



INFANT TO 3RD GRADE EDUCATORS

## Make a Difference for Every Child

Learn best practices for building a strong foundation for literacy and teaching effective reading instruction.

Use research-based courses, resources, and tools to enhance your teaching today.

**Rollins Center**  
*for Language & Literacy*

**COX Campus**  
[www.coxcampus.org](http://www.coxcampus.org)

A Program of the Atlanta Speech School

# Mission and Vision of the Rollins Center for Language & Literacy

## MISSION

The Rollins Center cultivates with educators, system leaders, families and advocates across the sciences of healthy brain development, language and literacy so that all children can think critically and act boldly to reshape the world.

## VISION

Literacy and justice for all.

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# The National Scientific Advisory Council

The National Scientific Advisory Council is composed of scholars and experts from the sciences of healthy brain development, language acquisition and the Deep Reading Brain. Individually and collectively, they consult and collaborate to shape practices and content of the Atlanta Speech School, its Rollins Center for Language & Literacy and Rollins' online learning platform, the Cox Campus.

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# Introduction

The Rollins Center for Language & Literacy cultivates expertise with educators, system leaders, families and advocates in the sciences of healthy brain development, language and literacy so that all children can think critically and act boldly to reshape the world. Our courses span the learning continuum beginning with perinatal care and continuing through third grade reading instruction.

Every child has the right to read, and every school should ensure their children are on the path to literacy. Today, only 1/3 of American children can read proficiently by fourth grade. This percentage is even lower for those children whose families have been denied educational access for generations – especially Black, Hispanic, and children who are eligible for free and reduced lunch. This is unconscionable. Transform reading instruction to realize literacy and justice for all.

Join our free, equity-based online learning community, Cox Campus, to access all accredited coursework and resources in this catalog and improve reading achievement for ALL students.

## Structured Literacy

Directly informed by what is widely referred to as the Science of Reading, structured literacy is research-based and requires instruction that is explicit, systematic, cumulative, and diagnostic. Structured literacy is designed to teach all children to read. These are the practices followed and built upon by the Atlanta Speech School and its Rollins Center for Language & Literacy, whose work is amplified through their Cox Campus.

## Construction of the Deep Reading Brain

Learning to read isn't just about exploring new places and learning about different things, it is about BECOMING. Beyond proficiency, once we read deeply, we have options for how to think about ourselves and who we want to be, and about the plight of others and how we might help, despite our own circumstances.

Equity is only possible when all children can read.



# Courses for Education: K-3

Every child has the right to read, and by following the science-proven practices of structured literacy, you can teach them.

Put every child on the path to literacy through courses, resources and coaching designed to ensure every teacher is prepared to help every child decide their own future through the construction of the Deep Reading Brain.



# Assessing Our Students

We all want to see our students succeed. With these assessments, you will be able to pinpoint and better understand each student's unique needs and then adapt how you teach to help each and every child learn.

K-3

0.1 CEUs

1 Training Hour

## Why It Matters

- Assessments are powerful tools to track student progress
- Assessments allow you to individualize your teaching to meet each student's needs
- You can create an environment that fosters cognitive development necessary for children to read

## Recommended for:

- K-3 Educators
- Principals and Vice Principals

## Course Objectives:

- Outline the Big 5 components of reading
- Compose a drill down method to identify areas of growth for your students
- Learn to backfill for students who need additional help

# Early Literacy: Print Awareness, Phonological Awareness, and Alphabet Knowledge

*Developed with Expert Contributor Dr. Deborah Glaser,  
Reading Teacher's Top Ten Tools*

K-3

0.3 CEUs

2.5 Training Hours

## Why It Matters

We know from decades of research how students learn to read, how to assess to identify those at risk, and what and how to teach so that the majority of our students can be successful.

## Recommended for:

- K-3 Educators

## Course Objectives:

- Understand the different print awareness skills and how to apply this knowledge to teaching practices
- Understand the different phonological awareness skills and how to apply this knowledge to teaching practices
- Understand the different alphabet knowledge skills and how to apply this knowledge to teaching practices
- Plan for teaching early literacy skills in your classroom



# Meaningful Read-Alouds for Vocabulary and Oral Language Comprehension

It's not just what you read, but how you read with students that matters. Read-alouds can be intentionally designed to present more effective learning opportunities.

K-3

0.2 CEUs

2 Training Hours

## Why It Matters

- Meaningful read-alouds provide opportunities for students to use their schema
- Meaningful read-alouds increase Tier 2 and Tier 3 vocabulary
- Meaningful read-alouds increase listening comprehension
- Meaningful read-alouds provide opportunities for students to improve oral and expressive language skills

## Recommended for:

- K-3 Educators
- Paraprofessionals
- Instructional Coaches
- Principals and Vice Principals

## Course Objectives:

- To be able to describe the relationship between reading aloud to students and listening comprehension, vocabulary and language skills
- Enhance critical thinking, personal reflection, empathy and imagination in students
- Develop a plan for read-alouds using the K3 START Read framework and lesson planning sheet
- Apply engaging activities that are related to your read-alouds throughout the day
- Understand the different alphabet knowledge skills and how to apply this knowledge to teaching practices
- Plan for teaching early literacy skills in your classroom

All courses and more can be found on the Cox Campus – it's FREE. Join today at [coxcampus.org](http://coxcampus.org)

# Reading Fluency

*Developed with Expert Contributor Dr. Laura Rhinehart of University of California, Los Angeles*

Build knowledge and capacity around reading fluency, including assessment, instruction and progress monitoring to help teachers teach these essential elements to the children in their classrooms.

K-3

0.3 CEUs

2.5 Training Hours

## Why It Matters

The most recent report from our National Assessment of Educational Progress (NAEP, 2022) showed that nationally, 66% of our 4<sup>th</sup> grade students scored below proficient in reading. We know from decades of research how children learn to read, how to identify those at risk through assessment and what and how to teach so that the majority of our students can be successful.

## Course Objectives:

- Define fluency and distinguish among the three components of reading fluency
- Explain why reading fluency is important and conceptualize it within the process of reading
- Identify how various mechanics in the reading process contribute to fluent reading
- Address misconceptions around fluency assessment. Equip yourself to assess reading fluency in your own setting
- Understand the types of activities involved for building fluency and be able to determine which activities meet the needs of learners in your classroom

## Recommended for:

- K-3 Educators

# Response to Intervention

*Developed with Expert Contributor Dr. Laura Justice of The Ohio State University*

Learn about the importance of implementing the Response to Intervention Model in your school (RTI), and ways to help implement it.

K-3

0.2 CEUs

1.5 Training Hours

## Why It Matters

Response to Intervention (RTI) is a prevention framework for implementing data-driven decision making that provides necessary stakeholders with timely and specific information about children so they can improve learning and increase performance.

## Recommended for:

- Site-Based Elementary School Leaders

## Course Objectives:

- Understand what the RTI prevention framework is
- Understand the core components that make up the RTI framework
- Learn ways to help implement systems for an effective school-side RTI process

# Systematic and Explicit Phonics Instruction

*Developed with Expert Contributor Dr. Laura Rhinehart of University of California, Los Angeles*

Build knowledge and capacity around reading fluency, including assessment, instruction and progress monitoring to help teachers teach these essential elements to the children in their classrooms.

K-3

0.2 CEUs

2 Training Hours

## Why It Matters

The most recent report from our National Assessment of Educational Progress (NAEP, 2022) showed that nationally, 66% of our 4<sup>th</sup> grade students scored below proficient in reading, with the highest performing state showing 55% below proficiency. We know from decades of research how children learn to read, how to identify those at risk through assessment and what and how to teach so that the majority of our students can be successful, and that systematic and explicit phonics instruction is a critical part of building literacy.

## Course Objectives:

- Understand the characteristics of an effective systematic and explicit phonics program
- Gain a foundational understanding of the English orthography
- Be able to name and explain the role of the instructional components of an effective phonics program

## Recommended for:

- K-3 Educators

# Targeted Small Group Instruction

Targeted small group instruction can be used to help students master critical, foundational reading skills. Learn the essentials of targeted small group instruction and how to incorporate it in your classroom.

K-3

0.2 CEUs

1.5 Training Hours

## Why It Matters

Studies have shown that students who receive small group instruction perform significantly better than those who only receive whole group instruction. Small group instruction helps fill in the gaps in students' reading skills so they can become more accurate readers.

## Course Objectives:

- Develop small groups to maximize instruction
- Model best practices to teach and review foundational reading skills
- Demonstrate ways to help students construct meaning from reading

## Recommended for:

- K-3 Educators
- Principals and Vice Principals

# Teaching Writing to K-3

*Developed with Expert Contributor Dr. Margie Gillis of Literacy How*

This course provides a research-based framework for teachers to ensure that their students become competent writers in early elementary school. Teachers will learn the processes and skills their students need to write fluently. They will also learn methods for effective writing instruction.

K-3

0.2 CEUs

1.5 Training Hours

## Why It Matters

Three quarters of both 12<sup>th</sup> and 8<sup>th</sup> graders lack proficiency in writing, according to the most recent National Assessment of Educational Progress (NAEP 2022). Writing is a critical skill for our students' self-expression and self-actualization. We know from decades of research how students learn to write and what and how to teach so that the majority of our students can be successful.

## Recommended for:

- K-3 Educators
- K-3 Administrators
- K-3 Stakeholders

## Course Objectives:

- Learn the processes and skills needed for fluent writing
- Identify the most impactful instructional practices to ensure that your writing instruction is meaningful, engaging, and effective
- Be able to implement the basics of effective writing instruction in your classroom

## K-3 Courses to Come, 2023

The K-3 Structured Literacy series will be complete with the addition of courses designed to help educators teach oral language, extend children's vocabularies for literacy and all learning and read comprehensively to promote the construction of the Deep Reading Brain.

### K-3

- Teaching for Oral Language, *Developed with Expert Contributor Dr. Margie Gillis of Literacy How, Spring 2023*
- Explicit Vocabulary Instruction, *Spring 2023*
- Reading Comprehension, *Fall 2023*

# Courses for Education: Infants and Toddlers

Adults in a child's life are uniquely positioned to help them build a stronger, smarter brain. During the time that the brain grows at its fastest, a child learns in relationship with the adults who surround them. Talking, playing, singing and reading together can make all the difference in building foundations for reading and all learning.





# Power of Language for Infants and Toddlers

Adults can make a tremendous difference in the life of a child by embracing and nurturing the power of language nutrition.

## Infants and Toddlers

0.3 CEUs

2.5 Training Hours

### Why It Matters

Strong relationships are the foundation of language development. Responsive interactions with young children are critical to the development of a solid foundation for reading and all learning.

### Course Objectives:

- Demonstrate building meaningful relationships with infants and toddlers
- Identify the five elements of responsive interactions and explain how to apply them when engaging with children
- Learn how to identify ways to support a child's first language and engage families of dual language learners

### Recommended for:

- Teachers who work with infants and toddlers
- Families of infants and toddlers
- Anyone who wants to understand the benefits of interactive story reads with children
- Childcare program and site directors

# Read with Me: Part 1

Transform story time by reading interactively *with* children, creating opportunities for conversation and language building.

## Infants and Toddlers

### Why It Matters:

When you read a book with intentionality, it becomes a conversation – paving the way for development of content knowledge, vocabulary, and comprehension.

### Course Objectives:

- Demonstrate how to read books interactively
- Identify practices that promote language development during story times
- Modify the TIPS strategy in story reads for different age groups

0.2 CEUs

2 Training Hours

### Recommended for:

- Teachers of infants and toddlers, including dual language learners
- Families of infants and toddlers
- Childcare program and site directors

# Read with Me: Part 2

Each time you read aloud with children is an opportunity to have brain-building conversations that are even exciting and attainable for Dual Language Learners.

## Infants and Toddlers

### Why It Matters

Dual language learners benefit when you read stories with them in English and in their first language when you add additional support, and reading interactively paves the way for development of content knowledge, vocabulary, and comprehension.

### Course Objectives:

- Demonstrate the use of TIPS Strategy with any book read with children
- Modify the TIPS strategy for dual language learners

0.3 CEUs

2.5 Training Hours

### Recommended for:

- Teachers who work with infants and toddlers
- Families of infants and toddlers
- Anyone who wants to understand the benefits of interactive story reads with children
- Childcare program and site directors

# Rhyme with Me

Words, rhythm and rhyme come together to spark children's imaginations, build strong relationships and encourage learning.

## Infants and Toddlers

0.2 CEUs

1.5 Training Hours

### Why It Matters:

Rhythm and rhyme help children's brains make powerful connections to prepare their brains for learning and present opportunities to build strong connections with children.

### Course Objectives:

- Explain how rhythm and rhyme improve early literacy skill in infants and toddlers
- Identify and recognize best practices for reading rhyming books with infants and toddlers
- Use brain-building rhythm and rhyme activities throughout the day

### Recommended for:

- Teachers who work with infants and toddlers, including dual language learners
- Families of infants and toddlers
- Childcare program and site directors

# Talk with Me

Learn simple, effective techniques for building a child's brain for reading – through talking, no matter how young.

## Infants and Toddlers

### Why It Matters

A child's earliest years are critical to their development, and words are like food for the brain.

### Course Objectives:

- Understand how to use the TALK Strategy to have meaningful conversations with infants and toddlers
- Modify the TALK Strategy for Dual Language Learners

0.3 CEUs

2.5 Training Hours

### Recommended for:

- Teachers who work with infants and toddlers
- Families of infants and toddlers
- Childcare program and site directors

All courses and more can be found on the Cox Campus – it's FREE. Join today at [coxcampus.org](https://coxcampus.org)

# Courses for Education: Preschool and Pre-K

Teachers of children in the early years play a vital role in each child's path to literacy. The nine essential elements guide the construction of a language-rich ecosystem in early care and learning for the ideal pre-literacy foundation during this critical time in a child's development.

## Essential Elements of a Language-Rich Ecosystem

Children as  
conversational  
partners

A safe and  
responsive  
climate

Focus on  
emergent  
literacy

Consistent  
routines, rituals  
and transitions

Integrated  
teaching around  
an anchor book

Observation  
and monitoring  
of children's  
progress

A Culturally  
responsive and  
preserving  
environment

Strong  
partnerships  
with families

Intentional  
supports for  
dual language  
learners

# Foundations of Learning to Read

Before a child can conquer reading, they need to master three foundational areas: phonological awareness, alphabet knowledge and concepts of prints. Help every child master these skills with a routine that includes “PAC” time.

Preschool and Pre-K

0.5 CEUs

5 Training Hours

## Why It Matters

By following this approach, teachers see statistical improvement in key reading preparedness skills, putting them on the path to literacy and readying them for phonics and decoding words.

## Course Objectives:

- Formulate a three-part teaching strategy for teaching specific skills: phonological awareness, alphabet knowledge and concepts of print
- Modify how the concepts are taught at different developmental stages

## Recommended for:

- Teachers who work with children in preschool and Pre-K
- Families with children ages 3-5
- People who want to help young children build foundational literacy skills
- Childcare program and site directors

All courses and more can be found on the Cox Campus – it's FREE. Join today at [coxcampus.org](http://coxcampus.org)

# Meaningful Conversations

Brain-building conversations begin with intentionality. The TALK strategy gives teachers the ability to engage children in meaningful conversations that prepare them for reading.

Preschool and Pre-K

0.2 CEUs

1.5 Training Hours

## Why It Matters

Children's brains develop through the meaningful interactions they have with adults, and oral language is the foundation for literacy and all learning. By joining in relationship with children through conversation, teachers contribute significantly to children's ongoing success.

## Course Objectives:

- Apply complex vocabulary in conversations in a meaningful way
- Build connections with children and invite them into conversations
- Modify the TALK strategy to each child's unique needs

## Recommended for:

- Teachers who work with children in preschool and Pre-K
- Families of children ages 3-5
- People who want to learn best practices for building children's language development
- Childcare program and site directors



# The Power of Language

A child's oral language skills are a key indicator of their ability to read later in life. By introducing complex vocabulary and encouraging children to use their own voices, teachers give their students a head start toward reading.

Preschool and Pre-K

## Why It Matters

Oral language is vital to a child's brain development and the foundation for literacy and all learning.

## Course Objectives:

- Understand the importance of oral language for children's cognitive development
- Demonstrate the ability to select, incorporate and teach complex vocabulary throughout the day
- Develop and implement a "no shhh zone" for your classroom

0.2 CEUs

2.5 Training Hours

## Recommended for:

- Teachers who work with children in preschool and Pre-K
- Families of children ages 3-5
- People who want to learn best practices to build children's oral language
- Childcare program and site directors

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# Transforming Story Time

HOW you read with children makes all the difference. Through this course, teachers learn how to transform story time into a brain-building experience that is also fun.

Preschool and Pre-K

## Why It Matters

Interactive reads help children engage with the content – they better understand a story's meaning and build their vocabulary.

## Course Objectives:

- Demonstrate how to read interactively with preschool and Pre-K children
- Identify a focus group and explain why it should be read three times a week
- Learn how to determine what to focus on during each of three story reads

0.4 CEUs

3.5 Training Hours

## Recommended for:

- Teachers who work with children in preschool and Pre-K
- Families with children ages 3-5
- People who want to understand the benefits of interactive story reads with children
- Childcare program and site director

# Courses for Education: Birth to 5 Instructional Coaching

Through Instructional Coaching, an innovative and effective relationship-based professional learning approach, teachers have a built-in support network for applying and refining instructional practices related to language and literacy in the early years.



# Course 1: Instructional Coaching for Change in Children's Futures

This introduction to Instructional Coaching focuses on the importance of building capacity within a system or school to focus on supporting teachers' practices related to language and literacy in the early years.

Birth to 5 Instructional Coaching

0.3 CEUs

3 Training Hours

## Why it Matters

Instructional coaching is the ultimate form of professional development in improving teacher practices and ultimately child outcomes.

## Recommended for:

- Birth through 5 Coaches
- Prospective Coaches
- Birth through 5 Leaders

## Course Objectives:

- Understand the value of coaching as a personalized, relationship-based professional learning approach
- Learn the value and effectiveness of Instructional Coaching in improving teachers' ability to impact language and literacy outcomes for children

## Course 2: Relationships Are the Heart of Coaching

This second course prepares coaches to build strong coaching relationships through self-awareness, understanding the learner, building trust, and having exploratory or initial conversations. Building relationships with those you coach is important, as it will connect all coaching efforts.

### Birth to 5 Instructional Coaching

0.3 CEUs

2.5 Training Hours

### Why It Matters

Instructional coaching is the ultimate form of professional development in improving teacher practices and ultimately child outcomes.

### Course Objectives:

- Understand the importance of cultural influences and strive to become culturally competent before beginning coaching
- Coaches will be prepared to enter a coaching relationship, and will know the four-act structure the conversation should follow
- Coaches will understand the need to build trust in their coaching relationships and the elements of trust, including CPR and LEAD
- Understand the five stages of change, and how to provide support during each stage

### Recommended for:

- Birth to 5 Instructional Coaches
- Prospective coaches
- Leaders

# Course 3: The Rollins Coaching Process

This third course provides prospective Cox Campus Instructional Coaches with a step-by-step guide on how to implement the Coaching Impact Cycle: Identify, Learn, and Improve, to support as they develop skills to promote children's development in language and literacy.

## Birth to 5 Instructional Coaching

0.3 CEUs

3 Training Hours

### Why It Matters:

Instructional coaching is the ultimate form of professional development in improving teacher practices and ultimately child outcomes.

### Course Objectives:

- Become acquainted with the Rollins B-5 Impact Cycle and the Cox Campus' unique approach to the coaching process, as well as how to complete an ecosystem construction measure, identify ecosystem priority areas, and set goals using the joint action plan
- Attain the knowledge and skills to guide a teacher effectively through the *identify*, *impact*, *modeling* and *guided practice* phases of the impact cycle; as well as the observe and *improve* phases

### Recommended for:

- Birth through 5 Coaches
- Prospective Coaches

# Course 4: Instructional Coaching and the Role of Leaders

Intended for leaders of early childhood education sites, this course presents an overview of Cox Campus instructional coaching and the important role leaders play in its implementation.

Birth to 5 Instructional Coaching

0.4 CEUs

3.5 Training Hours

## Why It Matters

Instructional coaching is the ultimate form of professional development in improving teacher practices and ultimately child outcomes.

## Recommended for:

- Leaders (site leaders, directors, or others) of early childhood settings

## Course Objectives:

- Understand Instructional Coaching and what is needed to effectively support coaching efforts

# Courses for Education: Supporting Dual Language Learners

For young learners, their home language is the language they have used to make and establish meaningful relationships and is the language with which they are beginning to learn. Bilingualism is a strength and asset that should be supported in the classroom and at home.





# Connecting the Dots for Dual Language Learners Throughout the Preschool Day!

Dual language learners use ALL their language resources to make meaning of their world and the new things they are learning. Their classrooms should reflect this development. Learn how to help connect the dots for DLLs by supporting their learning and participation in the classroom.

## Dual Language Learners

0.3 CEUs

2.5 Training Hours

### Why It Matters:

The early childhood classroom is becoming more and more diverse. Teachers must be prepared to teach all children effectively. DLLs learn best and develop a solid foundation in language and literacy in environments where their culture and first language are woven into the classroom experience.

### Recommended for:

- Preschool/Pre-K Teachers
- Birth to 5 Instructional Coaches
- Early Childhood Education Leaders and Program Directors

### Course Objectives:

- To be able to identify and explain the essential elements of a language-rich ecosystem where dual language learners thrive
- Understand how these elements and their best practices come together throughout the instructional day to support DLLs' learning during morning meeting, story time, centers, small groups and transitions
- Know how to implement equitable teaching practices that specifically support DLLs' development and build their foundation in language and early literacy

All courses and more can be found on the Cox Campus – it's FREE. Join today at [coxcampus.org](https://coxcampus.org)

# Supporting Dual Language Learners Right from the Start

*Hola! Bonjour! Nǎn hǎo! Anyoung!* These are just a few ways some of your learners may say, “hello.” Learn to support the home language of every child and create positive learning experiences that respond to their needs and prepares them for kindergarten and beyond.

## Dual Language Learners

0.3 CEUs

2.5 Training Hours

### Why It Matters:

There is a lack of fit between what science tells us about how DLLs learn and how we teach them in the classroom. Young DLLs benefit greatly from a variety of supports and practices.

### Course Objectives:

- To be able to describe DLL development, the benefits of bilingualism and the role of first language in DLLs' development
- Identify and explain the elements that contribute to DLLs' ability to thrive
- Design culturally and linguistically responsive learning environments for DLLs
- Be able to apply teaching practices that specifically support DLLs' development and support their foundation in language and early literacy

### Recommended for:

- Teachers of preschool and Pre-K DLLs
- Other professionals serving young preschool and Pre-K DLLs
- Instructional coaches working with teachers of DLLs

# Primeros Conversaciones (First Conversations) en español

Taught in Spanish, this course is centered on ways to talk with children to advance their language.

Dual Language Learners

0.3 CEUs

2.5 Training Hours

## Why It Matters

Developing relationships is the most important way to support learning and development in early childcare practices. Intended for Spanish-speaking adults who care for and teach infants and toddlers, this course serves as an introduction to Cox Campus skills and practices for early conversational partnership that builds a solid foundation in language and literacy.

## Course Objectives:

- To gain expertise – skills and practices – around caring for and teaching young children to build language and early literacy skills

## Recommended for:

- Early childhood educators who have Spanish as their primary language

All courses and more can be found on the Cox Campus – it's FREE. Join today at [coxcampus.org](https://coxcampus.org)

# Primeros Lecturas (First Read Alouds) en español

Taught in Spanish, this course focuses on practices for reading books with children, to advance their language, early literacy, and critical thinking.

Dual Language Learners

0.3 CEUs

2.5 Training Hours

## Why It Matters:

Developing relationships is the most important way to support learning and development in early childcare practices. Intended for Spanish-speaking adults who care for and teach infants and toddlers, this course serves as an introduction to Cox Campus skills and practices for using read alouds to a strong foundation in language and early literacy.

## Course Objectives:

- To gain expertise – skills and practices – around caring for and teaching young children to build language and early literacy skills

## Recommended for:

- Early childhood educators who have Spanish as their primary language

# Courses for Education: Infants and Toddlers AND Preschool and Pre-K

The connections a child has with the caregivers in their life make all the difference in how they understand and interact with the world. These courses, for Infant through toddler and Preschool through Pre-K teachers and caregivers, provide a baseline of understanding from the view of healthy brain development, language and literacy.



# An Ecosystem Approach to Developing the Foundation for Reading in the Early Years

Anchored in responsive interactions, an ecosystem approach to developing the foundations for reading is based in practices that carry through a child's day, and can be applied beginning in infancy.

Preschool and Pre-K

Infants and Toddlers

0.4 CEUs

3.5 Training Hours

## Why It Matters:

The path for developing a fluent, confident reader begins in infancy. A strong foundation in language and emergent literacy in the early years ensures a child is fully ready to benefit from reading instruction in the elementary years.

## Recommended for:

- Teachers, leaders, instructional coaches, and other professionals caring for and working with children B-5

## Course Objectives:

- Become familiar with the ecosystem approach and the nine essential elements that contribute to a solid foundation in language and literacy
- Be able to define the elements, explain why they matter, and identify practices associated with each
- Become familiar with the Ecosystem Construction Measure as a guide to planning action steps leading to radical child outcomes

# Build My Brain

Reading is not a natural act. Unlike communication, for which we are naturally wired, children must be taught to learn to read. And everyone has a role to play in making reading a reality for every child, by using every moment to build a child's language and literacy skills.

Preschool and Pre-K

Infants and Toddlers

## Why It Matters

All of us play an important role in constructing children's brains or in supporting those who do so directly, especially during a child's earliest, most critical years for brain growth.

## Course Objectives:

- Be able to describe how brain development unfolds and how early experiences affect this process
- Explain how interactions between adults and children form and strengthen neural connections
- Understand how toxic stress responses can negatively impact a child's ability to learn

0.2 CEUs

1.5 Training Hours

## Recommended for:

- Healthcare professionals who work with children
- Early childhood educators
- Policy makers
- Social service professionals who work with young children

# Monitoring Children's Progress in Language & Literacy in the Early Years

Through this course, teachers build skills for assessing children's developmental progress, with a focus on language and literacy development.

Preschool and Pre-K

Infants and Toddlers

0.4 CEUs

3.5 Training Hours

## Why It Matters:

Intentionally observing and documenting a child's progress allows a teacher to get to know them better, form a relationship with them, and plan instruction that most effectively supports and advances their development.

## Course Objectives:

- Recognize that progress monitoring is an integral part of teaching
- Become familiar with the cycle of assessment and be able to apply it to all areas of development in your classroom
- Understand the range of development in language and literacy for infants through Pre-K children, understand how to monitor progress in those areas, and be familiar with tools available for this purpose on Cox Campus

## Recommended for:

- Site-Based  
Elementary  
School Leaders



# Talk With Me Baby: TWMB @ Preschool

Become a brain-building partner. As a Talk With Me Baby coach, you can empower families to continue supporting their children's learning at home, school, and everywhere in between.

Preschool and Pre-K

Infants and Toddlers

## Why It Matters

Children's earliest experiences affect long term outcomes in health, learning and behavior. By establishing practices of conversational partnership, adults start a powerful chain reaction to improve children's futures.

## Course Objectives:

- Support children's language development at school and at home
- Explain how early childhood affects brain architecture
- Use lightning coaching moments to partner with families

0.4 CEUs

4 Training Hours

## Recommended for:

- Teachers who work with infants and toddlers
- Healthcare professionals who work with infants and toddlers
- Government agency or community members who want to support children's language development
- Childcare program and site directors

All courses and more can be found on the Cox Campus – it's FREE. Join today at [coxcampus.org](http://coxcampus.org)

## **What is Literacy and Justice For All (LJFA) and how is this curriculum free?**

LJFA is a citywide effort focused on language and literacy across the continuum from the 3rd trimester of pregnancy through the construction of the deep reading brain for every child. LJFA launched in Marietta, Georgia in 2021 with funding from the United Way of Greater Atlanta and support from the Joseph B. Whitehead Foundation. In 2022, the work has been expanded to include the City of Atlanta. Our partners and funders have made significant investments in ensuring that science-based practices and pedagogies are forever free and democratized rather than being hidden behind paywalls and primarily benefiting for-profit companies.

## **Why should I consider the LJFA Curriculum and what research is this curriculum rooted in?**

From the third trimester of pregnancy through Pre-K, the human brain develops faster than at any other point in life. During the critical early years, educators, leaders, families, and advocates must harness the sciences of healthy brain development, language and literacy so that all children have the opportunity to think critically and act boldly to reshape the world. The Literacy and Justice for All B-5 curriculum is an integrated and inquiry-based curriculum rooted in research and evidence-based practices fostering scientifically-based and holistic support for children. The LJFA curriculum supports children and child-facing adults through implementing evidence-

based practices rooted in early brain development research, social-emotional development, language development research, multilingual development research, reading development research, writing development research, and adult learning, coaching, and teacher development research. Critically, this curriculum is co-constructed by B-5 educators and teacher-researchers who have built this curriculum while implementing it alongside children and families, working together to co-construct a relationship-centered, language-rich ecosystem where every child can thrive.

## **How does this meet the needs of my children?**

This open-access curriculum found on Cox Campus aligns with GELDS through the RRFTS expected child outcomes-alignment of lesson plans - cross day/week extensions that offer conceptual development around the inquiries that actively situate learners as agents - active-shaping their lives and their world. The planned experiences are age-appropriate and is not only culturally, linguistically, and developmentally appropriate but also extends to activities and experiences that support physical development, social-emotional development, approaches to play and learning, communication, cognitive development, and knowledge about the community and world we live in.

## **How does this curriculum help us meet the requirements for licensing?**

Rooted in meaningful and relationships-based interactions, children- and their language and literacy- thrive, The LJFA

curriculum supports developmentally appropriate practice and cognitive development which supports children learning about and changing the world. This curriculum centers families, communities, and the rich cultural and linguistic knowledge that each child and family bring. We know that children's development flourishes when fostered in supportive and connected relationships with adults and peers and in a language-centered ecosystem. These types of interactions and supports are critical components of quality care recognized across our field.

#### **What if we already have a curriculum?**

Awesome! The Inquiry-Based Curriculum can supplement your current curriculum. The additional resources and supportive texts offer opportunities to develop critical phonological awareness skills, a growing representational library to focus on cultural and linguistic components of families and communities, and intentional texts to support social-emotional development. Our curriculum includes books to support all children and teachers in developing critical personal and interpersonal skills, self-regulation, and to collectively build safe and responsive classrooms for each learner.

#### **What if our themes are not in the same order?**

Search the Cox Campus for the inquiry question and connected themes you are currently studying. All resources will be grouped by age under the inquiry question and with theme connections.

#### **How can I get started?**

Sign up to become a member of Cox Campus. Join the Year Long Journey. If you are a leader responsible for a system or school, contact Nadia J. Jones, EdD, Director of Partnerships, at [njones@atlantaspeechschool.org](mailto:njones@atlantaspeechschool.org), and she will help guide you through, based on what your organization needs.

#### **How can teachers be supported to use the curriculum?**

The Rollins Center for Language & Literacy and our online learning community, the Cox Campus, were founded to eliminate barriers of access and equity – helping every child find their voice. There are more than 30 accredited courses and 16,000 downloadable resources (all entirely FREE at [www.coxcampus.org](http://www.coxcampus.org)) to support everyone in a child's life – from families and teachers to community members and volunteers. Join our community today and encourage all the educators, directors, and families you know to come be a part of our collective effort to realize, at long last, Literacy and Justice For All.

#### **How can families get involved?**

Cox Campus provides resources specifically for families. All curriculum bundles also include "Family Connection" activities to encourage teachers to incorporate families in weekly learning and centering the stories, wisdom, experiences, and contributions of families as the first and most important teachers of children with much to share, teach, and contribute to the classroom community.

Fewer than  
**35%**  
of children  
can read  
proficiently.

Through Cox Campus,  
we cultivate expertise and  
agency with schools and  
systems to realize Literacy  
& Justice for All!

Systemic change starts here.  
Equity is only possible when  
all children can read.

Join Cox Campus today.

For partnership information,  
contact Nadia J. Jones EdD,  
Director of Partnerships,  
Rollins Center for Language & Literacy:  
[njones@atlantaspeechschool.org](mailto:njones@atlantaspeechschool.org)



Rollins Center  
*for Language & Literacy*

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[www.coxcampus.org](http://www.coxcampus.org)

A Program of the Atlanta Speech School