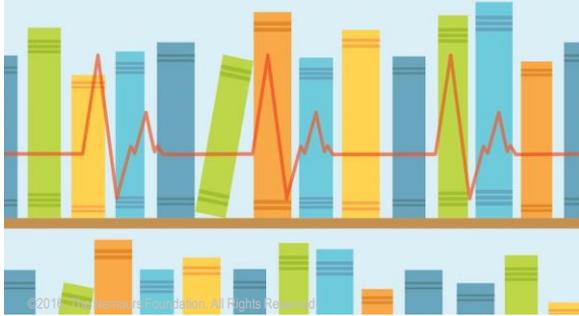


Did you know...
LITERACY IS THE SINGLE, STRONGEST PREDICTOR OF ADULT HEALTH. SUCCESS IN READING IS ESSENTIAL TO A CHILD'S WELL BEING.



©2011 The Nemours Foundation. All Rights Reserved.

Think about it...

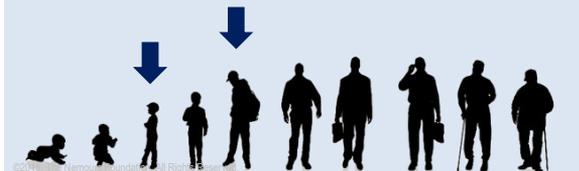
Children who enter Kindergarten struggling to read are more likely to grow into adolescents who struggle with reading, and are more likely to grow into adults who continue to struggle with reading.



©2011 The Nemours Foundation. All Rights Reserved.

Think about it...

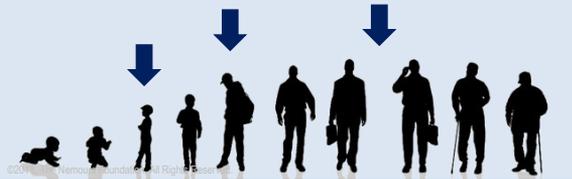
Children who enter Kindergarten struggling to read are more likely to grow into adolescents who struggle with reading, and are more likely to grow into adults who continue to struggle with reading.



©2011 The Nemours Foundation. All Rights Reserved.

Think about it...

Children who enter Kindergarten struggling to read are more likely to grow into adolescents who struggle with reading, and are more likely to grow into adults who continue to struggle with reading.



Nemours. Reading BrightStart!

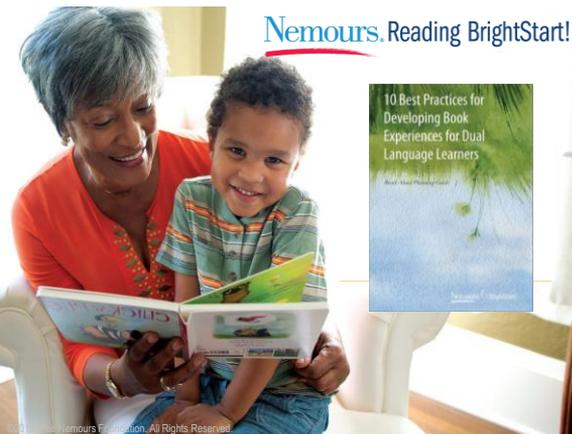
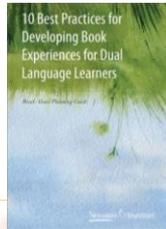
Happy readers.
Healthy kids.

**IMPROVING LITERACY
AND HEALTH OUTCOMES
FOR ALL CHILDREN
BEGINS AT BIRTH**



©2018. The Nemours Foundation. All Rights Reserved.

Nemours. Reading BrightStart!



©2018 The Nemours Foundation. All Rights Reserved.



Goals

I. Maximize opportunities for language and literacy development before, during and after a shared book experience.

©2018, The Nemours Foundation. All Rights Reserved.

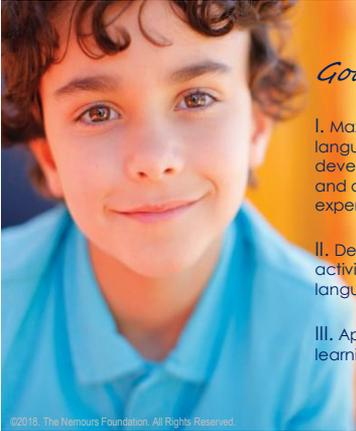


Goals

I. Maximize opportunities for language and literacy development before, during and after a shared book experience.

II. Develop age-appropriate activities that support dual language learners.

©2018, The Nemours Foundation. All Rights Reserved.



Goals

- I. Maximize opportunities for language and literacy development before, during and after a shared book experience.
- II. Develop age-appropriate activities that support dual language learners.
- III. Apply strategies within the learning environment.

©2018, The Nemours Foundation. All Rights Reserved.

Myth or Fact?

©2018, The Nemours Foundation. All Rights Reserved.

Myth or Fact?

Dual Language Learners (DLLs) represent one of the largest growing populations in the U.S.

©2018, The Nemours Foundation. All Rights Reserved.

Myth or Fact?

Dual Language Learners (DLLs) represent one of the largest growing populations in the U.S.

Learning more than one language confuses young children or leads to developmental delays.

©2018. The Nemours Foundation. All Rights Reserved.

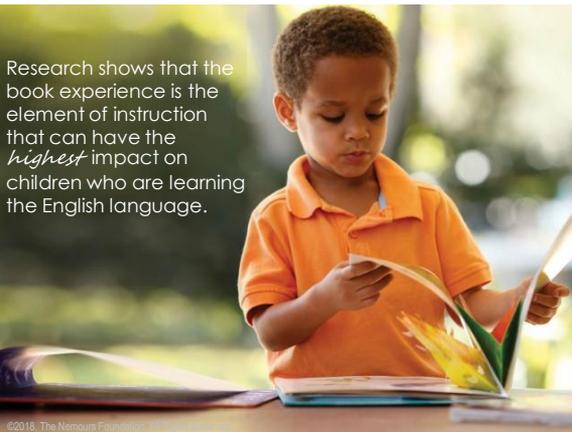
Myth or Fact?

Dual Language Learners (DLLs) represent one of the largest growing populations in the U.S.

Learning more than one language confuses young children or leads to developmental delays.

Supporting a child's home language in the educational setting will interfere with the acquisition of English.

©2018. The Nemours Foundation. All Rights Reserved.



Research shows that the book experience is the element of instruction that can have the *highest* impact on children who are learning the English language.

©2018. The Nemours Foundation. All Rights Reserved.

Tips for Success...

- Concept Books
- Fiction and Non-Fiction
- Poetry



©2016, The Nemours Foundation. All Rights Reserved.

Tips for Success...

- Concept Books
- Fiction and Non-Fiction
- Poetry

- Photographs
- Illustrations
- Variety of Font



©2016, The Nemours Foundation. All Rights Reserved.

Tips for Success...

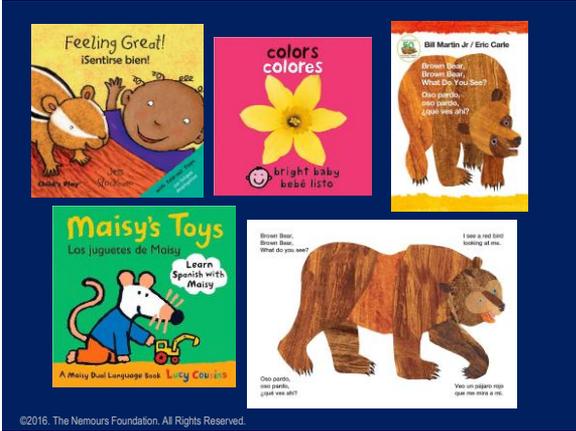
- Concept Books
- Fiction and Non-Fiction
- Poetry

- Photographs
- Illustrations
- Variety of Font

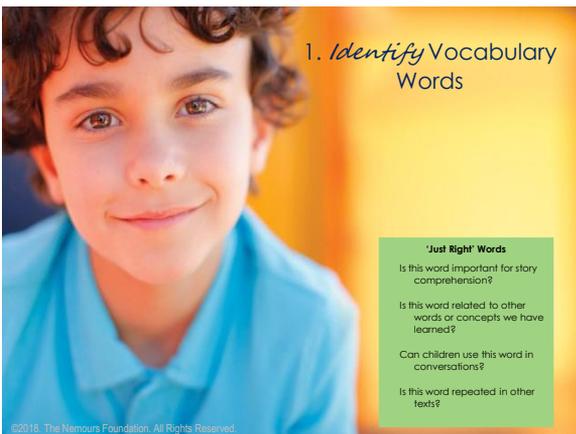
- Repetitive Phrases
- New Vocabulary
- Dialogue
- Bilingual Books



©2016, The Nemours Foundation. All Rights Reserved.





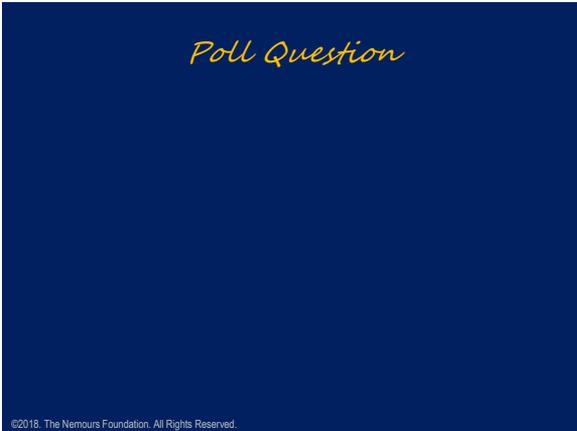


Tips for Success...

If you feel comfortable with the languages of your DLLs, translate the words in their home language(s) as well.



Poll Question



©2018, The Nemours Foundation. All Rights Reserved.

2. Take a *Picture Walk*



©2018, The Nemours Foundation. All Rights Reserved.









Picture Walk Checklist

- Keep it short.
- Introduce new words.
- Allow predictions.
- Follow the lead of the child.

© 2013 The Meadows Foundation. All Rights Reserved.



Picture Walk Checklist

- Keep it short.
- Introduce new words.
- Allow predictions.
- Follow the lead of the child.
- Promote conversation.

© 2013 The Meadows Foundation. All Rights Reserved.



Picture Walk Checklist

- Keep it short.
- Introduce new words.
- Allow predictions.
- Follow the lead of the child.
- Promote conversation.
- Ask questions about the pictures/illustrations.

© 2013 The Meadows Foundation. All Rights Reserved.



Picture Walk Checklist

- Keep it short.
- Introduce new words.
- Allow predictions.
- Follow the lead of the child.
- Promote conversation.
- Ask questions about the pictures/illustrations.
- Assess background knowledge.

©2018. The Nemours Foundation. All Rights Reserved.



Picture Walk Checklist

- Keep it short.
- Introduce new words.
- Allow predictions.
- Follow the lead of the child.
- Promote conversation.
- Ask questions about the pictures/illustrations.
- Assess background knowledge.
- Don't* read a single word.

©2018. The Nemours Foundation. All Rights Reserved.



Modifications for
Infants and Toddlers

©2018. The Nemours Foundation. All Rights Reserved.

Modifications for
Infants and Toddlers

- Since language acquisition skills are not fully developed by this age, *you* will lead the discussion.



©2018. The Nemours Foundation. All Rights Reserved.

Modifications for
Infants and Toddlers

- Since language acquisition skills are not fully developed by this age, *you* will lead the discussion.
- Voice your comments and think aloud as you model book exploration.



©2018. The Nemours Foundation. All Rights Reserved.

Modifications for
Infants and Toddlers

- Since language acquisition skills are not fully developed by this age, *you* will lead the discussion.
- Voice your comments and think aloud as you model book exploration.
- Once children reply, recognize and respond to their attempts.



©2018. The Nemours Foundation. All Rights Reserved.

Poll Question

©2018, The Nemours Foundation. All Rights Reserved.

3. Identify Questions and Prompts

Book Knowledge
These questions and prompts assess whether children are aware how books work.

Touch the front cover.
Touch the back cover.
What does the author write?
What does the illustrator draw?
Show me how you hold this book.
Where do we begin reading?

Prediction
These questions allow children to think about what will happen in the story.

Awareness
These questions and prompts assess children's awareness of what is in the story, why and how it is told.

Connection
These questions explore the real life connections between the story and the child's own life.

Background Knowledge
These questions explore knowledge about a topic, theme, or word.

3. Identify Questions and Prompts

Self-Reflection	Peer Review
1. Complete questions and prompts before the reading.	
2. Provide time for students to discuss their responses.	
3. Encourage students to discuss their responses to the questions and prompts.	
4. Encourage students to discuss their responses to the questions and prompts.	
5. Encourage students to discuss their responses to the questions and prompts.	
6. Encourage students to discuss their responses to the questions and prompts.	
7. Encourage students to discuss their responses to the questions and prompts.	
8. Encourage students to discuss their responses to the questions and prompts.	

ACRNW: Using your assigned book, create a list of questions and prompts to use during a book experience. Refer to the sample below for assistance.

Book Knowledge

These questions and prompts assess whether children are aware how books work.

- Touch the front cover.
- Touch the back cover.
- What does the author write?
- What does the illustrator draw?
- Show me how you hold this book.
- Where do we begin reading?

Prediction

These questions allow children to think about what will happen in the story.

- What will happen next?
- What will happen first?
- What will happen last?

Awareness

These questions explore the real life connections between the story and the child's own life.

- What does the author write?
- What does the illustrator draw?
- What does the author write?
- What does the illustrator draw?
- What does the author write?
- What does the illustrator draw?

Connection

These questions explore the real life connections between the story and the child's own life.

- What does the author write?
- What does the illustrator draw?
- What does the author write?
- What does the illustrator draw?
- What does the author write?
- What does the illustrator draw?

Background Knowledge

These questions explore knowledge about a topic, theme, or word.

- What does the author write?
- What does the illustrator draw?
- What does the author write?
- What does the illustrator draw?
- What does the author write?
- What does the illustrator draw?

Before a Book Experience

Book Knowledge Question: _____

Prediction Question: _____

Awareness Question: _____

Connection Question: _____

During a Book Experience

Book Knowledge Question: _____

Prediction Question: _____

Awareness Question: _____

Connection Question: _____

After a Book Experience

Book Knowledge Question: _____

Prediction Question: _____

Awareness Question: _____

Connection Question: _____

Background Knowledge Question: _____

©2018, The Nemours Foundation. All Rights Reserved.

Let's Reflect

Self Reflection	Yes	No
1. I prepare questions and prompts prior to introducing a book.		
2. I include time to answer questions by thinking aloud.		
3. I provide time for DLLs to ask questions about themes and topics.		
4. I am familiar with the stages of language development: <ul style="list-style-type: none"> a. Home Language b. Non-Verbal c. Reproduction d. Production 		
5. I ask inferential questions based on academic goals, child interest and comments from children.		
6. I include a variety of questions and prompts before, during and after a book experience that range from simple to complex.		
7. I encourage teacher-directed and student-led discussions between adults and peers.		
8. I prepare inferential opportunities to discuss concepts, practice vocabulary and participate in back-and-forth conversations.		



©2018. The Nemours Foundation. All Rights Reserved.

DLL Action Plan

Assessment	Connection
These questions and prompts assess whether children can identify or explain a happening in the story. <ul style="list-style-type: none"> • When, what, where, when, why, and how? • How many... (ask in the present) • What and what happened? 	These questions explore the early experiences of children. <ul style="list-style-type: none"> • How do you feel...? • Why do you...? • How did that make you feel? • What does it remind you of?
Background Knowledge These questions explore knowledge about a topic, theme or world. <ul style="list-style-type: none"> • What can you tell me about...? • How do you know? • Can you think of another way...? 	

Before a Book Experience:
 Book Knowledge Question _____
 Prediction Question _____
 Connection Question _____

During a Book Experience:
 Assessment Prompt _____
 Background Knowledge Question _____
 Assessment Question _____
 Prediction Question _____

After a Book Experience:
 Assessment Prompt _____
 Connection Question _____
 Background Knowledge Question _____

©2018. The Nemours Foundation. All Rights Reserved.

Tips for Success...



©2016. The Nemours Foundation. All Rights Reserved.

Tips for Success...

- Be sure to scaffold the questions and prompts.



©2016, The Nemours Foundation. All Rights Reserved.

Tips for Success...

- Be sure to scaffold the questions and prompts.
- Use a balance of open-ended and closed-ended questions.



©2016, The Nemours Foundation. All Rights Reserved.

Tips for Success...

- Be sure to scaffold the questions and prompts.
- Use a balance of open-ended and closed-ended questions.
- Accept non-verbal responses to questions and prompts.



©2016, The Nemours Foundation. All Rights Reserved.

Tips for Success...

- Be sure to scaffold the questions and prompts.
- Use a balance of open-ended and closed-ended questions.
- Accept non-verbal responses to questions and prompts.
- Be intentional.

©2016, The Nemours Foundation. All Rights Reserved.



Tips for Success...

- Be sure to scaffold the questions and prompts.
- Use a balance of open-ended and closed-ended questions.
- Accept non-verbal responses to questions and prompts.
- Be intentional.
- Do not ask all 10 questions during the same book experience.

©2016, The Nemours Foundation. All Rights Reserved.



Modifications for Infants and Toddlers

©2018, The Nemours Foundation. All Rights Reserved.



Modifications for *Infants and Toddlers*

- Provide young learners with additional time to respond.



©2018. The Nemours Foundation. All Rights Reserved.

Modifications for *Infants and Toddlers*

- Provide young learners with additional time to respond.
- It may be necessary to provide verbal assistance in order to prompt their thought processes.



©2018. The Nemours Foundation. All Rights Reserved.

Modifications for *Infants and Toddlers*

- Provide young learners with additional time to respond.
- It may be necessary to provide verbal assistance in order to prompt their thought processes.
- Promote back-and-forth conversation by expanding and/or elaborating.



©2018. The Nemours Foundation. All Rights Reserved.

Poll Question

©2018. The Nemours Foundation. All Rights Reserved.

4. Teach *Foundational Literacy Skills*



Alphabet Knowledge

- letter names
- letter sounds
- letter shapes

Phonological Awareness

- syllables
- rhymes
- beginning sounds
- compound words

Print Concepts

- words vs. letters
- pictures vs. words
- front vs. back
- left to right tracking
- punctuation

Early Writing

- drawing
- scribbling
- labeling
- writing

©2018. The Nemours Foundation. All Rights Reserved.

DLL Action Plan

Tips for Success:

- Be sure to scaffold the questions and prompts.
- Use a balance of open-ended and closed-ended questions.
- Adapt individual questions to questions and prompts.
- Be intentional.
- Do not ask all 12 questions during the same book experience.

Modifications for Infants and Toddlers:

- Provide young learners with additional time to respond.
- Promote necessary language and gestures in order to prompt their thought processes.
- Promote back-and-forth conversation by expanding and/or elaborating.

4. Teach Foundational Literacy Skills

	Infants	Toddlers
1. Train learners with effective strategies to teach early literacy development in young diverse learners.		
2. Incorporate new words and concepts from the book to foundational literacy skills (print concepts, phonological awareness, alphabet knowledge, early writing).		
3. Incorporate words and skills from the book to foundational literacy skills into each book experience.		

Print Concepts

- words vs. letters
- pictures vs. words
- front vs. back
- left to right tracking
- punctuation

Phonological Awareness

- syllables
- rhymes
- beginning sounds
- compound words

Alphabet Knowledge

- letter names
- letter sounds
- letter shapes

Early Writing

- drawing
- scribbling
- labeling
- writing

©2018. The Nemours Foundation. All Rights Reserved.

Let's Reflect

Self-Reflection	Yes	No
1. I am familiar with effective strategies to teach early literacy development in young diverse learners.		
2. I connected new words and concepts from the book to foundational literacy skills (print concepts, phonological awareness, alphabet knowledge, early writing).		
3. I incorporate learning activities that support foundational literacy skills into each book experience.		



©2018. The Nemours Foundation. All Rights Reserved.

*DLL
Action Plan*

Activity: Choose one foundational literacy skill you would like to improve among DLL. Create an activity that integrates new words or concepts from the book with a review of that particular literacy skill.

Bill Aron (circle one): Print Concepts Phonological Awareness
 Alphabet Knowledge Early Writing

Focus of Activity: _____

Materials: _____

Instructions: _____

Tips for Success:

- Make it Multisensory
 Children should be able to use multiple senses while exploring foundational literacy skills. (see the *How to Do It* Toolkit)
- Keep the activity simple and fun!
- Introduce the literacy activity after a book experience.

©2018. The Nemours Foundation. All Rights Reserved.

Tips for Success...



Tips for Success...

- Make It Multisensory!
Children should be able to use multiple senses while exploring foundational literacy skills.

See It! Hear It! Do It! Touch It!



Tips for Success...

- Make It Multisensory!
Children should be able to use multiple senses while exploring foundational literacy skills.

See It! Hear It! Do It! Touch It!

- Keep the activity simple and FUN!



Tips for Success...

- Make It Multisensory!
Children should be able to use multiple senses while exploring foundational literacy skills.

See It! Hear It! Do It! Touch It!

- Keep the activity simple and FUN!
- Introduce the literacy activity *after* a book experience.





