



William Caspar Graustein Memorial Fund

## Early Literacy and Your Community: Helping Young Children with Language and Reading

This document brings together information on early literacy for communities that are working to improve how young children learn to use words and read. The information has been organized into a sensible and usable framework that you can use in your early childhood work. Three sections provide:

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Broad categories of research literature related to early literacy

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Four arenas, sometimes overlapping, within which early literacy programs are offered for children and families

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A list of example programs that address early literacy development, as well as contact information for further exploration.

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Considering a variety of approaches, along with what the research says about each one, will lead to stronger strategies that serve to build the literacy worlds of young children.



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# Early Literacy and Your Community: Helping Young Children with Language and Reading

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## SECTION I: EARLY LITERACY RESEARCH CATEGORIES

This section is organized into five categories: developmental health, home, play, formal instruction, and technology. Researchers have looked at early literacy from each of these perspectives, and these broad categories include an extensive collection of research literature.

An exploration of listings, from the years 2000 through 2008, from the Educational Information Resources Center (ERIC) and multiple social science research databases provided insight into these categories of research related to early literacy.

### Developmental Health

THE LITERATURE REVIEWED UNDER THE BROAD CATEGORY OF DEVELOPMENTAL HEALTH ADDRESSES THE COGNITIVE DEVELOPMENT AND SKILLS OF THE CHILD AND SOMETIMES THE SPECIAL NEEDS OF AT-RISK STUDENTS.

Much of the literature is focused on the use of sound structure and oral language in processing information. The research shows that the foundations of literacy are established even before the child can begin to read. This view is supported by research that points to brain “architecture” and the awareness that early life experiences influence the structure of the brain itself. The development of the brain in the earliest months of life is critically important for later literacy development.

To promote healthy development, research suggests the need for a child’s environment to be stress-free and toxin-free in order for a child to be physically, socially and emotionally healthy. Research also points to the importance of timing.

Expecting young children to master skills before they are ready can produce stress that may actually harm brain development.

Finally, the research points to a need for multiple approaches to early literacy. Young children need a combination of oral language (speaking or singing), print awareness (watching adults read, for example), as well as reading and writing. Research also shows the importance of having a literacy rich environment and culture to young children’s healthy development.



*The development of the brain in the earliest months of life is critically important for later literacy development.*

## Home

A NUMBER OF STUDIES HAVE EXAMINED THE POSITIVE RELATIONSHIP BETWEEN A CHILD'S EARLY LITERACY AND SPECIFIC ACTIVITIES OR RESOURCES WITHIN THE HOME, SUCH AS THE AVAILABILITY OF BOOKS.

Researchers have found clear links between home experiences and literacy skills and reading. Studies have documented how differences in economic circumstances translate into differences in the availability of print resources for children who live in low-income communities.

However, researchers also found that exposure to books alone did not guarantee early literacy success. This finding makes it important to expand the research and practice beyond just providing books or other print material to including how parents interact with children around literature. Training parents to teach their children to read and encouraging parents to listen to their children read has been shown to be effective. The research thus reinforces the importance of parental involvement in early literacy support for children.



*Training parents to teach their children to read and encouraging parents to listen to their children read has been effective.*

In addition, the research shows that children who live in lower socioeconomic families or communities can achieve high levels of literacy despite the odds. With that in mind, research highlights the importance of the mother's literacy beliefs and behaviors and the positive influence those beliefs have on the literacy environment at home.

Changing beliefs and behaviors within a family, and therefore interactions with children, could support child literacy development across all income levels. This perspective can lead to a focus on family and culture as an important element for learning literacy.

“Inequity was reported in the number of resources, choice and quality of materials available, public spaces and places for reading, amount and quality of literacy materials in child-care center resources — even public institutions, the schools, and local public libraries in the community. Long before formal schooling begins, considerable variations in patterns of early literacy development are likely to be evident based on the ways in which print is organized in communities.”

Neuman & Celano, *Access To Print In Low-Income and Middle-Income Communities: An Ecological Study of Four Neighborhoods*, *Reading Research Quarterly*, v.36, 2001, p.24.

“Play is a natural and very important part of a young child’s world. Through play, children engage in representational and symbolic thoughts and actions... using one object or symbol to represent another is necessary for learning to read and write. Because words that are used to read and write are symbols or representations of thoughts and objects.”

Connecticut State Department of Education,  
*Early Literacy Development, A Focus On Preschool*, 1998 p. 3.

## Play

PLAY IS AN IMPORTANT PART OF A CHILD’S LEARNING, AND IT IS AN APPROPRIATE WAY TO ENCOURAGE A CHILD’S DEVELOPMENT.

Children indeed use play to learn about their world. Play is also linked to imagination and creativity. With the heavy emphasis on standards and testing at earlier and earlier ages, it is easy to forget that children need play to learn. It is also easy to think of play as just self-directed activities. Instead, we can also think about playful interactions with adults and with other children, and how play can influence even formal learning environments.

Studies have looked at how including play in classroom activities is helpful, especially with students who may be having difficulty in learning. Studies also look at how approaches to using play for teaching are being developed and used by teachers.



*Play in classroom activities is helpful, especially with students who may be having difficulty in learning.*

## Formal Instruction

WHEN YOUNG CHILDREN ENTER THE CLASSROOM, EITHER IN PRESCHOOL OR KINDERGARTEN, THE FOCUS SHIFTS TO FORMAL INSTRUCTION AND ITS RELATIONSHIP TO CHILD LEARNING.

Whether conducted during school, after school or at home, a focus on formal instruction leads to discussions of teaching strategies. Common questions around formal instruction include:

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What is the training?

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What issues does the training address?

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Who is involved in the activity and what are their beliefs and practices?

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What type of support is needed for the teachers or other adults in the classroom?

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However, the specific activities or curricula are only part of what matters in formal instruction. Other areas also need to be addressed, including the learning environment; connections between behavioral and social issues and early literacy, standards, and professional development.

Creating effective learning environments can depend on the number and quality of interactions and learning opportunities within a classroom and throughout the entire school community. It is important, as well, that the activities within these environments are compatible with the goals of improved early literacy.

Studies have also brought to light the role peers play in literacy learning. In other words, students do not interact with

teachers alone within the school community. In addition to teachers, administrators, and education specialists, children interact with fellow students. Because of these multiple interactions and learning opportunities, evidence suggests that adults and other children could help as well as hinder a student's literacy learning.

Given the complexity of learning, it is not surprising that researchers study linkages between various aspects of child development. Some studies have begun to find linkages between a child's social and behavioral challenges and early literacy development. These studies indicate that formal instruction should take into account the child's social development when teaching literacy.

Future research could look more closely at the relationship between improved early literacy and improved social and behavioral outcomes.

Other researchers look at who provides formal instruction, often including teachers, tutors, mentors, and paraprofessionals.



*Students do not interact with teachers alone within the school community; children interact with fellow students.*

“The adults and peers in a school setting both mediate and hinder students’ literacy learning; that is some activities among the participants tended to support and contribute to the children’s learning, while other interactions either did little to support or, in fact, appeared to inhibit students’ literacy transformations.”

Goatley, *Exploring School Learning Communities: Students’ Early Literacy Transformations*, *Reading and Writing Quarterly*, 2000, v. 16, p.343.

Expanding the notion of those responsible for early literacy development leads to the issue of standards for those involved.

One of the challenges to early education is the variation in teacher standards, particularly for pre-k instruction, with little consistency across local, state, federal and privately-funded programming. The question has been raised as to whether stricter standards for early care workers and even teachers may be needed to improve literacy instruction.

The standards issue naturally leads to questions of professional development. Recognizing that learning is an ongoing task even for those with college degrees, we need to pay attention to the training needs of those engaged in formal instruction.

Studies indicate that adults learn best working in collaboration with others. Teacher learning communities, for example, support better understanding of the beliefs, values, and practices that promote effective literacy instruction.



*Teacher learning communities support better understanding of the beliefs, values, and practices that promote effective literacy instruction.*

## Technology

INTERTWINED WITH TEACHING AND LEARNING, BUT DESERVING OF ITS OWN CATEGORY, IS THE EMERGING ROLE OF TECHNOLOGY IN TEACHING LITERACY.

Research in this area focuses on the influences of using technology (e.g. computers and the internet) to assist in literacy development for young children.

Some believe that technology has been slow to be incorporated into early care and education, as opposed to the primary grades. This could be because there is less software targeted to very young children and also because of limited awareness of how using technology can benefit young children in their literacy development.

However, studies are beginning to show that there is benefit to incorporating technology, and the impact is showing up in writing skills as well as reading. The call for using technology in early education, of course, raises questions about the quality of software and the range of teacher skills needed to effectively incorporate technology into literacy development.

As technology and its usage continues to change, ongoing evaluation will be required to determine how useful certain types of technology are to early literacy development.

*The impact of technology in early care and education is showing up in writing skills as well as reading.*



“In addition to allowing each child to take control of his or her learning, the shared focus of the computer screen opened up opportunities for discussion, for social interaction, for the exchange of ideas and suggested solutions to problem-solving activities, for the co-construction of knowledge and for the promotion of learning as an enjoyable and personally rewarding experience, thereby helping to raise self-esteem.”

Mitchell & Dunbar, *Learning And Development In The Nursery Setting: The Value Of Promotion Emergent Information And Communications Technology Skills, Child Care and Practice* 2006, v. 12 p. 255.





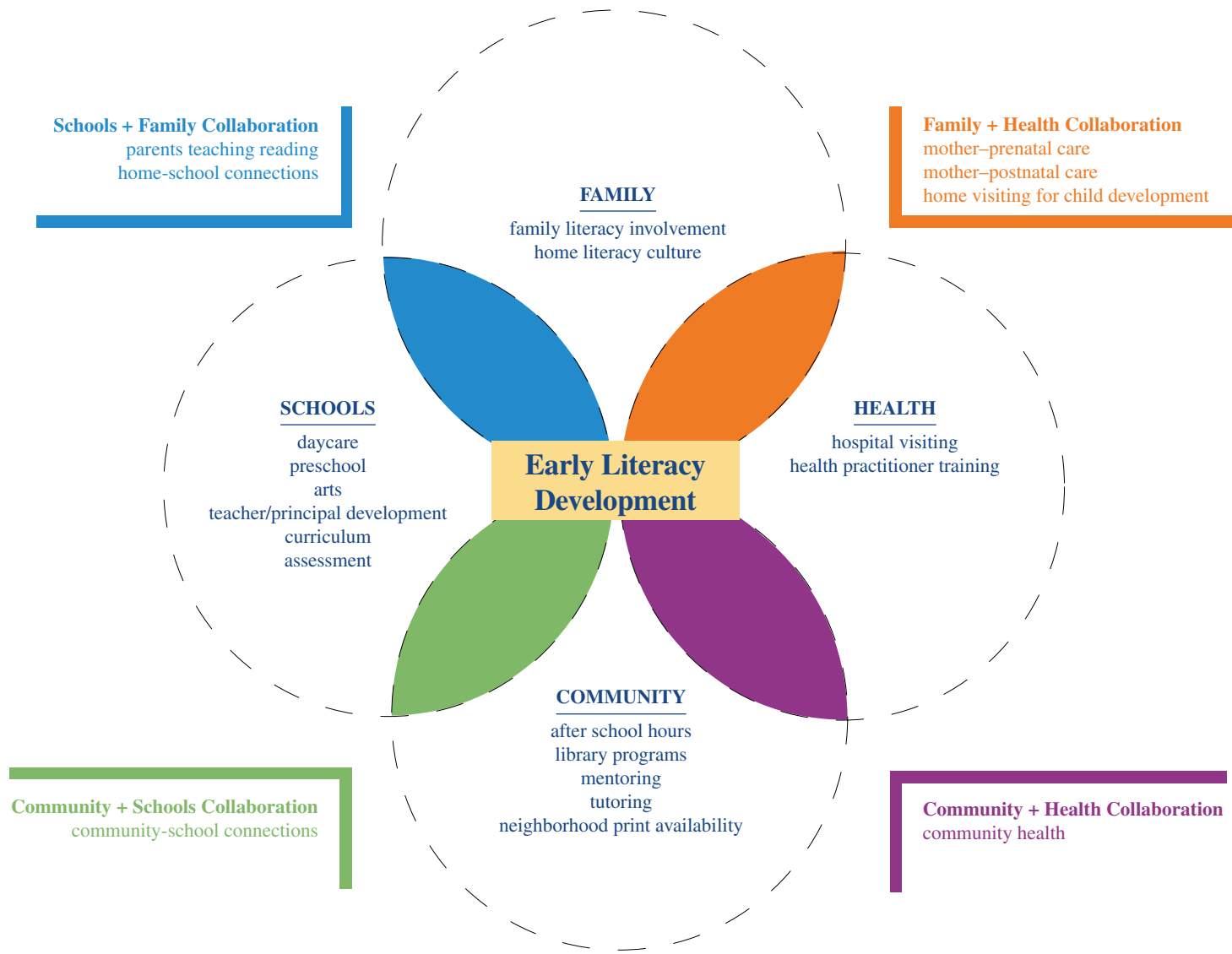
## SECTION II: PROGRAMMING

Just as researchers look at early literacy from multiple perspectives, a community can look to multiple arenas for programs that improve children’s literacy. Within these arenas are all those who interact with a young

child — family members, health practitioners, school personnel, and community members. These arenas offer a framework for thinking about the many different ways literacy can be approached.

The *graphic* on the following page can be useful in promoting a community’s thinking about these arenas. The graphic does not include all the possible program types but it can serve as a discussion starter. Within each arena, there are many resources and assets upon which a community can build.

# Four Arenas of Early Literacy Programs



## SECTION III: CONTEXT FOR DEVELOPING A STRATEGY

There is growing awareness that literacy starts at birth, not when a child enters school. Nor does learning for literacy happen only through a child's interaction with teachers. Rather a child's learning begins very early and encompasses relationships with parents, children, school personnel, and community members. From a focus on the first stages of oral language development

to formal instruction, a variety of issues are raised by researchers, and by communities, around how to support early literacy development. This report has outlined some of those issues and has also put into a framework the four arenas in which literacy programming can be offered to young children.

THERE ARE STILL MANY QUESTIONS TO BE EXPLORED ABOUT HOW TO ENSURE HEALTHY DEVELOPMENT, HOW TO BEST ENCOURAGE CHILDREN IN EARLY LITERACY LEARNING, HOW TO SUPPORT FAMILIES AND COMMUNITIES IN PROMOTING LITERACY, AND HOW TO IMPROVE INSTRUCTION.

Certain questions must also be considered in developing literacy programming. For example,

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What factors are thought to influence literacy development?

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When and where should literacy be addressed?

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Whose responsibility is it to encourage early literacy development?

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Upon what research is an approach based?

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How should the family be involved in literacy learning and development?

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How best can the needs of underrepresented communities be addressed?

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In what ways are participants active in the design and implementation of literacy programming?

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Answers to these questions and others underlay any approach to literacy development.

In addition, advocates of collaboration encourage us to consider broader community engagement, and the use of multiple strategies that may influence early literacy. To this end, the number and approaches of literacy programs to choose from is encouraging.

The *following matrices* lists a number of early literacy programs and indicates where evaluations

are easily available. It is hoped that this information, along with the above exploration of research literature and program arenas will help communities better support comprehensive approaches and integrated strategies that promote early literacy learning for all our children.

Note: Description information was obtained from program websites or evaluation documents — verbatim where available.

***What Works Clearinghouse*** — a product of the Institute of Education Sciences (IES), US Department of Education — is located online at <http://ies.ed.gov/ncee/wwc/>.

# Literacy Programs - Family Matrix

		Contact Information	Evaluation
<p><b>Birth And Up</b></p> <p><i>Reading is Fundamental</i></p>	<p><b>Family of Readers</b> is a family reading service that currently serves over 158,000 children and their parents across the country, focusing on educationally at-risk children, from birth through elementary school, and their families.</p> <p><b>Shared Beginnings</b> helps young parents develop their children’s early language and literacy skills. A series of activities gives parents practice in reading aloud to their children and planning early learning experiences that stimulate language development in infants and toddlers. Parents also learn how to choose picture books that their children will enjoy.</p> <p><b>Running Start</b> is a reading motivation program for first graders and their families. The program builds on the promise of first grade, a special time when children are excited, parents are involved, and hopes and expectations are high for a child’s future success.</p>	<p>Reading is Fundamental (877) RIF-READ or (202) 536-3400 <a href="http://www.rif.org/">www.rif.org/</a></p>	<p>Unknown</p>
<p><b>Infants +</b></p> <p><i>Read to Grow</i></p> <p><i>Books for Babies Program</i></p>	<p><b>Read to Grow</b> is unique. While many early literacy programs start when a child is six months old or older, <b>Read to Grow</b> meets families in the hospital when a baby is born, linking health to the importance of early literacy, language and love. The program serves all newborns, providing a new children’s book and literacy guidance to all families regardless of income. Infant brain research shows that learning begins at birth, and <b>Read to Grow</b> works to ensure that parents understand their important role as their child’s first teacher, as well as the critical relationship between verbal stimulation, language development and future literacy.</p> <p>The message is that by reading with and talking to children beginning at birth, parents can help their youngsters grow to love books and learning, and develop the vocabulary, language and early literacy skills they will need to succeed at school, in the workplace and in life. <b>Read to Grow</b> currently has <b>Books for Babies</b> programs in seven Connecticut hospitals and reaches about 40% of the state’s newborns.</p> <p>Volunteers visit with parents at various stages and provide literacy information. Programs also train health care staff in hospitals and pediatrician offices.</p>	<p>Read to Grow Connecticut: (203) 488-6800 <a href="http://www.readtogrow.org">www.readtogrow.org</a></p>	<p>Evaluation underway</p>
<p><b>Infancy To 5 Years</b></p> <p><i>Parents as Teachers</i></p> <p><i>Born to Learn and Meld Approaches</i></p>	<p><b>Parents as Teachers</b> is the overarching program philosophy of providing parents with child development knowledge and parenting support. Home visitation program.</p>	<p>Parents as Teachers (314) 432-4330 <a href="http://www.parentsasteachers.org/">www.parentsasteachers.org/</a></p>	<p>Available online</p>

## Literacy Programs - Family Matrix

		Contact Information	Evaluation
<b>3 - 5 Years</b>  <i>Home Instruction Program for Preschool Youngsters (HIPPY)</i>	<p><i>Home Instruction for Parents of Preschool Youngsters (HIPPY)</i> is a parent involvement, school readiness program that helps parents prepare their three, four, and five year old children for success in school and beyond. The parent is provided with a set of carefully developed curriculum, books and materials designed to strengthen their children's cognitive skills, early literacy skills, social/emotional and physical development.</p> <p><i>HIPPY</i> programs empower parents as primary educators of their children in the home and foster parent involvement in school and community life to maximize the chances of successful early school experiences. HIPPY USA supports the development and operation of programs in communities across the United States through ongoing program development and technical assistance informed by research and public policy.</p>	<p>HIPPY (501) 537-7726 www.hippyusa.org</p>	<p>Highlights online</p>
<b>3 and 4 Years</b>  <i>Parent-Child Home Program</i>	<p>The <i>Parent-Child Home Program</i> is a research-based and research-validated early childhood literacy and school readiness program. The Program successfully strengthens families and prepares children for academic success through intensive home visiting. Since 1965, this innovative program has emphasized the importance of quality parent-child verbal interaction to promote the cognitive and social-emotional development that children need in order to enter school with the tools they need to become successful students.</p> <p>Today, in over 150 community-based replication sites throughout the world, The Parent-Child Home Program is helping families who have not had access to educational opportunities to create language-rich home environments and to prepare their children to enter school ready to learn and ready to succeed.</p>	<p>Parent-Child program (516) 883-7480 www.parent-child.org/</p>	<p>Highlights online</p>
<b>Pre-kindergarten</b>  <i>Raising a Reader</i>  <i>Family Nights</i>	<p><i>Raising a Reader</i> is a school-based book exchange program, and <i>Family Nights</i> is a school-based parent education program. These programs aim to improve the school readiness of 3- and 4-year-old children from economically disadvantaged backgrounds by increasing the frequency and quality of language and literacy activities in children's homes.</p>	<p>Children's Learning Institute (713) 500-3704 www.childrenslearninginstitute.org</p>	<p>Unknown</p>

# Literacy Programs - Family Matrix

		Contact Information	Evaluation
<p><b>Preschool</b></p> <p><i>Words Work!</i></p>	<p><b>Words Work!</b> is an early literacy project, developed by The Saint Paul Foundation, that is successfully closing the achievement gap for preschool children. Head Start students who participated in <b>Words Work!</b> outperform their Head Start national counterparts in alphabet knowledge and counting. They also consistently outperform their peers in the Saint Paul Public Schools on national standardized tests.</p> <p><b>Words Work!</b> partners with early childhood programs like Head Start and builds on their ability to:</p> <ol style="list-style-type: none"> <li>1) Deliberately engage and involve parents</li> <li>2) Demonstrate a commitment to ongoing professional development for staff and</li> <li>3) Maintain high quality program standards</li> </ol>	<p>Saint Paul Foundation (800) 875.6167 <a href="http://saintpaulfoundation.org">http://saintpaulfoundation.org</a></p>	<p>Unknown</p>
<p><b>Adults and Children</b></p> <p><i>Motheread</i></p>	<p>Focused on the humanities and storytelling, <b>Motheread</b>, combines the teaching of literacy skills with child development and family empowerment issues. Parents and children learn to use the power of language to discover more about themselves, their families, and their communities.</p> <p><b>Motheread</b> offers classes for both adults and children. In adult classes, participants learn to be story readers, writers, and tellers in a group structure that supports their own sense of worth and ability. These classes are appropriate for all adults, regardless of reading ability or prior educational experience. By teaching the “why” of reading rather than just emphasizing the “how,” classes encourage parents to be reading role models for their children.</p> <p>For children, Story Exploring provides a structured environment for learning reading, critical-thinking, and problem solving skills.</p>	<p>Motheread Inc. (919) 781-2088 <a href="http://www.motheread.org/">www.motheread.org/</a></p>	<p>Available online</p>
<p><b>Unknown</b></p> <p><i>Intergenerational Literacy Project (ILP)</i></p>	<p>The <b>Intergenerational Literacy Project (ILP)</b> began offering literacy instruction to parents in 1989. The program was developed in collaboration with 17 community organizations, and is guided by a Board of Collaborators representing participating parents, the Chelsea Public Schools, Boston University, and community organizations.</p> <p>The program seeks to accomplish the general goal of supporting families in working with their children, both to attain the instructional objectives of the schools and to reinforce positive attitudes toward education. To accomplish the larger goal, two sub-goals and objectives have been outlined: to improve the literacy skills of participating adults and to improve literacy knowledge among pre-school and school-aged children.</p>	<p>No current program contact found <a href="http://www.bu.edu/ilp/staff/">www.bu.edu/ilp/staff/</a></p>	<p>Unknown</p>

## Literacy Programs - Family Matrix

		Contact Information	Evaluation
<b>Unknown</b> <i>Reading Starts With Us</i>	<p>The <i>Reading Starts With Us</i> program provides ready-to-go, easy, and effective workshops that explore various literary genres. Parents learn enjoyable ways to read and talk about books with their children. <i>Reading Starts With Us</i> workshops help promote stronger bonds between parent and child.</p> <p>The workshops create a link between the home and school environments that promotes the value of reading and discussing books. Workshops also promote an enjoyable and useful social network for parents. Parents can share their experiences and culture with the other parents and teachers.</p>	<p>Scholastic (212) 558-5300 www.scholastic.com</p>	Unknown
<b>Unknown</b> <i>Read and Rise</i>	<p>Scholastic, in collaboration with the National Urban League (NUL), launched the <i>Read and Rise</i> initiative to help build the reading skills of African American children. To date, more than a million <i>Read and Rise: Preparing Our Children For a Lifetime of Success</i> literacy guides have been distributed through the National Urban League's 100 affiliate operations, 400 nonprofit organizations, schools, libraries and government agencies. <i>Read and Rise</i> has produced have a magazine, a workshop curriculum for parent circles to teach parents how to improve children's literacy skills, and a children's book.</p>	<p>Scholastic in partnership with the National Urban League (212) 558-5300 www.scholastic.com</p>	Unknown
<b>Unknown</b> <i>Words Travel</i>	<p><i>Words Travel</i> is the first national literacy and family strengthening program for incarcerated parents and their children. The venture is a partnership between Scholastic and Volunteers of America, one of the nation's largest human service organizations. The mission of the program is to connect incarcerated parents with their children through reading books.</p> <p>Through the six-week <i>Words Travel</i> program, incarcerated parents—both men and women—participate in a series of classes to gain familiarity with the different genres of children's literature and how they can play a key role in supporting their child's reading development. The program is centered around <i>Reading Starts With Us</i>, a family literacy program that teaches parents how to engage in conversational reading with children.</p> <p>Incarcerated parents enrolled in the program read and record books on tape for their children. The books and tapes are sent to the children or given to them during visits to the correctional facility. Children participating in the <i>Words Travel</i> program receive a special book bag, personal tape player and other supplies to use. The children are able to listen to their parent's voice and read along as often as they like. Scholastic provides financial grants to support the initiative and donates the books and recording equipment, while the program is administered through Volunteers of America.</p>	<p>Scholastic in partnership with Volunteers of America (703) 341-5000 www.scholastic.com</p>	Unknown

## Literacy Programs - Family Matrix

Contact Information      Evaluation

**Unknown**

*Lee y serás*  
(*Read and You Will Be*)

*Lee y serás (Read and You Will Be)* is a multi-faceted, multi-year reading initiative that empowers and engages families and communities to foster children’s literacy development. At its core, *Lee y serás*® is about helping Latino children realize their potential as strong readers and learners. A child who learns to read and loves reading possesses skills that unlock access to the lifelong benefits that education provides.

Scholastic in partnership  
with National Council of  
La Raza  
  
(202) 785-1670  
[www.scholastic.com](http://www.scholastic.com)

Unknown



# Literacy Programs - School Matrix

		Contact Information	Evaluation
<p><b>Infancy – Elementary</b></p> <p><i>High/Scope Early Literacy</i></p> <p><i>Growing Readers Early Literacy Curriculum</i></p>	<p>The principle that literacy skill development begins in infancy and builds on children’s basic need to communicate is the core of High/Scope’s early literacy programs.</p> <p>In High/Scope classrooms and centers, children develop literacy skills by engaging in meaningful reading and writing experiences and become readers and writers through a unique blend of child-initiated learning and teacher-guided instruction.</p>	<p>High Scope Educational Research Foundation — Michigan</p> <p>(734) 485-2000</p> <p>www.highscope.org</p>	<p>Available online</p>
<p><b>Preschool</b></p> <p><i>Words Work!</i></p>	<p><b>Words Work!</b> is an early literacy project, developed by The Saint Paul Foundation, that is successfully closing the achievement gap for preschool children. Head Start students who participated in <b>Words Work!</b> outperform their Head Start national counterparts in alphabet knowledge and counting. They also consistently outperform their peers in the Saint Paul Public Schools on national standardized tests. <b>Words Work!</b> partners with early childhood programs like Head Start and builds on their ability to:</p> <ol style="list-style-type: none"> <li>1) Deliberately engage and involve parents</li> <li>2) Demonstrate a commitment to ongoing professional development for staff, and</li> <li>3) Maintain high quality program standards.</li> </ol>	<p>Saint Paul Foundation</p> <p>(800) 875.6167</p> <p>http://saintpaulfoundation.org</p>	<p>Unknown</p>
<p><b>Preschool</b></p> <p><i>CELL Preschool Literacy Project</i></p>	<p>The <b>CELL Preschool Literacy Project</b> is designed to provide professional development to support teachers in preparing young children to enter kindergarten with the necessary language and early reading and writing skills to ensure school success.</p> <p>Workshops are organized to help schools implement the goals of early childhood education standards and foundations, including those for English learners and children with special needs, and to use assessments to monitor progress towards those goals. Research-based teaching methods that are best practices are organized into a Framework of Instruction to support teaching in whole groups, small groups and for individual independent work and intervention. Family Literacy and its importance are also emphasized during the training sequence.</p>	<p>Foundation for Comprehensive Early Literacy Learning</p> <p>(909) 335.3089</p> <p>www.cell-exll.com</p>	<p>Unknown</p>

## Literacy Programs - School Matrix

		Contact Information	Evaluation
<p><b>Preschool – Kindergarten</b></p> <p><i>Ladders To Literacy</i></p>	<p><i>Ladders to Literacy</i> is a supplemental early literacy curriculum published in <i>Ladders to Literacy: A Kindergarten Activity Book</i>. The program targets children at different levels and from diverse cultural backgrounds — those who are typically developing, have disabilities, or are at risk of reading failure. The activities are organized into three sections with about 20 activities each: print awareness, phonological awareness skills, and oral language skills. A <i>Ladders to Literacy</i> curriculum is also available for preschool students.</p>	<p>Washington Research Institute (206) 285-1523 www.wri-edu.org/</p>	<p>Available on What Works Clearinghouse</p>
<p><b>3 And 4 Years</b></p> <p><i>Raising A Reader</i></p> <p><i>Family Nights</i></p>	<p><i>Raising a Reader</i> is a school-based book exchange program, and <i>Family Nights</i> is a school-based parent education program. These programs aim to improve the school readiness of 3- and 4-year-old children from economically disadvantaged backgrounds by increasing the frequency and quality of language and literacy activities in children’s homes.</p>	<p>Children’s Learning Institute (713) 500-3704 www.childrenslearninginstitute.org</p>	<p>Unknown</p>
<p><b>3 - 7 Years</b></p> <p><i>DaisyQuest</i></p>	<p><i>DaisyQuest</i> is a software bundle that offers computer-assisted instruction in phonological awareness, targeting children aged three to seven years. The instructional activities, framed in a fairy tale involving a search for a friendly dragon named Daisy, teach children how to recognize words that rhyme; words that have the same beginning, middle, and ending sounds; and words that can be formed from a series of phonemes presented separately, as well as how to count the number of sounds in words.</p>	<p>Metiri Group (310) 945-5150 www.metiri.com</p>	<p>Available on What Works Clearinghouse</p>
<p><b>Pre-k – 3rd Grade</b></p> <p><i>Earobics®</i></p>	<p><i>Earobics®</i> is interactive software that provides students in pre-k through third grade with individual, systematic instruction in early literacy skills as students interact with animated characters. <i>Earobics® Foundations</i> is a version for pre-kindergarten, Kindergarten, and first graders. <i>Earobics® Connections</i> is for second and third graders and older struggling readers.</p> <p>The program builds children’s skills in phonemic awareness, auditory processing, and phonics, as well as the cognitive and language skills required for comprehension. Each level of instruction addresses recognizing and blending sounds, rhyming, and discriminating phonemes within words, adjusting to each student’s ability level. The software is supported by music, audiocassettes, and videotapes and includes picture/word cards, letter-sound decks, big books, little books, and leveled readers for reading independently or in groups.</p>	<p>Earobics/ Houghton Mifflin (888) 242-6747 www.earobics.com</p>	<p>Available on What Works Clearinghouse</p>

# Literacy Programs - School Matrix

		Contact Information	Evaluation
<p><b>Preschool – Prevention Kindergarten – Intervention</b></p> <p><i>Stepping Stones To Literacy</i></p>	<p><i>Stepping Stones to Literacy</i> is an effective, research-based program developed to assist children who could potentially face reading failure. Over the course of 25 intensive lessons, students learn the crucial skills necessary to attain reading fluency. In addition, they come away from the program with a framework for reading comprehension that can be applied to all content areas.</p> <p>It is a supplemental intervention with all activities packaged together and easy to use.</p>	<p>Sopris West Educational Services (800) 547-6747  www.steppingstonelit- eracy.com/</p>	<p>Available on What Works Clearinghouse</p>
<p><b>Pre-k And Up</b></p> <p><i>Success For All</i></p>	<p><i>Success For All</i> offers a variety of programs including curriculum and professional development emphasizing whole school reform and parental and community involvement.</p>	<p>Success for All Foundation (800) 548-4998  www.successforall.net/</p>	<p>Available online and on What works Clearinghouse</p>
<p><b>Pre-k to 6th Grade</b></p> <p><i>Haskins Literacy Initiative</i></p>	<p><i>Haskins Literacy Initiative</i> promotes the science of teaching reading through professional development and classroom support for teachers, by designing and conducting research, and by engaging in advocacy to inform public policy and improve reading achievement for every child.</p>	<p>Haskins Laboratories New Haven, CT (203) 865.6163  www.haskins.yale.edu</p>	<p>Available by request</p>
<p><b>Pre-k to Adult</b></p> <p><i>Lindamood-Bell Learning Process</i></p>	<p><i>Lindamood-Bell Learning Process</i> provides learning centers with instruction and also school services.</p> <p>A School Services project consists of professional development in the programs for teachers, real-time differential diagnosis, small group intensive intervention, on-site consulting and monitoring, and school and district-wide implementation.</p>	<p>Lindamood-Bell Programs (800) 233-1819 Site in Fairfield, CT  www.lindamoodbell.com</p>	<p>Available online and on What Works Clearinghouse</p>

# Literacy Programs - School Matrix

		Contact Information	Evaluation
<p><b>K - 2nd Grade</b></p> <p><i>Start Making A Reader Today</i>®(SMART®)</p>	<p><b><i>Start Making a Reader Today</i>® (SMART®)</b> is a volunteer tutoring program widely implemented in Oregon for students in grades K-2 who are at risk of reading failure. The program is designed to be a low-cost, easy-to-implement intervention.</p> <p>Volunteer tutors go into schools where at least 40% of students are eligible for free or reduced-price lunch and read one-on-one with students twice a week for half an hour. Typically, one volunteer works with two children on four types of activities: reading to the child, reading with the child, re-reading with the child, and asking the child questions about what has been read. The program also gives each student two new books a month to encourage families to read together.</p>	<p>SMART (877) 598-4633 <a href="http://getsmartoregon.org">http://getsmartoregon.org</a></p>	<p>Available on What Works Clearinghouse</p>
<p><b>K - 2nd Grade</b></p> <p><i>Voyager Universal Literacy System</i>®</p>	<p><b><i>The Voyager Universal Literacy System</i>®</b> is a core reading program designed to help students learn to read at or above grade level by the end of the third grade. This program uses strategies such as individual reading instruction, higher-level comprehension activities, problem solving, and writing.</p> <p>Students are also exposed to computer-based practice and reinforcement in phonological skills, comprehension, fluency, language development, and writing. The program uses whole classroom, small group, and independent group settings. <b><i>Voyager Universal Literacy System</i>®</b> emphasizes regular assessments, with biweekly reviews for struggling students and quarterly assessments for all students.</p>	<p>Voyager Learning (888) 399-1995 <a href="http://www.voyagerlearning.com/">www.voyagerlearning.com/</a></p>	<p>Available on What Works Clearinghouse</p>
<p><b>K - 3rd Grade</b></p> <p><i>Fast ForWord</i>®</p>	<p><b><i>Fast ForWord</i>®</b> is a family of computer-based products. The programs are designed to help students develop and strengthen the cognitive skills necessary for successful reading and learning. Participants spend 30 to 100 minutes a day, five days a week, for four to 16 weeks with these adaptive exercises.</p> <p><b><i>Fast ForWord</i>® Language</b> builds fundamental cognitive skills of memory, attention, processing, and sequencing in the context of key language and reading skills, including listening accuracy, phonological awareness, and language structures. Programs in the <b><i>Fast ForWord</i>® to Reading</b> series provide the next sequence of cognitive skills designed to help students acquire reading skills.</p>	<p>Scientific learning (888) 358-0212 <a href="http://www.scilearn.com">www.scilearn.com</a></p>	<p>Available on What Works Clearinghouse</p>

# Literacy Programs - School Matrix

		Contact Information	Evaluation
<b>K - 3rd Grade</b>	<i>Peer-Assisted Learning Strategies (PALS)</i>	Vanderbilt Kennedy Center for Research on Human Development <a href="http://kc.vanderbilt.edu/pals/">http://kc.vanderbilt.edu/pals/</a>	Available on What Works Clearinghouse
<b>K - 3rd Grade</b>	<i>Wilson Reading System Foundations</i> <sup>®</sup>	Wilson Language (508) 368-2399 <a href="http://www.wilsonlanguage.com">www.wilsonlanguage.com</a>	Available on What Works Clearinghouse
<b>K - 4th Grade</b>	<i>Early Intervention in Reading (EIR)</i> <sup>®</sup>	EIR Professional Development Program (763) 785-0701 <a href="http://www.earlyinterventionin-reading.com">www.earlyinterventionin-reading.com</a>	Available on What Works Clearinghouse

# Literacy Programs - School Matrix

		Contact Information	Evaluation
<p><b>K - 12th Grade</b></p> <p><i>Failure Free Reading</i></p>	<p><b>Failure Free Reading</b> is a language development program designed to improve vocabulary, fluency, word recognition, and reading comprehension for Kindergarten through grade 12 students who score in the bottom 15% on standardized tests and who have not responded to conventional beginning reading instruction.</p> <p>The three key dimensions of the program are repeated exposure to text, predictable sentence structures, and story concepts that require minimal prior knowledge. The program combines systematic, scripted teacher instruction, talking software, workbook exercises, and independent reading activities. The program is delivered through small group or individual instruction.</p>	<p>Failure free reading (888) 233-read www.failurefreeonline.com</p>	<p>Available on What Works Clearinghouse</p>
<p><b>K - 12th Grade</b></p> <p><i>Partnership For Literacy</i></p>	<p>The Center on English Learning and Achievement (CELA) offers a program of instructional development and professional growth that is based on many years of research and development with schools across the country and the grade span. This ongoing work takes place in K-12 schools in New York's Capital Region and beyond, with teachers of all subject areas, and focuses specifically on helping to identify and address critical needs related to student literacy achievement.</p> <p>Through participation in the Partnership, teachers deepen their knowledge, skills, and understandings of language and learning and become better able to help students develop better reading, writing, speaking, thinking, and listening skills. In addition, the Partnership fosters the development of self-sustaining professional communities of teachers. The work is supported by a mix of funding from both public and private sources, including contracts and grants.</p>	<p>Center on English Learning and Achievement (518) 442-5029 www.albany.edu/aire</p>	<p>Evaluation expected in about one year</p>
<p><b>First Grade</b></p> <p><i>Reading Recovery</i></p>	<p><b>Reading Recovery</b> is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. The intervention is most effective when it is available to all students who need it and is used as a supplement to good classroom teaching. Individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained <b>Reading Recovery</b> teacher.</p> <p>As soon as students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued, and new students begin individual instruction.</p>	<p>Reading Recovery Council of North America (614) 310-7323 www.readingrecovery.org</p>	<p>Available on What Works Clearinghouse</p>

# Literacy Programs - School Matrix

		Contact Information	Evaluation
<b>6 - 9 Years</b>  <i>Read, Write &amp; Type!<sup>TM</sup></i>	<p><b>Read, Write &amp; Type!<sup>TM</sup> Learning System</b> is a software program with supporting materials designed to teach beginning reading skills by emphasizing writing as a way to learn to read. The program was developed for six- to nine-year-old students who are just beginning to read and for students who are struggling readers and writers.</p> <p>The main goal of <b>Read, Write &amp; Type!<sup>TM</sup></b> is to help students develop an awareness of the 40 English phonemes and the ability to associate each phoneme with a letter or a combination of letters and a finger stroke on the keyboard. Other goals of the program include identifying phonemes in words and fluency in sounding out, typing, and reading regularly spelled words.</p>	Talking Fingers Inc. (415) 472-3103 www.readwritetype.com	Available on What Works Clearinghouse
<b>2nd Grade +</b>  <i>Kaplan SpellRead</i>	<p><b>Kaplan SpellRead</b> (formerly known as <b>SpellRead Phonological Auditory Training<sup>®</sup></b>) is a literacy program for struggling readers in grades 2 or above, including special education students, English language learners, and students more than two years below grade level in reading.</p> <p><b>Kaplan SpellRead</b> integrates the auditory and visual aspects of the reading process and emphasizes specific skill mastery through systematic and explicit instruction. The program takes five to nine months to complete and consists of 140 lessons divided into three phases.</p>	Kaplan (888) kaplan8 www.spellread.com	Available on What Works Clearinghouse
<b>3rd Grade +</b>  <i>Corrective Reading</i>	<p><b>Corrective Reading</b> is designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in third grade or higher who are reading below their grade level. The program has four levels that address students' decoding skills and six levels that address students' comprehension skills. All lessons in the program are sequenced and scripted.</p> <p><b>Corrective Reading</b> can be implemented in small groups of four to five students or in a whole-class format. <b>Corrective Reading</b> is intended to be taught in 45-minute lessons four to five times a week. For the single study reviewed in this report, only the word level skills components of the <b>Corrective Reading</b> program were implemented.</p>	McGraw Hill/ SRA (888) SRA-4543 www.sraonline.com	Available on What Works Clearinghouse
<b>Elementary Grades</b>  <i>Advancing Reading Achievement In Elementary Schools (ARA-E)</i>	Research-based professional development project — faculty professional learning team format to assist elementary educators in providing effective reading instruction.	SERVE Center UNC Greensboro  SERVE (800) 755-3277  www.serve.org	None completed

# Literacy Programs - School Matrix

		Contact Information	Evaluation
<p><b>Children And Adults</b></p> <p><i>Motheread</i></p>	<p><i>Motheread</i> is focused on the humanities and storytelling, combining the teaching of literacy skills with child development and family empowerment issues. Parents and children learn to use the power of language to discover more about themselves, their families, and their communities. Offers classes for both adults and children.</p> <p>In adult classes, participants learn to be story readers, writers, and tellers in a group structure that supports their own sense of worth and ability. These classes are appropriate for all adults, regardless of reading ability or prior educational experience. By teaching the “why” of reading rather than just emphasizing the “how,” classes encourage parents to be reading role models for their children. For children, Story Exploring provides a structured environment for learning reading, critical-thinking, and problem solving skills.</p>	<p>Motheread Inc. (919) 781-2088 www.motheread.org/</p>	<p>Available online</p>
<p><b>Unknown</b></p> <p><i>Waterford Early Reading Program™</i></p>	<p>The <i>Waterford Early Reading Program™</i> is a comprehensive, research-based curriculum that teaches children how to read, write, and keyboard. It is one of the nation’s first research-based, technology-driven reform models in early reading instruction.</p>	<p>Waterford Institute / distributed by Pearson Digital (212) 222.2890 www.waterford.org/</p>	<p>Available online and on What Works Clearinghouse</p>
<p><b>Unknown</b></p> <p><i>Early Authors Program (EAP)</i></p>	<p>The <i>Early Authors Program (EAP)</i> can be described as a specific instrument used to improve the possibility of more equitable outcomes for all children. Dual language authoring programs such as the <i>Early Authors Program</i> consist of a transformative literacy model designed to strengthen the links among children, families, caregivers as they author books. The books, in which the child is the protagonist, are bilingual, thus encouraging children to use both their home language and the language of instruction.</p> <p>Developed by utilizing scanned photographs and word processing, the books allow children, parents and caregivers to communicate and share their personal experiences. The process of authoring books is aimed not only at enrichment of children’s print motivation, increased vocabulary, and enhanced phonemic awareness, but also at the acquisition of a strong sense of self worth and pride in cultural identity.</p>	<p>No current contact found No current contact number found www.ryerson.ca</p>	<p>Unknown</p>



# Literacy Programs - Health Matrix

		Contact Information	Evaluation
<p><b>Infants +</b></p> <p><i>Read to Grow</i></p> <p><i>Books for Babies Program</i></p>	<p><b>Read to Grow</b> is unique. While many early literacy programs start when a child is six months old or older, <b>Read to Grow</b> meets families in the hospital when a baby is born, linking health to the importance of early literacy, language and love. The program serves all newborns, providing a new children’s book and literacy guidance to all families regardless of income. Infant brain research shows that learning begins at birth, and <b>Read to Grow</b> works to ensure that parents understand their important role as their child’s first teacher, as well as the critical relationship between verbal stimulation, language development and future literacy.</p> <p>The message is that by reading with and talking to children beginning at birth, parents can help their youngsters grow to love books and learning, and develop the vocabulary, language and early literacy skills they will need to succeed at school, in the workplace and in life. <b>Read to Grow</b> currently has <b>Books for Babies Programs</b> in seven Connecticut hospitals and reaches about 40% of the state’s newborns. Volunteers visit with parents at various stages and provide literacy information. Programs also train health care staff in hospitals and pediatrician offices.</p>	<p>Read to Grow Connecticut: (203) 488-6800 <a href="http://www.readtogrow.org">www.readtogrow.org</a></p>	<p>Evaluation underway</p>
<p><b>6 Months – 5 Years</b></p> <p><i>Reach Out and Read</i></p>	<p><b>Reach Out and Read</b> trains doctors and nurses to advise parents about the importance of reading aloud and to give books to children at pediatric check-ups from six months to five years of age. A special focus is placed on children growing up in poverty. By building on the unique relationship between parents and medical providers, <b>Reach Out and Read</b> helps families and communities cultivate early literacy skills so that children enter school prepared to succeed at reading.</p>	<p>Reach Out and Read Massachusetts: (617) 455-0600 <a href="http://www.reachoutandread.org">www.reachoutandread.org</a></p>	<p>Available online</p>

# Literacy Programs - Community Matrix

		Contact Information	Evaluation
<p><b>Unknown</b></p> <p><i>Lee y serás</i><sup>®</sup> (<i>Read and You Will Be</i>)</p>	<p><i>Lee y serás</i><sup>®</sup> (<i>Read and You Will Be</i>) is a multi-faceted, multi-year reading initiative that empowers and engages families and communities to foster children’s literacy development. At its core, <i>Lee y serás</i><sup>®</sup> is about helping Latino children realize their potential as strong readers and learners. A child who learns to read and loves reading possesses skills that unlock access to the lifelong benefits that education provides.</p>	<p>Scholastic in partnership with National Council of La Raza</p> <p>(202) 785-1670</p> <p><a href="http://www.scholastic.com">www.scholastic.com</a></p>	<p>Unknown</p>