

# Supporting Language and Early Literacy: At Home and in Early Childhood and Community Settings

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This series of seven professional development sessions is designed to promote evidence-based universal practices that support the six standards-based content areas of early literacy. The target audience for training includes all teachers and providers serving children in the birth through 5 years range. While adaptations and modifications to meet the needs of individual children are strongly encouraged, universal practices are the primary focus of this training.

The training materials are available free of charge to anyone. Trainers/facilitators are strongly encouraged to have completed higher education coursework in language, early literacy, and child development; demonstrate an understanding of Developmentally Appropriate Practice; and have direct experience serving children in the birth through 5 age range. Knowledge and experience serving Dual Language Learners (DLLs) and young children with disabilities are recommended as well.

Sessions are PowerPoint presentations with detailed Speaker Notes. Directions for participant engagement and activities are either provided on the slide or in the Speaker Notes. A Dual Language Learner Connection is located in the Speaker Notes of many of the slides. Prior to facilitating sessions, trainers are encouraged to refer to the resources in the Speaker Notes of the title slide for guidance and support on serving Dual Language Learners. Similar resources focused on serving children with disabilities will be added in the near future.

Each session includes a series of introductory slides, repeated in each session, so that each can be used as a stand-alone training session. Trainers are encouraged, however, to begin with Session 1: Vital Components. The sequence of the other sessions is flexible, depending on your objectives and the needs of your audience. While the duration of each session will vary, plan on an average of 3 hours to complete each one, or approximately 20-24 hours to complete the entire series.

All sessions are accessible at [www.collaboratingpartners.com](http://www.collaboratingpartners.com) Trainers/facilitators are encouraged to frequently visit the site to download PowerPoint presentation sessions; these training resources will be updated periodically to reflect new research and input from the field.

**Trainers are asked to complete a short survey located at the literacy webpage after using the training materials. Your input will guide changes/modifications for improvement.**

Anticipated Learner Outcomes upon completion of all sessions:

Participants will:

- Apply learning standards to guide language and early literacy expectations for children, birth through 5 years
- Intentionally provide appropriate learning experiences during daily routines and activities, utilizing evidence-based strategies including shared and dialogic reading, to support development in all vital components of language and early literacy learning
- Employ formal and informal types of language and literacy assessment to guide instruction and monitor development
- Engage families to provide effective strategies, including shared reading opportunities, to build their children's language and support early literacy development

*Current materials are designed for children birth to 5 years.*

*A session specific to programs serving 5 year olds will be available in the future.*

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