

Intentional Literacy Learning in Preschool
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National Early Literacy Panel Predictors

- Alphabet knowledge
- Phonological awareness
- Oral language development
- Concepts of print/Print knowledge
- Writing letters or name
- Rapid Automatic Naming – letters, digits, colors
- Phonological memory
- Visual Processing

Instructional Literacy Areas: Alphabet knowledge, oral language, phonological awareness, concepts and functions of print

Oral language is a combination of decoding skills and comprehension skills. Oral language involves language conventions, vocabulary, listening comprehension.

Children need to be engaged in long, rich, dialogues

- Encourage rich talk in routines, activities, dramatic play
- Use Research Based Conversational Strategies: Clarify-Extend, Question-Tell, Think Aloud
- Use Compelling Themes

Nurture conversational skills through:

- Language experience approach
- Morning message
- Sing, say, read and write pocket charts
- Wall calendar for daily news

Provide meaningful experiences with vocabulary

- Hearing words in books
- Exposure in authentic contexts
- Multiple exposures
- Using new words and applying them in a meaningful way

Listening comprehension is critical to the development of reading comprehension. Build listening comprehension through

- Songs, Rhymes, and Fingerplays
- Story telling
- Story retelling
- Graphic Organizers for non-fiction books (Webbing, KWL Charts, Venn Diagrams)
- Shared Reading

- Dialogic Reading (PEER sequence and CROWD prompts)
- Directed Listening – Thinking Activity (DLTA)

Phonological Awareness

- Refers to the sensitivity to the *sounds* in speech
- Phonological processing difficulty appears to be a primary cause of developmental dyslexia (Stanovich, 1988)
- It is important to teach this intentionally. Phonological awareness is less likely to develop through incidental exposure (Sulzby and Teale, 1991)
- Develops along a continuum of large concrete units of sound to smaller, discrete units of sound
- It is important that assessment and instructional activities occur within child's developmental level and along the PA developmental continuum.
- Phonological Awareness Strategies include: shared reading with Big Books, teaching songs and rhymes, participating in word play and alliteration activities, match rhyming pictures or pictures that begin or end with the same sound, identify similarities in the sounds of words, stretch the sounds of short word.

Alphabet Knowledge

- Letters are best *learned* in comparison and contrast to other letters
- Letters are best *used* in a context that is meaningful to the child
- Alphabet knowledge strategies include: Using children's names, match letters, sort words according to letters, look for letters in words, use alphabet books, incorporate letters into centers, teach the Alphabet Song and help children use it to find letters on the alphabet chart or in picture dictionaries, create picture dictionaries or make simple dictionaries available

Print Awareness/Functions of Print/Concepts of Print

- Print awareness helps children understand that written language carries meaning. Children need to know about conventions of print (how print is organized on the page, what a word is, how words are spaced, capitalization, punctuation, etc.). Children also need exposure to forms and functions of print (knowing that print has different functions depending on the context and that print occurs in different forms).
- Print awareness activities include: reading big books and pointing out print concepts, pointing out forms and functions of print on posters, menus, etc., teach book handling techniques, provide opportunities for children to interact with words (word searches, building words), provide opportunities for children to play with print (both functional and compositional writing).

Resources

- *Already Ready: Nurturing Writers in Preschool and Kindergarten* (Ray & Glover)
- *Oral Language and Comprehension in Preschool: Teaching the Essentials* (Morrow, Roskos, & Gambrell)
- *So Much More Than the ABC's: The Early Phases of Reading and Writing* (Schickedanz & Collins)
- *Teaching Phonics Today: Word Study Strategies Through the Grades* (Strickland)