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| **The Right Stuff****Resources to Help Realize the** **Promise of Each Vermont Child**Colorful star |  |
| **Issue No. 7 April 2017** **Featured Domain of the Vermont Early Learning Standards (VELS)**  **Literacy Development** *Vermont’s Creative Arts and Expression domain includes the elements of visual arts, music, theater, and dance. Learn more below and on page 62 of the VELS.***Finding Great Children’s Books (0-9)***For young children, seeing themselves in the books we read and display is connected to their self-esteem, inspirations, and aspirations. When our print materials do not reflect children, families, and communities, children suffer. As Marian Wright Edelman said, “It’s hard to be what you can’t see.” Because it can be challenging to find books that authentically reflect diverse cultures, languages, family configurations, races, ethnicities, gender roles and abilities, this issue of The Right Stuff has a free bonus. Attached you’ll find a list of sources for children’s books that reflects the many ways in which children and families are unique. The list is also posted, along with back issues of The Right Stuff, at* [**http://fpg.unc.edu/presentations/right-stuff**](http://fpg.unc.edu/presentations/right-stuff)**Milestones of Early Literacy Development (0-5)**[**http://www.reachoutandread.org/resource-center/literacy-materials/literacy-milestones/**](http://www.reachoutandread.org/resource-center/literacy-materials/literacy-milestones/)*This chart contains information on the milestones of early literacy development in the context of the physical and cognitive developmental stages of children aged 6 months to 5 years. Useful tips and suggestions for parents and caregivers are provided. Resources are available in English and Spanish.***Early Learning Language and Literacy Series (0-5)** [**https://pdg.grads360.org/#program/early-learning-language-and-literacy-series**](https://pdg.grads360.org/#program/early-learning-language-and-literacy-series) *This series of 14 modules on early literacy learning, birth to kindergarten, is designed to provide teachers with background information/research on early language and literacy and to provide evidence-based strategies to support the language and literacy development of young children. Each module is comprised of presentation materials including a PowerPoint presentation, handouts, activities, and readings. Module topics range from oral language and phonological awareness to building vocabulary, writing and technology. One module focuses specifically on supporting young children who are dual language learners.***Center for Early Literacy Learning (CELL)** [**http://www.earlyliteracylearning.org/**](http://www.earlyliteracylearning.org/) **(0-5)***The goal of the Center for Early Literacy Learning (CELL) is to promote the adoption and use of evidence-based early literacy learning practices. The website has downloadable practice manuals, including manuals that address adaptations for children of diverse abilities, video clips, family resources, and other materials. CELL videos are designed for family members and professionals. Each video introduces and illustrates a key component of literacy unfolding in home, community, and program settings. The CELL website also offers resources for supporting emerging readers with disabilities.***Talk, Read, and Sing Together Every Day! Tip Sheets for Families, Caregivers & Early Learning Educators** [**http://www.ed.gov/early-learning/talk-read-sing**](http://www.ed.gov/early-learning/talk-read-sing) **(0-5)***Made specifically for families, caregivers and early educators, these resources can help enrich a child's early language experiences by providing research-based tips for talking, reading, and singing with young children every day beginning from birth. All tip sheets are available in English and Spanish, and can be downloaded for free.***Get Ready to Read** [**http://www.getreadytoread.org/**](http://www.getreadytoread.org/) **(0-5)***This website, which is sponsored by the National Center on Learning Disabilities, offers a variety of resources for young readers and their families, including literacy games, information, screening tools, and more. Look for a box on the right that asks “Do you prefer information in another language?” to access resources in Spanish, Chinese, Arabic, and Korean.***¡Imagínate![Imagine!]** [**http://www.ncela.us/files/uploads/22/Imaginate.pdf**](http://www.ncela.us/files/uploads/22/Imaginate.pdf) **(3-5)***Here’s a Spanish-language publication aimed at parents of dual language preschoolers that is designed to promote evidence-based early literacy practices, while leveraging the important role family members have in developing bilingual, bi-literate readers.* **Book Nooks** [**http://csefel.vanderbilt.edu/resources/strategies.html**](http://csefel.vanderbilt.edu/resources/strategies.html) **(0-6)***These easy-to-use guides were created especially for teachers/caregivers and families to provide hands-on ways to embed social and emotional skill building activities into everyday routines. Each Book Nook offers ideas and activities to use with children’s books such as* Big Al, Hands Are Not for Hitting, On Monday When It Rained, *and* My Many Colored Days*. Examples of suggested activities include using rhymes to talk about being friends, making emotion masks to help children identify and talk about different feelings, playing games around what to do with hands instead of hitting and fun music and movement activities to express emotions.***Reading Rockets** [**http://www.readingrockets.org/**](http://www.readingrockets.org/) **(3-9)***Reading Rockets offers a rich library of classroom strategies, articles, and family tip sheets, FAQs, videos, research briefs and more— providing research-based and best-practice information for educators, parents, and others who work with young readers.* **CONNECT Module 6: Dialogic Reading Practices (3-6)**[**http://community.fpg.unc.edu/connect-modules/learners/module-6**](http://community.fpg.unc.edu/connect-modules/learners/module-6)*The module describes**effective dialogic reading practices for use with young children in early care and education settings. Downloadable video clips demonstrate the components of a decision-making process to help determine whether dialogic reading will be beneficial for enhancing the language and literacy skills of young children in a particular context.***Understanding Literacy Practices in Culturally and Linguistically Diverse** **Children’s** **Homes** **(3-9)** [**http://education.jhu.edu/PD/newhorizons/Journals/Fall2010/Chu-Wu**](http://education.jhu.edu/PD/newhorizons/Journals/Fall2010/Chu-Wu)*The article discusses the relation between home literacy and learning outcomes for young children who are culturally and linguistically diverse. It also shares best practices for promoting this population's literacy development, specifically focused on the importance of cultural competence.***The A-Z of Adapting Books (4-9)**[**http://www.telability.org/handouts/Th%2520AtoZofAdaptingBooksFinalPPTminimizer1.pdf**](http://www.telability.org/handouts/Th%2520AtoZofAdaptingBooksFinalPPTminimizer1.pdf)*This document lists helpful tips and methods for adapting books for students with disabilities.***Reading Your Way to a Culturally Responsive Classroom (4-9)**[**https://www.naeyc.org/resources/pubs/yc/may2016/culturally-responsive-classroom**](https://www.naeyc.org/resources/pubs/yc/may2016/culturally-responsive-classroom)*This article highlights ways early childhood educators can use race-related teaching practices to address race/racism while supporting literacy development. It also suggests ways teachers can use children’s literature to welcome discussion.***Effective Literacy Practices Video Library**  [**http://fdf.readingrecovery.org/effective-literacy-practices**](http://fdf.readingrecovery.org/effective-literacy-practices) **(5-9)***This video library offers extensive examples to help educators strengthen early literacy outcomes for K-3 students. Six effective literacy practices are highlighted, each of which may be incorporated into teaching in the classroom, small groups, and one-on-one instruction. A downloadable reference guide comes with each video.***Want more information about this domain?** Check out the Vermont Early Learning Standards (VELS) online at [**http://education.vermont.gov/student-support/early-education/vermont-early-learning-standards**](http://education.vermont.gov/student-support/early-education/vermont-early-learning-standards) The Literacy Development domain starts on page 62.**Want more free resources related to this domain? F**ree resources related to literacy developmentCover of VELS are available at [**http://fpg.unc.edu/presentations/vermont-instructor-resources**](http://fpg.unc.edu/presentations/vermont-instructor-resources)   |
| **The Right Stuff** is a free, one-way listserv that is distributed monthly. Each issue features a domain of the Vermont Early Learning Standards (VELS) and resources for supporting the learning and development of young children, birth to Grade 3, in that domain. All resources are evidence-based, readily available and free. All or part of **The Right Stuff** may be freely shared or reproduced. Past issues are available at [**http://fpg.unc.edu/presentations/right-stuff**](http://fpg.unc.edu/presentations/right-stuff) **The Right Stuff** is compiled by Camille Catlett, supported by the Vermont Agency of Education, and funded by the Vermont Race to the Top Early Learning Challenge Grant. Highlighted resources are available in English and Spanish.To receive your copy of The Right Stuff each month, send an email **with no message** to **subscribe-the\_right\_stuff\_listserv@listserv.unc.edu**To suggest resources, please contact Camille Catlett at **camille.catlett@unc.edu** |