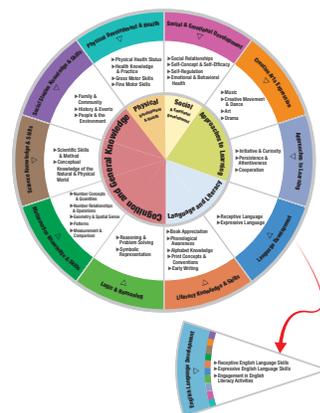


THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

LITERACY KNOWLEDGE AND SKILLS: ALPHABET KNOWLEDGE



RESOURCES: HIGHLIGHTS FROM ECLKC

TITLE OF RESOURCE	TYPE OF RESOURCE	DESCRIPTION
Steps to Success Facilitator Guide Unit 2, Module 2: Supporting Alphabet Knowledge(TVI)	Video	Mentor coaches and teaching teams can see examples of ways to promote alphabet knowledge via sensory recognition or by integrating words and letters from a child’s home language.
Teaching about Letters	An excerpt from Teaching Our Youngest (Early Childhood-Head Start Task Force)	Teaching teams can review how to document a sequence of emerging skills important to alphabet recognition.

REFERENCES FOR EVIDENCE-BASED PRACTICES

Bradley, B. A., & Jones, J. (2007, February). Sharing alphabet books in early childhood classrooms. *The Reading Teacher*, 60(5), 452–463.

Hill-Clarke, K. Y., & Robinson, N.R. (2004). It’s as easy as A-B-C and do-re-mi: Music, rhythm, and rhyme enhance children’s literacy skills. *Young Children*, 59(5), 91–95.

Lonigan, C. J., Schatschneider, C., & Westberg, L. (2008). Impact of code-focused interventions on young children’s literacy skills. In *Developing early literacy: Report of the National Early Literacy Panel* (107-152). Washington, DC: National Institute for Literacy.