



Center for Early Literacy Learning

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

Classroom-Based Training

Orelena Hawks Puckett Institute
Asheville and Morganton, North Carolina



CELL

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Materials needed for training:

CELL Videos:

CELL Overview

Books, Nooks, and Literacy Hooks

Light Table or Animal Book

Get in Step with Responsive Teaching

CELL Practice Guides:

Practitioner/Preschool: A Place for Writing

Parent/Toddler: Act Natural

CELL Reflection Lists/Tools:

Literacy-Rich Environment Checklist

Child Interests Checklist

Caregiver Response Teaching Checklist

Early Childhood Classroom Interest Tool

Daily Schedule

Pre and Post-tests

Implementation of CELL with Practitioners

- Designed to be used with professionals who train practitioners/teachers.
- The following information may be adapted to build on individual knowledge bases.
- Materials have been created as tools to support the practitioner's learning.

This CELL powerpoint was created specifically for early childhood professionals who work within the classroom.

The following information may be adapted to build on individual knowledge bases. For example, if the participants are well-versed in early literacy, the trainer may omit the relevant portion of the training. Additionally, the training may be broken into several components depending on the amount of time available for training.

**It is important that participants understand that literacy involves more than reading and providing books because the premise of CELL is to provide interest-based early literacy opportunities.*

There are CELL early literacy materials created as tools to support the practitioner's learning such as practice guides and reflection checklists.

Introduction
to the
Center for Early Literacy Learning
CELL

Introduction to the Center for Early Literacy Learning or CELL. This section includes the purpose and objectives of the training.

Purposes of the Training

- Provide a brief overview of the PALS approach to adult learning (Participatory Adult Learning Strategy).
- 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.

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

To describe and practice using CELL materials such as practice guides and reflection sheets.

To describe the CELL model and practice identifying its elements and implementing the model 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.

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.

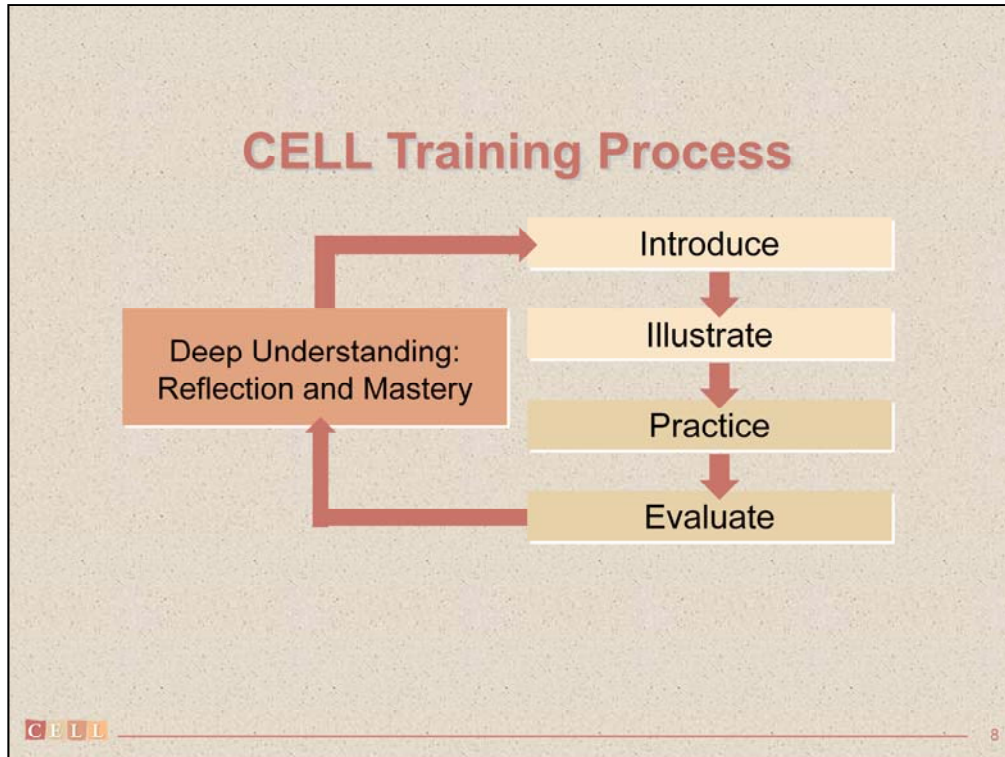
Introduction to the CELL Training Process

What follows is a brief overview of the Participatory Adult Learning Strategy or PALS which is used when conducting and implementing CELL.

PALS

- Participatory Adult Learning Strategy
- An evidence-based approach to adult learning

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.



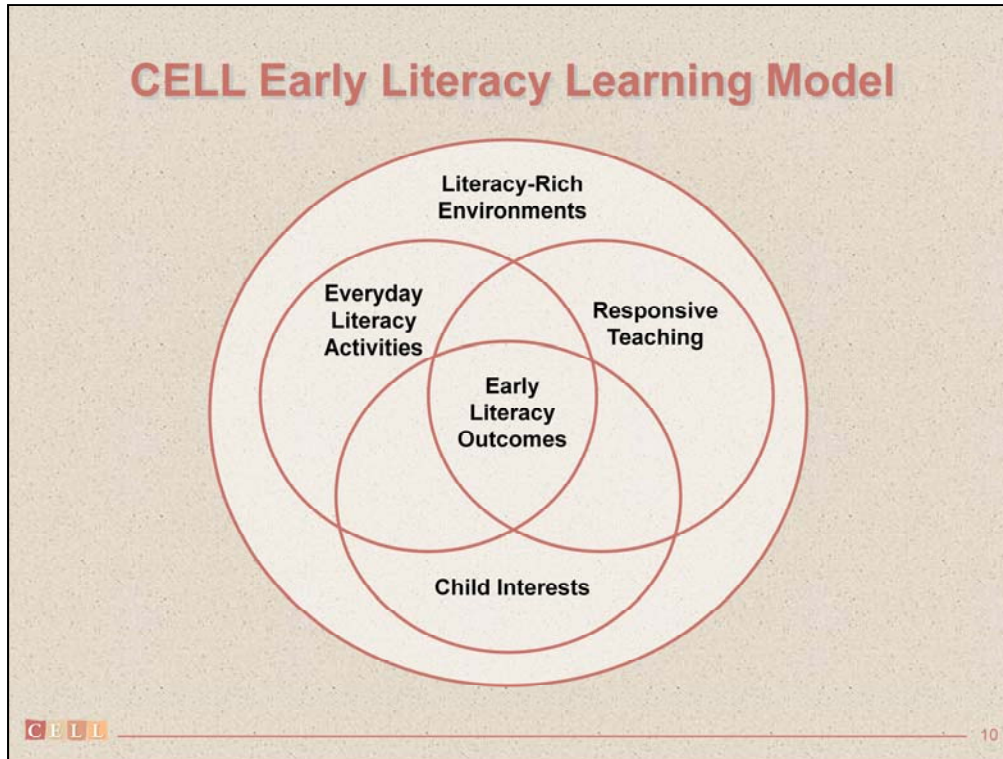
The PALS approach to teaching adult learners is comprised of five steps:

- Introduce: Engage the learner in a preview of the material, knowledge, or practice
- Illustrate: Demonstrate or illustrate the use or applicability of the practice
- Practice: Engage the learner in the use of the practice
- Evaluate: Engage the learner in a process of evaluating the consequence or outcome of the application of the material
- Reflection: Engage the learner in self-assessment of his or her 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				

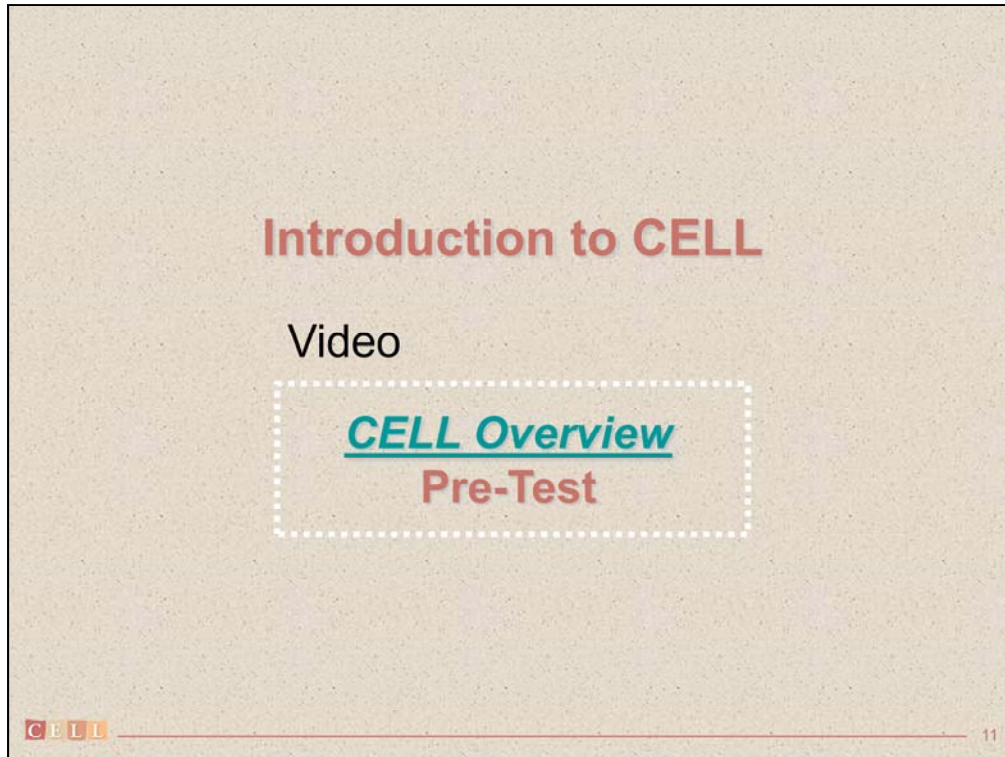
As trainers of practitioners, as well as a tool for self-reflection, it is important to use the PALS approach. The matrix on this slide can be utilized to help all involved ensure that each PALS component is completed.



CELL Early Literacy Learning Model

This is the CELL early literacy learning model. As you can see, the 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.

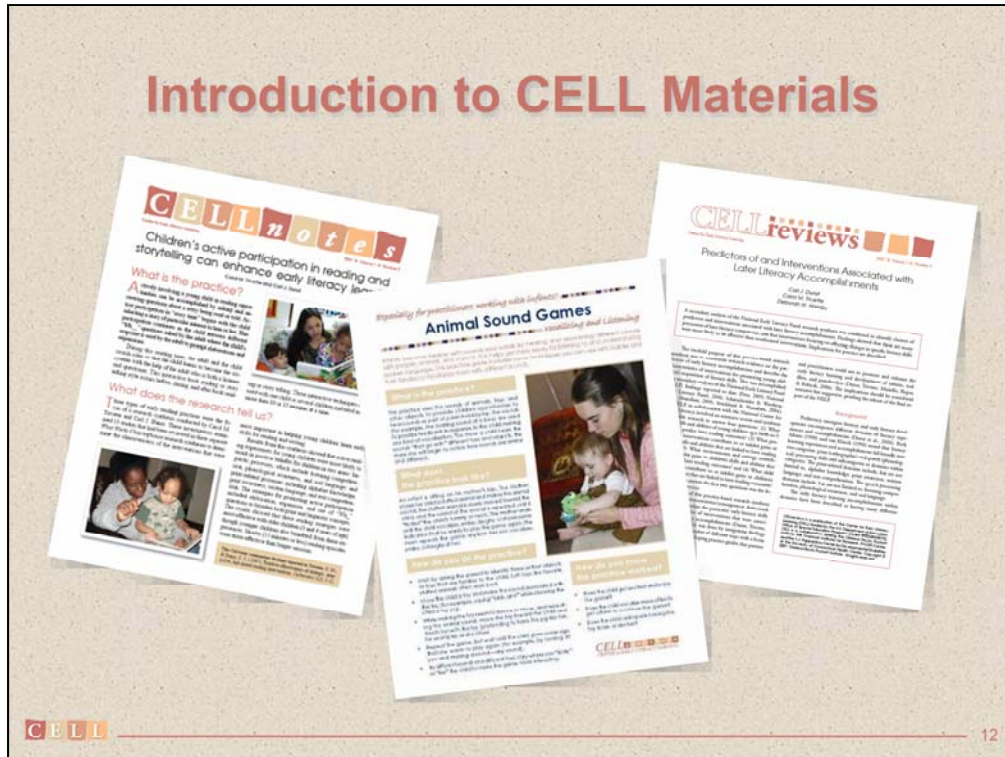
The components of the early literacy learning model are displayed in an overlapping fashion because of the difficulty of separating them from each other in theory or in practice. We want you to understand that each component is important, but that early literacy learning results from an interrelated mix of these components in the context of your interactions with children. None of the components works independently of the others.



Show *CELL Overview* Video

The *Introduction to CELL* video provides participants with an audio/visual summary of the four CELL components.

Ask participants to complete Pre-Test after viewing the CELL Overview Video.



Slides 12 through 17 provide an overview of the CELL tools and materials all of which 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

CELL has a variety of tools and materials available.

For example, there are two different powerpoints with facilitator's guides. The one we are using today which focuses on the needs of practitioners as well as a powerpoint and guide for those who work with families such as home visitors.

CELL has a wide variety of tools available such as reflection checklists and practice guides. We will be using several during our training today.

Practice guides are available for use. One set focuses on what parents can do with their children. The other set is for practitioners and those who work in a classroom environment.

We will be using two practice guides today.

CELL Center for Early Literacy Learning

Home

What's New?

Frameworks

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Sitemap

Welcome

CELL Aims CELL Partners

Welcome to the Center for Early Literacy Learning(CELL) Web site. 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 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. CELL is a major initiative of the Center for Evidence-Based Practices at the [Orelena Hawks Puckett Institute](#).

NEW Updated! CELL Practices Practice Guides Especially For Parents can be used by parents to provide their infants, toddlers, or preschoolers fun and exciting literacy learning experiences and opportunities, or by practitioners who are working with parents to promote their use of literacy learning activities with their children. *CELL Practices Practice Guides Especially for Practitioners* working with parents and young children. These 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.

The guides and other documents on this site require the Adobe Reader®. [Go Here](#) to download the free reader.

For any viewing or website issues contact the webmaster - [Send Email](#).

Find us on Facebook
CELL is on Facebook!

IDEA's that Work

W3C XHTML 3.0 W3C CSS Cynthia Tested

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State the web address and point out that this is where participants should go for additional information and CELL products such as practice guides.

CELL Practice Guides

Especially for parents of infants!

Baby's First ABC Book

Stories and Listening

Learning about the alphabet is a long before a child can even say or recognize 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 colors, letters, or ABC names. Or use a book as part of a make-up story. ABC books simply introduce your child to letters as part of 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 or one line. 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. Letters touch, hold, bang, and/or, take 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!

Nick's father has collected pictures of the 15-month-old son's favorite toys, people, and animals. He chooses eight of these items for Nick'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, "Daddy has a special treat for Nick—your very own 'ABC book'! He and Nick find a comfortable place to sit and look at the book together. Dad sits on the floor with Nick sitting between his legs. Dad shows Nick the book with the title on the cover: Nick's ABC Book. He reads the title while pointing to it. "Let's read your book!" Dad says. He opens the first page which has a picture of Nick's big shoes. Nick reaches for and puts the picture where Dad says, "You see Albert! Look, Andy starts with an 'A.' Nick and the father go back and forth pointing, "talking," getting excited, and just having a fun time.



"Chicka, Chicka..."
Jack's mother sits in a chair with 3-month-old Jack on her lap. They are about to read a board book, Chicka Chicka Boom Boom. It is about letters racing up a coconut tree when getting to the top. "A, hee-hee..." Mum reads, and Jack says, "What comes next?" She reads the book's funny text: "A, hee-hee-hee!" Mum says, "Go see what happens next!" She reads Jack's, especially when she reads the names of the letters she remembers. At the end of the story, Jack bounces as Mum reads, "Chicka, chicka, boom boom. They all fell down!"



My Favorite Things
Megan has both a physical disability and some visual difficulties. However, she does not stop her from being to help her father tell stories. She especially likes stories about herself! But her father "thinks up..." Dad has collected digital photographs of some of Megan's favorite activities. He has added the first letter in large print to each photograph of a person, object, or action. He has even added sound clips describing the photographs (for example, "Megan's" bounces for it is a bear. Bear starts with a 'B'). Dad holds Megan in front of the computer screen instead on his lap. He shows her how touching any of the keyboard keys "tells" 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.



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There is a set of practice guides for classroom-based professionals, as well as a set for parents.

Each set of practice guides is divided into sections: literacy-rich experiences, alphabet exposure, print awareness and reading, pre-emergent writing, sound awareness, vocalizing and listening, and nonverbal communication.

These are available at the CELL website.

Inside the CELL 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

Each set of practice guides is comprised of six sections:

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

What does the practice look like? 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? Questions for reflection.

Vignettes: Stories that illustrate the practice.

The practice guides also include vignettes illustrating the use of CELL components with children of varying degrees of ability.

Organization of Practice Guides

Parents and Practitioners

Infants, Toddlers, and Preschoolers

Linguistic Processing and Print-related

Here is a visual representation of the organization of the practice guides. Each set, both parent and practitioner, is broken down into: infants, toddlers, and preschoolers. Each age group is then broken down into linguistic processing and print-related.

What is early literacy?



This slide is the beginning of the training on the definitions of early literacy. What follows is a discussion on: linguistic processing which includes listening comprehension, oral language, and phonological awareness.

This is followed by a discussion on print-related learning domains which includes print awareness, written language, alphabet knowledge, and text comprehension.

It is important that participants understand that literacy involves more than reading and providing books because the premise of CELL is to provide interest-based early literacy opportunities.

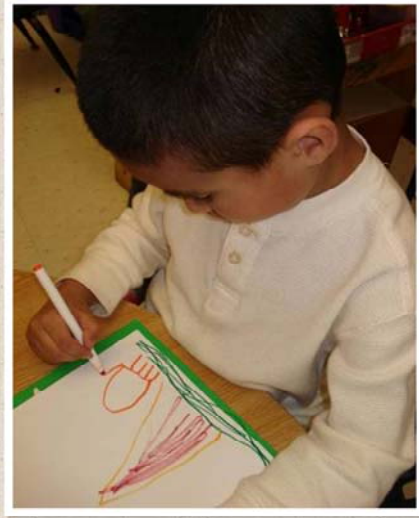
It is in this section that you begin to use the participatory adult learning strategy (PALS) by introducing and illustrating each domain. At the end of the section of this training, you will then ask the participants to evaluate and reflection upon any new knowledge gained.

Basic Definition of Early Literacy

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

This is a very basic and straightforward definition of early literacy. You may want to brainstorm with participants for specific skills.

Domains of Early Literacy Learning



What follows is a discussion on the domains of early literacy which includes an introduction and illustration of each domain.

Early Literacy Learning Domains

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

Introducing Linguistic Processing: 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.



Illustration: Listening Comprehension Experiences

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

Introducing Linguistic Processing: Oral Language



*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

Introducing Linguistic Processing: Phonological Awareness

The ability to distinguish between and manipulate sounds in spoken language; hearing 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”

Introducing Print-Related: Print Awareness

*Understanding
the purposes
and conventions
of print*



Illustration: Print Awareness Experiences

- *Experiences for infants*
Interact with books on their own
- *Experiences for toddlers*
Call attention to environmental print
- *Experiences for preschoolers*
Purposefully use print in the environment

Introducing Print-Related: Written Language

*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

Introducing Print-Related: Alphabet Knowledge

*Understanding
of letter-sound
correspondence;
recognizing and
naming letters of
the 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

Introducing Print-Related: Text Comprehension

*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

Practice: Early Literacy Domains

Utilizing the practice guide *You've Got Mail*, read the vignettes located on the back of the guide and find examples of each early literacy domain:

Linguistic Processing

- Listening Comprehension
- Oral Language
- Phonological Awareness

Print-Related

- Print Awareness
- Written Language
- Alphabet Knowledge
- Text Comprehension

- Ask participants to gather into groups.
- Distribute copies of the practice guide “You’ve Got Mail”
- Ask the participants to find examples of each of the literacy domains in the vignettes located on the back of the practice guide.

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

Evaluate: Early Literacy Domains

- What early literacy experiences in the vignettes did you find challenging to assign to one specific domain?
- What early literacy experiences could be assigned to more than one domain?

Ask participants, still in groups, to discuss the questions.
Ask each group to share.

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

Reflection: Early Literacy Domains

How have your thoughts
about what literacy means
in the early childhood
classroom changed?

Encourage participants to describe what literacy in the early childhood classroom means to them. 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 interrelatedChange 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



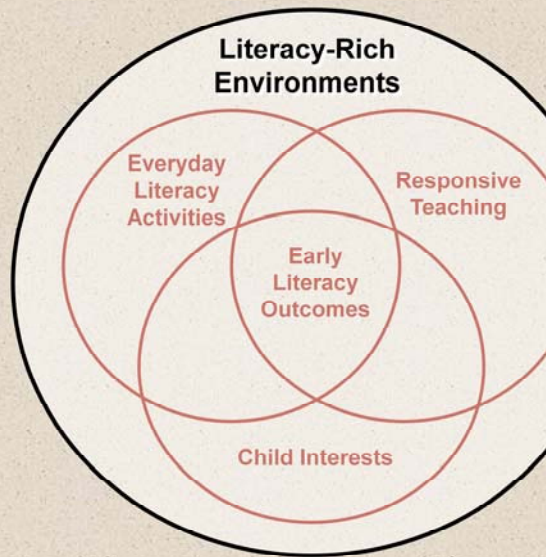
CELL

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This section focuses on the main components of CELL beginning with Literacy-Rich Environments.

Participatory adult learning strategies (PALS) are used in this section.

Focus On *Literacy-Rich Environments*



The first component of the CELL model to be introduced is that of Literacy-Rich Environments.

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.

PALS-Describing/Introducing key elements of a new topic is the first component of the PALS approach to adult learning.

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.
- For example:
 - Use paper and pencils to write notes to one another.
 - Place a menu in the dramatic play area.
 - Provide children with catalogs and magazines in the reading area.

The teacher/adult focuses on including and providing a variety of literacy-related materials within the classroom.

Functional use means writing with a crayon, marker, pencil, or piece of chalk; using various types of paper and pads of paper to write on; reading books, magazines, menus, signs, labels, etc.

Illustration: Classroom Environments

Classroom settings often have a variety of learning centers or areas that can provide opportunities for literacy learning:

- Indoors: greeting area, reading center, writing center, dramatic play center, computer center, art center, block center, music center, science center, snack/eating area, bathroom area
- Outdoors: climbing structure, swings, sandbox, water table, field trips/walks, library visits

Pals-Illustrating/providing examples is the second component of PALS.

Illustration: Classroom Environments

Video

Books, Nooks, and Literacy Hooks

Books, Nooks, and Literacy Hooks is a four minute video that illustrates a literacy-rich classroom environment.

Practice: Setting Up a Literacy-Rich Environment



- Create a learning center or area in the classroom (not a book nook or library).
- Design the learning center or area so that it is part of a literacy-rich environment.
- When designing your learning center or area be sure to note the following:
 - Materials included
 - Functional uses of materials
 - Whether materials were high, medium, or low cost

Ask participants (in groups) to:

- Create a learning center or area for a classroom (other than a book nook or library)
- Design the learning center or area so that it is a part of a literacy-rich environment. In other words, the learning area needs to include literacy-related materials.

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

Evaluate: Literacy-Rich Environment

- In the activity just completed, what learning centers/areas were created and what materials did they include?
- What literacy activities could the children do in these learning centers/areas?
- What low-cost materials were used and how could you acquire them?
- In what ways could the materials from each learning center/area created be embedded in other learning centers/areas?

Ask participants to answer the questions while in groups.

Ask each group to share one or two answers.

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

Reflection: Literacy-Rich Environment

Reflect using the *Literacy-Rich Environment Checklist*

The checklist is used as a training tool for PALS.

Today, as practitioners, ask yourselves these questions about the classroom environment.



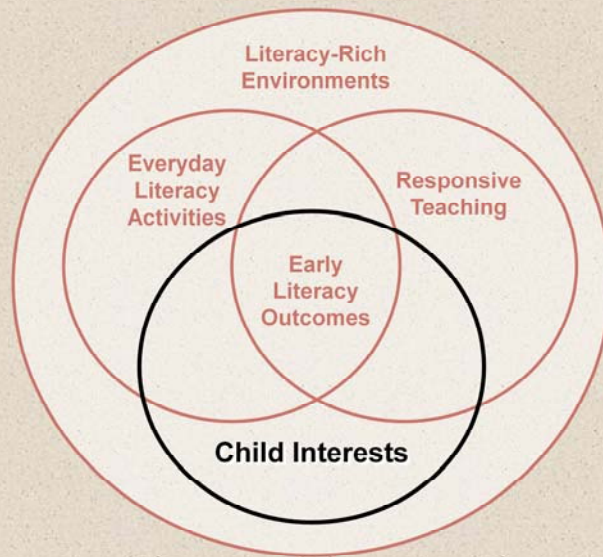
The checklist is titled "CELL Literacy-Rich Environments Checklist". It includes a header with the CELL logo and the text "Center for Early Literacy Learning". Below the header is a table with six rows of questions and two columns labeled "Yes" and "No".

Did 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 <i>interesting and motivating</i> ?		
4. Make sure that literacy materials are easily accessible to all children when appropriate?		
5. Make sure that the literacy materials are included in the curriculum or a <i>natural part</i> of an activity?		
6. Demonstrate how literacy materials are used in <i>everyday activities</i> ?		

Provide each participant with a checklist. Ask them to complete it on their own. Ask for volunteers to share results.

PALS-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.

Focus on *Child Interests*



Child Interests 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.
- Children have different types of interests including:
 - Personal
 - Situational
- Children's interests may change over time.

*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.

PALS-Describing/Introducing key elements of a new topic is the first component of the PALS approach to adult learning.

Illustration: Child Interests Personal and Situational

Personal: Nell loves bugs. She spends time watching bugs, searching for and finding bugs, picking out and looking at books about bugs, pretending to be a bug, and talking to others about bugs. She has four bug jars and collects bugs she finds in the yard.

Situational: Nell's preschool teacher brought a hamster to school. Nell immediately began asking questions about what the hamster ate, where it came from, and when it slept.

In other words, a child may have a personal interest which is brought into the classroom by the child. A situational interest is introduced by the teacher or an adult visitor to the classroom.

Pals-Illustrating/providing examples is the second component of PALS.

Practice: Identifying Child Interests

Think about a child in your classroom and answer the following questions:

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

Ask the participants to answer the above questions. May be done in groups or individually.

After an appropriate amount of time, ask for volunteers to share answers.

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

Evaluate: Child Interests

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

When working in a classroom, we sometimes don't take or have the time to focus on the interests of individual children. This exercise encourages us to be more child-centered when working with the children in the classroom.

Ask participants to share answers within their groups.

Ask for volunteers to share with the entire class.

PALS-Evaluation assists in the assessment of strengths and weaknesses related to the practice completed.

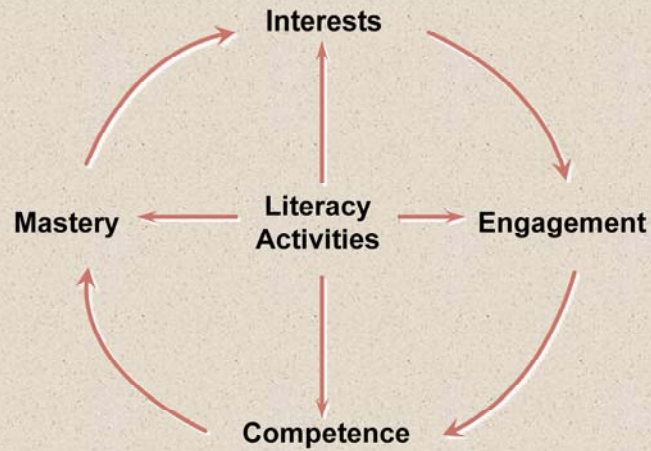
Introduction: Why are child interests important?

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

Think about what happens when we ask a child to engage in an activity that he or she is not interested in. Is it always a positive experience for both the child and adult?

PALS-Describing/Introducing key elements of a new topic is the first component of the PALS approach to adult learning.

Illustration: The Interest-Based Cycle of Mastery



CELL

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This is a visual representation of the cycle of mastery. It begins with a child's interest, moves to engagement, competence, and then mastery.

A full description with examples follows on the next several slides.

Pals-Illustrating/providing examples is the second component of PALS.

Illustration: The Interest-Based Cycle of Mastery

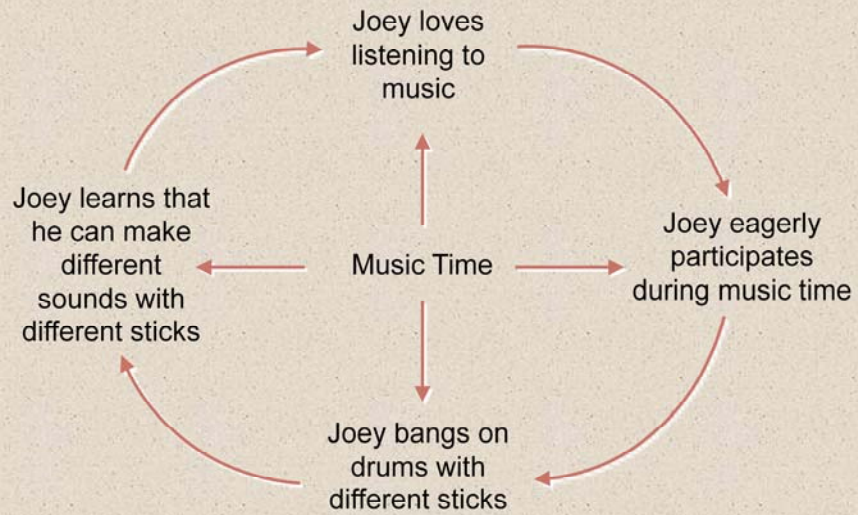
- **Interests:** Children need to master new behaviors if they are interested in the experiences that promote those behaviors.
- **Engagement:** Participating in an activity that is interesting helps engage the child in the process. Engagement comes from being an active participant in the activity both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

If a child is interested in listening to books/cd with headphones, the child must learn to manipulate the buttons on the cd/tape player.

Illustration: The Interest-Based Cycle of Mastery

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

Illustration: The Interest-Based Cycle of Mastery



This slide gives a visual of what we are discussing.

Practice: Interest-Based Cycle of Mastery

Using the “Our Own Errands List” vignette in the *A Place for Writing* practice guide:

- 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 s/he has mastered the ability.

Provide participants with the “A Place for Writing” practice guide. Ask them to read the “Our Own Errands List” vignette located on the back of the practice guide. In groups, ask them to answer the questions.

Ask for volunteers to share information/answers with the entire class.

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

Evaluate: The Interest-Based Cycle of Mastery

- How did the adult in your vignette build on the child's interests?
- What did the adult in your vignette do to encourage the child's engagement in the activity?
- What did the adult in your vignette do to support the child to build competence and mastery?
- How would you know when the child has moved from competence to mastery of the ability you focused on?

Ask participants to brainstorm for answers in their groups.

Ask for volunteers to share answers with the entire class.

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

Reflection: Child Interests

Reflect using the *Child Interests Checklist*.

The checklist is used as a training tool for PALS.

Today, as practitioners, ask yourselves these questions about the children you work with.



The image shows a document titled "Child Interests Checklist" from the Center for Early Learning Learning (CELL). The document includes a header with the CELL logo and the text "Center for Early Learning Learning". Below the header, there is a paragraph explaining the purpose of the 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 learning. Complete the checklist by indicating if you did, did not, or did not see (DNS) have the opportunity to help the parent/practitioner use the practice." Below this is a table with the heading "Did you help the parent or practitioner...". The table has two columns, "Yes" and "No", and seven rows of questions. The questions are: 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 chooses more often? 6. Identify the objects, people, activities, and actions that the child works hard at doing? 7. Identify new objects, people, activities, and actions that attract the child's attention?

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 chooses more often?		
6. Identify the objects, people, activities, and actions that the child works hard at doing?		
7. Identify new objects, people, activities, and actions that attract the child's attention?		

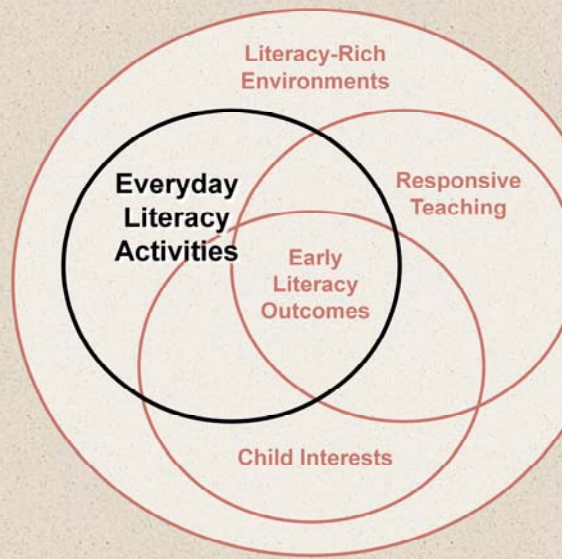
Ask the participants to complete the *Child Interests* checklist based on a child in their classroom.

Ask the participants if they are able to answer yes more often than no.

Ask the participants what it would mean if they were unable to answer yes.

PALS-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?

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)

PALS-Describing/Introducing key elements of a new topic is the first component of the PALS approach to adult learning.

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

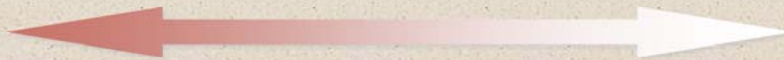
Pals-Illustrating/providing examples is the second component of PALS.

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**



A typical early childhood classroom will be a mixture of informal and formal literacy activities. A teacher may read a story to all of the children at group time or may read a story to only one in the book nook during free play or while on the playground.

PALS-Describing/Introducing key elements of a new topic is the first component of the PALS approach to adult learning.

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, transition times, diapering, dressing, clean-up time, meal or snack time
- Occur in the context of literacy-rich environments

Unstructured activities typically happen during free play indoors and outdoors.

Pals-Illustrating/providing examples is the second component of PALS.

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

For example, small or large group time.

Pals-Illustrating/providing examples is the second component of PALS.

Practice: Everyday Literacy Activities

Think about children in your classroom and complete the *Early Childhood Classroom Interests Tool* by writing each child's initials in each area the child is interested in.

Ask participants to take a few minutes and complete the tool.

Participants may sit in groups for this practice.

The *Early Childhood Classroom Interests Tool* is a list of typical interests within the Early Childhood classroom. The teacher/aide completes the tool by writing a child's name or initials in each box relevant to their interests. The tool shown is the infant/toddler version. There is also a version for teachers of preschoolers. Both tools can be used for children with disabilities.

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

Evaluate: Everyday Literacy Activities

- What activities were your children interested in?
- Were any new interests revealed? What are they?
- What activities surprised you as being literacy-based?
- How are the activities literacy-based?
- What activities were formal? Informal?

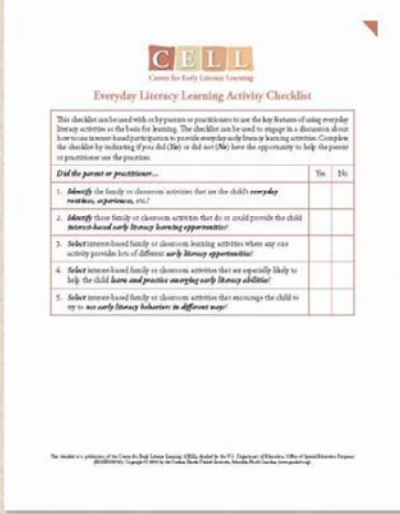
Ask participants to share the answers to these questions with their group members focusing more on the last three questions.

Ask for volunteers to share answers with the class focusing on the last three questions.

PALS-This activity creates an awareness of what literacy-based is as well as encourages the participant to evaluate newly acquired knowledge.

Reflection: Everyday Literacy Activities

Complete the
*Everyday Literacy
Learning Activity
Checklist*



The checklist includes instructions for 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 resources, knowledge and experience 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 reading, experience, 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 ?		

The checklist is a adaptation of the Family and School Literacy Inventory (FSLI) created by the U.S. Department of Education, Office of Educational Research and Improvement. It is published in the book, *Family and School Literacy: A Guide to Effective Practices*.

This activity encourages a participant to think about his or her classroom in regards to literacy-related activities and materials.

Ask participants to share thoughts and ideas

Completing the 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 to increase the level of knowledge.

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.

PALS-Describing/Introducing key elements of a new topic is the first component of the PALS approach to adult learning.

Illustration: Breadth and Depth

- Breadth—provide a wide range of activities based on child interest
- *For example, if a child is interested in trains, make available books and songs about trains.*
- Depth—spend time engaging in the activity. Explore and expand on the child's interest using many approaches.
- *For example, when a child is playing with trains, ask questions about where the train is going; add people or traffic signs.*

The development of breadth and depth is similar to mapping a particular topic with an emphasis on literacy-related activities.

PALS-Describing/Introducing key elements of a new topic is the first component of the PALS approach to adult learning.

Illustration: Tools for Increasing Breadth and Depth of Learning Opportunities

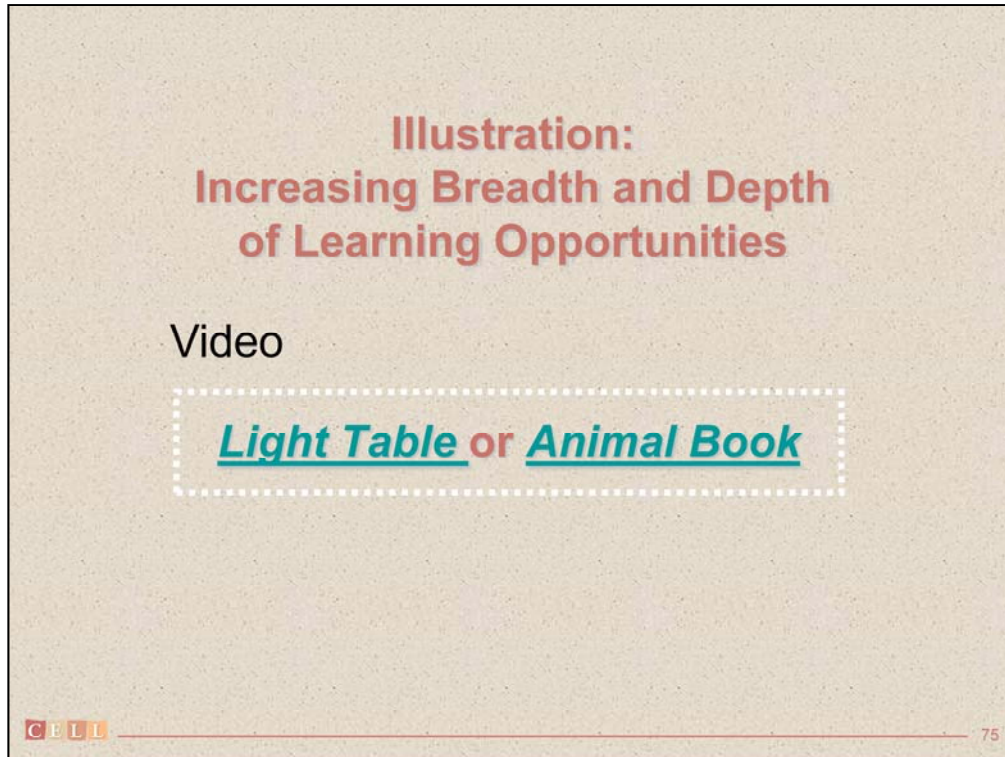
- CELL has two more tools to assist practitioners to remember literacy learning opportunities and activities they want to do with their child/ren.
 - Daily Schedule
 - Reminder Tool
- These tools are designed to help practitioners increase opportunities for literacy learning across (breadth) and within (depth) literacy activities.

An example follows on the next slide.

Increasing Breadth and Depth of Activities and Learning Opportunities

The image displays two educational forms on a textured, light-brown background. The first form, titled 'DAILY SCHEDULE', includes fields for 'Child's Name', 'Parent's Name', and 'Date'. Below these is a grid with 'TIME' on the left and 'ACTIVITY SETTINGS' at the top. The second form, titled 'Early Literacy Learning Activities for My Child', features a decorative header and a section labeled 'REMEMBER TO DO THE FOLLOWING:' with a numbered list from 1 to 10, each followed by a horizontal line for writing. Both forms have a small 'CELL' logo in the bottom right corner.

These forms may help a classroom teacher visualize everyday learning opportunities or organize activities in a way that is more intentional. A teacher may choose to use these forms, or they may already have a way of being intentional with literacy opportunities.



Choose one of the video clips as an illustration of breadth and depth. If participants appear to be unsure after viewing one clip, show the second.

Participants need to listen and watch how the adults delve more deeply into and expand on children's interests.

"Light Table" illustrates a teacher expanding on a child's interest by asking questions.

"Animal Book" illustrates a teacher expanding on the interests of children as she reads a book.

Practice: Everyday Learning Opportunities

Read the vignettes located on the back of the CELL *Act Natural* Practice Guide and describe activities that you would incorporate to create breadth and depth which will expand the learning experience.

Provide participants with the CELL “Act Natural” practice guide. Ask them to read the vignettes on the back of the practice guide.

Ask the participants to then list two or three specific literacy-related activities of their own that would create breadth and depth which will expand the child’s learning experience.

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

Evaluate: Everyday Learning Opportunities

- Were the everyday literacy activities:
 - Part of the child's everyday life experiences?
 - Likely to help the child practice emerging literacy abilities and develop new ones?
- Could the everyday literacy activities:
 - Provide interest-based literacy learning opportunities?
 - Happen often?
 - Allow the child to try to use language in different ways?

Ask participants to answer the above questions, in their groups, based on the answers to the previous practice.

Ask for volunteers to share answers with the entire class.

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

Reflection: Everyday Learning Opportunities

Complete the
*Increasing
Everyday Child
Learning
Opportunities
Checklist.*

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Increasing Everyday Child Learning Opportunities Checklist

This checklist can be used with parents or practitioners to provide internet-based everyday early learning opportunities for young children. The checklist is made to ensure key characteristics of the early 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 internet-based everyday early learning activities?		
2. Increase how often the child gets to participate in internet-based everyday early learning activities?		
3. Increase the number of internet-based everyday child early learning activities?		
4. Increase the variety of internet-based everyday child early learning activities?		
5. Increase the number of child early learning activities or opportunities in any one family, community, or classroom activity?		
6. Increase the variety of child early learning activities or opportunities in any one family, community, or classroom activity?		
7. Increase participation in these activities that come frequently and provide lots of early learning opportunities?		

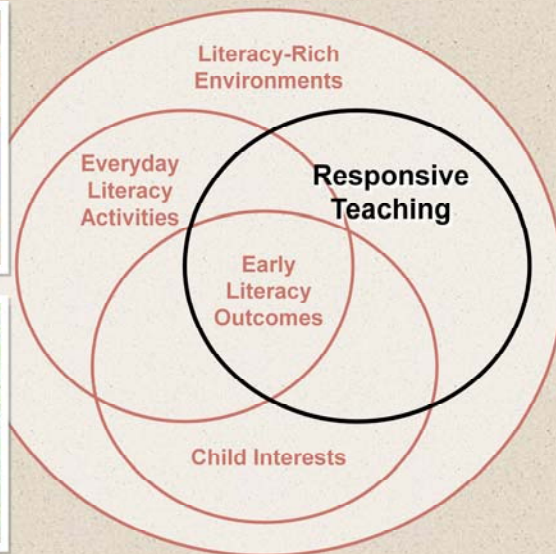
The content is a publication of the Center for Early Learning (CELL) funded by the U.S. Department of Education, Office of Special Education Programs. ©2018 CELL. All rights reserved. For more information, visit www.earlylearning.gov.

This activity encourages a participant to think about his or her classroom in regards to everyday learning opportunities.

Ask participants to share thoughts and ideas

PALS-Completing the 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?”

Focus On *Responsive Teaching*



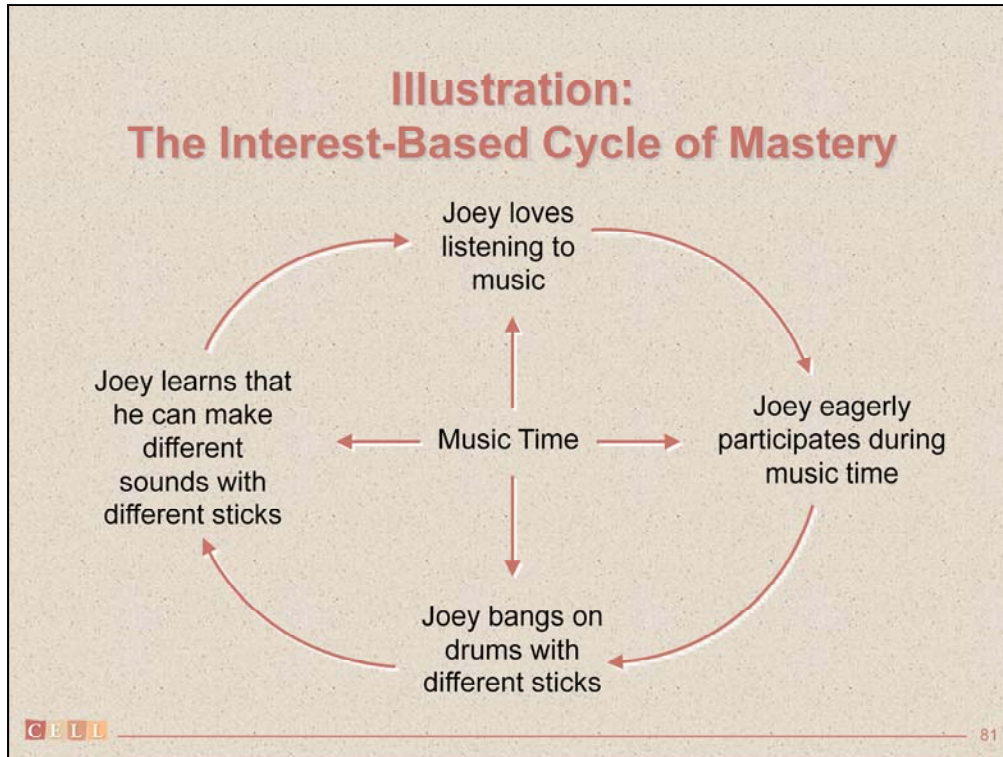
Responsive Teaching is the fourth component of the CELL model. This component emphasizes more of the adult's role in interest-based learning.

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).

Revisit cycle of mastery located on the next slide.

PALS-Describing/Introducing key elements of a new topic is the first component of the PALS approach to adult learning.



This slide gives a visual of the interest-based cycle of master.

If Joey is interested in music, the teacher can provide opportunities for Joey to play music, thus Joey becomes engaged.

While Joey is engaged in a musical activity, the adult encourages mastery of a new skill such as using drumsticks.

As Joey gains competence in using the drumsticks, the teacher can provide opportunities and encourage discussion about what happens when Joey drums on various surfaces.

PALS-Describing/Introducing key elements of a new topic is the first component of the PALS approach to adult learning.

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.

PALS-Describing/Introducing key elements of a new topic is the first component of the PALS approach to adult learning.

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

Pals-Illustrating/providing examples is the second component of PALS.

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**

Pals-Illustrating/providing examples is the second component of PALS.

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

Pals-Illustrating/providing examples is the second component of PALS.

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.

Pals-Illustrating/providing examples is the second component of PALS.

Practice: Responsive Teaching

- Watch the video *Get In Step With Responsive Teaching*
- Write down examples of a caregiver doing each of the following:
 - Pay attention
 - Respond
 - Introduce new information
 - Support and encourage new child behavior

Video

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

CELL

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The *Get in Step with Responsive Teaching* video illustrates an adult using responsive teaching techniques.

As participants view the video, ask them to write down examples of the above.

PALS-Practicing the use of new knowledge keeps the learner engaged and focused

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?

Ask participants to answer the questions in groups.

Ask for volunteers to share their thoughts and ideas.

PALS-Evaluation assists in the assessment of your strengths and weaknesses related to the practice you conducted.

Reflection: Responsive Teaching

Cell Tool: Caregiver Responsive Teaching Checklist

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Caregiver Responsive Teaching Checklist

This checklist can be used with the parent and practitioner 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 parent/practitioner see the practice.

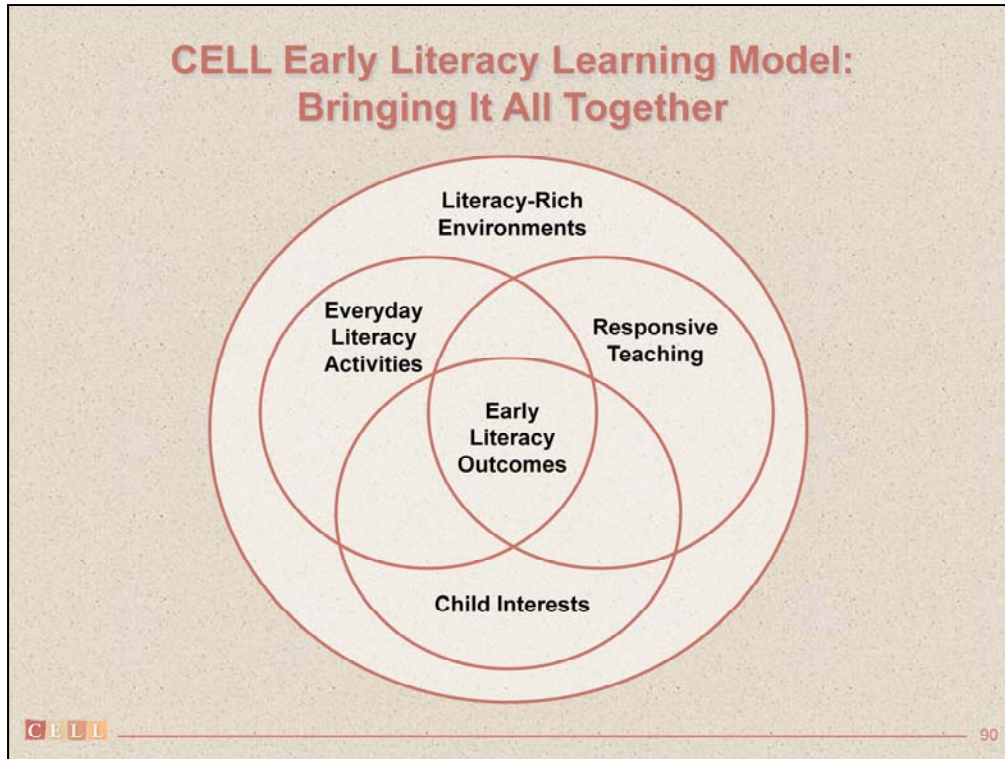
Did you help the parent or practitioner...

	Yes	No
1. Support the child to interact back freely or discuss early literacy learning activities?		
2. Use different materials or change the environment to engage the child in using early literacy behaviors in one and different ways?		
3. Provide for child-to-child interactions with parents or others in the classroom?		
4. Engage children in and outside of the classroom and have the child learn or share an early literacy behavior in interaction with another child in the classroom?		
5. Respond promptly and positively to the child use of early literacy behaviors in order to expand the amount, pace, and range of the child's behavior?		
6. Respond to the children of early literacy behaviors with attention, joining in the interaction, and positive input or child responses in the classroom?		
7. Respond to the child to reinforce the child's use of early literacy behaviors in one and different ways?		
8. Encourage the child to elaborate on his or her use of early literacy behaviors in ways that are meaningful to the caregiver?		

We thank the authors of the Parent-Child Direct Teaching (P-CDT) tool for the CELLS Responsive Teaching Checklist. Copyright 2014 by the University of North Carolina at Chapel Hill. All rights reserved.

Ask participants to complete the *Caregiver Responsive Teaching Checklist*.
Ask participants to share their thoughts and ideas with the entire class.

Reflecting on answers assists the participant in determining the outcome of the practice. Does the participant need additional practice in order to fully understand the concept of Responsive Teaching?



The final piece of the powerpoint allows for the facilitator to conduct a question and answer period and/or discuss perceived challenges that the practitioners may have. The final two slides provide the participants with contact information.

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.uconnucedd.org
- Funded by the U.S. Department of Education's Office of Special Education Programs



CELL Liaison Contact Information

- Allison Jones – ajones@puckett.org
- Additional information on CELL can be found at: www.earlyliteracylearning.org

Ask participants to complete the post-test.