

# Early Literacy: The Roots of Reading



EARLY YEARS CONFERENCE

NOVEMBER 2012

TODAY'S PRESENTERS:

STACI SHAW

JULIE ARMSTRONG

<http://libraries.idaho.gov/landing/read-to-me>

# Outcomes



**As a result of our presentation today, we hope you will:**

- Be aware of current research relating to early literacy and vocabulary development
- Understand the importance of access to print materials in order to become a successful reader
- Learn six early literacy skills children must develop in order to become successful readers
- Learn about free resources available from ICfL and local libraries to help support development of early literacy skills

# Who we are...

The Idaho Commission for Libraries assists libraries to build the capacity to better serve their clientele.



Our vision is for all parents and caregivers to nurture their children's early literacy skills, and for all children to develop as independent readers and become lifelong learners.



# "Early Literacy"



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



Preschoolers from low-income families have fewer home and preschool language experiences, a gap that prevents many from entering school prepared. Research shows caregivers and parents who read to their preschool children have children with better vocabulary skills, more background knowledge, better expressive and receptive language abilities, and stronger phonological awareness.

(Bus, van Ijzendoorn, & Pellegrini, 1995; Scarborough & Dobrich, 1994)

# In Idaho



Family poverty is significantly associated with lower reading achievement scores for children, and Idaho has a high percentage of families living in poverty.

In 2010, **over 55% of infants** born in Idaho received Women Infant Children (WIC) services.

(Idaho Division of Public Health, Bureau of Vital Records and Health Statistics)

# In Idaho



- Idaho Reading Indicator scores in 2011 show that **19%** of children entering Kindergarten did not recognize three or more letters of the alphabet. Another **25%** recognized fewer than 11 letters.
- Idaho Reading Indicator scores in 2011 show that **26%** of **low-income children** entering kindergarten (those receiving free or reduced lunch rates) did not recognize three or more letters. Another **28%** recognized fewer than 11 letters.

# 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 begin 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.

# Implications



Reading scores have important implications for later achievement. Basic readers are more than twice as likely as proficient readers to fail to graduate from high school. Below basic readers are almost six times as likely to fail to graduate.

Only **33%** of Idaho's fourth graders scored **proficient** or higher on the National Assessment of Educational Progress; **36%** scored at the **basic** level and **31% below basic**.

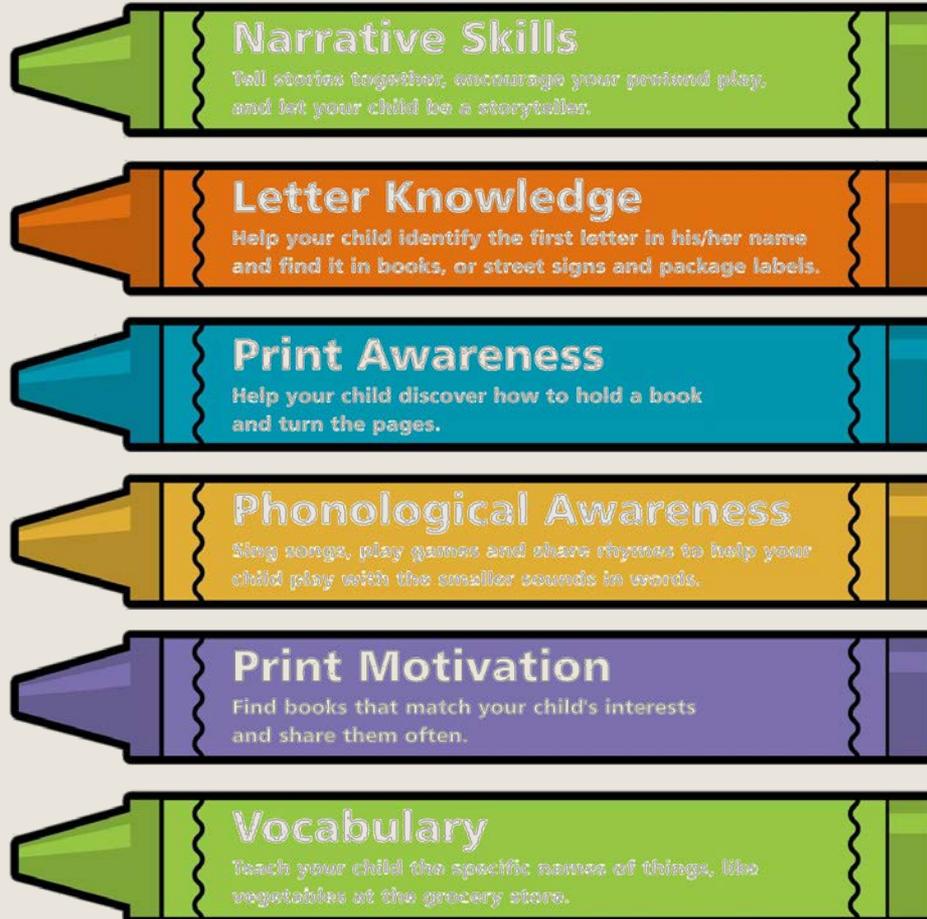
@your library<sup>®</sup>

# A foundation for reading...



## THE SIX EARLY LITERACY SKILLS

# The Six Early Literacy Skills



# The Bookworm



Read to Me For ages **3-5** **The Bookworm** From your local library and Idaho's Read to Me program **October 2012**

## Playing with Words

To understand a spoken language, a child must be able to hear the different sounds and parts of the words that make up the language. By playing with words, children develop **phonological awareness**. Most children who have phonological awareness have an easier time learning to read.

### Here's what you can do at home:

- Help your pre-reader become aware of the smaller sounds that make up words by learning nursery rhymes and making up your own silly, nonsense rhymes together.
- For young preschoolers, play with animal sounds.
- Ask whether two words rhyme: "Do 'cat' and 'hat' sound alike?" "Do 'cat' and 'dog' rhyme?"
- Sing songs with your child every day. Songs naturally break words into syllables and are a fun way to learn about word sounds.
- Put two words together to make a new word: "What word would we have if we put 'cow' and 'boy' together?"
- Begin pointing out beginning sounds of words. "What sound do you hear at the beginning of 'mom'? That's right, m-m-m."
- Leave out the last rhyming word. "Twinkle, twinkle, little star. How I wonder what you \_\_\_\_\_ (are)." Do this with other nursery rhymes, poems and songs that your child knows by heart.
- Say rhymes and sing songs in the language that is most comfortable for you.

## Book of the Month

*Each Peach, Pear, Plum*, by Janet Ahlberg

Rhyming text and detailed illustrations invite the reader to play "I Spy" with a variety of Mother Goose and other folklore characters. This book is a classic favorite!



Some good books to help your child play with words...

Rhyming books

Dr. Seuss books

Mother Goose Nursery Rhyme books

Books that illustrate a familiar song

Books with a rhythm or beat

Some favorites...

*Chicken Cheeks*, Michael Ian Black

*Miss Mary Mack*, Mary Ann Hoberman

*Seals on the Bus*, Lenny Hort

*Rhyming Dust Bunnies*, Jan Thomas

*Down by the Station*, Will Hillenbrand

*Green Eggs and Ham*, Dr. Seuss

Entre **3y5** años **The Bookworm** Una publicación de la biblioteca pública local y la Comisión de Idaho para las Bibliotecas **Octubre 2012**

## Jugando con las palabras

Para entender un idioma hablado, un niño debe ser capaz de escuchar los diferentes sonidos y partes de las palabras que componen el lenguaje. Al jugar con las palabras, los niños desarrollan la **conciencia fonológica**. A la mayoría de los niños que tienen ese reconocimiento de los sonidos les resulta más fácil aprender a leer.

### Estas son algunas de las cosas que puede hacer en casa:

- Ayude a su pre-lector a ser consciente de los sonidos más pequeños que forman las palabras al aprender rimas e inventar juntos sus propias rimas sin sentido.
- Para los pequeños de preescolar, juegue con sonidos de animales.
- Pregúntele si dos palabras riman: "¿Suenan 'tortilla' y 'silla' igual?" "¿Riman 'gato' y 'perro'?"
- Cante canciones con su hijo todos los días. Las canciones dividen las palabras naturalmente en sílabas y son una forma divertida de aprender acerca de los sonidos de las palabras.
- Comience señalando los sonidos iniciales de las palabras. "¿Qué sonido escuchas al principio de la palabra 'mamá'? Eso es, m-m-m."
- No diga la última palabra que rima: "Estrellita, dónde estás me pregunto que \_\_\_\_\_." Haga lo mismo con otras rimas, poemas y canciones que su hijo sabe de memoria.
- Diga rimas y cante canciones en el idioma más cómodo para usted.

## Libro de la Mesa

*Each Peach, Pear, Plum*, por Janet Ahlberg

El texto en rima y las ilustraciones detalladas invitan al lector a jugar "I Spy" (Veo, veo) con una variedad de *Mother Goose* y otros personajes folclóricos. Este libro es un favorito clásico!



Más Ahlberg libros: Octubre 2012:



Algunos buenos libros para ayudar a su hijo a jugar con palabras...



Libros de rimas

Libros de Dr. Seuss

Libros de rimas infantiles de *Mother Goose*

Libros que ilustran una canción conocida

Algunos libros favoritos...

*Chicken Cheeks*, Michael Ian Black

*Diez dedos/Ten Little Fingers*. Seleccionado, organizado y traducido por José-Luis Orozco

*The Moon is La Luna*, Jay M. Harris

*Hola noche/Hello Night*, Amy Costales

*The Pout Pout Fish*, Deborah Diesen

*Rhyming Dust Bunnies*, Jan Thomas

# 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

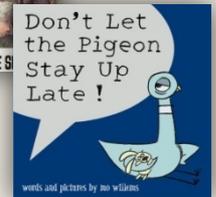
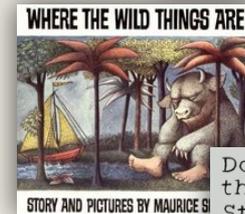
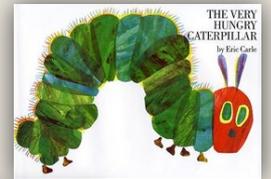


- Model the fun of reading and of playing with language- enjoy the book and the interaction yourself
- Keep children involved
- Choral reading with a big book
- Use non-fiction, too!
- Have children (and adults) join in during appropriate parts of the story
- Have a comfortable area for children and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

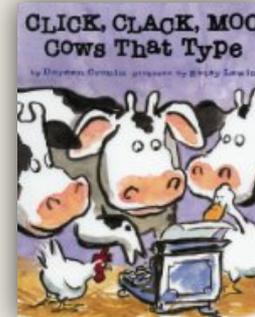
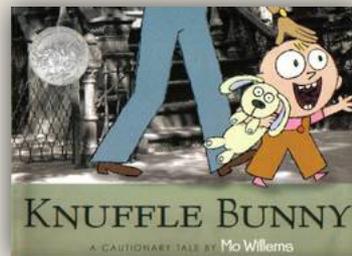
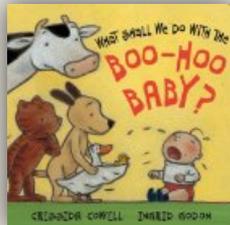


- Run finger under title and/or repeated phrases
- Write out songs/rhymes on flip charts or posters
- Read books with print as part of the text
- Talk about environmental print (road signs, menus, food labels)
- Start with book facing upside down
- Use nametags
- Point out different kinds of print within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

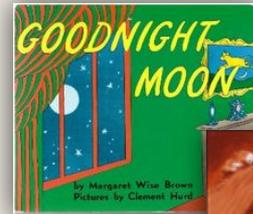


- Take time before or during storytime to talk about an unfamiliar word.
- Retell stories with puppets, a flannel board, props, or creative dramatics.
- Help children expand their descriptions of things.
- Ask children to describe their drawings, or to tell a story about them.
- Ask children to make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

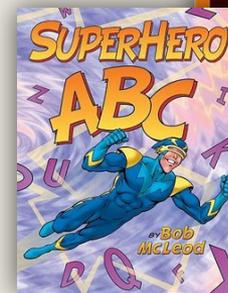
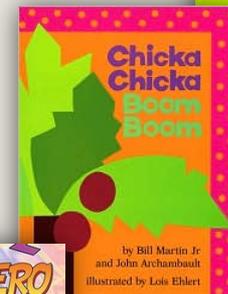
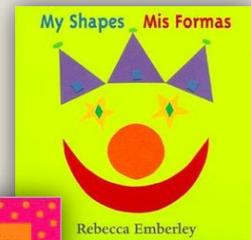


- Help babies/toddlers see and feel different shapes
- Point out letters on toys, food boxes and other objects
- Play matching games (alike and different)
- Have children make letters with fingers, bodies, clay, paint, etc.
- Use nametags
- Have letters available to “play” with: magnetic, foam, flannel

# 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

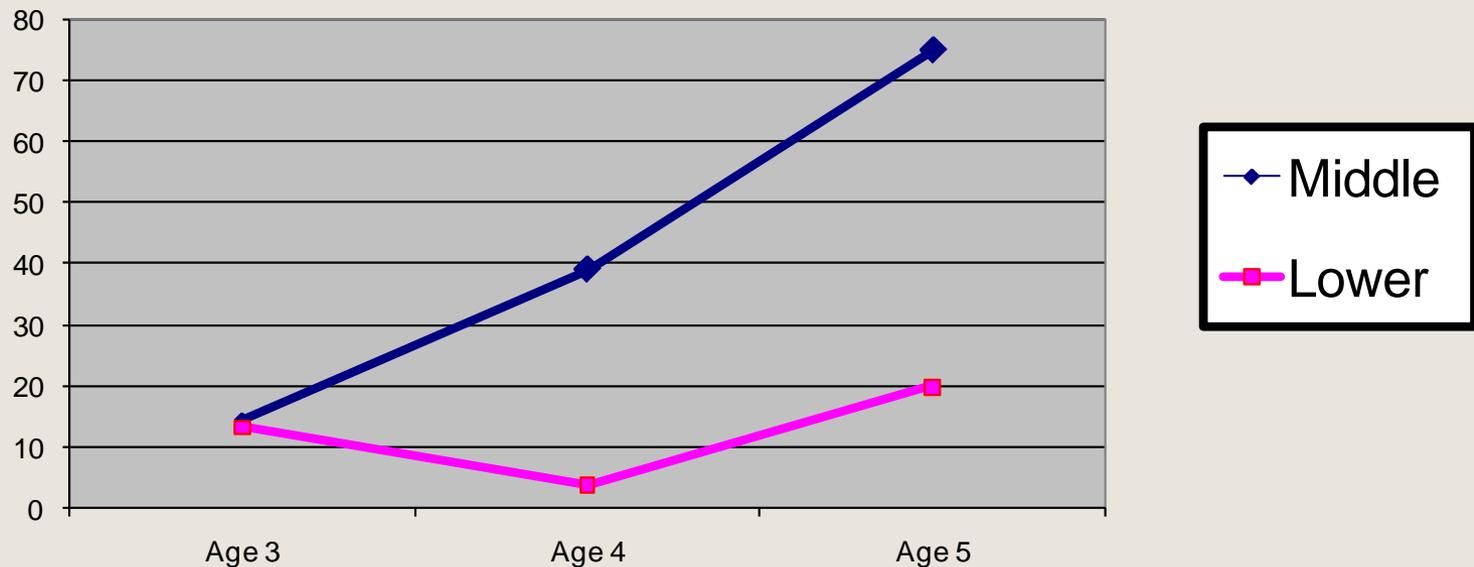


THE ABILITY TO HEAR AND PLAY  
WITH THE SMALLER SOUNDS IN  
WORDS

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

# Phonological Awareness Skills Begin to Diverge in the Preschool Years (Lonigan, Burgess, Anthony, & Barker, 1998).

## Rhyme Oddity: Percentage of Children Above Chance



# Phonological Awareness

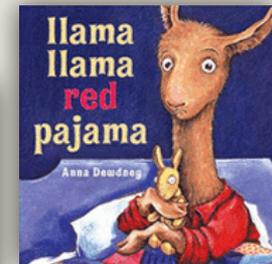
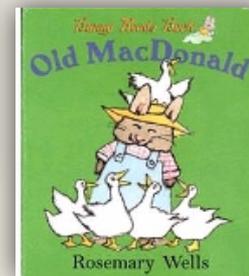


- Point out rhyming words in books
- Play with a word from the story: what rhymes, what words start with same sound...
- Sing songs and repeat them
- Change the initial sound in familiar songs, or a repeated phrase in a story
- Play with “nonsense” or silly words
- Play word games ([Every Child Ready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



- Children should learn about 3,000 or more new words a year, according to Honig
- Vocabulary is richer and broader in picture books vs. watching TV
- “Matthew Effect” - Stanovich theorizes that “good readers get increasingly ‘richer’ in reading ability, while non-proficient readers get increasingly ‘poorer’.” (2000, Honig, Diamond, Gutlohn, 1.9)

# Vocabulary

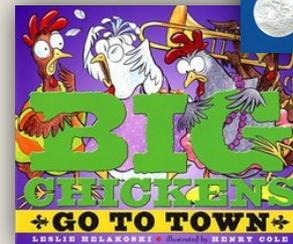
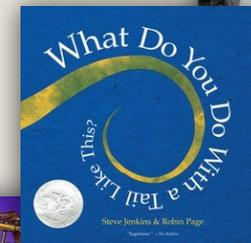
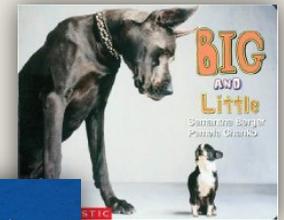


- Take time before or during the reading of a book to explain an unfamiliar word (don't replace the word)
- Talk about a word's other meanings
- Add descriptive words
- Use non-fiction that offer new words
- After reading a book, go back to an interesting picture and talk about it, adding less familiar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



# Access to Print Materials



**THE MOST SUCCESSFUL WAY TO  
IMPROVE THE READING  
ACHIEVEMENT OF LOW-INCOME  
CHILDREN IS TO INCREASE THEIR  
ACCESS TO PRINT.**

NEWMAN, SANFORD, ET AL. "AMERICA'S CHILD CARE  
CRISIS: A CRIME PREVENTION TRAGEDY"; FIGHT CRIME;  
INVEST IN KIDS, 2000

# Access to Print Materials



Book lending and book ownership programs improve children's reading performance.

- Children's access to print materials produces positive impacts on children's outcomes.
- Programs that lent print materials to children and programs that gave print material to children to keep both had positive impacts.
- When children have more access to books and other print material, they develop more positive attitudes toward reading and learning."

**The meta-analysis also showed a causal role between increased access to materials and increases in the amount of reading children do, increases in children's emergent literacy skills, and improvements in children's reading achievement.** This research directly aligns with findings from evaluations of the ICfL Read to Me First Book program.

# Access to Print Materials



There is a causal role between increased access to materials and

- increases in the amount of reading children do
- increases in children's emergent literacy skills
- improvements in children's reading achievement

# Book Lending: Public Libraries



- On-site
- Outreach:
  - ✦ Deposit Collections
  - ✦ Reading Corners
  - ✦ Books to Go
- Electronic:
  - ✦ Overdrive
  - ✦ Tumblebooks

# Book Lending: School Libraries



- Check-out policies for preschool, kindergarten, first grade

Grade Level of Student →	Pre School		Kindergarten		1 <sup>st</sup> grade	
	Fall	Spring	Fall	Spring	Fall	Spring
Type of Checkout ↓						
Percentage who can check out one or more books per week	26	25	70	84	98	98
Percentage who can check out nonfiction	17	18	63	75	91	94

- Read to Me mini-grants for school libraries

# Book Ownership



- Partnerships with public libraries
- My First Books
  - 9-month program, same children each month
  - Monthly storytimes and book distributions, parent newsletter
- Reaching Underserved Children
  - Once or twice per year, can be different children

# ICfL/Read to Me Programs



- Every Child Ready to Read
- Idaho Child Care Reads workshops
- Jumpstart
- Summer Reading

# ICfL/Read to Me Resources



- Support materials
- ELL @your library
- Early Literacy Centers
- Parent/caregiver activity sheets (also in Spanish)

<http://libraries.idaho.gov/page/read-to-me-resources>

# New Resources:



- [DayByDayID.org](http://DayByDayID.org)
- [The Bookworm](#) monthly newsletter subscription
- Read to Me on Facebook

*Stop by the Read to Me table in the vendor area!*



## Additional Early Literacy Support

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



- American Library Association - Every Child Ready to Read: [Literature Review](#)
- Saroj Ghoting, Early Literacy Consultant: [www.earlylit.net/](http://www.earlylit.net/)
- Hennepin County Library: [www.hclib.org/BirthTo6/EarlyLit.cfm](http://www.hclib.org/BirthTo6/EarlyLit.cfm)
- Washington Learning Systems: [www.wlearning.com/](http://www.wlearning.com/)
- Ohio Ready to Read: [www.ohreadytoread.org/](http://www.ohreadytoread.org/)
- Center for Early Literacy Learning (CELL): [www.earlyliteracylearning.org/](http://www.earlyliteracylearning.org/)
- Zero to Three – [School Readiness Interactive Tool](#)

Questions?

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

Idaho Commission for Libraries  
325 W. State St., Boise, 83702  
334-2150 or toll free 1-800-458-3271

Staci Shaw:

[staci.shaw@libraries.idaho.gov](mailto:staci.shaw@libraries.idaho.gov)

Stephanie Bailey-White:

[stephanie.bailey-white@libraries.idaho.gov](mailto:stephanie.bailey-white@libraries.idaho.gov)

Erica Compton:

[erica.compton@libraries.idaho.gov](mailto:erica.compton@libraries.idaho.gov)

Julie Armstrong:

[julie.armstrong@libraries.idaho.gov](mailto:julie.armstrong@libraries.idaho.gov)

# Sources



NATIONAL INSTITUTE OF CHILD HEALTH  
AND HUMAN DEVELOPMENT (NICHD)

NATIONAL ACADEMY OF SCIENCES

NATIONAL ACADEMY PRESS

READING IS FUNDAMENTAL

IDAHO STATE DEPARTMENT OF EDUCATION

AMERICAN LIBRARY ASSOCIATION

***See “Notes” view on presentation slides for individual studies and links***