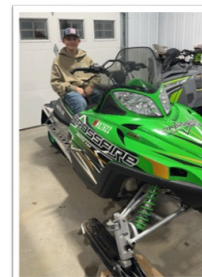
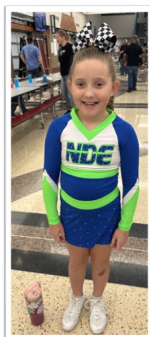


Unpacking Myths About Early Literacy

ND Early Childhood Conference
April 11, 2025

1

Introduction



Faith Rieger
Building Quality Coaching
Specialist

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“90% of a child’s brain develops by age 5, making the early years a critical time for learning and development, particularly in areas like language, literacy and cognitive skills.”

—Center on the Developing Child, Harvard University

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Topics

01

Literacy isn’t important in early childhood.

03

Singing the ABC’s is enough for PreK.

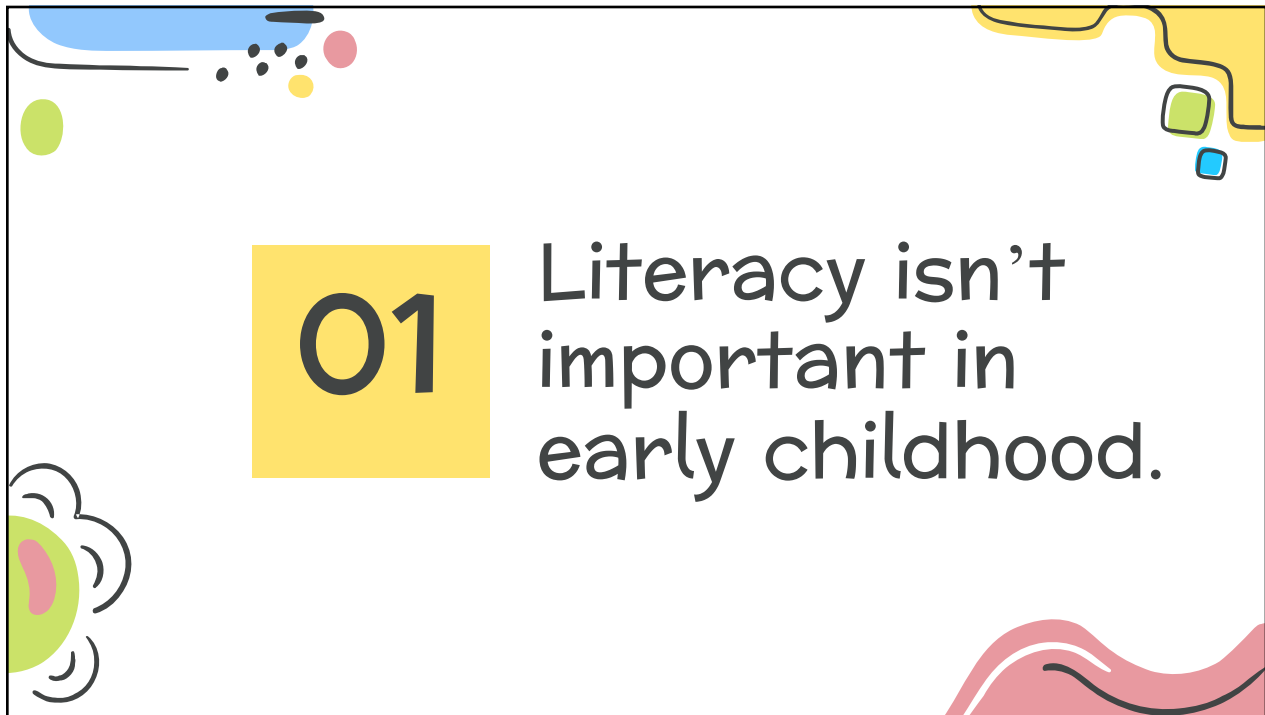
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Why talk to kids that can’t talk?

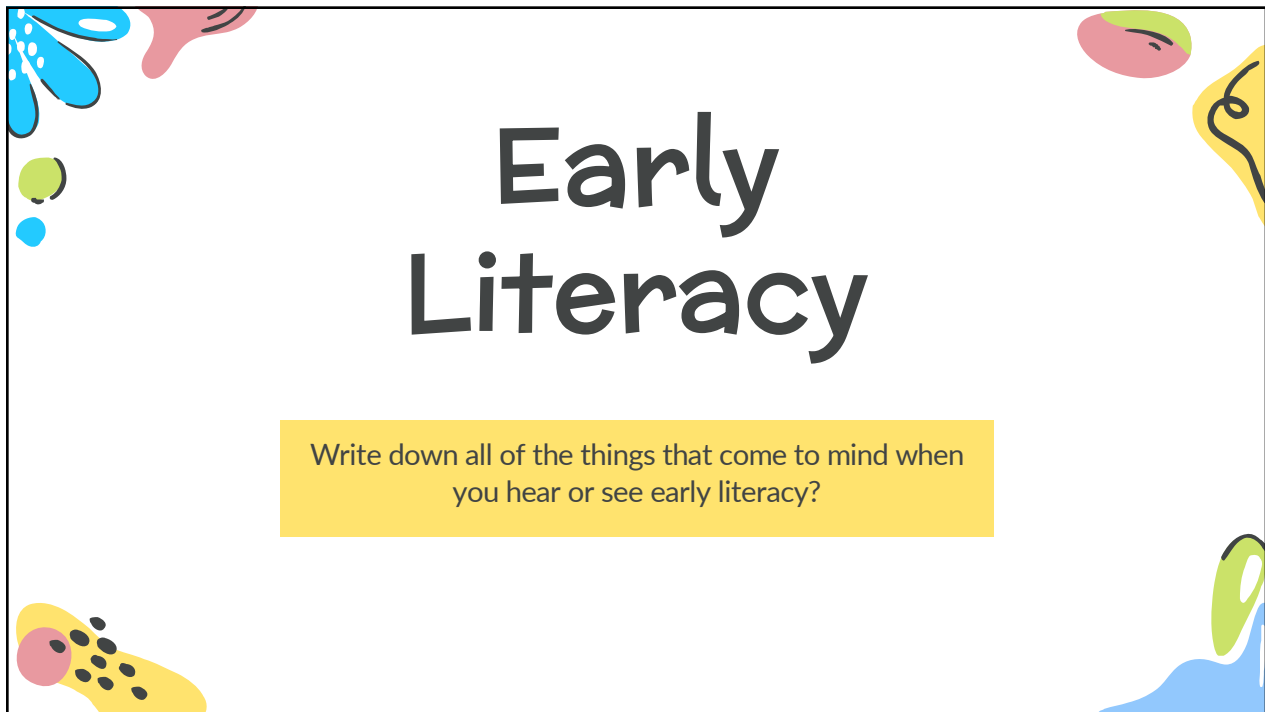
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Reading the same book more than once is boring.

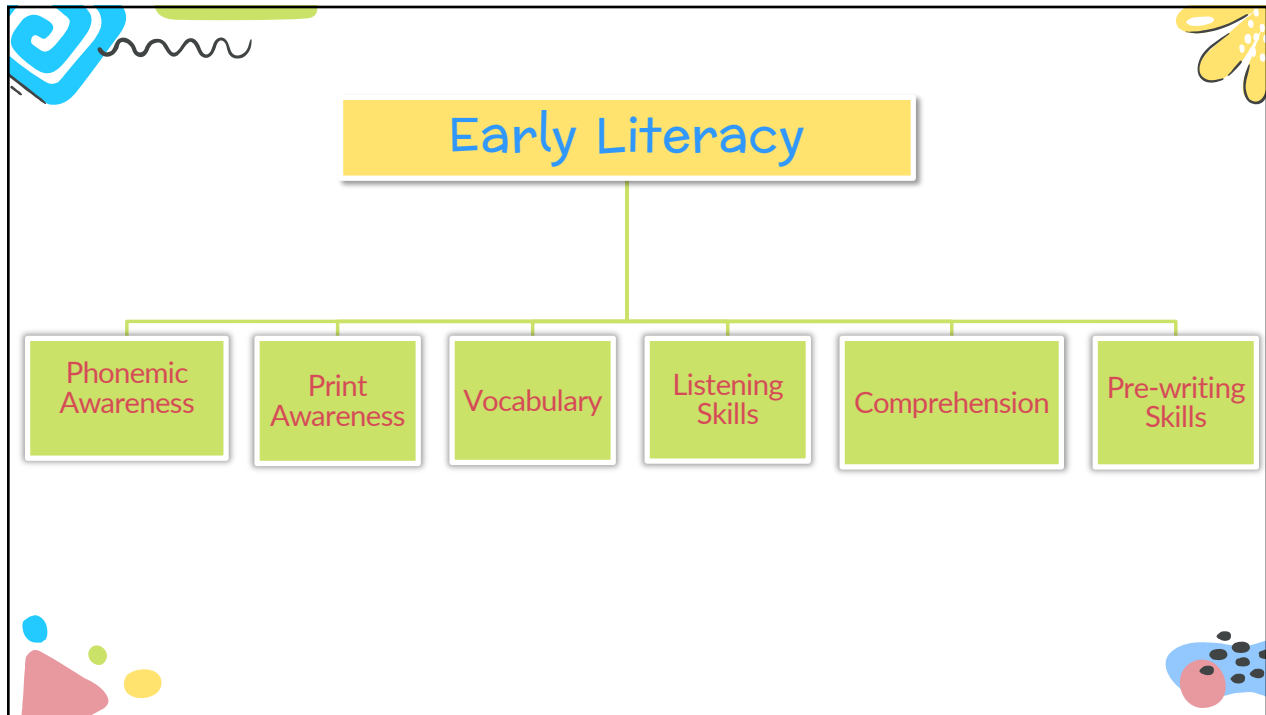
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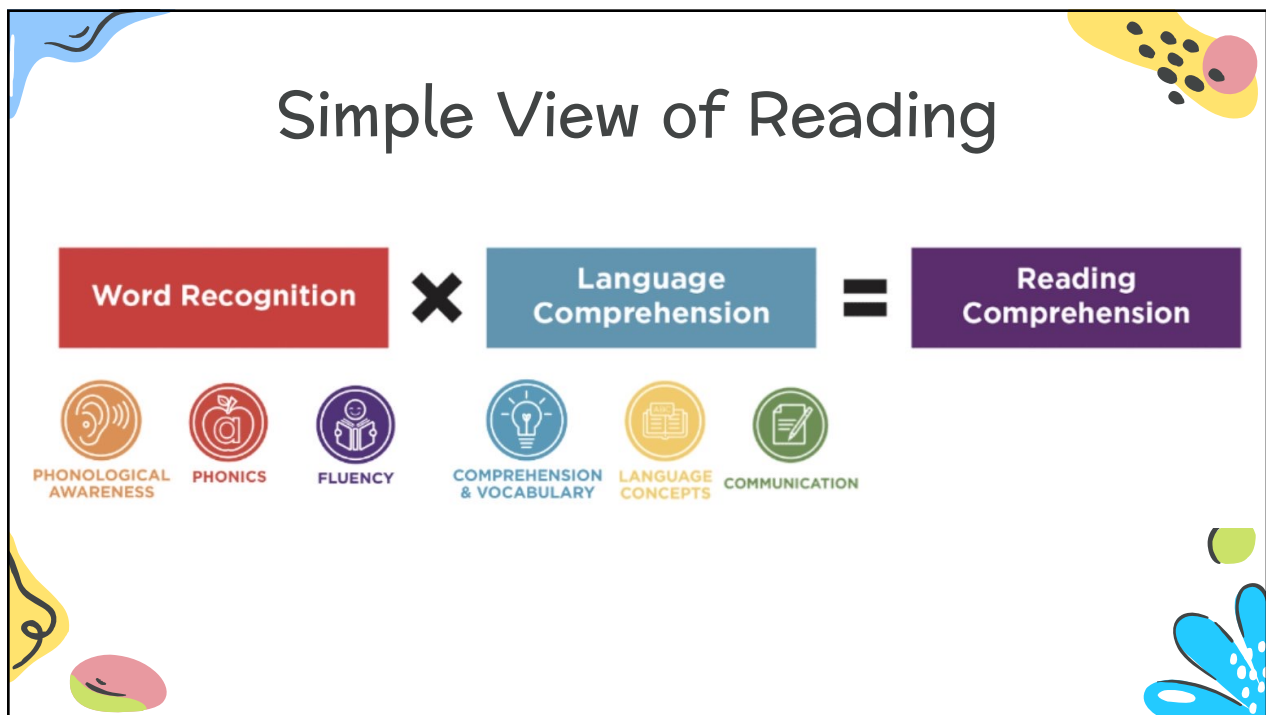
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North Dakota Early Learning Standards
Birth to Kindergarten
August 2022

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
North Dakota Department of Public Instruction
 600 East Broadway, Suite 200
 Bismarck, North Dakota 58502-1001
 www.nd.gov/dpi

South Dakota Department of Human Services
South Dakota Department of Human Services
 400 East Broadway, Suite 200
 Bismarck, North Dakota 58502-1001
 www.nd.gov/dhs

ND Early Learning Standards

Domain III: Language, Communication, and Literacy


Language:

- Attending and Understanding
- Communicating and Speaking
- Vocabulary
- Emergent Literacy

Literacy:

- Phonological Awareness
- Print and Alphabet Knowledge
- Comprehension and Text Structure
- Writing

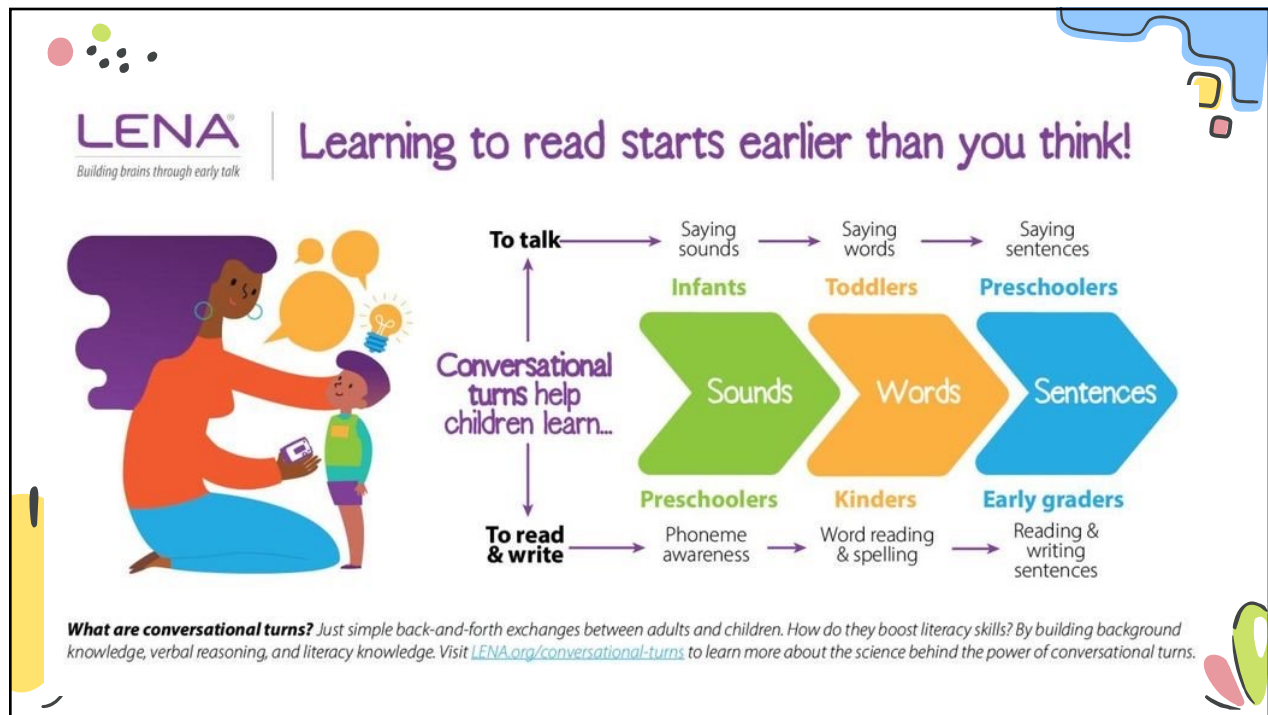
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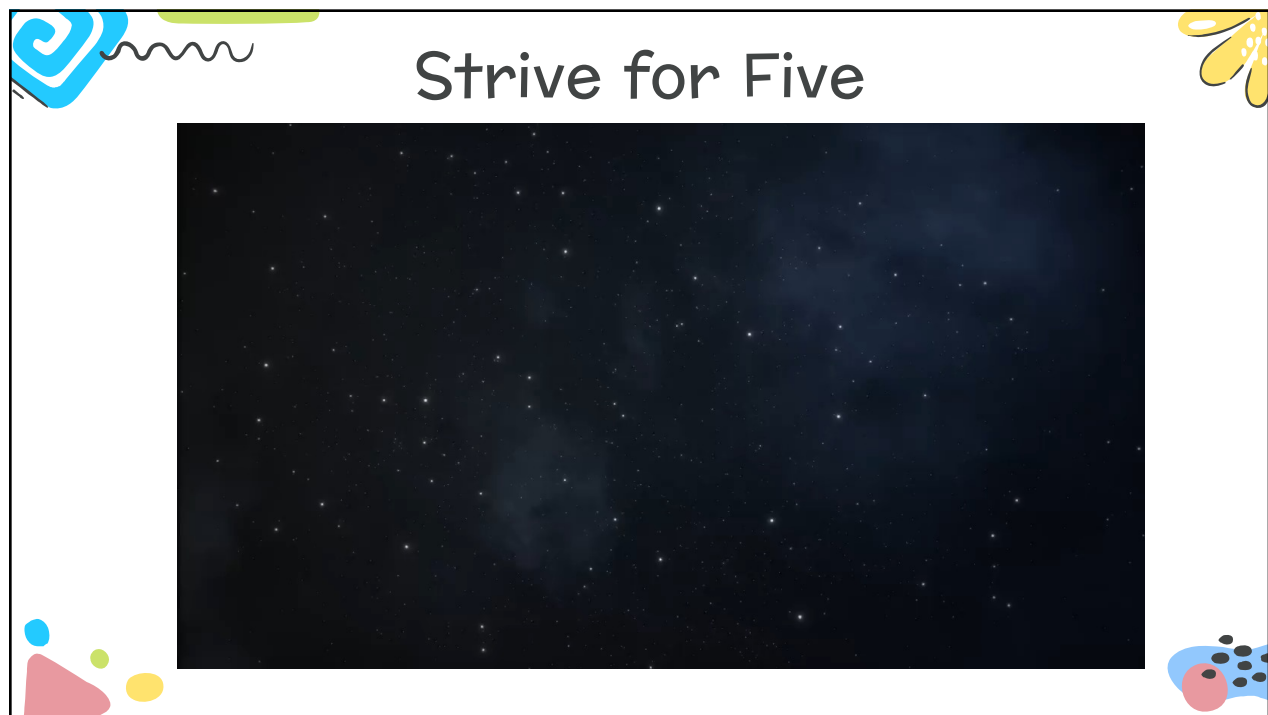
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Why talk to kids that can't talk?

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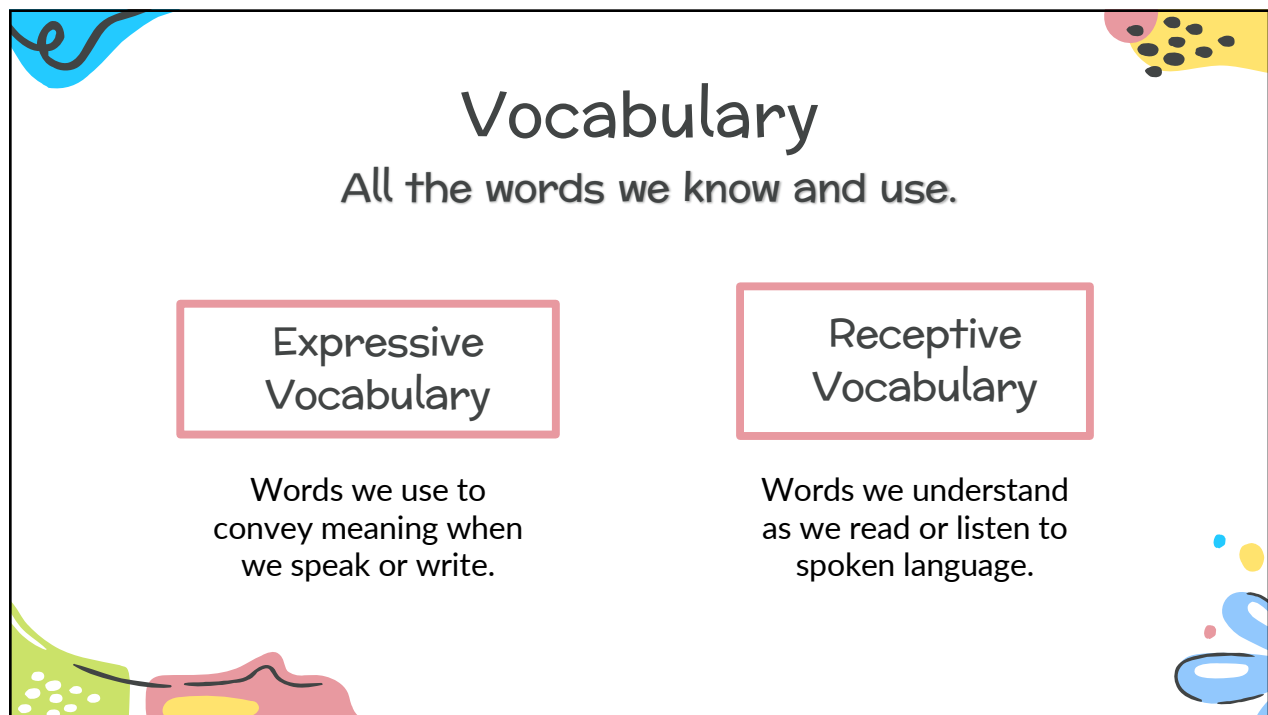
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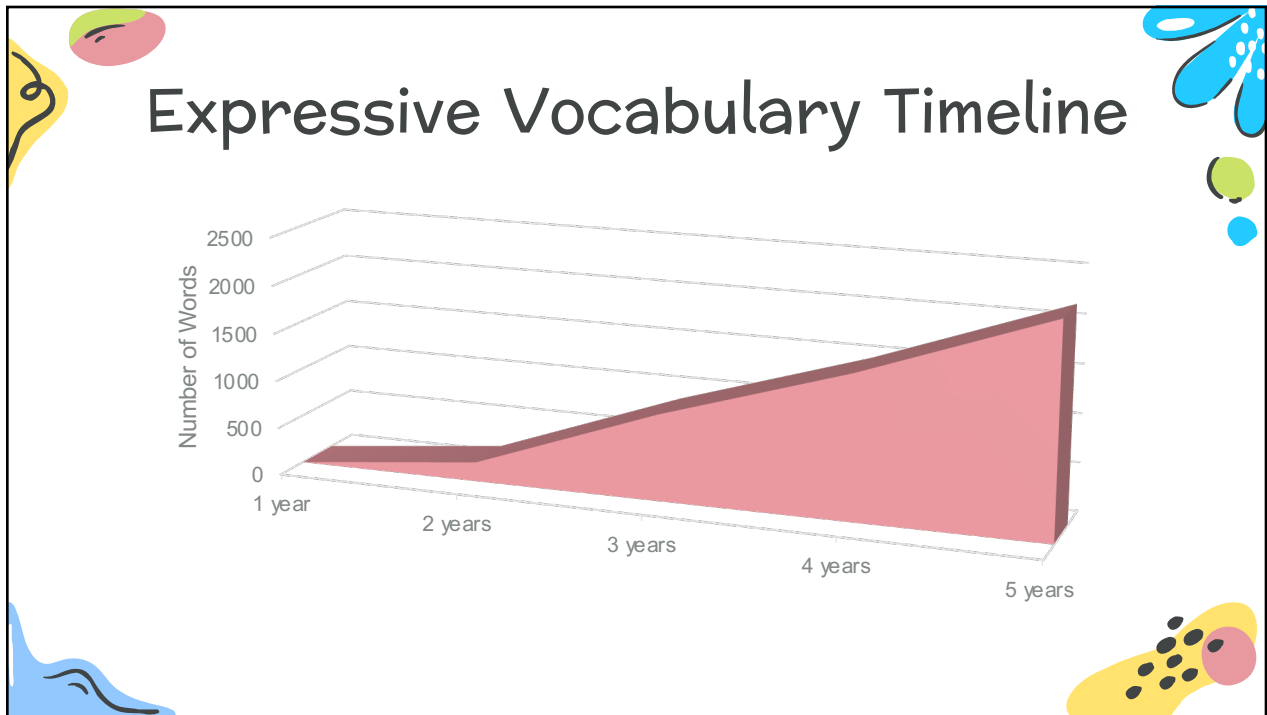
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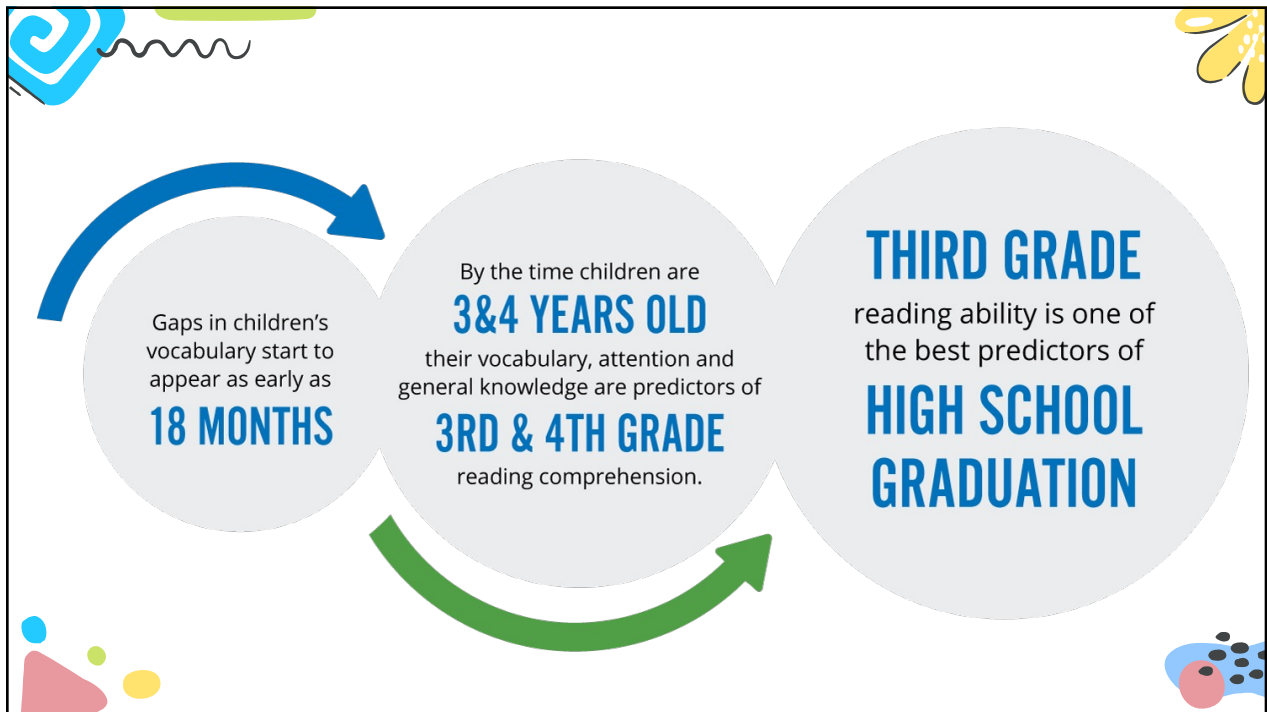
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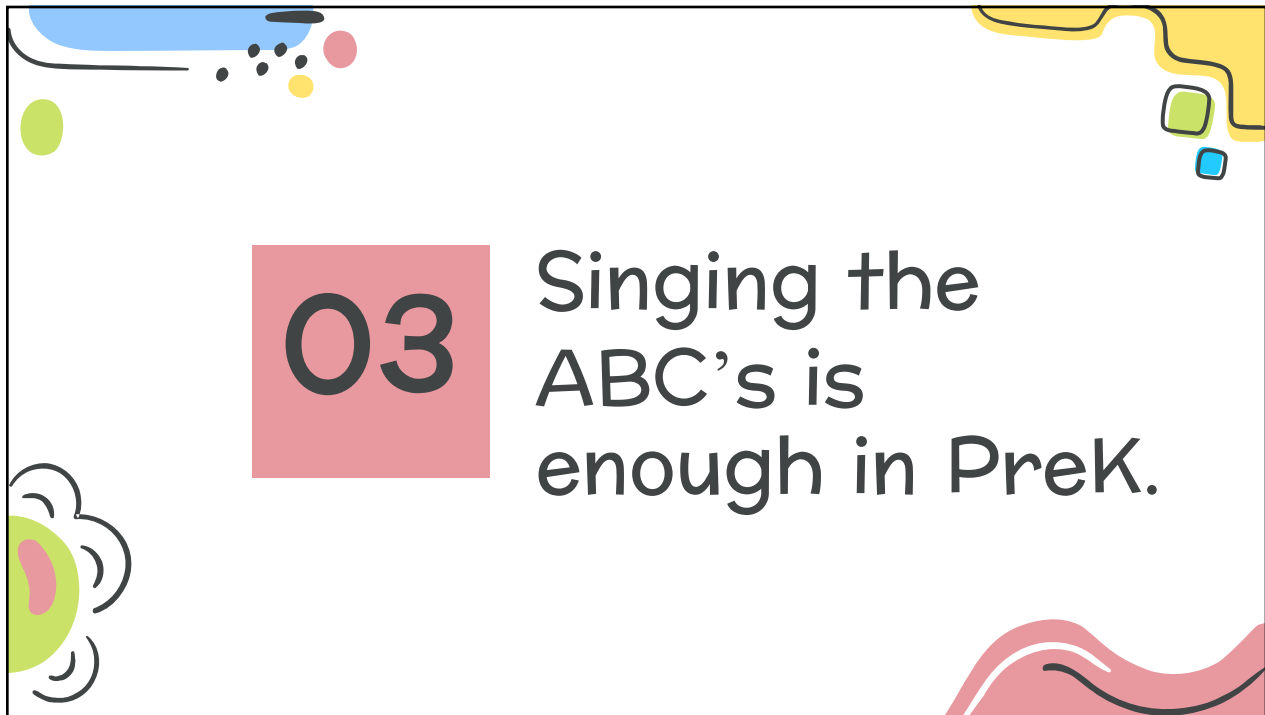
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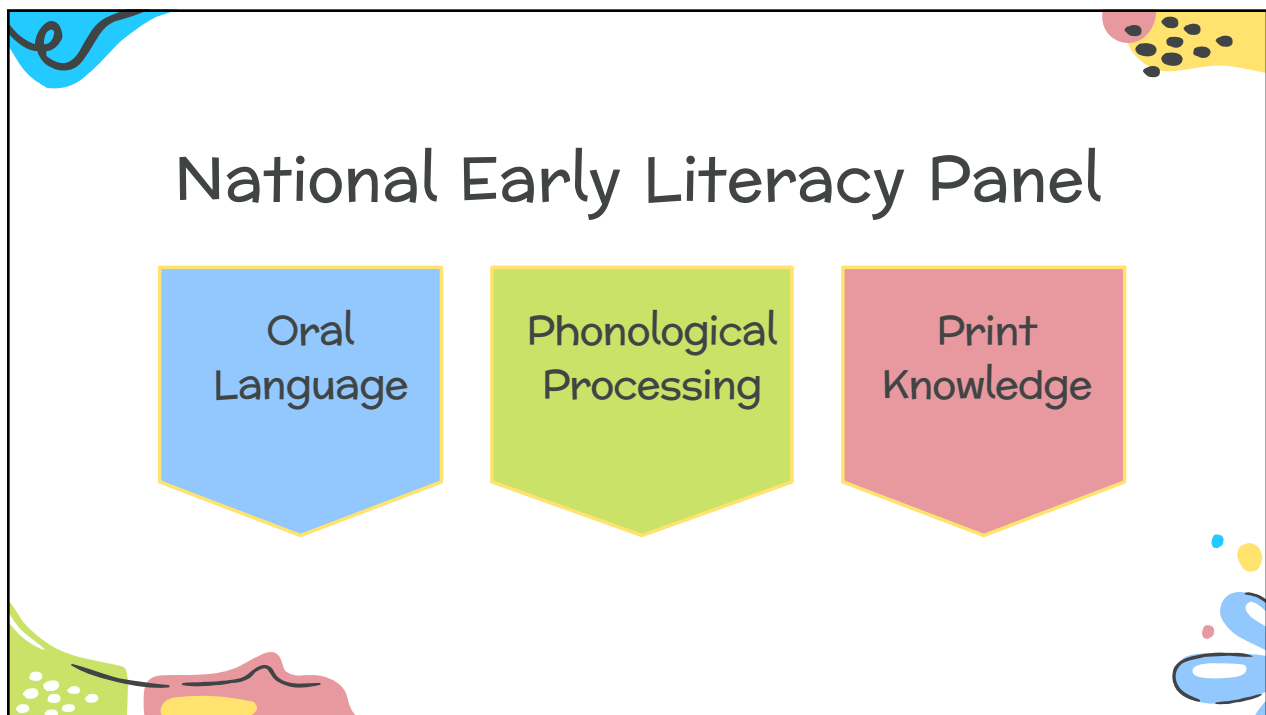
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Developmentally Appropriate Practice

Development and learning advance when children are challenged to achieve at a level just beyond their current mastery and when they have many opportunities to reflect on and practice newly acquired skills.

--Developmentally Appropriate Practice (2022)

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PLAY IS OFTEN TALKED ABOUT AS IF IT WERE A RELIEF FROM SERIOUS LEARNING. BUT FOR CHILDREN, PLAY IS SERIOUS LEARNING. PLAY IS REALLY THE WORK OF CHILDHOOD.

- Fred Rogers

LUCKY FIRST

22

What literacy skills can be facilitated in these two examples?

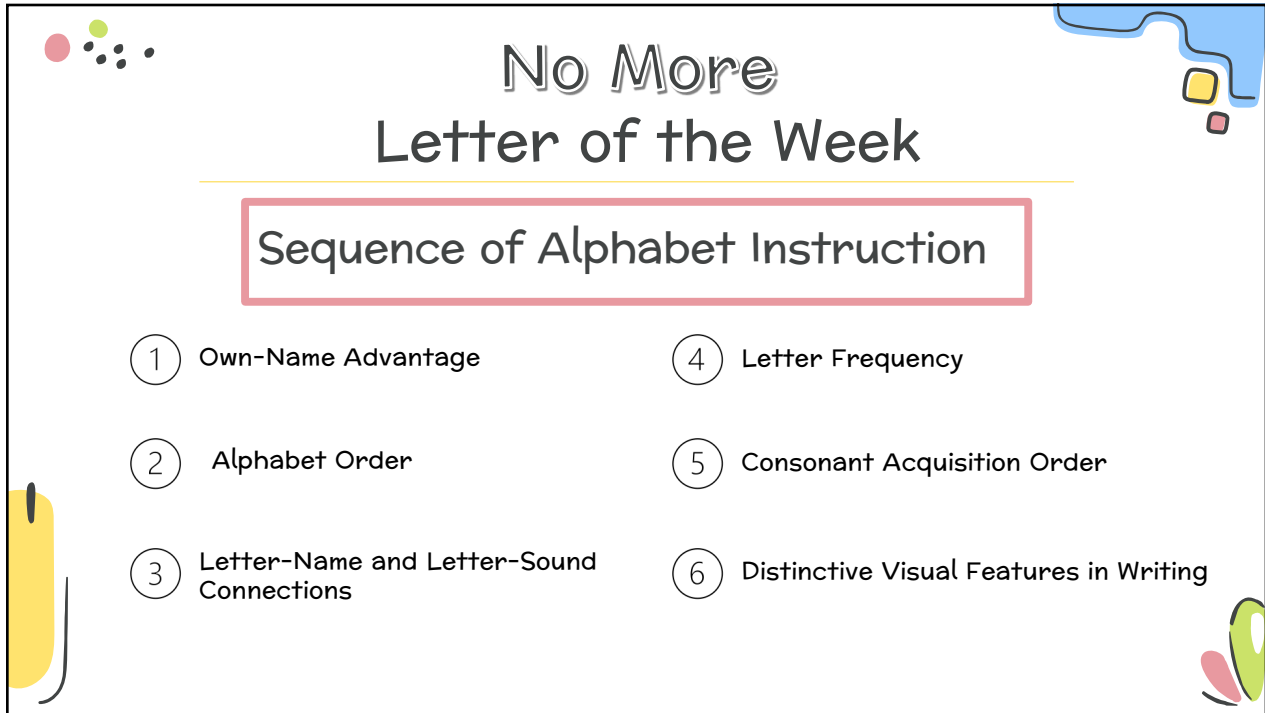


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What literacy skills can be facilitated in these two examples?



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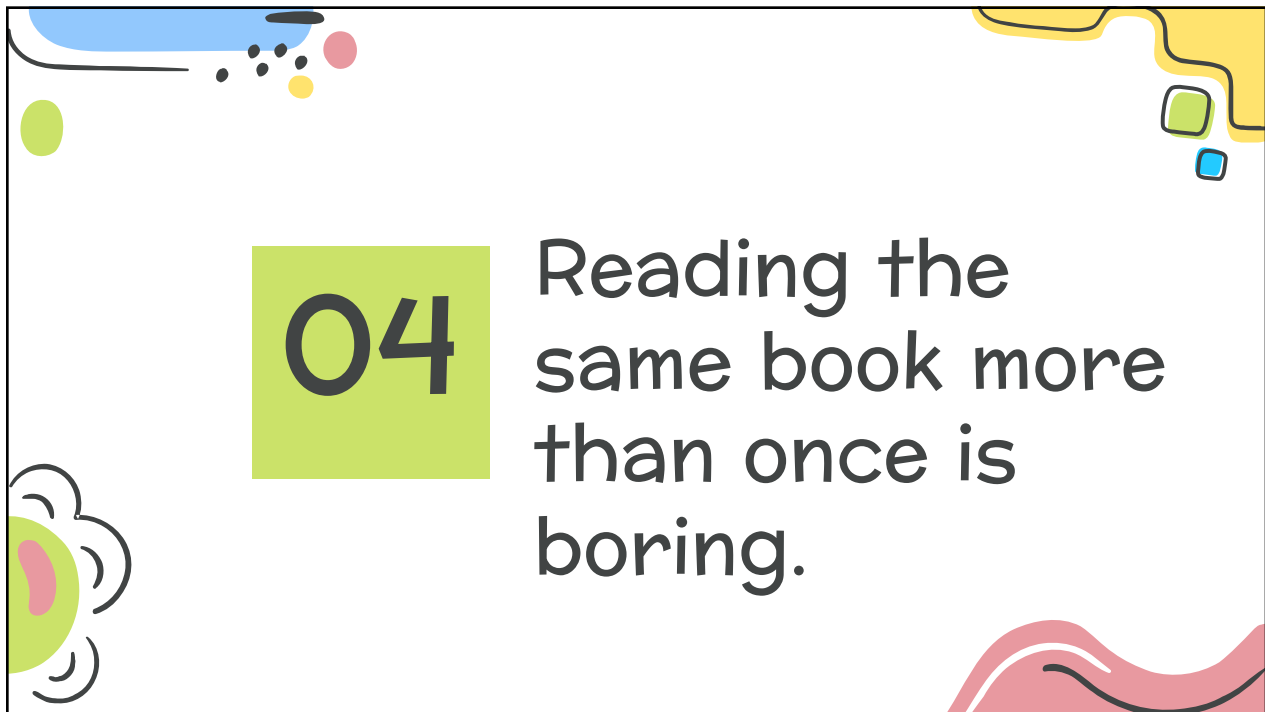


No More Letter of the Week

Sequence of Alphabet Instruction

- ① Own-Name Advantage
- ② Alphabet Order
- ③ Letter-Name and Letter-Sound Connections
- ④ Letter Frequency
- ⑤ Consonant Acquisition Order
- ⑥ Distinctive Visual Features in Writing

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04

Reading the same book more than once is boring.

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The Power of a Read Aloud

Studies from Cincinnati Children's
Hospital Medical Center
AND
University of Virginia NICU



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“Current best practices recommend that target books are read at least three times, over a short period of time, to build children’s understanding, background knowledge and ability to retell the story.”

—Schickendanz & Collins, 2013

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Repeated Reading Plan

First Read

The purpose of this read is to help children gain an overall understanding of the book.

Second Read

The purpose of the second read is to further children's understanding by pointing out things they may not know.

Third Read

The third read is used to reinforce story comprehension.

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Book Selection

Narrative

Stories with one or more characters, a problem, and a plot that leads to a resolution.

Expository or Informational

Nonfiction focusing on factual information or processes.

Predictable Text

Books that use literary devices such as alliteration, rhyme, repeated sentence frames, or cumulative text with one sentence added to the next.

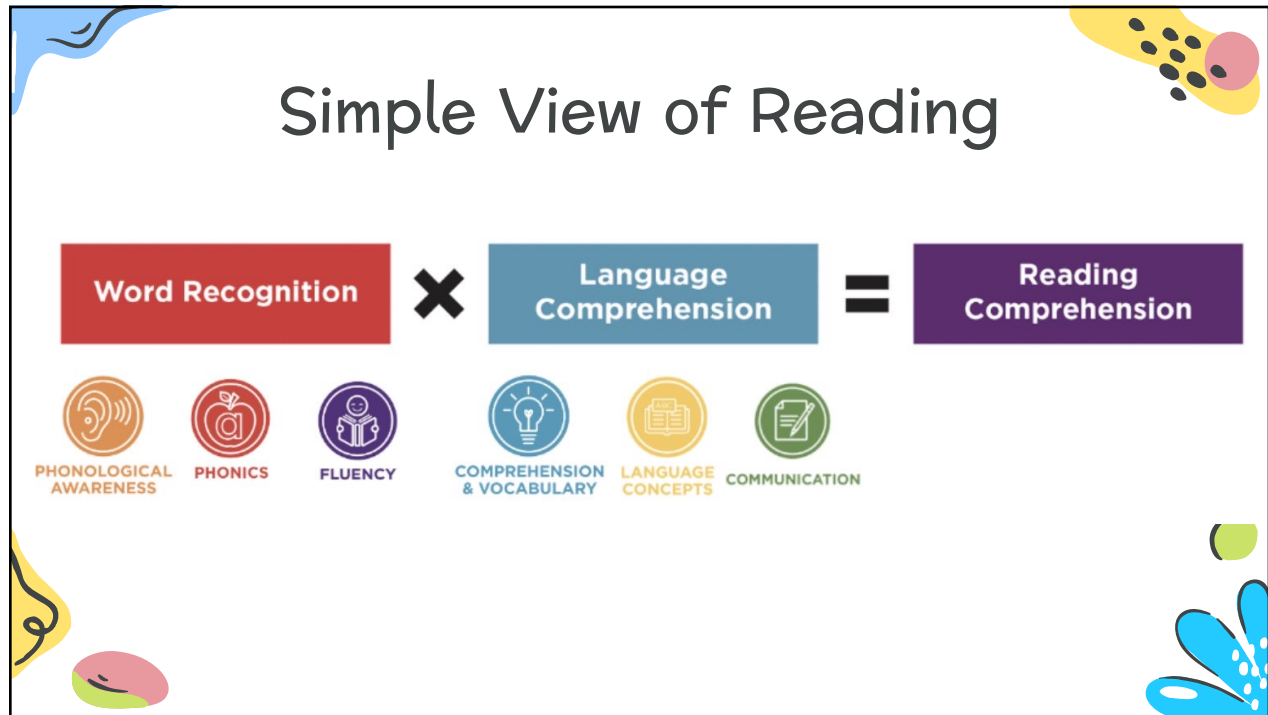
Concept

Books that introduce and teach a skill or concept such as alphabet, opposites, shapes, colors, object names, etc.

Combination

Content that has shared elements embedded within the text.

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PreK Cohort Starts in July

SEEDS OF LEARNING FOR 3 TO 5 YEAR OLDS

SEEDS of Learning for 3-5 Year Olds is a quality initiative for programs serving children ages 3-5 in public/private education, Head Start or NDDHS Licensed care center/group facilities. Programs will receive training and coaching to support social emotional development and help children be on track for kindergarten readiness.



Programs will engage in:

- In-Person training offered in various satellite sites on:
 - July 24
 - September 11
 - October 9
 - November 6
- In-person coaching to support social, emotional and equitable academic growth
- Monthly peer learning & networking with other programs

Program Benefits:

- Receive a Classroom Award to Support Implementation
- \$300/participant Staff Stipend to Program
- \$500 Incentive Package from Lakeshore
- 20 hours of FREE Growing Futures Training
- Continuing Education Credit Available

Click Here to Learn More and Apply

Infant/Toddler or FCC Interest Form

SEEDS OF LEARNING FOR INFANTS & TODDLERS AND FAMILY CHILD CARE

SEEDS of Learning for is a quality initiative for programs serving children in public/private education, Head Start or NDDHS Licensed child care center facilities. Programs will receive training and coaching to support implementation of strategies to help children be on track for kindergarten readiness.



Programs will engage in:

- In-Person trainings
- Monthly In-person coaching visits
- Monthly peer learning & networking with other programs

Program Benefits:

- Receive a Classroom Award to Support Implementation
- \$300/participant Staff Stipend to Program
- \$500 Incentive Package from Lakeshore
- 20 hours of FREE Growing Futures Training
- Continuing Education Credit Available

Click Here to Complete the Interest Form

Questions? Contact
Faith Rieger
faith@ndchildcare.org
 701 941-2393

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