

# Read It Again-I/T!: Supporting Early Language and Literacy Foundations

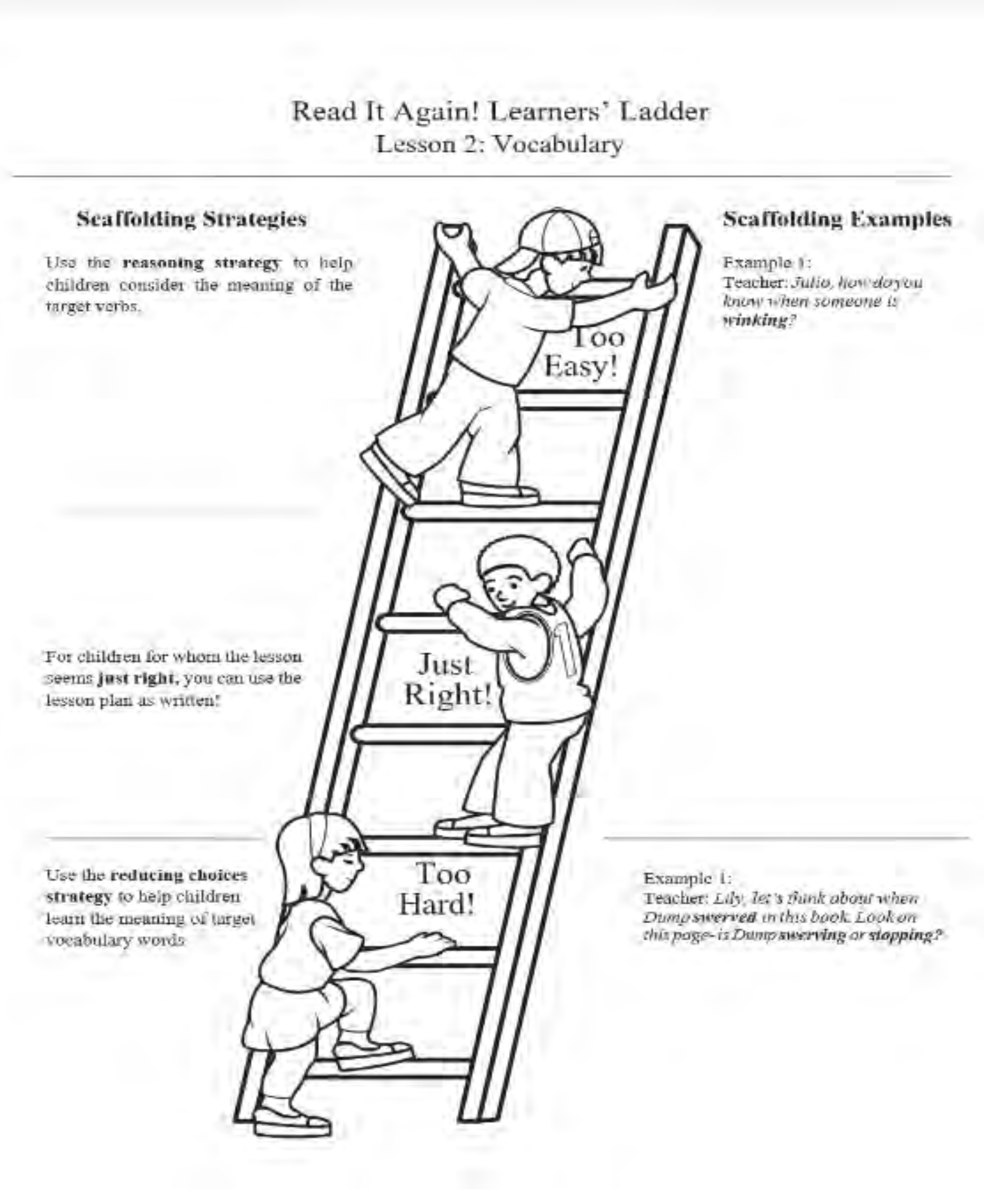
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## INTRODUCTION

Read It Again-I/T! is a curricular supplement designed to develop and strengthen young children’s early foundations in language and literacy. Read It Again-I/T! provides a systematic, explicit, and flexible approach to building children’s skills in four key areas of language and literacy: vocabulary, narrative, phonological awareness, and print knowledge. Read It Again-I/T! is based on the original Read It Again-Prek! curriculum supplement, and features modified learning objectives and lessons appropriate for infants and toddlers. Read It Again-I/T! is a free resource available to early childhood educators and allied professionals who want to bring recent research findings regarding the importance of explicit and systematic language and literacy instruction into their classrooms. Its design features 60 lessons, each approximately 10-15 minutes in duration, to be implemented over 30 weeks of instruction. Lessons are designed to be implemented with children ages 16 to 36 months, although younger children can be included simply for exposure to rich language, book readings, and exploration of materials. The lessons can be delivered at any time of the day and any day of the week, and can be modified to meet the needs of both struggling and advanced learners. Therefore, for the typical early childhood educator, Read It Again-I/T! involves implementing only two brief lessons per week in the classroom, either to the entire class or during small-group instruction. This design feature makes Read It Again-I/T! amenable to a wide range of teaching approaches, program configurations, and curricular frameworks. This is important as Read It Again-I/T! is designed to supplement -not to replace - an educator’s usual methods of instruction or curricular choices.

**Four active ingredients** that make Read It Again- I/T! an effective classroom tool for educators and their students. These active ingredients are:

- 1. Easy to use:** We have designed the Read It Again-I/T! lessons and activities to be easily implemented by educators. The activities are presented in straightforward language with a clear sequence for instruction.
- 2. Repeated use of storybooks:** A key feature of Read It Again-I/T! is the repeated use of children’s storybooks as a way to enhance children’s language and literacy development.
- 3. Repetition of key concepts:** Toddlers are just beginning to learn about the world and how to interact in it and repetition of new concepts is essential. An important characteristic of early learning is that children acquire new concepts, words, and principles in ‘bits and pieces’.
- 4. Differentiated instruction:** Each lesson is accompanied by an important tool –the Learner’s Ladder– for differentiating instruction to meet the needs of all children in a classroom. Learners’ Ladders provide teachers with specific scaffolding strategies to use with children who find a given lesson either too easy or too difficult.



## Scope of Instruction

*Read It Again-I/T!* is designed to systematically build children’s language and literacy abilities in four areas. The scope of instruction encompasses:

Domain	Infant and Toddler
Vocabulary	1. names of unfamiliar objects and actions 2. words that describe things and actions 3. words representing spatial concepts 4. words representing feelings
Narrative	1. characters in a story 2. one or more major actions or events in a story 3. to share feelings, ideas, or experiences
Print	1. print carries meaning and is distinct from pictures as a symbolic system 2. environmental print
Phonological Awareness	1. rhyming patterns 2. syllables in words

These four areas of early language and literacy together form a foundation upon which the child will later build academic proficiency. Early difficulties in any one of these areas can undermine this early foundation and set the stage for a host of ongoing challenges that become more difficult to remediate over time.



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