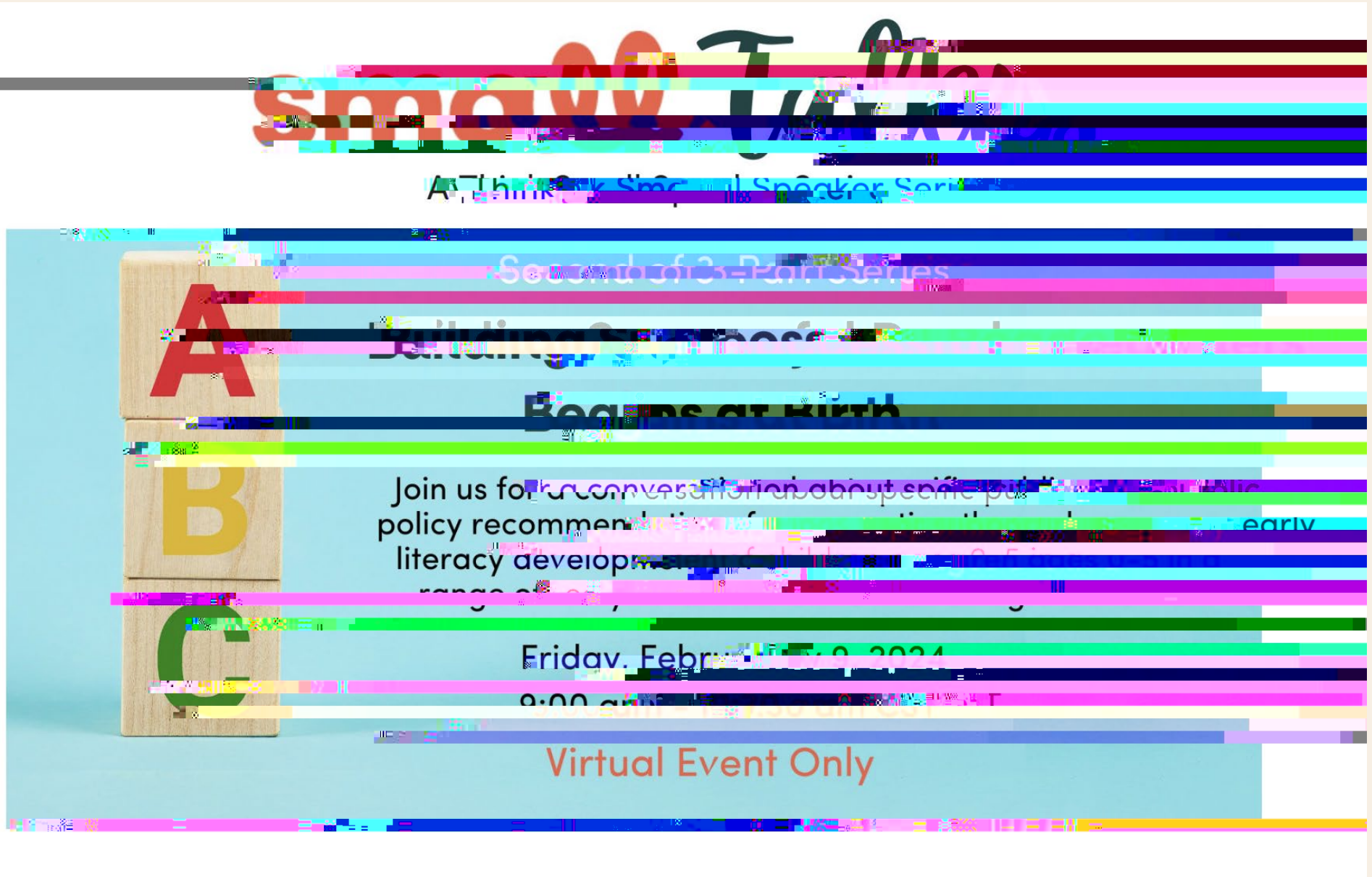
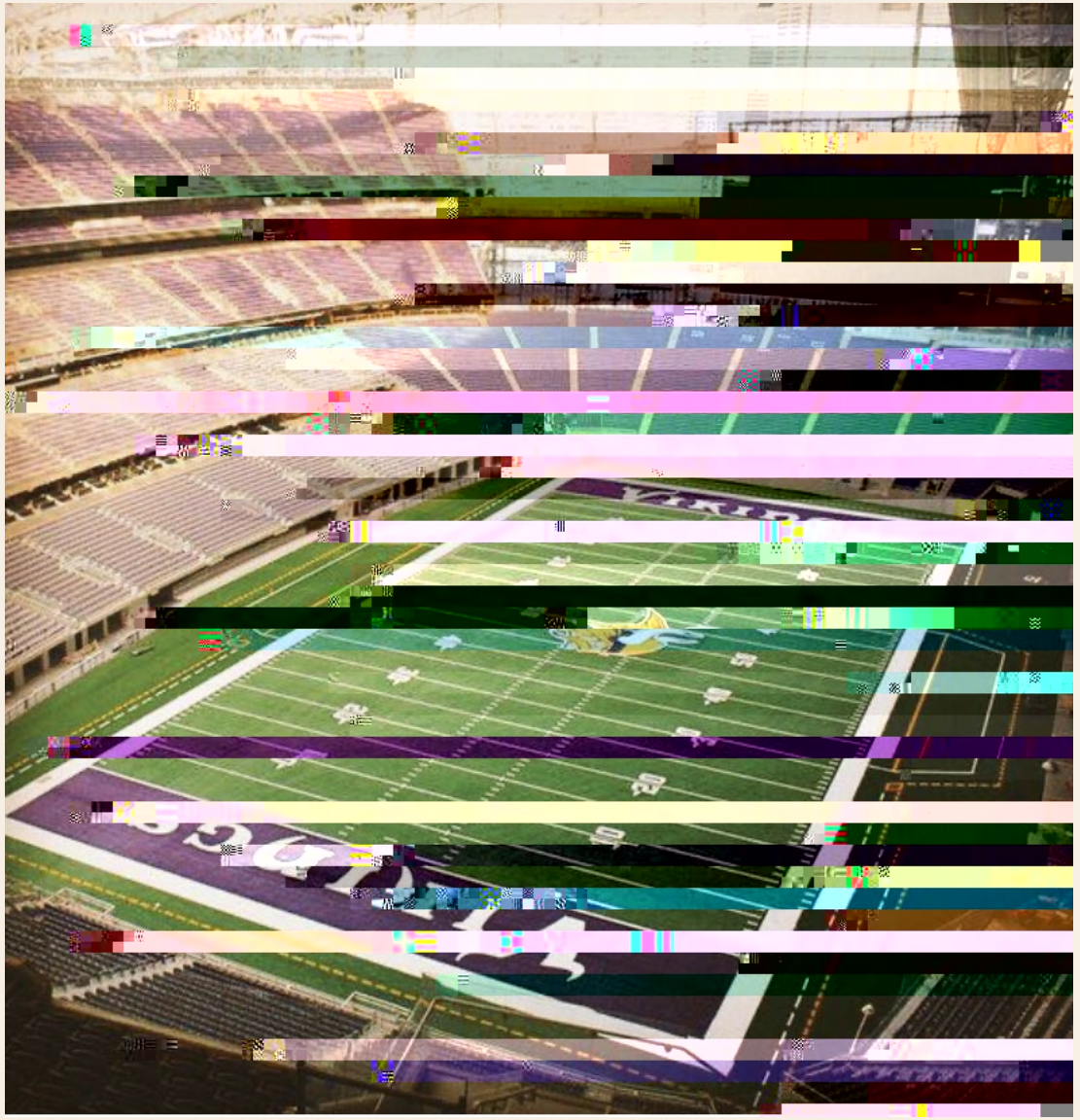

Second of 3-Part Series
Virtual Event Only

Minnesota has 500,000 students that are not proficient readers



Solving the problem starts early and is mission critical for Think Small.

Intersection Between Science of Reading and Young Children's Literacy Development

- Language Acquisition: From birth, babies start absorbing language. The science of reading emphasizes exposing infants and toddlers to rich language experiences through conversations, storytelling, and exposure to a variety of words to build a strong foundation for language and literacy development.
- Phonological Awareness: Between ages 2 and 5, children develop phonological awareness—understanding the sound structure of language. Activities focusing on rhyming, alliteration, and syllable play aid in developing these 1 (le)-1 (p)-2.1 (la)2.5 (y)-1.1 ( )-11.7 (a)2.5 (id)-2.g3-11.7 (a dineo (o)]TJ1.7 (aJ .0.475 0 0 rg 8.826 Tc -0.004 Tw 1-1.1)-253[(r)1.7 Rungngua.5 (n)2.1 lonund

Intersection Between Science of Reading and Young Children's Literacy Development

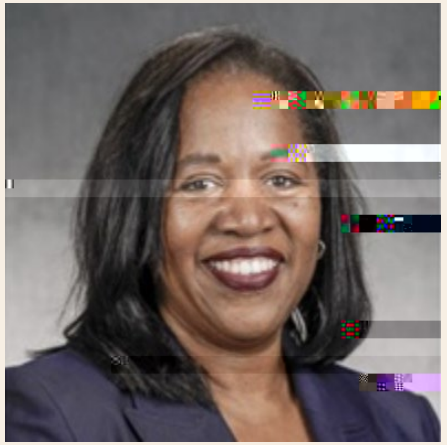
- Phonics and Letter Knowledge: By ages 4-5, children start connecting sounds to letters and recognizing letters. Teaching letter names and sounds in fun and interactive ways, such as games and songs, aids in early phonics development.
- Narrative Skills: Understanding story structure, sequencing events, and making predictions are part of narrative skills. Engaging children in storytelling, asking open-ended questions about stories, and encouraging them to create their own narratives help develop these skills.

- Engaging parents and families is critical!
- Parents and caregivers play a crucial role. Reading to children, engaging in conversations, and providing a language-rich environment at home significantly impact early literacy development.

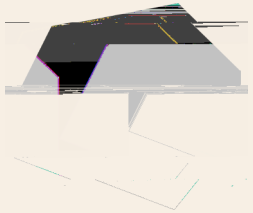
Parents and caregivers are engaged and supported as indispensable partners in literacy development, and early care and education programs, across setting type and age group, offer strong literacy components, including specialized supports for multilingual learners and children with special needs.

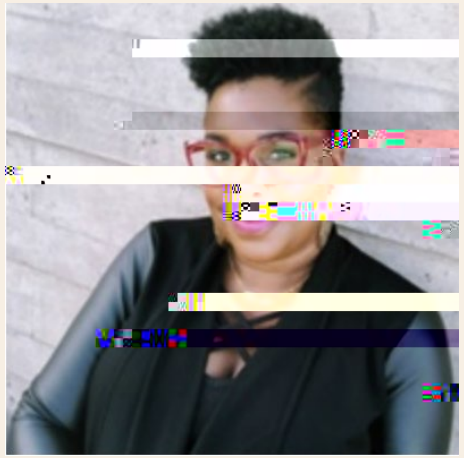
Alisha Wackerle-Hollman
University of Minnesota

Kiran Sheikh
Ampact



Mary Frances Clardy
MN House of Representatives



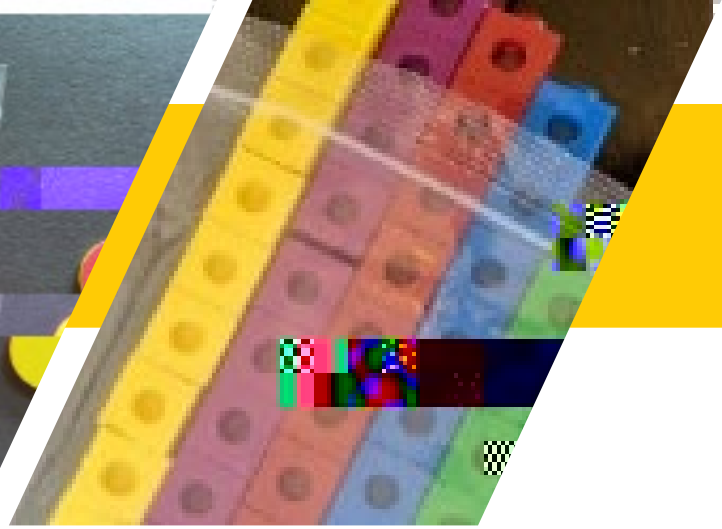


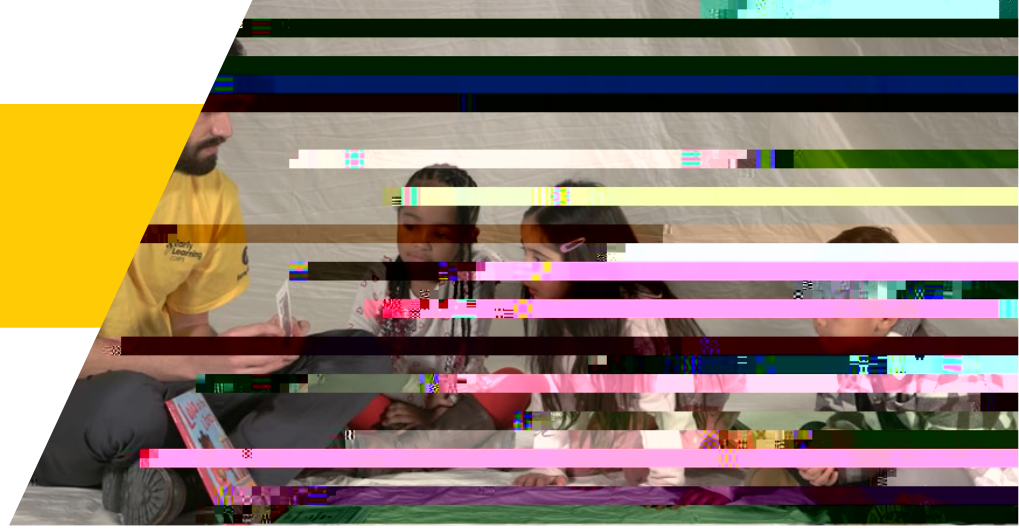
Candace Yates
Think Small

Present Day Scope of Early Learning Corps

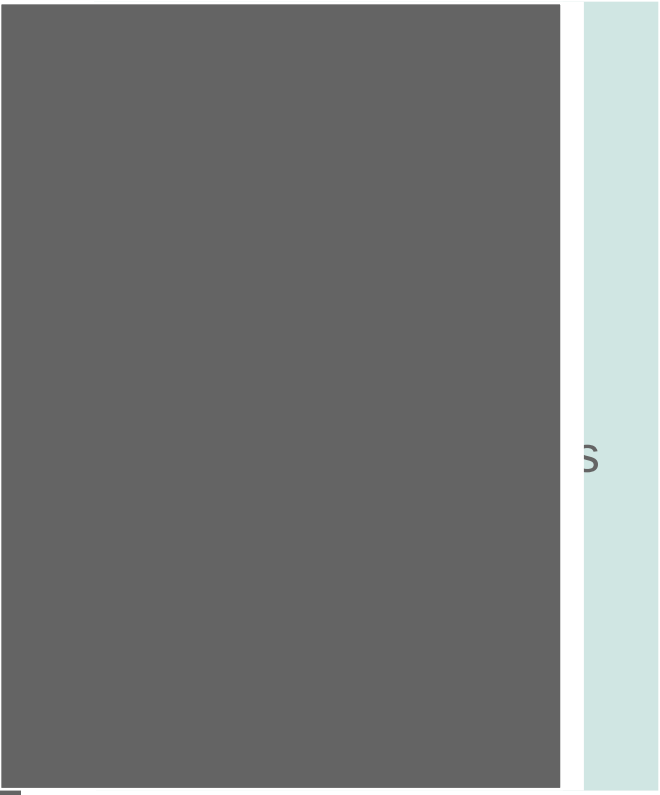
- In MN this year, 139 Americorps Members, 2,870 children served
- Site types: Community and District PreK, Head Start, Childcare Center
- Recently launched Infant and Toddler program


hand2mind





Think Small Policy Recommendations & Early Learning Corps



Think Small Policy Recommendations

Learnings and Opportunities

Think Small Policy Recommendations

Developing systems for individualized support

Learnings and Opportunities

- Identify the adults and the practices to be "ready for students"
- Honor the whole child
- Intentional practice
- Relationships matter

Think Small Policy Recommendations

Leveraging strengths and innovate on family engagement

Learnings and Opportunities

- Meet families where they are
- Honor family strengths and traditional practices
- Tapping into community partners like ECFE

Think Small Policy Recommendations

Learnings and Opportunities

What drives us

The burden of "being ready" is on the systems and adults that surround young learners. We are there to see where children are in their learning journey and embed intentional opportunities to expand their knowledge and skills.

Early childhood language and literacy development: differentiating supports

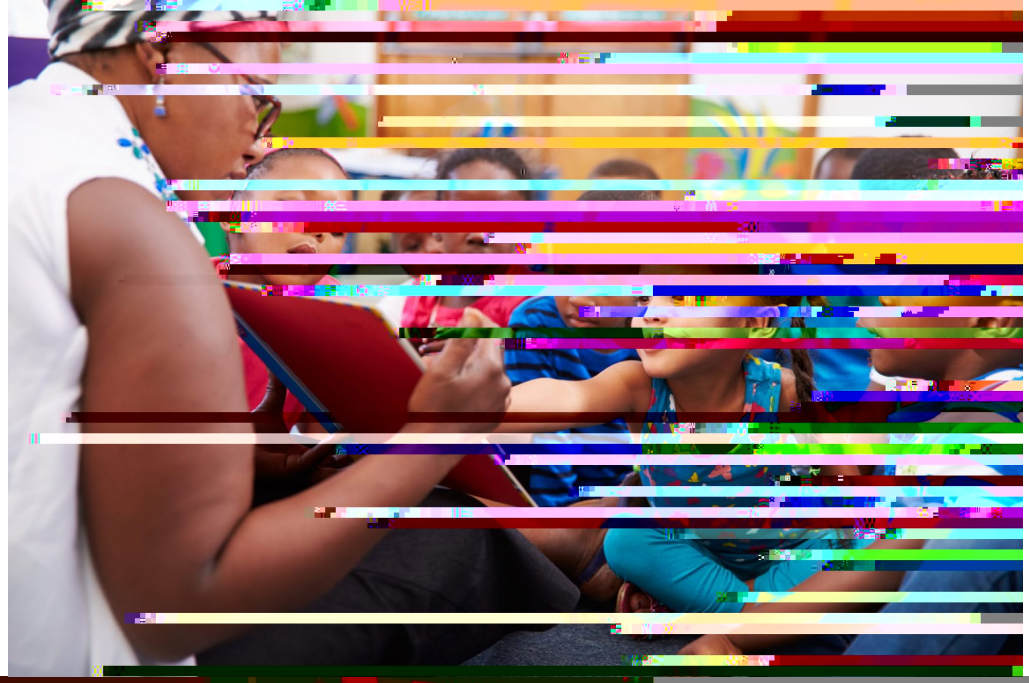
Alisha Wackerle-Hollman, Ph.D, NCSP

Meet Anya

- Children need differentiated supports to maximize their language and literacy skills, but we can't effectively do this without consistently reminding ourselves to center their experience.
- Anya's experience occurs in a 3 year old preschool classroom during the weekday and at home with her parents and grandparents in a multigenerational home. They are all part of supporting her success.
- Anya speaks both African American English and Anglicized American English. She knows all of the letters of her first and last name and she loves to write and look at books. She has many memorized! She often chooses to look at books in the book corner during free play and she 'reads' to her friends who join her. She likes to point out the pictures and explain things to them.

The false dichotomy...


Lexia
LETRS
EARLY CHILDHOOD
SAMPLE

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Adrianna Jacobs
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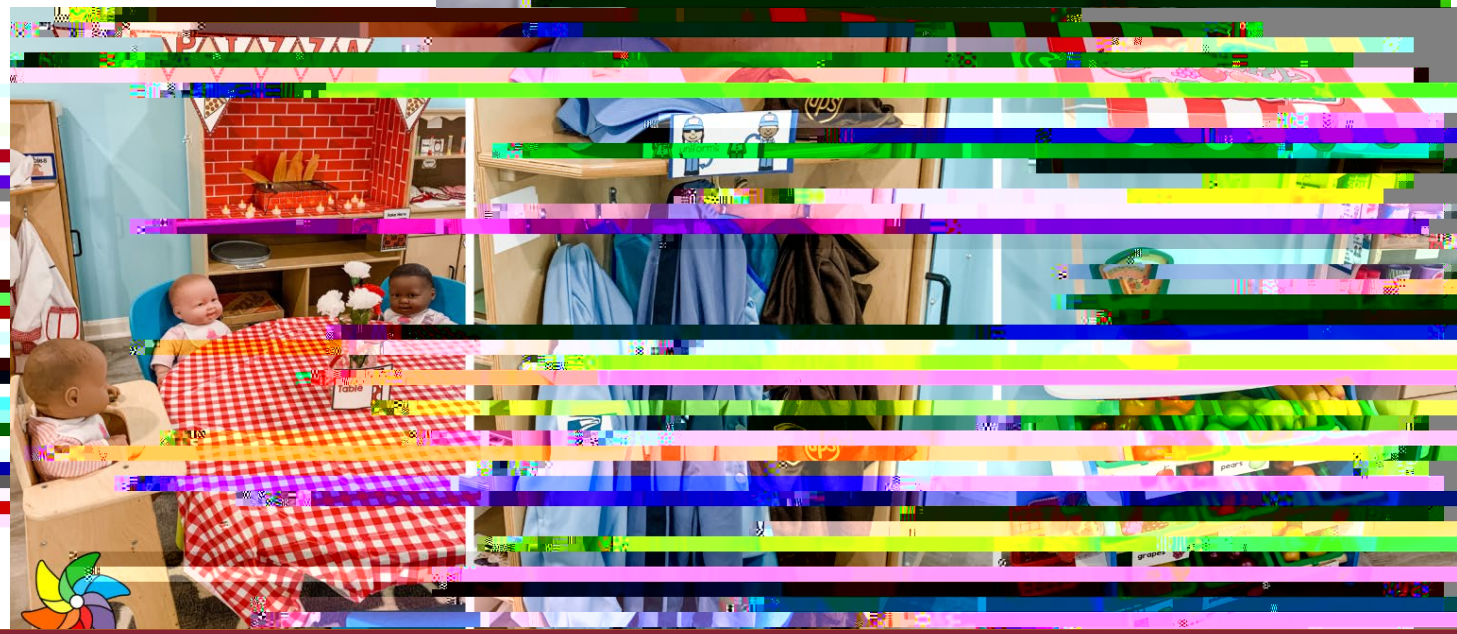
GROUP TABLE



What might early childhood differentiated supports look like?

- High quality instruction
- Supporting children's identity through a language and early literacy lens
- Gathering data to understand what assets children bring to the learning experience.
- Educators who have the skills and resources necessary to know how to meet children where they are.

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Who’s voice is missing?

- We can’t support early language and literacy skills with thinking about cy9 (g)3 (u)-0.7 (r)2.5 (322.1 (a)-1.

- Anya’s world is supported by caregivers and educators who are fully invested in her learning to read.
- Using MTSS in Anya’s classroom means that her teachers and caregivers are aware of her assets, her strengths and her opportunities for language and literacy growth, and are working to nurture that growth.
- Anya’s progress data tell a rich story of her growth, and her educators see value in that growth because it is a function of the learning they have done about literacy and language development in early childhood.
- Anya’s classroom is full of opportun9(l)-3ldowt ts n9..6 (n)-2.7 (9..6 (n)3.1 (r)15.-0.6 5)] TJ -0.014 Tweaa racy gr68]TJ , (h)-0.7 (s 5 (e)22)4.4 (i)-1.w T* [(d)3.8 (s)-2 (-0.002 Tc -0.017 (e)-2 sh( )] TJ -0.008 T (t)1.7 (h)-(