

Early Literacy is what children know about communication, language, verbal and non-verbal, reading and writing before they can actually read and write.

Summary of Early Literacy

<p>Oral Language the foundation of all later literacy: early literacy and reading. Includes listening, speaking and communication skills</p>	<p>Listening:</p> <ul style="list-style-type: none"> • Talk so children hear sounds of language • Talk about sounds in environment (doorbell, animal sounds) • Talk in parentese to babies • Tell stories that child listens to • Give one-, two-, or three- step directions according to child's abilities • Talk about things not in the present (past and future) or not visible (concepts, ideas) <p>Speaking:</p> <ul style="list-style-type: none"> • Allow time for child to verbally respond • Have children repeat words/phrases • Have child tell/retell stories • Have child recount events • Use rich language: encouragements, add explanations, narrate what you do, what your child does, think out loud • Ask open-ended questions • Listen to what your child says <p>Communication:</p> <ul style="list-style-type: none"> • Take turns talking—one speaks, other listens and reverse roles • Use social rules of conversation, such as hello/goodbye, please/thank you • Model and encourage the use language to gain information by asking questions
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Early Literacy Components

Early Literacy Component Explanation	Ways to Support the Early Literacy Component
<p><u>Phonological Awareness</u> Ability to hear and play with the smaller sounds in words Helps with sounding out words</p>	<ul style="list-style-type: none"> • Say and encourage children to hear and say animal sounds, environmental sounds (doorbell, etc.) • Point out beginning sounds—books/songs with alliteration—so children hear beginning sounds. • Say nursery rhymes and use rhyming books and rhyming games to support rhyming. • Sequence: Hearing rhyme, recognizing rhyme, producing rhymes. • Children fill in the rhyming word. • Break words apart and putting word syllables together. Mon-key; ti-ger • Clap syllables of words. • Play "I Spy" games: I spy something red that rhymes with block—sock. Let's see how many things we can find in this picture that start with /d/. • Share songbooks and singing: singing slows down language. • Be silly with word sounds—change beginning sounds of words. • Share poetry and poetry books.
<p><u>Vocabulary</u> Vocabulary is knowing the meanings of words: things, feelings, concepts, ideas Helps children decode words and to understand what they will read</p>	<ul style="list-style-type: none"> • Use words your child may not be familiar with when you talk. • Talk about meanings of new words. • When sharing books with infants, add words to words on the page. • Books have words not found in conversation. Explain words, don't replace them. • Talk about the different meanings of a word: wave, cap • Add synonyms to add new words for familiar words. • Read factual books. They have different vocabulary from storybooks. • Use words in context, as part of experience. • Use words for things that happened in the past and will happen in the future. • Use words for feelings, actions, concepts and ideas whether or not the words are specifically used in the book. • Add words for description. • For preschoolers, explain differences in words with similar meanings. • Use specific words rather than "it", "this", "that", "here", "there".

Early Literacy Component Explanation	Ways to Support the Early Literacy Component
<p><u>Print Awareness/Conventions</u> Print has meaning Knowing how to handle a book In English we read from left to right and top to bottom of page Print is all around us</p> <p>Helps children feel comfortable with books so that when they learn to read, they can concentrate on reading itself.</p>	<ul style="list-style-type: none"> • Run finger under title and/or repeated phrase as you say them. • Write out rhymes/songs on flipcharts. • Talk about environmental print—print all around us, on signs, containers, logos. • Share books with writing as part of the story (ex. <i>Bunny Cakes</i>). • Share books with signs in the pictures (ex. <i>Little Red Hen Makes a Pizza</i>). • Share books with varying print orientations (ex. <i>My Friend Rabbit</i>). • Use nametags for children and adults; allow participants to write own names. • Let child turn the pages of the book. • Play around with the orientation of the book. Start with it upside down. <u>Tell</u> your child you are turning it around so you can read it. • Encourage scribbling. Your child can “write” the words to the story on another piece of paper. • Encourage drawing. Your child can draw a picture of what is happening in the book. • Name the author and illustrator and explain what they do.
<p><u>Background Knowledge</u> [Includes Narrative Skills and Print Motivation] Background knowledge is prior knowledge, things child has learned There are four areas of background knowledge:</p> <ul style="list-style-type: none"> • conceptual thinking* • content knowledge • book/story knowledge <ul style="list-style-type: none"> ▫ enjoyment—print motivation ▫ story structure—narrative skills ▫ uses of books <p>Helps children understand what they will read.</p> <p>*Conceptual thinking is thinking skills, abstract thinking, not just about development of specific concepts (seasons, shapes, etc.)</p>	<ul style="list-style-type: none"> • Encourage children to talk by asking open-ended questions. • Encourage children to use their imaginations, to hypothesize, to guess what might happen. • Encourage children to solve problems, to think about possibilities. • Let your child “hear you thinking”. • Describe objects and toys baby is exploring. • Explore and talk about cause and effect. • Play sorting, matching games. • Encourage children to explore and experiment. Talk about the experiences. • Talk about and encourage children to talk about events in the past and in the future. • Talk about ideas, about things that cannot be seen. (fairness, privacy, consequences) • Share books about concepts. (opposites, spatial relationships, size, comparisons) • Share factual books to build content knowledge. • Share what you know about various topics with your children. • Make reading books and book sharing an enjoyable experience so that children associate books and reading with pleasure. • Share storybooks so that children understand the structure of story. • Tell stories so that children learn how stories “work”. Stories have a beginning, a middle, and an end. • Encourage children to say a repeated phrase and to retell stories. • Use props to retell stories. • Have children draw a picture from a book or story and tell you about it or make up a story.
<p><u>Letter Knowledge</u> Knowing that letters are different from each other Knowing that the same letter can look different Letters have names and represent sounds</p> <p>Helps children as they decode words when they are learning to read.</p>	<ul style="list-style-type: none"> • Point out shapes in book pictures and all around. • Let children feel different shapes. • Give opportunities to have children match, see how things are alike and different (for ex., matching games on flannel board). • Have large foam letters; allow children to play with them. • Have children make letter with body. • Have children make letter with fingers. • Use manual alphabet for some words in theme or book. • Use an alphabet book even if you don’t go through all the letters. • Talk about the first letter in your theme, what does the letter look like? • Talk about a letter in title of a book. • Use nametags for adults and children. • Give children opportunity to write after storytime or encourage it as an at-home activity. • Use variations of the B-I-N-G-O song, perhaps with your theme. • Sing alphabet song. • Use nametags for both children and adults; allow participants to write their own names. • Trace a letter from the title with your finger and let your child do it, too. • Show your child the first letter in his/her name. Look for that letter in the book. • Choose two letters. How do they look alike; how do they look different? What shapes do you see? • Encourage scribbling, drawing, and writing.