



Does your program's curriculum:

- provide time for your children to practice literacy skills through play?
- provide a balance of teacher-directed and child-initiated literacy experiences?
- address all of the essential early literacy elements?
- address individual needs?
- expose children to a variety of texts?
- address literacy concepts with manipulative materials?
- include families and caregivers as literacy partners?
- make use of the most current research?

Do your children *enjoy* participating in literacy experiences?

The journey into early literacy should be a meaningful, exciting adventure that opens doors to learning!

Journeys into Early Literacy™
can help you answer YES to all of
these questions!





Early Reading First

Early Reading First requires a grantee to ... "identify and provide activities and instructional materials that are based on scientifically based reading research for use in developing children's phonological awareness, print awareness, oral language skills, and alphabet knowledge."

Journeys into Early Literacy provides scientifically based instructional activities and materials that promote the development of key literacy skills and concepts targeted in *Early Reading First* programs. In addition, *Journeys into Early Literacy* activities and supporting materials promote the development of skills and concepts for receptive language, writing, text awareness, reading comprehension, and phonics. The research findings from key publications such as Preventing Reading Difficulties in Young Children and Report of the National Reading Panel were guiding tools in the development of this developmentally appropriate program.

Journeys into Early Literacy activities are clearly sequenced and intentionally organized to guide children in acquiring key skills and concepts. Teacher procedures are explicit and encourage teachers to scaffold instruction. Kit materials, such as big books and magnetic and sponge letters, were purposefully selected for direct teaching activities and application of essential early literacy concepts and skills.

Early Reading First requires a grantee to use a screening reading assessment or other appropriate measure to assess children's progress.

Journeys into Early Literacy includes a literacy progress chart that is directly linked to the language and literacy activities. It assesses progress in phonological awareness, letter knowledge, receptive and expressive language, writing, phonics, text awareness, print awareness, and dispositions toward literacy activities. This chart is designed to monitor an individual child's literacy progress and as a guide for making instructional decisions.

Early Reading First encourages a grantee to involve "...parents' engagement in their preschool children's education"

Journeys into Early Literacy involves family members in their child's literacy development. Family Connection letters are included as tools for informing family members of concepts and skills being taught in the classroom and engaging family members in supporting literacy development.

Early Reading First requires districts that receive an *Early Reading First* and a *Reading First* grant from the state to coordinate program services to ensure continuity.

Journeys into Early Literacy was designed for preschool and kindergarten aged children. Use of this program by both preschool and kindergarten programs will support the children's transition and better ensure continuity from one program to the next. The literacy chart that documents literacy strengths and needs will assist kindergarten and/or first grade teachers in providing instruction at an appropriate level and in beginning instruction at a more rapid pace.