

Building Foundational Literacy for the Preschool Child



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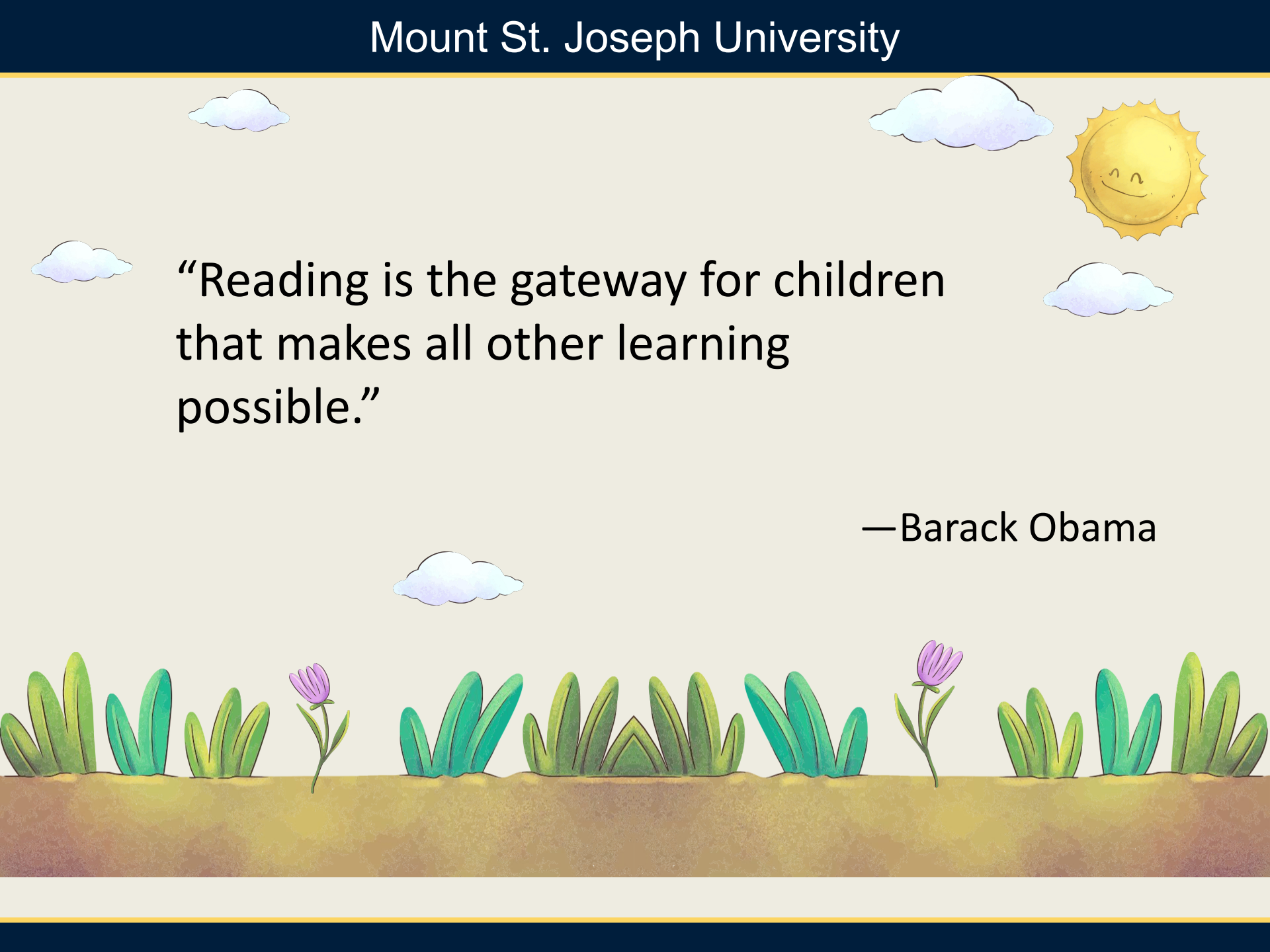


Maria Aielli, M.A.

Maria is an instructor at Mount Saint Joseph University, and she serves as a literacy specialist for *Project Ready!* Prior to her work at the Mount, she taught special education for 9 years in grades K-8. Her research interests include early literacy and equity in education. In her free time she enjoys spending time with her family and completing house renovation projects.

Objectives:

1. **What** does the data say about early literacy development?
2. **How** can I support early literacy development in my preschool classroom?
3. **How** can I support early literacy development at home?



“Reading is the gateway for children that makes all other learning possible.”

—Barack Obama

What is foundational literacy?

When we discuss foundational literacy, we are referring to the early literacy skills that support future reading development.

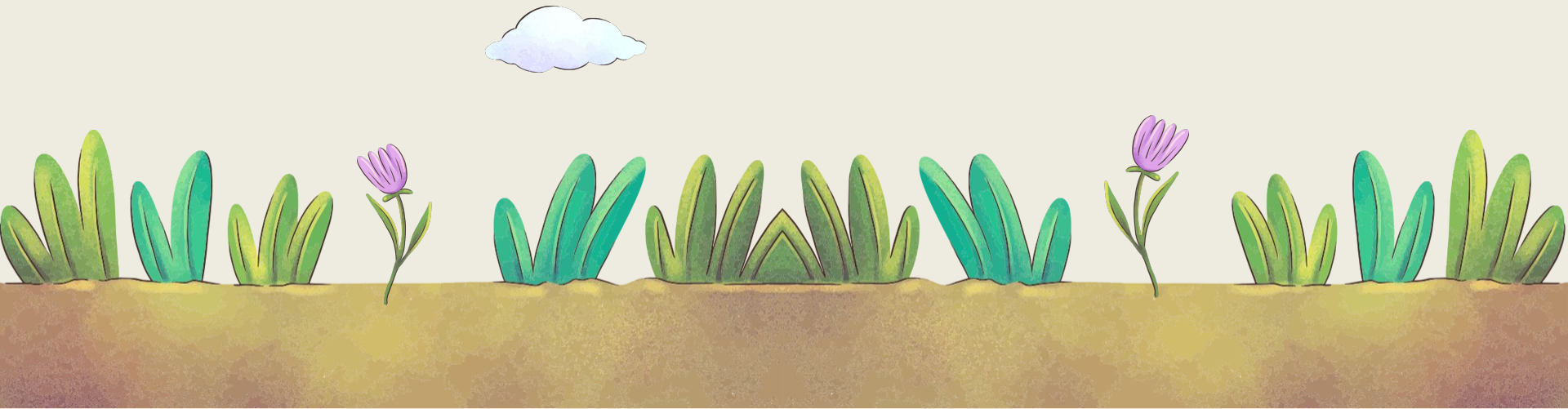




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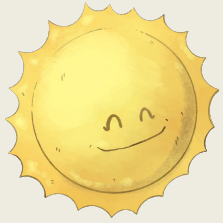
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01

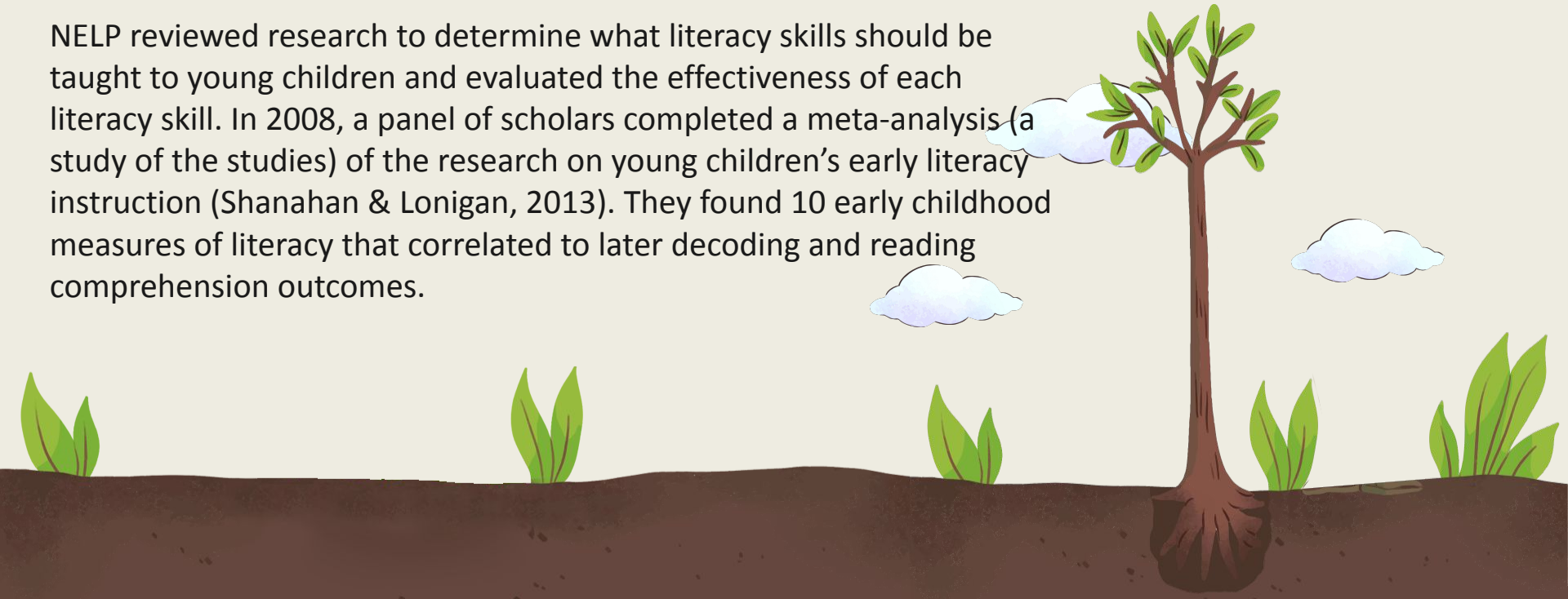
Research



NELP

National Early Literacy Panel

NELP reviewed research to determine what literacy skills should be taught to young children and evaluated the effectiveness of each literacy skill. In 2008, a panel of scholars completed a meta-analysis (a study of the studies) of the research on young children's early literacy instruction (Shanahan & Lonigan, 2013). They found 10 early childhood measures of literacy that correlated to later decoding and reading comprehension outcomes.



10 variables that are moderate to strong predictors of later decoding or later reading comprehension literacy proficiency:

- **Alphabet knowledge** (knowing names and sounds of letters)
- **Phonological awareness** (the ability to detect, manipulate, or analyze the auditory aspects of language independent of meaning)
- **Rapid automatized naming of letters or digits** (the ability to name rapidly a sequence of letters or digits)
- **Rapid automatized naming of objects or colors**
- **Writing or name writing** (the ability to write letters in isolation or write one's own name)
- **Phonological memory** (the ability to remember spoken information for a short period of time)



(cont'd) 10 variables that are moderate to strong predictors of later decoding or later reading comprehension literacy proficiency:

*The next 4 variables did not maintain their predictive power when other variables were accounted for or had not been evaluated in this way yet:

- **Concepts about print** (knowledge of print conventions- left to right)
- **Print knowledge** (combination of alphabet knowledge, concepts about print, and early decoding)
- **Reading readiness** (combination of alphabet knowledge, concepts about print, vocabulary, memory, and phonological awareness)
- **Oral language** (the ability to produce or comprehend oral language)



Key Findings:

What skills should be intentionally taught to preschool students?

- Phonological Awareness
- Knowledge of letters (names and sounds)
- Vocabulary **and** knowledge
- Oral Language- listening **and** speaking

*shared book reading

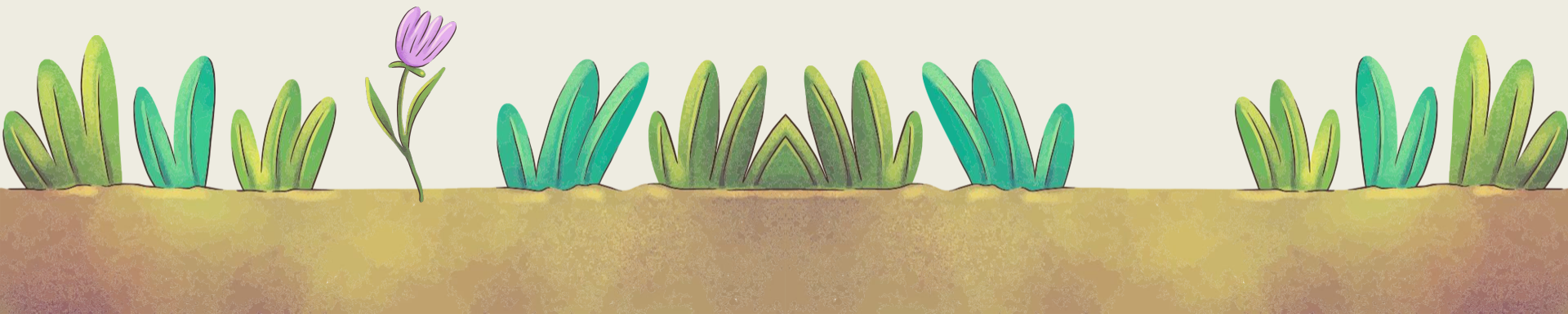
*writing development



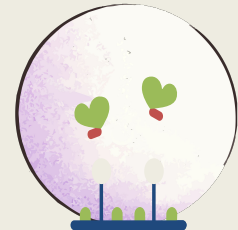


02

Shared Book Reading



Shared Book Reading



Phonological Awareness

Letter Knowledge & Concepts of Print

Oral Language

Vocabulary

Connections

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Metalinguistic awareness of all levels of the speech sound system

Identify the name and sound of letters found in books

Ability to produce and comprehend spoken language

Semantic knowledge of a word. Its meaning, image, and use

Build connections from reading at home/school to the world around you

What?

Shared reading is when an adult and a child experience a book together. Shared book reading experiences have a special role in fostering early literacy development by building background knowledge about the world and concepts about books and print.

<https://www.readingrockets.org/article/early-literacy-policy-and-practice-preschool-years>



Why?



Story book reading is one of the best ways to expose children to complex language and the world outside of their home. Children can learn from books when they are an active participant, looking at the pictures and being encouraged to respond.

Children can take an active role in selecting books to read, giving them a responsibility in the shared reading selection. Exploring books with predictable patterns, concepts (ABCs, shapes), narratives, factual/information books and nursery rhymes introduces the child to new world of language and experiences.





Who?



Comparison of the studies involving parents reading to their children and studies involving both parents and teachers doing the reading did not have statistically reliable differences in ESs (the CIs overlap). (NELP, p. 159)

Agent of Intervention	ES
Parent	1.35
Teacher	.84

How?

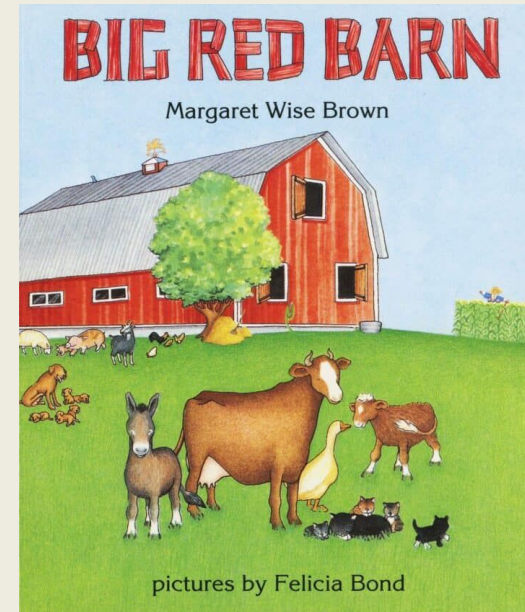
3 approaches for sharing books with children have been shown to enhance children's literacy knowledge (NELP, 2008)

- Dialogic Reading (questioning)
- Word Elaborations (vocabulary)
- Print Referencing (concept about print)

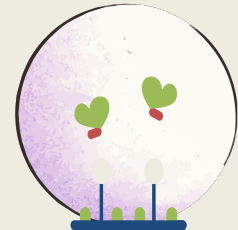
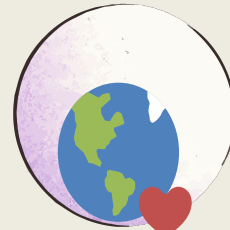
Each of the above approaches provide an opportunity to explicitly teach children phonological awareness, knowledge of letters (names and sounds), vocabulary **and** knowledge, and Oral Language

Combining variables can create a more powerful and complete support for young childrens literacy learning (Shanahan & Lonigan, 2013)

*share project ready routine here?



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Metalinguistic awareness of all levels of the speech sound system, word boundaries, syllables, rhyme, individual sounds

What?

Phonological Awareness encompasses awareness of all levels of our speech sound system: word boundaries, syllables, rhyme, and individual sounds in words.

Phonological awareness is ability to accurately perceive segments of speech, their identity and order, and the ability to consciously manipulate these segments.

Phonemic Awareness is ability to accurately perceive phonemes within words or syllables (their identity and order) and consciously manipulate the sounds.

Phonemic awareness deals with identifying speech sounds that are divided into consonants and vowels.

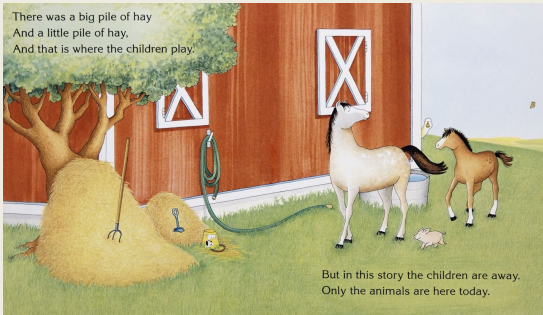


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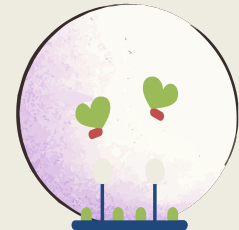


Practice phonological awareness after reading the story one time through.

- **Read** a sentence then repeat again counting each word orally
- **Identify** words that rhyme
 - produce rhymes connected to pictures
- **Identify** the parts in words.
 - Clap syllables of words in the text or pictures
 - Identify the onset and rime of single syllable words (the onset is the part of the word that comes before the vowel, the rime is the vowel and any final consonants)
 - big = /b/ + /ig/
- **Identify** words that start with the same sound
 - what is the first sound in **big** and **barn**? /b/



Shared Book Reading



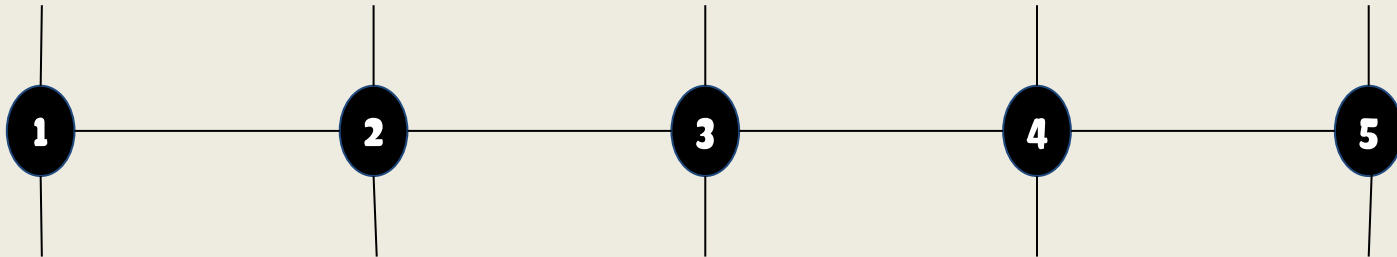
**Phonological
Awareness**

**Letter Knowledge
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Identify the name and sound of letters found in books as you teach children to identify the title, author, picture, sentence, words on the page.

What ?

Print knowledge encompasses print concepts and alphabet knowledge



Concepts of Print also called print awareness is teaching children that print carries meaning. Children learn how print functions and how it is organized.

Print knowledge teaches children how writing works to prepare them to later write.

Shared-reading interventions can have a significant, substantial, and positive impact both on young children's oral language skills and on young children's print knowledge (NELP, p. 176)

How?

Activities that support the development of letter knowledge:

Alphabet

- Sing the alphabet song
- Alphabet arc
- Put the letters of the alphabet in order

Letter Names

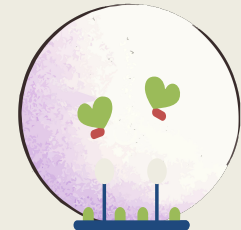
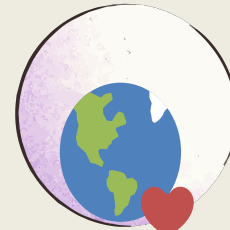
- Identify the letters in each child's name
- Match upper and lower case letters

Letters in Print (During reading)

- Sweep under the words as you read
- Point to a word, read it, then name the letters that make up the word.
- Find words that start with the same letter (letter hunt)
- Identify that letters have different sizes or forms but the same shape



Shared Book Reading



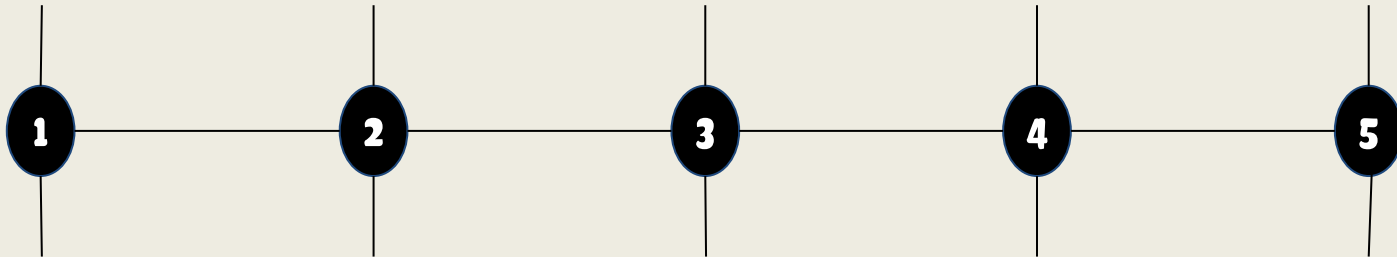
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Ability to produce and comprehend spoken language

What?

Oral language provides children with a sense of words and sentences and builds sensitivity to the sound system so that children can acquire phonological awareness and phonics. Through their own speech children demonstrate their understanding of the meanings of words and written materials.

<https://www.readingrockets.org/article/early-literacy-policy-and-practice-preschool-years>

NELP Findings:

- Language interventions were most effective with younger children (3 and younger)
- **Play-based strategies, in which toys are provided along with opportunities for the child to explore language, had higher effect sizes than did strategies that were not play-based,** but the difference was not statistically significant.
- Demographic differences did NOT matter much in the effectiveness of these procedures. Socioeconomic status, race, ethnicity, language background, and even age were not found to mediate these findings.

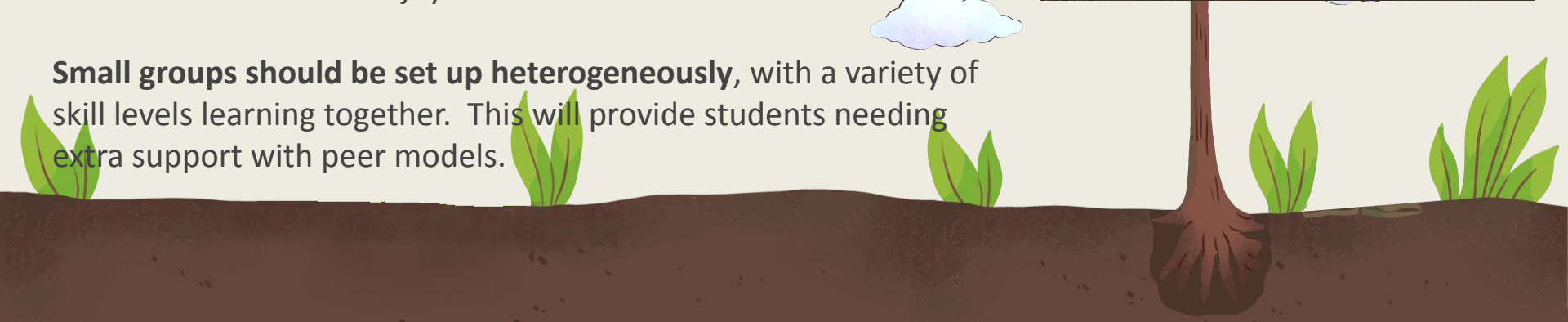
How?

Telling Terrific Tales is designed to support children's development of key oral language and listening comprehension skills.

Listening comprehension, background knowledge from learning common stories, language usage, retelling, and sequencing are all key targeted skills.

Instruction should be fun, engaging, interactive and designed to build students' success and enjoyment.

Small groups should be set up heterogeneously, with a variety of skill levels learning together. This will provide students needing extra support with peer models.



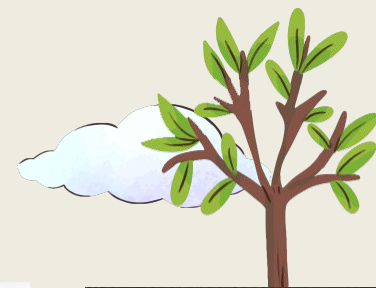
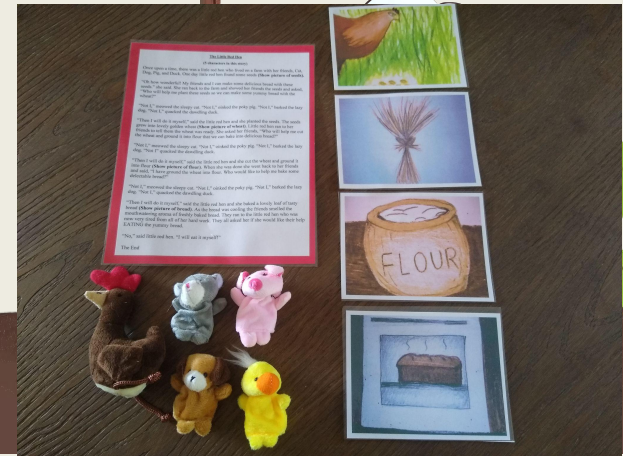
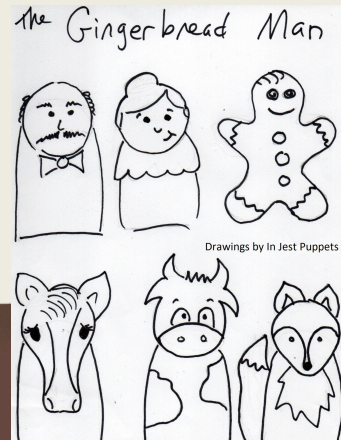
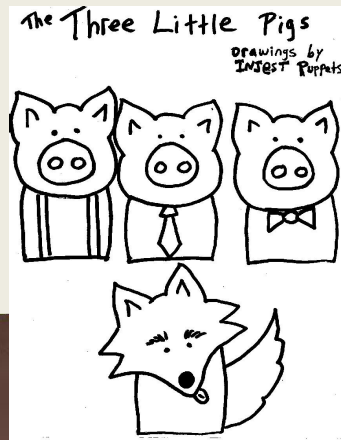
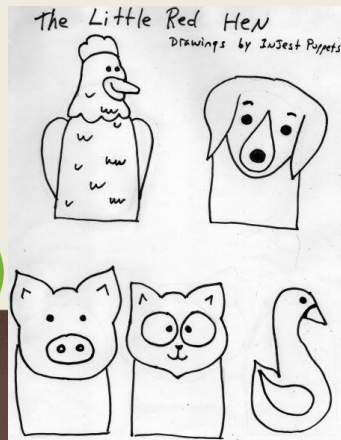
How? (cont'd)

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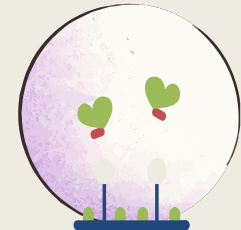
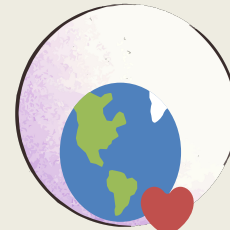
*See session handouts for materials

*All *Project Ready!* Materials are available online

https://mymount.msj.edu/ICS/MSJAcademics/School_of_Education/Project_Ready!.inz



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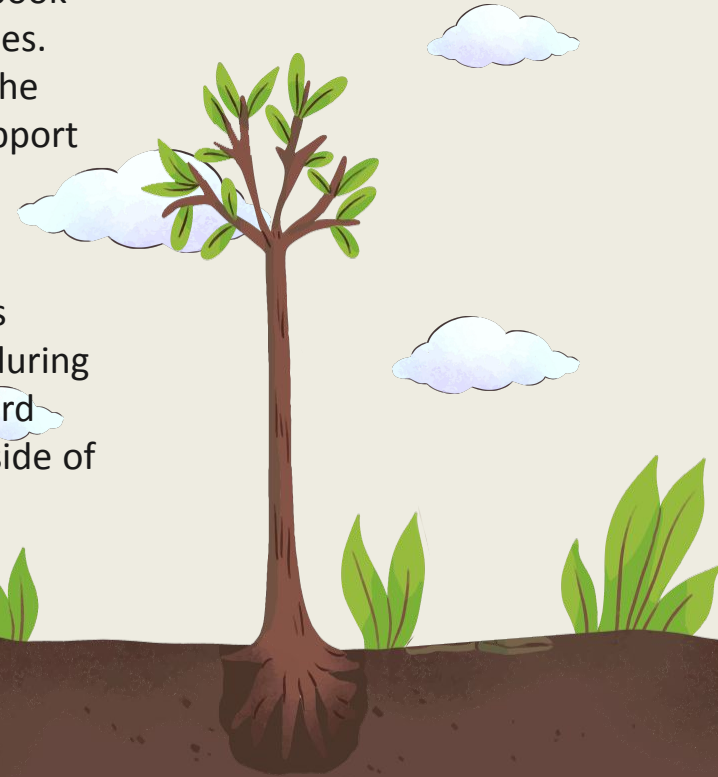
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Dialogic reading and word elaborations are two strategies identified in the NELP to build Vocabulary

What?

The **NELP** identified **dialogic reading** as the most well studied approach to sharing books with children. DR requires the adult introduces a book focusing on the illustrations then reads the same story multiple times. During the 2nd or 3rd reading, the adult asks questions to engage the child in dialogue about the book. The adult provides scaffolded support to introduce vocabulary and literary elements

Word elaborations involve explicit discussions about words. Adults select Tier 2 words (go beyond a basic term) prior to reading then during reading stop and describe the word. Read the book a second or third time always stopping on the word to connect it to experiences outside of the book.



How?

Dialogic Reading -

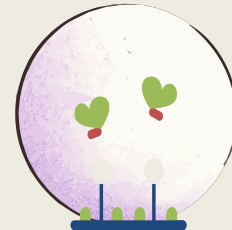
- cloze procedure where the adult says a statement and leaves off a word for the child to add
- asking “wh” questions while reading; begin with simple who, what questions moving to where, when and why
- connections to the child’s life

Vocabulary Elaboration

- Hen vs rooster or clutch of eggs
- Read multiple books on one theme (Project Ready)
- Introduce new vocabulary using child-friendly language



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Shared reading can be reinforced in everyday experiences

Home-School Connections

Home

Name unknown items and functions, allow children to ask questions and discuss household items together

Park

Discuss the weather, where you are in relation to your house, and engage in pretend play with your child

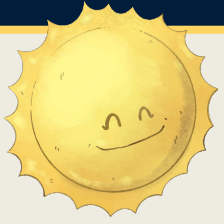


Grocery Store

Encourage discussion about new fruits and vegetables to try this week. Have a dialogue about your favorite and least favorite items and why

TV shows

Use TV time as a way to discuss storylines and fiction vs. nonfiction. Discuss your favorite or least favorite part of the show once it is over. Who are the characters? Where did it happen? When?



03

Writing





**“Early writing is one of the best predictors
of later reading success.”**



National Early Literacy Panel,
2008

What?



Early Writing

Early writing is one of the best predictors of children's later reading success yet it is one of the most difficult skills to learn. Children need an understanding of print awareness, letter knowledge, and phonemic awareness (as well as oral language, motor planning and executive functioning skills) to become writers.

Early writing, otherwise known as emergent writing, encompasses the following:

- Making physical marks on the paper, board
- Meaning children attribute to these markings
- Understanding of how written language works - letters make sounds that create words = Alphabetic principle

Writing progresses through 4 levels of development. Preschool progress through 2 phases, prealphabetic and semiphonic (Ehri, 1997).

What?

Prealphabetic Writing

Scribbles

Children learn the difference between drawing and writing

Mock Letters

Individual squiggles or symbol like markings

Letter Strings

Letters without letter sound connections



Drawing and Scribbling

What?

Children's early drawings are their first form of writing. After drawing, move onto making marks and scribbles as their writing. As children see text in the environment they begin to make different types of lines (vertical, horizontal and waves) to represent writing.



How?

- Encourage children to color, draw, create.
- Have them sign their name or sign up for activities.
- During dramatic play have children write as a part of the play (take an order, write an address/name on an envelope)
- After drawing a picture ask children to label what they created.
- Write what children share after reading



Mock Letters

What?

Next children begin to write with letter-like forms and shapes. Children may begin to produce a letter from their name, usually the first letter. They gain more motor control and try to imitate adults writing (Berninger et al., 2006)

How?

- Tracing letters
- Name writing; name tags, personal signs, plane tickets
- Provide journals for kids to draw and label activities with family, friends, and pets
- Draw attention to words in books and items on the environment. The kitchen is full of materials with print connected to pictures.
- Make a list of things or things that begin with the same sound, identify the letter that says /?/ in the words.



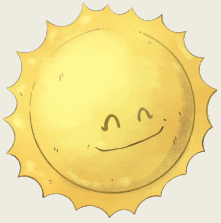
Letter Strings

What?

As children grow in their knowledge of print and letter sounds, they begin to write letter strings. Letter strings typically consist of consonant letters or the beginning sounds in words.

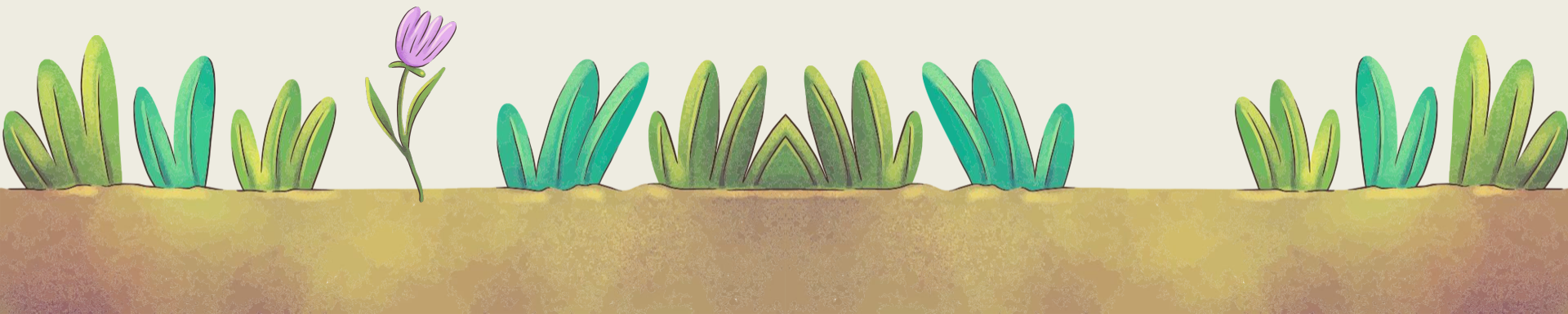
How?

- Play activities where children can add labels or directions. Build with blocks or legos and write about each building
- Provide prompt for children to write: favorite part of a book, what they played on recess.
- Plan to write a shared story. Focus on the first sound in the word and try to have the children write that sound (not on formation but on identification).



04

Project Ready!



Project Ready!



Our goal is to collaboratively create an easy to use, research based, integrated, early learning curriculum with a **focus** on language skills, early literacy skills, and content knowledge.

Additional Resources

Reading Rockets

<https://www.readingrockets.org/>

Florida Center for Reading Research

<https://fcrr.org/>

National Center on Early Childhood Development

<https://eclkc.ohs.acf.hhs.gov/ncecdtl>

Project Ready!

[https://mymount.msje.edu/ICS/MSJAcademics/School_of_Education/Project Ready!.jnz](https://mymount.msje.edu/ICS/MSJAcademics/School_of_Education/Project_Ready!.jnz)

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**If you have any questions,
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