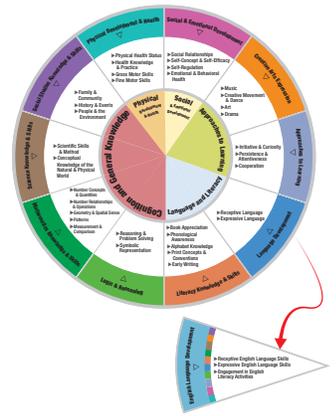


THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

LITERACY KNOWLEDGE AND SKILLS: PHONOLOGICAL AWARENESS



RESOURCES: HIGHLIGHTS FROM ECLKC

TITLE OF RESOURCE	TYPE OF RESOURCE	DESCRIPTION
Steps to Success Facilitator Guide Unit 4 Module 2: Phonological Awareness (TVI)	Video	Mentor coaches and teaching teams can review the definition and requirements of this important early literacy skill.
Teaching about the Sounds of Spoken Language	An excerpt from Teaching Our Youngest (Early Childhood-Head Start Task Force)	Teaching teams and caregivers can review strategies to promote children’s development of phonological awareness.
Some Helpful Terms to Know	An excerpt from Teaching Our Youngest (Early Childhood-Head Start Task Force)	Teaching teams can review a glossary of terms and research on early reading.

REFERENCES FOR EVIDENCE-BASED PRACTICES

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Fischel, J., & Landry, S. (2008). Impact of language-enhancement interventions on young children’s literacy skills. In *Developing early literacy: Report of the National Early Literacy Panel* (211-231). Washington, DC: National Institute for Literacy.

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Yopp, H. K., & Yopp, R. H. (2009, January). Phonological awareness is child’s play! *Young Children, 64* (1).