

# Every Child Ready to Read



## **THE SIX EARLY LITERACY SKILLS**



# Your Presenters:



**STACI SHAW**

**STEPHANIE BAILEY-WHITE**

*PROJECT COORDINATORS, READ TO  
ME*

# Research



## **SOURCES:**

**NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN  
DEVELOPMENT (NICHD)**

**NATIONAL ACADEMY OF SCIENCES**

**NATIONAL ACADEMY PRESS**

***SEE ALA'S RESEARCH PAGE FOR INDIVIDUAL STUDIES***

# Some key findings...

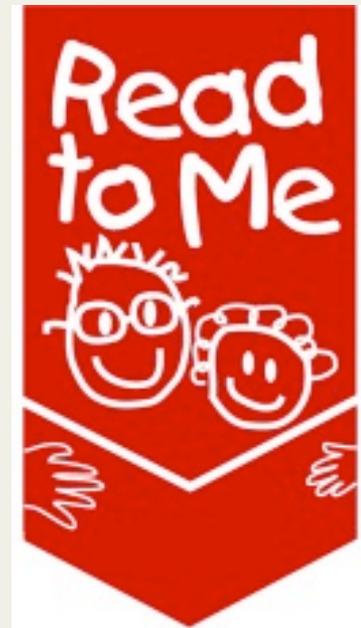


- The development of early literacy skills in a child's life can better prepare that child for success in reading when he or she enters school.
- Children who do not have early literacy experiences before they start going to school start behind and tend to stay behind.
- Children who are not reading on grade level by the end of first grade have a 1 in 8 chance of catching up without costly direct intervention.

# Read to Me, a program from the Idaho Commission for Libraries



**ALL PARENTS AND CAREGIVERS WILL  
NURTURE THEIR CHILDREN'S EARLY  
LITERACY SKILLS AND ALL CHILDREN  
WILL DEVELOP AS INDEPENDENT  
READERS AND BECOME LIFELONG  
LEARNERS.**



# “Early Literacy”



WHAT CHILDREN KNOW ABOUT READING AND  
WRITING **BEFORE** THEY LEARN TO READ AND WRITE.



# The Six Early Literacy Skills



# Print Motivation



## THE JOY OF, AND INTEREST IN, READING BOOKS

Keeping reading and sharing books FUN is important. If the experience is not a positive one, children will relate reading to something negative, which will make them less likely to choose to read.



# Print Motivation



- Model the fun of reading and of playing with language- enjoy the book and the interaction yourself
- Keep children involved
- Choral reading with a big book
- Use non-fiction, too!
- Have children (and adults) join in during appropriate parts of the story
- Have a comfortable area for children and adults to share reading time

# Suggested books



- **Early talkers**

- Board books with bright, simple illustrations
- Board books with photographs of other babies
- Let your child choose books for you to share



- **Talkers, Pre-readers**

- Choose books you enjoy
- Choose books your child enjoys.
- Let your child choose books.
- Follow your child's interests, including non-fiction books.



# Print Awareness



**KNOWING THAT PRINT HAS MEANING,  
KNOWING HOW TO HANDLE A BOOK, AND  
RECOGNIZING PRINT IN THE ENVIRONMENT**

Being familiar with printed language helps children feel comfortable with books and understand that print is useful.



# Print Awareness

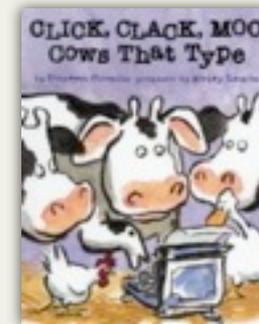
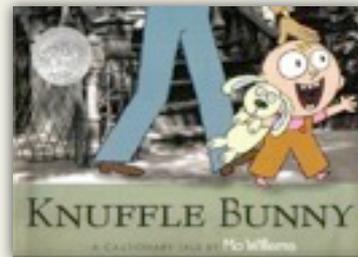
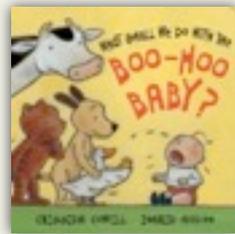


- Run finger under title and/or repeated phrases
- Write out songs/rhymes on flip charts or posters
- Read books with print as part of the text
- Talk about environmental print (road signs, menus, food labels)
- Start with book facing upside down
- Use nametags- allow participants to write own names
- Point out different kinds of print within books

# Suggested books



- Early talkers/talkers
  - Any book! If there are only a few words on each page, point to each as you read it.
- Pre-readers
  - Books with writing as part of the pictures
  - Books with different kinds of typeface
  - Books with signs, billboards, letters, menus, mail, lists, speech bubbles, etc.



# Narrative Skills



## **RETELLING STORIES, RETELLING EVENTS, AND ADDING DESCRIPTIONS**

The ability to describe things and events, and the ability to tell stories, helps children better understand what they read.



# Narrative Skills

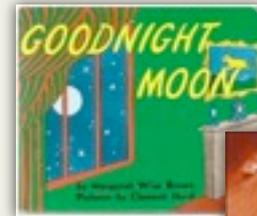


- Take time before or during storytime to talk about an unfamiliar word.
- Retell stories with puppets, a flannel board, props, or creative dramatics.
- Help children expand their descriptions of things.
- Ask children to describe their drawings, or to tell a story about them.
- Ask children to make predictions about the story.

# Suggested books



- **Early talkers**
  - Board books with photos or illustrations of everyday things
  - Board books with animals
- **Talkers**
  - Books with a repeated phrase or repetition in the plot
  - Books that tell a cumulative tale
- **Pre-readers**
  - Books with simple plot lines
  - Books with vivid illustrations
  - Books with strong characters



# Letter Knowledge



**KNOWING LETTERS ARE DIFFERENT FROM EACH OTHER,  
THAT THE SAME LETTER CAN LOOK DIFFERENT, AND  
THAT EACH LETTER HAS A NAME AND RELATES TO  
SPECIFIC SOUNDS**



# Letter Knowledge

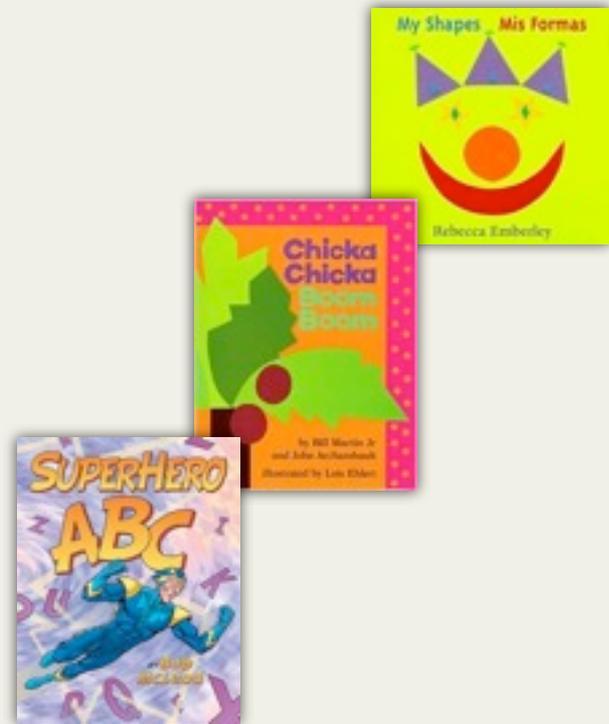


- Help babies/toddlers see and feel different shapes
- Point out letters on toys, food boxes and other objects
- Play matching games (alike and different)
- Have children make letters with fingers, bodies, clay, paint, etc.
- Use nametags
- Have letters available to “play” with: magnetic, foam, flannel

# Suggested books



- Early talkers
  - Board books with shapes, colors
- Talkers
  - Shapes/colors books
  - Alike and different books
  - I Spy books
- Pre-readers
  - I Spy books
  - Alphabet/number books



# Phonological Awareness



## **THE ABILITY TO HEAR AND PLAY WITH THE SMALLER SOUNDS IN WORDS**

Includes rhyming, breaking words apart and putting word chunks together, and hearing beginning sounds.



# Phonological Awareness

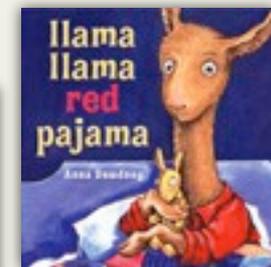
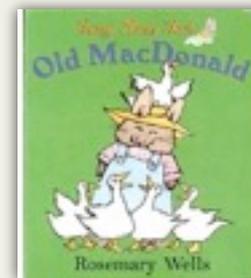
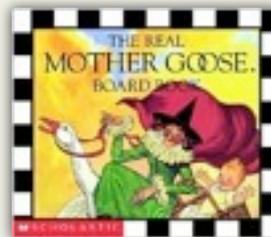


- Point out rhyming words in books
- Play with a word from the story: what rhymes, what words start with same sound...
- Sing songs and repeat them
- Change the initial sound in familiar songs, or a repeated phrase in a story
- Play with “nonsense” or silly words
- Play word games ([Every Child Ready to Read resources page](#))

# Suggested books



- Early talkers/Talkers/Pre-readers
  - Books with rhyme
  - Books with alliteration
  - Books with sounds of animals and other things
  - Song in book format
  - Books of Mother Goose rhymes
  - Poetry books
  - Any book!



# Vocabulary



## **KNOWING THE NAMES OF THINGS, UNDERSTANDING THE MEANING OF WORDS**

The more words young children know before they enter school, the better. Children who have never encountered a word will have a hard time reading it in a book later on.



# Vocabulary

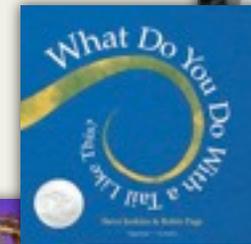


- Take time before or during the reading of a book to explain an unfamiliar word (don't replace the word)
- Talk about a word's other meanings
- Add descriptive words
- Use non-fiction that offer new words
- After reading a book, go back to an interesting picture and talk about it, adding less familiar words
- Show real items when possible (moss, mango); for babies and toddlers, point to and name objects

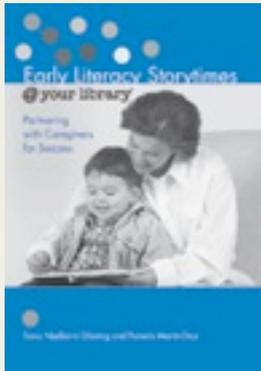
# Suggested books



- **Early talkers**
  - Any book! Just read, talk about, and name objects in the book.
- **Talkers**
  - Non-fiction books
  - Picture books with detailed illustrations
  - Any book!
- **Pre-readers**
  - Non-fiction books
  - Picture books with rich language
  - Any book!

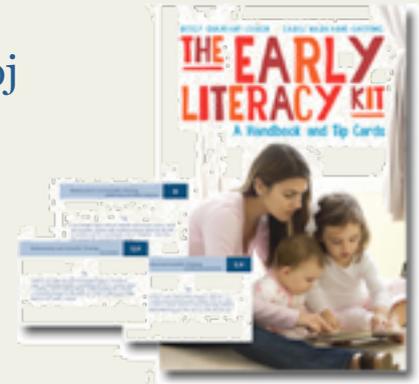


# Early Literacy in the Library



*Early Literacy Storytimes @ Your Library: Partnering With Caregivers For Success*, Saroj Nadkarni Ghoting and Pamela Martin-Díaz, 2006

*The Early Literacy Kit*, Betsy Diamant-Cohen and Saroj Nadkarni Ghoting, 2009



## How Libraries Can Integrate the 6 Skills Into Programs

- Fun and enhanced storytimes that include early literacy asides to adults
- Language-rich library environment
- Workshops
- Library's website, newsletters, storytime handouts
- Early literacy stations
- One-one interactions
- Read to Me programs (Jumpstart, First Book, ECRTTR Family Workshops, Child Care Reads)
- RTM Support Materials
- Outreach to child care centers, pre-schools, schools
- Early Literacy Computer Stations

# Jerome Public Library

1. We take advantage of ALL Read To Me programs.
2. During each pre-school storytime we do a letter basket with a letter of the day and items that begin with that letter inside.
3. We incorporate nursery rhymes, songs, and fingerplays into each storytime.
4. We are putting a lot of effort into establishing relationships with local daycares and pre-schools.





## Early Literacy Support

Materials, handouts, and professional development that is available...



- Support Materials: <http://libraries.idaho.gov/page/read-to-me-resources>
- ALA Every Child Ready to Read: <http://www.ala.org/ala/mgrps/divs/alsc/ecrr/index.cfm>
- Saroj Ghoting, Early Literacy Consultant: <http://www.earlylit.net/>
- Storytime Share: <http://earlylit.net/wordpress/>
- Hennepin County Library: <http://www.hclib.org/BirthTo6/EarlyLit.cfm>
- Washington Learning Systems: <http://www.wlearning.com/>



# Questions?

*Stephanie and Staci will remain in the room following today's presentation. Feel free to stay if you have additional questions!*

**Thank you for joining us today.  
Please let us know if we can  
support your early literacy  
efforts down the road!**



Stephanie Bailey-White [stephanie.bailey-white@libraries.idaho.gov](mailto:stephanie.bailey-white@libraries.idaho.gov)  
Staci Shaw [staci.shaw@libraries.idaho.gov](mailto:staci.shaw@libraries.idaho.gov)