The Time Is Now in Pre-K!: Essentials of Early Literacy Instruction

The “Hour Glass” Model of Literacy Development and Instruction in Early Childhood
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National Early Literacy Panel (NELP)

Synthesis of:

- all high-quality scientific research that identified preschool and kindergarten skills that predict later reading
NELP Findings

• Found Three Highly-Significant Predictors:
  – Oral Language
  – Alphabetic Code/Phonological Awareness
  – Print Knowledge/Concepts
Oral and Written Language Connectivity

• 40% of preschool children with language impairments develop significant literacy learning difficulties (Aram & Nation, 1980) even if their delays appear to have been resolved by age 5 (Scarborough, 1990; 2002).

• Approximately 90% of individuals with severe communication impairments experience significant literacy learning difficulties (Koppenhaver & Yoder, 1992).
Connections, cont’d.

• Develop concurrently;
• Assist in each system’s development;
• Share the same basic sound system (phonemes);
• Share the same basic rule system (morphemes and syntax)
Oral and Written Language Development

Speaking/AAC

Reading

Writing

Listening
5 Interventions

• NELP identified 5 categories of interventions that we can use to promote early literacy development:
  – Code-related interventions
  – Shared reading interventions
  – Language enhancement interventions
  – Parent and home programs for improving children’s literacy
  – Preschool and kindergarten programs
National Findings

“Thrilling Three”: B-K

Oral Language
Alphabetic Code
Print Knowledge/Concepts

“Fab Five”: K-3

Phonemic Awareness
Phonics
Vocabulary
Fluency
Comprehension


Intentional ABC & Phonological Awareness Activities

Supports for Emergent Reading/Writing

Play-based, contextual experiences

Rich Oral Language Environment

Ongoing Assessment

Family Involvement

Teaching Strategies
Family Involvement

- Literacy resources (e.g., library cards, books, literacy education for families);
- Children’s literacy workshops for families, based on their needs and interests;
- Family members reading to children in classrooms, sending in taped readings reflective of cultural and linguistic backgrounds.
Ongoing Assessment

- Informs practice (Where do you think “squishy books” came from?)
- Uses multiple, authentic approaches
  - Observation Notes
  - Work Samples
- Look at the Bridge

The Bridge is available at [http://www.med.unc.edu/ahs/clds/](http://www.med.unc.edu/ahs/clds/) under projects Preschool Demonstration Program
This “squishy” book can be easily modified by removing the label and replacing it with more sophisticated text.
6. How does ___________ write his name? (Motor & Cognitive item)

<table>
<thead>
<tr>
<th>Makes an inconsistent mark/scribble to represent their name</th>
<th>Makes a consistent mark/scribble to write their name</th>
<th>Makes letter like forms in scribble to write their name</th>
<th>Writes some letters to form name (not necessarily in order)</th>
<th>Writes name in recognizable form</th>
<th>Writes first and last names and/or other names</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
"Ms Linda"
"Your Hair"
"Your Shoes"

Item 6.3
"I Love you"

Item 6.4
Rich Oral Language Environment

• Children talk more than adults;
• ALL children have multiple ways to communicate;
• Adults really listen—show true interest in what children are doing and saying
• Reflect on what children are doing; use encouragement rather than praise
• Label their feelings
• Ask open-ended, action questions; give suggestions
• Encourage choice & rule making
• Have real conversations with each child everyday
• Use a variety of words. Help children learn at least 2 new words everyday
Talk with Infants and Toddlers

- ITERS-R (item 12) Exemplary:
  - Staff use a wide range of simple, exact words in communicating with children.
  - Staff take part in verbal play with children.

- ITERS-R (item 12) continued:
  - Staff talk about many different topics with children.
  - Talk about feelings, actions, things, and how things look, feel, smell, taste, and sound.
• ITERS-R (item 13)

Exemplary:
  - Staff have many turn-taking conversations with children
  - Staff add more words and ideas to what children say.
  - Staff ask children simple questions.
  - Staff maintain a good balance between listening and talking.

Adults share their experiences but avoid taking over the conversation.
Converse about books, songs, stories, and experiences

• Relate to personal experiences (your own and the children’s)

• Make appropriate linguistic adaptations

• Follow the CAR
  – Comment and WAIT (5 seconds)
  – Ask questions and WAIT
  – Respond by adding a little more
Story telling and retelling props
Make It Interactive!

- Fill-in-the-blank from text, communication boards in sequence with story, simple communication boards: acts it out, turn the page…
- Require some type of interaction: eye gaze, touching, single word/sign, phrase (verbal or augmented) Remember to Follow the CAR!
- Ask open-ended questions when appropriate; e.g., “What do you think will happen?”, “How did this happen?”
- Increase the child’s opportunities/abilities to physically interact with the book through interactive books (e.g., lift the flaps; slots, predictable), props, and adaptations.
<table>
<thead>
<tr>
<th>Read it again!</th>
<th>Act It out!</th>
<th>Show me!</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Turn the page!</th>
<th>That's funny!</th>
<th>What's that?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4.png" alt="Image" /></td>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I don't like that!</th>
<th>Use a funny voice!</th>
<th>Wait, go back!</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image7.png" alt="Image" /></td>
<td><img src="image8.png" alt="Image" /></td>
<td><img src="image9.png" alt="Image" /></td>
</tr>
</tbody>
</table>

Worf overlays were developed by ADAMLAB using the Boardmaker from the Mayer-Johnson Co.
Play-Based, Contextual Experiences

• Based on children’s interests: topical, people/interactions, sights, sounds, smells, tastes, touch/textures, limitations of these attributes

• Modeled, pointed out during play

• Related to themes based on children’s interests
Literacy-rich water play
Literacy-rich outdoor play
Supports for Emergent Reading

- Story Sharing
- Environmental Print (e.g., logos, newspapers, magazines)
- Print in the environment (e.g., labels, books, directions, dictation)
- Book Sharing
  - ACIRI
  - Follow the C*A*R* (comment and wait; ask questions and wait, respond by adding a little more)
  - www.walearningsystems.org
- Shared Reading of Big Books
- Dialogic Reading (CROWD)
- Modeling Use of Reading for Real Purposes (e.g., learning, problem solving, task completion)
- Information books, ABC books, Story books in centers
Books that go with center themes
Logo play
Song, story, poem props inside and outside of the classroom
Reading daily schedule
Reading observation notes
For children with disabilities…

• Book reading is a language-based activity and may be overwhelming for children with language delays & impairments (Kaderavek & Sulzby, 1998);

• Children’s enjoyment of story reading/sharing is dependent upon their active engagement (Justice & Kaderavek, 2002). Children with disabilities may not be as actively engaged (Marvin & Mirenda, 1993).
Active engagement books
Physical Book Adaptations

• Take books apart, laminate pages, add page fluffers
Books made of samples
Accordion book
18 months
Accordion and squishy book
Wallpaper sample book
Page “turners”

- Add “elongations” to pages to increase ease of turning and to emphasize desired word/symbol
Angle it!

• Books on an angle often make them more physically and visually accessible.

With a slant board
Reactions to the Book

That's funny!

That's crazy!

That's yucky!

That's scary.

I wish I could do that.

That would make me mad.

That would make me happy.

That was a good story!

Please read it again!

Wolff overlays were developed by ADAMLAB using the Boardmaker from the Mayer-Johnson Co.

Mayer-Johnson Co.
P.O. Box 1579
Solana Beach, CA. 92075
(619) 481-2489
<table>
<thead>
<tr>
<th>GOODNIGHT</th>
<th>MOON</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Star Sky" /></td>
<td><img src="image" alt="Moon" /></td>
<td><img src="image" alt="Room" /></td>
</tr>
<tr>
<td>LIGHT</td>
<td>BEARS</td>
<td>CHAIRS</td>
</tr>
<tr>
<td><img src="image" alt="Lamp" /></td>
<td><img src="image" alt="Bears" /></td>
<td><img src="image" alt="Chairs" /></td>
</tr>
<tr>
<td>CLOCKS</td>
<td>SOCKS</td>
<td>MOUSE</td>
</tr>
<tr>
<td><img src="image" alt="Clocks" /></td>
<td><img src="image" alt="Socks" /></td>
<td><img src="image" alt="Mouse" /></td>
</tr>
<tr>
<td>COMB</td>
<td>BRUSH</td>
<td>GOODNIGHT NOISES EVERYWHERE</td>
</tr>
<tr>
<td><img src="image" alt="Comb" /></td>
<td><img src="image" alt="Brush" /></td>
<td><img src="image" alt="Symbols" /></td>
</tr>
</tbody>
</table>

Made with "Boardmaker" and the Picture Communication Symbols
Maxx Johnson Co., P.O. Box 1579, Solana Beach CA 92075 U.S.A. Phone 619/481-2489
Types of books

Information books
Rhyming books
Supports for Emergent Writing

- Language Experience Approach
- Shared Writing
- Modeling use of writing for real purposes (e.g., memory, self-expression, ownership)
- Writing props
- Sign in
Dictation

I'm writing Annie Apple with lots of legs.
Writing props in pretend play

Waiting list

Shared Writing

Modeling uses of writing

P. Pierce, 2005

Supports for Emergent Writing
Pretend Writing for Real Purposes

Sign In

Charting

P. Pierce, 2005
Supports for Writing Development = People, Pencils, Paper, Purpose

P. Pierce, 2005
Light Tech Adaptations
Writing motivators and props
Writing
Guided alphabet and phonological awareness activities

- Point out letter in child’s name while reading and/or looking at environmental print (have ABC books in centers)

- Singing, Rhyming, and Alliteration (e.g., chore charts, word walls)

- Segmenting of names for transition activity

- Play with letter names and letter sounds throughout the day (sign in, word walls, letter walks).
ABC toys
ABC books and props
Talking about letters in names
Pre-K word wall
Name Games

ABC's Everywhere!

Mailboxes

Block Designs
Thank You For Your TIME!
Resources:

- [http://www.med.unc.edu/ahs/clds/](http://www.med.unc.edu/ahs/clds/) under Projects, Early Reading First
- Zero to Three Institute
- Washington Learning Systems
- Center for Early Literacy Learning