

Every **CHILD** Ready to **READ** your library

Help Children Get Ready to Read!



ALSC Division for Early Literacy in Libraries PLA Public Library Association

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Pre-assessment



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Agenda

Early Literacy

Critical Dimensions of Language and Literacy

- Oral Language
- Literacy

Early Literacy Skills

Early Literacy Practices

Early Literacy During Routines and Transitions

Early Literacy During Centers / Activity Times



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Learning Objectives

By the end of the session you will be able to:

- Define early literacy.
- Name the two skill areas necessary for a successful reader.
- Identify the five practices to develop early literacy skills.
- Apply information from today's session to complete a chart of daily opportunities for practicing language and literacy skills.

Developing early literacy skills has a long-term impact on children's reading achievement and academic success.



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Welcome

Icebreaker:

(Insert title of icebreaker here)

Learning to read begins before children start school.



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Children who start kindergarten with good pre-reading skills have an advantage. They are ready to learn to read.



Why is it important for children to get ready to read before they start school?



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Brain Development Synaptic Density

At Birth	6 Years Old	14 Years Old
		

Children at age 3 have twice as many synapses as an adult.

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YOU can make a huge difference in a child's early literacy development.

Children learn best by doing, and they love doing things with **CARING ADULTS**.

A child's early literacy development happens through INTERACTIONS with CARING ADULTS and their ENVIRONMENT.

Why are you so important in helping children in your care get ready to read?



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Early Literacy is:

"...what children know about communication, language (verbal and non-verbal), reading and writing before they can actually read and write."

Zero to Three Policy Brief 2011
www.zerotothree.org/public-xml/03to3key-readiness-for-early-literacy-research-04.pdf

Early literacy encompasses all of a child's experiences with conversation, stories (oral and written), books, and print.

Early Literacy is **NOT** the teaching of reading. It is laying a strong foundation so that when children are formally taught to read, they are ready.



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Oral language is the basis for all later literacy—early literacy and reading.

★ Oral Language

- Listening
- Speaking
- Communicating



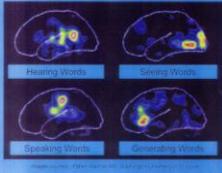
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Be patient as a child tries to talk. Wait 5 to 12 seconds before new prompting.

★ Brain Activity Involved in Conversation

PET Scans of a Brain




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★ Critical Dimensions of Early Literacy

- Phonological Awareness
- Print Awareness/Conventions
- Letter Knowledge
- Vocabulary
- Background Knowledge



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What do children need to learn to become good readers?

★ Two Parts to the Formal Reading Process

To become successful readers, children need to:

1. Learn a code — *Decoding*
2. Understand the meaning — *Comprehension*



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What do children need to know before they can learn to read?

★ Learn a Code (Decoding)

Decoding requires building certain early literacy skills

Skill	Explanation
Phonological Awareness	The ability to hear and play with the smaller sounds in words
Print Awareness/Conventions	Knowing print has meaning, knowing the directionality of print
Letter Knowledge	Knowing same letter can look different, that letters have names and represent sounds



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★ Reading is learning the code.

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm
<	/	*	#	>	+	\	"	[=]	-	
Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz
:	;	{	++	}	//	^	!		((>>)

[*<:]>#.

I can read.



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What do children need to know before they can learn to read?

★ Understand the Meaning (Comprehension)

Comprehension requires building certain early literacy skills

Skill	Explanation
Vocabulary	Knowing words and their meaning
Background Knowledge	Knowing about the world around us



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Reading is more than decoding words. Good readers understand the meaning of what they read.

★ Reading is understanding the meaning.



Leah is **hipple** when she roffs with her mom.



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Encourage parents to use the language they know best to help their child get ready to read.

★ Encourage parents to use the language they know best.

I can read.	Tôi biết đọc.
मैं पढ़ सकता हूँ।	나는 읽을 수 있다.
मैं पढ़ सकती हूँ।	私は読めます
Sé leer.	Wax waan aqrin karaa.
Umień czytać.	ඊ වැඩි හදු ඉ.
我可以阅读。	Nakakabasa ako.
Я умею читать	أنا أستطيع القراءة



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Comprehension
- **Vocabulary** -

Knowing words and their meaning

Verbal abilities are consistently the best predictors of later reading achievement. (Scarborough, 2001)

Vocabulary size... may increase exponentially in the early years (some estimate about seven words a day), with children learning to comprehend words spoken to them before they are able to produce them on their own. (Snow et al., 1998)

Word knowledge, however, is not just developed through exposure to increasingly complex language, but to knowledge-building language experiences. (Neuman, 2001)



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Comprehension
- **Vocabulary** -

- Knowing the meanings of words: objects, actions, concepts, feelings, ideas
- Helps with decoding and comprehension

Children enter school knowing anywhere from 2,000 to 8,000 words. That is a huge difference!



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Comprehension
- **Vocabulary** -

In your own words . . .

The more words they hear, the more words they will know.



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Comprehension
- **Background Knowledge** -

The more general knowledge the child has about the world around them, the easier it is to understand what they will read.

Both fiction and nonfiction help children develop background knowledge.



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Comprehension
- **Background Knowledge** -

- Conceptual Thinking: abstract thinking
- Content Knowledge: general knowledge
- Book and Story Knowledge
 - o Print Motivation
 - o Story Structure

Content Knowledge gives children a strong basis for later being able to understand what they will read.



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Comprehension

- Vocabulary
- Background knowledge

Decoding

- Phonological Awareness
- Print Awareness/Conventions
- Letter Knowledge



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Decoding
- **Phonological Awareness** -

Phonological awareness is the ability to hear and play with the sounds in words, and leads to an understanding that spoken words can be represented by written words. (Snow, Burns, & Griffin, 1998)

This decoding skill is a predictor of early reading achievement.



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Decoding
- **Print Awareness/Conventions** -

- Noticing print everywhere
- Knowing how to handle a book
- Knowing the direction of text
- Understanding title, author, and illustrator

Print is everywhere! Help children notice the print in their world.



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Decoding
- **Print Awareness/Conventions** -

Knowing that:

- letters are different from each other.
- the same letter can look different.
- letters have names and represent sounds.

Young children need many opportunities to explore letters and letter shapes in order to learn them.



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Not all reading skills are equal.

- Children begin to learn reading skills at birth. Some skills, such as learning letter names and hearing the sounds that make up words, are constrained or limited. Once you learn the name of the letter "A," you don't need to learn any more about that letter name. Other skills are unconstrained or unlimited, such as vocabulary. Learning the meaning of words is something that continues throughout life.
- All reading skills are important. Comprehension skills, however, are the best predictor of long-term reading achievement and success.



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Your State's Early Learning Standards for Language and Literacy

[State Standards Website](#)



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Head Start Child Development & Early Learning Framework

Language and Literacy

- Language Development:
 - Receptive Language
 - Expressive Language
- Literacy Knowledge and Skills:
 - Phonological Awareness
 - Print and Alphabet Knowledge
 - Comprehension and Text Structure
 - Writing

[Head Start Outcomes Framework 2015](#)



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Early Literacy Practices

Children develop **decoding** and **comprehension** skills through interactions with adults and their environment.

These interactions are practiced by

Talking Listening Reading Writing Thinking

Help children be ready to read by practicing every day.



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Talking

Children learn about language by listening to adults talk and joining the conversation.

You can help close the "word gap" by TALKING.



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★

Talking

Use these talking methods with children to increase vocabulary and comprehension.

Talking helps children get ready to read.



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★

Talking

When you talk with children:

- Use new words
- Take turns
- Make connections

Talking helps children get ready to read.



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★

Talking

Books are wonderful conversation starters

Talking helps children get ready to read.



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★

Talking

Practice talking while taking a Picture Walk

Vocabulary size and vocabulary rate are strongly tied to phonological awareness.



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Singing

Songs are a natural way to learn about language.

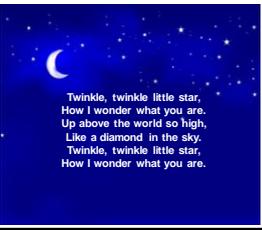


Singing helps children get ready to read.




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Singing



Twinkle, twinkle little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle little star,
How I wonder what you are.



Singing helps children get ready to read.



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Reading

Reading together and reading aloud with the children you serve is the single most important way to help them get ready to read.



Shared reading is the best way to help children get ready to read.



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Reading

Shared reading develops language and background knowledge.



Shared reading is the best way to help children get ready to read.



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Reading



Shared reading is the best way to help children get ready to read.

- Reading helps children learn less common words.
- Talk about the meaning of words in books.
- Use books to inspire and inform all early literacy practices.



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Reading

How you share books with your child is important.



Shared reading is the best way to help children get ready to read.



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Writing

Reading and writing go together.



Writing helps children get ready to read.



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Writing



Writing helps children get ready to read.

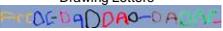
Making Marks



Drawing and Writing



Drawing Letters



Name Writing



Word Writing





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Playing

Children learn about language through different kinds of play.



Playing helps children get ready to read.



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Playing helps children get ready to read.

Playing

Pretend and dramatic play develop language skills.




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Practicing During Day-to-Day Routines

Practicing During Center / Activity Times



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YOU make the difference!

Your language and literacy practice helps children get ready to read.

Talking Listening Reading Writing Playing



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Developing early literacy skills has a long-term impact on children's reading achievement & academic success.

Post-assessment

Evaluation



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{Your Library}

We have books for you to check out and read together.



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{Your Library}

We can talk to your parents and community about how to help children get ready to read.



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- How to get a library card
- How to find us online
- How to contact us for more information