

Every Child Ready to Read



THE SIX EARLY LITERACY SKILLS



Your Presenters:



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*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.**



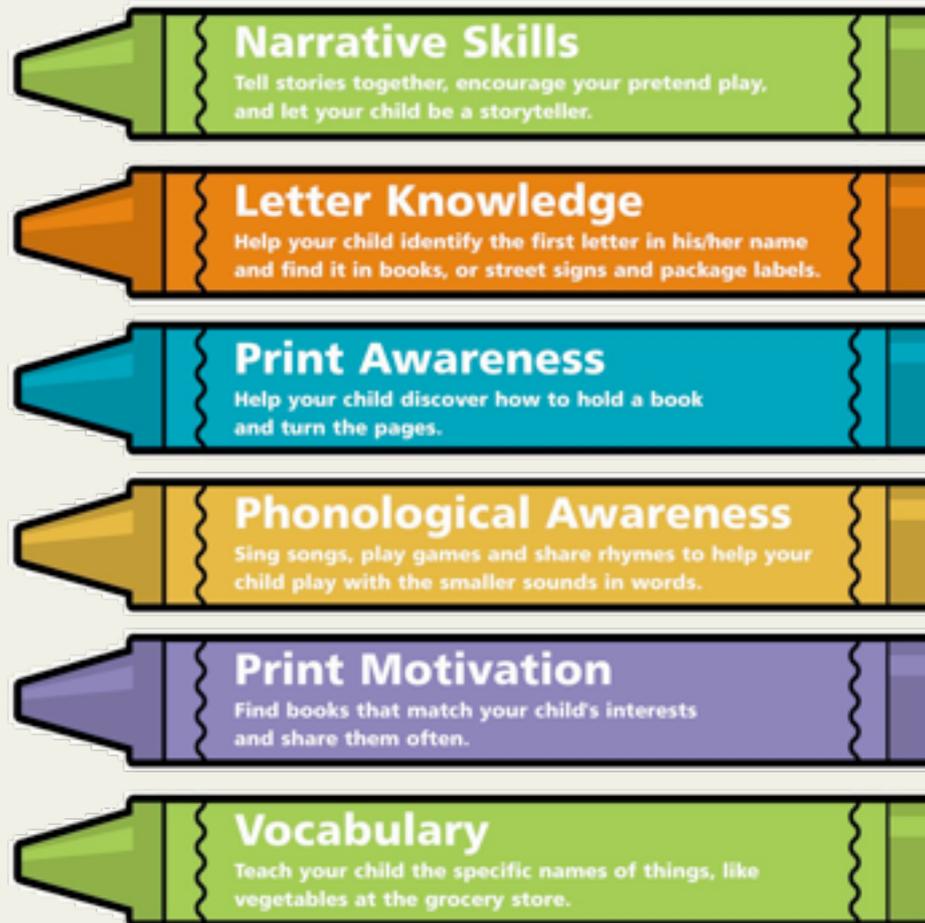
“Early Literacy”



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

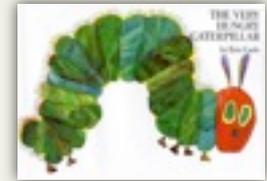


- Model the fun of reading and of playing with language- enjoy the book and the interaction yourself
- Keep children involved
- Choral reading with a big book
- Use non-fiction, too!
- Have children (and adults) join in during appropriate parts of the story
- Have a comfortable area for children and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

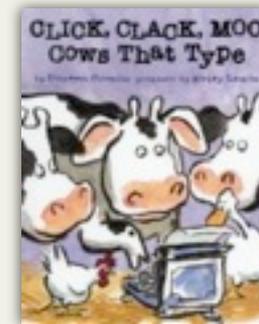
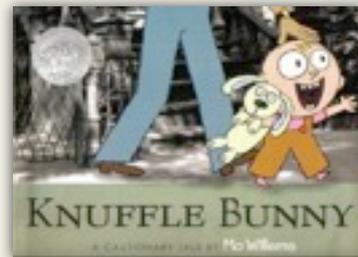
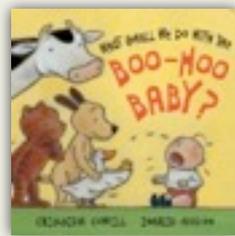


- Run finger under title and/or repeated phrases
- Write out songs/rhymes on flip charts or posters
- Read books with print as part of the text
- Talk about environmental print (road signs, menus, food labels)
- Start with book facing upside down
- Use nametags- allow participants to write own names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

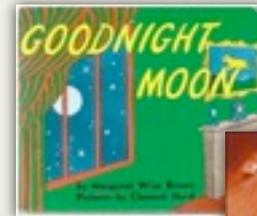


- Take time before or during storytime to talk about an unfamiliar word.
- Retell stories with puppets, a flannel board, props, or creative dramatics.
- Help children expand their descriptions of things.
- Ask children to describe their drawings, or to tell a story about them.
- Ask children to make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

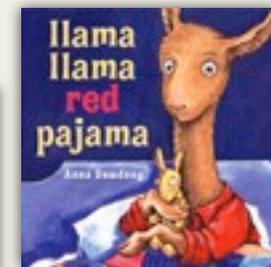
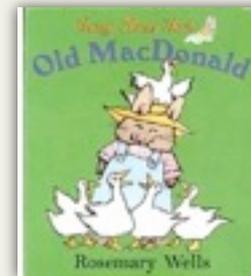
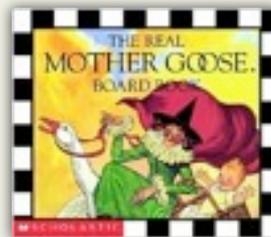


- Point out rhyming words in books
- Play with a word from the story: what rhymes, what words start with same sound...
- Sing songs and repeat them
- Change the initial sound in familiar songs, or a repeated phrase in a story
- Play with “nonsense” or silly words
- Play word games ([Every Child Ready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

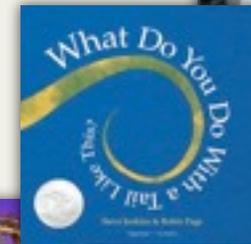


- Take time before or during the reading of a book to explain an unfamiliar word (don't replace the word)
- Talk about a word's other meanings
- Add descriptive words
- Use non-fiction that offer new words
- After reading a book, go back to an interesting picture and talk about it, adding less familiar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

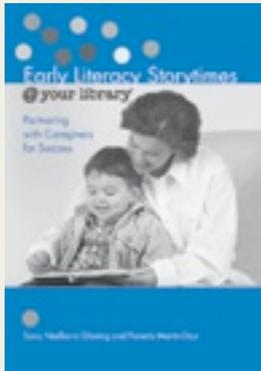
Suggested books



- **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!

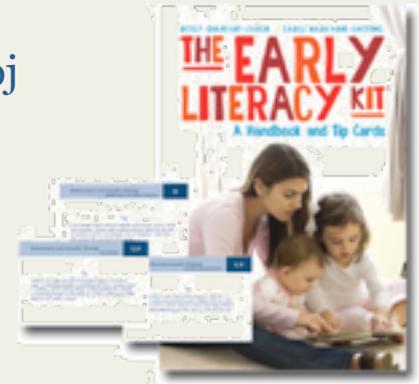


Early Literacy in the Library



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!**



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