

Early Childhood Research-Based Template

The purpose of this template is to create a collection of early childhood research-based practices that are currently being used in your programs, and those practices you would choose to use if funding was available.

Model Name: Literacy Starts Early Classes

Description and Outcomes:

Literacy Starts Early is a series of early literacy classes for home child-care providers who serve children in Toppenish. The classes are held on five Saturdays during the school year in four hour sessions. The classes are taught in both English and Spanish by Early Childhood educators from Toppenish School District. Participants receive strategies for teaching phonemic awareness to children ages 1-5. Activities and routines are modeled to promote literacy skills in young children. Also included in this training are research based, developmentally appropriate practices, time to share, age appropriate books, literacy games and other resources including free STARS credits. The participants are encouraged to stay after the session to use the copy machine, laminator, die cut machine or to borrow any of the resources in the lending library.

Licensing supervisors who attend our trainings have reported that the classes have made a positive impact on child-care providers' practice. They can see improvement in the routines and procedures through daily activities and the interactions between providers and children. The participants report that our classes have made a major impact in the literacy skills of their children. They truly appreciate the support from the district in order to better prepare the children in their care. Other outcomes include

- Consistent 90-100% class attendance by providers
- Increase in number of providers utilizing the resource lending library
- Increased attendance at PTO meetings and parent functions in elementary schools

Research and/or Bibliographies:

Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.

Bruster, PhD. Bonnie B. & Osborn, M. Ed., (2001). *Put reading first kindergarten through grade 3 & put reading first, preschool through grade 3*. National Institute of Literacy: US Department of Education.

D'Arcangelo, Marcia, (1999). *Learning about learning to read: A conversation with Sally Shaywitz*. Educational Leadership, (57)2, p 26.

Lyon, G R. (1998). *Why reading is not a natural process*. Educational Leadership. (57) 6, p 14.

Notari-Syverson, A.; O'Connor, R.; Vadaky, P. (2000). *Ladders to literacy: A preschool activity book*. Baltimore: Paul H Brookes Publishing.

Rogers, C & Sawyers, J. (1998). *Play in the Lives of Children*. Washington DC: National Association for the Education of Young Children.

Torgesen, J & Mathes, P. (2001). *What every teacher should know about phonological awareness*. CORE Reading Research Anthology. p 38.

The Model:

is currently being used by (program name): Toppenish School District

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