities, as well as encourages the participant to evaluate newly acquired knowledge.

Reflection: Everyday Literacy Learning Opportunities

Complete the
*Everyday Literacy
Learning Activity
Checklist*



The checklist is titled "CELL Everyday Literacy Learning Activity Checklist". It includes an introductory paragraph and a table with five rows of questions and two columns for "Yes" and "No" responses.

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Everyday Literacy Learning Activity Checklist

This checklist can be used with any parent or practitioner to see the degree of using everyday literacy activities in the home for learning. The checklist can be used to engage in a discussion about how to use and understand a participant's goals 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 or practitioner on the previous.

Did the parent or practitioner...

	Yes	No
1. Identify the family or classroom activities that use the child's everyday literacy experiences well?		
2. Identify those family or classroom activities that do not provide the child literacy-based early literacy learning opportunities?		
3. Identify those family or classroom activities where you are currently providing low or different early literacy opportunities?		
4. Identify those family or classroom activities that are especially likely to help the child learn and practice using early literacy activities?		
5. Identify those family or classroom activities that encourage the child to use early literacy activities in different ways?		

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This activity encourages a participant to think about his or her child, or a child they work with in regard to literacy-related activities.

Completing the CELL Everyday Literacy Activity Checklist assists the participant in reflecting on the outcome of the current practice. If the participant answers “no”, he or she may need to engage in more practice in order to increase the level of knowledge.

*When providing a home-based training you may want to read and talk through the reflection tool with the parents rather than give to families to complete on their own.

Introduction: Learning Opportunities

- Everyday literacy activities provide opportunities for early literacy learning at home, in classrooms, and in a child's community.
- Opportunities for early literacy learning need to be provided frequently.
- Opportunities for early literacy learning should be increased both across (breadth) and within (depth) literacy activities.

Illustration: Breadth and Depth

- Breadth—provide a wide range of activities.
- In other words, focus on one interest and provide a wide range of activities based on that interest.
- Depth—spend time engaging in the activity
Explore and expand on the child's interest.
- Depth is about opportunities within an interest-based activity.
- In other words, find opportunities within a specific interest-based activity.

Illustration: Tools for Increasing Breadth and Depth of Learning Opportunities

- CELL has two more tools to assist parents and practitioners to remember literacy learning opportunities and activities they want to do with their child/ren:

- Daily Schedule
- Reminder Tool




- These tools are designed to help parents and practitioners increase opportunities for literacy learning across (breadth) and within (depth) literacy activities.

Increasing Breadth and Depth of Activities and Learning Opportunities

DAILY SCHEDULE

Child's Name _____ Parent's Name _____ Date _____

TIME	ACTIVITY SETTINGS				



Early Literacy Learning Activities for My Child

REMEMBER TO DO THE FOLLOWING:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



*These forms may help a parent visualize everyday learning opportunities or organize activities in a way that's more intentional. A family may choose to use these forms, or they may already have their own method of being intentional with literacy opportunities.

Illustration: Breadth and Depth

Video

Banana Pudding

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Watch the video clip *Banana Pudding*

Participants need to listen and watch how the adult delves more deeply into and expand on the child's interest.

Description of Video

This CELL video illustrates how a grandmother provides breadth and depth to an activity when making banana pudding with her grandson.

Practice: Everyday Learning Opportunities

Looking at the picture below, identify and describe ways in which you could create breadth and depth to expand the current learning experience. Provide literacy specific opportunities as well.



Be specific with LITERACY opportunities

Evaluate: Everyday Learning Opportunities

- Were the learning opportunities part of the child's everyday life experiences?
- Did they provide several interest-based literacy learning opportunities?
- Were they likely to help the child practice emerging literacy abilities and develop new ones?
- Do they happen often?

Reflection: Everyday Literacy Learning Opportunities

Complete the
*Increasing Everyday
Learning
Opportunities
Checklist*

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Increasing Everyday Child Learning Opportunities Checklist

This checklist can be used with parents or practitioners to provide research-based everyday early literacy learning opportunities for young children. The checklist is used to assess the effectiveness 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 practice.

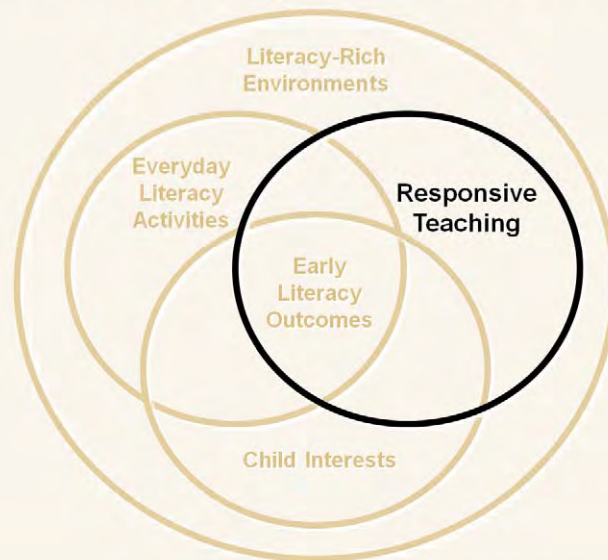
Did you help the parent or practitioner ...	Yes	No
1. Use a reminder list, calendar, or other kind of activity schedule to provide the parent or practitioner a way of ensuring a child experiences research-based everyday early literacy learning activities?		
2. Increase <i>how often</i> the child gets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

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Completing the Increasing Everyday Learning Activity Checklist allows participants to reflect on their newly gained knowledge. They can ask themselves, “Do I need more practice to gain a better understanding of this material or do I fully understand it?”

*Home Visitors use this reflection checklist **ONLY** with families that already have a good understanding of the basic Everyday Literacy Learning Opportunities. This should be used after you have addressed breadth and depth.

Focus on **Responsive Teaching**



The last component in the CELL Early Learning Model is Responsive Teaching. Responsive Teaching emphasizes the role of the adult in interest-based learning.

Introduction: What is Responsive Teaching?

- In responsive teaching, the adult is tuned in to the child's interests and participation in everyday activities.
- Responsive teaching supports children's engagement and competence within activities, increasing the opportunity for early literacy learning (mastery).

Introduction: Responsive Teaching Techniques

- **Pay Attention** to the child's actions and behaviors.
- **Respond** to the child's actions or behaviors by repeating or imitating her.
- **Introduce new information** that elaborates on what the child does or says (labeling, naming).
- **Support and encourage new child behavior** by asking questions or making comments.

Illustration: Pay Attention

Adults who are paying attention to the child's interests:

- Are aware of the child's activities and focus.
- Notice and interpret the child's cues and signals.

An example of paying attention- Your child plays with blocks each time you go to playgroup. He is not interested in any other toys at playgroup. You notice while at the park, he stacks rocks.

Illustration: Respond

- Respond promptly.
- Respond appropriately.
 - The adult matches his or her reaction to the child's expressiveness and affect.
- Encourage the child's attempts at interaction and participation in the activity with specific comments and praise.

An example of responding promptly- A child points to the top of the cabinet at the new blocks you bought last week at the store. You respond by saying, "You are pointing to the blocks. Do you want to play with the blocks?" The adult then promptly gets the blocks for the child.

Or

"Wow, you stacked six blocks".

Illustration: Introduce New Information

Responsive adults introduce new information by:

- Labeling or naming pictures and objects
- Expanding on children's contributions
- Adding new materials or challenges and encouraging the child to do something different

An example of Introducing New Information- The adult says, "You stacked five blocks. Two are red and three are yellow. I wonder if you could add two more blocks? What colors will you add?" or "What do you think would happen if you stacked 4 more blocks to your building?"

Illustration: Support & Encourage New Child Behavior

- Ask questions.
- Comment on the child's behavior and accomplishments.
- Provide opportunities throughout the day to use new skills.

An example of supporting and encouraging new child behavior- The adult says, "You stacked those blocks this morning. I wonder if you could stack the nesting boxes?"

And/or

How do you keep them from falling down? You stacked blocks AND the nesting boxes. You must know how to stack lots of things."

Practice: Responsive Teaching

Video

[*Get In Step With Responsive Teaching*](#)

Note examples of a caregiver doing each of the following:

- Pay attention.
- Respond.
- Introduce new information.
- Support and encourage new child behavior.

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Watch the CELL video *Get In Step With Responsive Teaching*

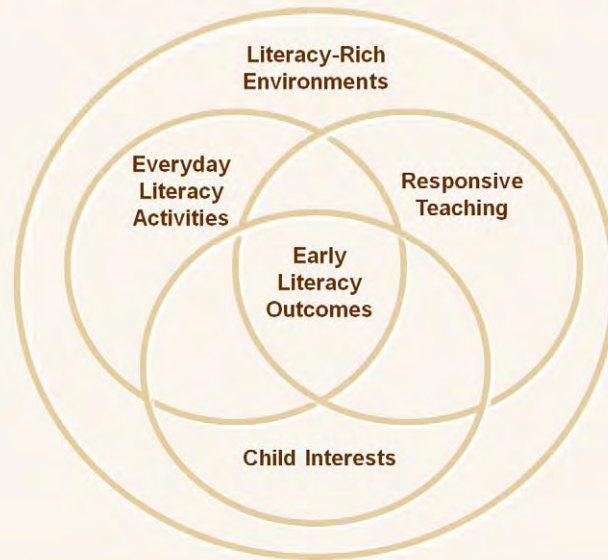
Description of the Video

The CELL video *Get in Step With Responsive Teaching* describes how caregivers can support and encourage children's listening, talking and early reading and writing.

Evaluate: Responsive Teaching

- Did you see anything change in the child's behavior when the adults supported or elaborated on what the child was doing?
- What aspects of responsive teaching are you good at? What aspects of responsive teaching do you struggle with?

CELL Early Literacy Learning Model: Bringing It All Together



Presenter will now administer the CELL Post-Test

The Center for Early Literacy Learning

- Partners:
 - Orelena Hawks Puckett Institute www.puckett.org
 - American Institutes for Research www.air.org
 - PACER Center www.pacer.org
 - AJ Pappanikou Center for Excellence in Developmental Disabilities www.uconncedd.org
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Additional Information and Resources

- Additional information on CELL can be found at: www.earlyliteracylearning.org