

# Early Childhood



## WHAT DO WE MEAN BY EARLY CHILDHOOD?



Early Childhood is the time period between birth and five years when a child usually begins formalized education. Studies suggest that high-quality activities for skill development are particularly important when children are three and four years of age.

## WHAT DOES SCIENCE SAY?



At this level, children do not yet know how to read, but they should be developing key skills that will help them when they do learn to read. Researchers agree that encouraging children to talk, as well as parents to read, and to talk a lot with them (to learn words, rhymes, songs labeling colors and letters, etc.) is extremely important.

## WHAT CAN YOU DO?

Here are a few examples of free, level-appropriate, research-informed resources that target the development of specific skills.

### TALK

The [Rhyme Pocket Pairs](#) is a great activity developed by the [Florida Center for Reading Research](#). This activity will introduce children to phonological awareness and rhyming, requiring them to pick out pictures of words that rhyme.

### READ

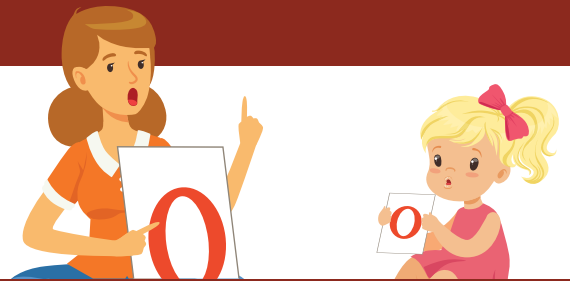
The [Southport Colab](#) offers great read-aloud books and related activities introducing important concepts like colors, numbers and letters. We particularly like the [Three Little Pigs](#) one!

## More resources

You can find many more resources like these in the [Resource Library](#) of the [Haskins Global Literacy Hub](#). All resources are FREE and VETTED by literacy experts. Resources are appropriate for children in general education, special education, with learning disabilities or other special needs. Resources are organized by levels and by types of reading skills.

*The Haskins Global Literacy Hub is an international interdisciplinary collaboration of researchers, educators, and education technology specialists, working to improve language and literacy outcomes for children at risk for reading difficulties across languages and cultures.*

# Early Readers



## WHAT DO WE MEAN BY EARLY READERS?



Early Readers have been introduced to reading, but they are just beginning and cannot read many words by themselves yet.

## WHAT DOES SCIENCE SAY?



The first stage of becoming a reader is to discover and understand that words are made up of letters and their associated sounds. Early readers should focus on learning what sounds letters make, and how to combine and blend letter-sounds to make words. Early readers should also be learning lots of new words, what words mean, and how they come together to make sentences and stories.

## WHAT CAN YOU DO?



Here are a few examples of free, level-appropriate, research-informed resources that target the development of specific skills.

### LETTERS AND WORD PARTS

[PALS](#) proposes a wealth of amazing activities for students alone or in a group setting. The [Beanbag Rhyme Game](#) and [Rhyme Chime](#) are awesome little games that draw children's attention to the fact that words that sound the same at the end rhyme with each other.

### ORAL LANGUAGE & READING COMPREHENSION

The [Regional Educational Laboratory Southeast](#) has great activities for parents and teachers like [grocery shop talk](#) that helps students build vocabulary.

### WRITING

A great resource to know more about print, and how to teach it to your child, is the page [Concepts of Print](#) on the [Balanced Literacy Diet](#) website. You will find many videos, and activities there!

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# Developing Readers



## WHAT DO WE MEAN BY DEVELOPING READERS?



Developing Readers are learning to put together their growing oral language skills (like vocabulary knowledge) with their growing ability decode printed words and read simple stories. They are beginning to apply what they know to read harder words, sentences, and longer stories.

## WHAT DOES SCIENCE SAY?



Here is where things start to get serious. Many aspects of the reading system are being developed now. Developing readers are learning to decode complex words, reading simple texts, and developing their knowledge and comprehension of the world through reading.

## WHAT CAN YOU DO?

A very accessible article that can help teachers and parents understand what is involved in how children learn to read is "[The science and poetry in learning \(and teaching\) to read](#)" by Prof. Maryanne Wolf. Here are a few examples of free, level-appropriate, research-based resources, targeting the development of specific skills.

### LEARNING TO READ WORDS AND LONGER TEXTS

The [Meadows Center for Preventing Educational Risk](#) produces high-quality content for parents and teachers with children at this developmental stage. One example is [How Can I Help My Middle Schooler Read Multisyllabic Words?](#)

### ORAL LANGUAGE & READING COMPREHENSION

If you want to understand how to teach specific reading-related skills, then start reading great articles like [The Components of Effective Vocabulary Instruction](#) provided by [All About Adolescent Literacy](#).

### WRITING

Summarizing is important for deeper understanding of text. [Reading Rockets](#) has wonderful material explaining concepts and providing appropriate activities on how to teach [summarizing](#) to developing readers and writers.

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# More Advanced Readers



## WHAT DO WE MEAN BY MORE ADVANCED READERS?



More Advanced Readers can read complex words and are comfortable with different types of text. These students are often in the middle or high school years.

## WHAT DOES SCIENCE SAY?



At this level, most readers have the building blocks of literacy and should now work on becoming more fluent in reading, expanding their vocabularies, and understanding the nuances of complex texts.

## WHAT CAN YOU DO?



Here are a few examples of free, level-appropriate, research-based resources that target the development of specific skills.

### VOCABULARY & READING COMPREHENSION

An example for middle school readers is [Word Gen Weekly](#), an awesome resource to expand both general and content-oriented academic vocabulary and build the thinking skills necessary for reading comprehension in different content areas.

More advanced readers in high school have to deepen their reading comprehension, expand their vocabularies, and build background knowledge in different subject areas. [iStart](#), a game that reinforces self-explanation, helps build the type of comprehension skills needed to understand high school level text materials.

### WRITING

Grammar. A big word in literacy, sometimes dreaded, but essential to becoming a strong reader and writer. Luckily, websites like [Guide to Grammar](#) offer clear rules, explanations, quizzes and activities about English grammar. Useful for all students (and their parents!).

To develop writing skills, [Summarizing Your Text](#) can help more advanced readers build a good quality summary of what they have read.

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