

Outcomes of 1-2-3 READ!

1-2-3 READ! was designed to build emergent literacy for infants and toddlers through a carefully planned set of experiences that lay the foundation for reading and writing success. Use of the 1-2-3 READ! curriculum has been proven to result in significant, measurable gains in children's language and cognitive development and substantial increases in family involvement in their children's literacy.

Child Outcomes. We anticipate that children enrolled in programs that use 1-2-3 READ! will make substantial and measurable gains in language and literacy skills. Sitting in the lap of a nurturing parent, teacher, or caregiver for a story or song will promote social and emotional development along with the development of language and cognitive skills. Children will learn new words that give meaning to the objects, people, emotions, and events in their environments. Language and cognition will expand beyond children's immediate experiences, often limited by poverty, as teachers use books and other print materials to open a new world of whales, hotels, and monkeys. Children will begin to acquire print and phonological awareness, linking sound and meaning with printed symbols. They will experience the play value of sounds and words, as when Old MacDonald sings, "e-i-e-i-o" and calls out the sounds of all of the animals on the farm. These children will begin to link letters, print, sound, and meaning and gain the early literacy skills that are necessary in order to be ready to read.

Family Outcomes. Parents and other family members will benefit from 1-2-3 READ! by systematic efforts to engage them in the use of books and other print materials to enhance their children's development, to increase their own literacy and love of reading, and to use community resources like the library. It is expected that families using 1-2-3 READ! will report a significant increase in the frequency with which they read to their infants and toddlers and in their use of public library resources.



"The evaluation of 1-2-3 READ! shows that the program makes a substantial difference in the development of all children enrolled, those at-risk and those with special needs."

(Haskell & Garland, 2003, p. 5)

