



HIGH 5 COMMUNICATION RESOURCES

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SPEECH & LANGUAGE THERAPY • BABY SIGN LANGUAGE INSTRUCTION • FEEDING THERAPY

WEEK 6: EARLY LITERACY

when does it happen?

- Happens in the first 5 years of life
- Early experiences are the MOST critical

what is it?

Early Literacy Behaviors

- Book handling: turning pages, mouthing or chewing books
- Looking and recognizing: paying attention to pictures, pointing, laughing
- Picture and story comprehension: imitating actions or talking about the story
- Story reading: pretending to read or following the words with their fingers

6 Early Literacy Skills

(in the order that we can focus on them, with earlier skills for younger babies listed first, then progressing to more difficult skills)

- **Print Motivation:** *I love books!*
 - ☞ Children's interest in and enjoyment of books
- **Vocabulary:** *I know words!*
 - ☞ Knowing the names of things
 - ☞ Understanding feelings and concepts
 - ☞ Adds to background knowledge
- **Print Awareness:** *I see words!*
 - ☞ Noticing print
 - ☞ Recognizing that print has meaning
 - ☞ Knowing how to follow the words on a page
 - ☞ Knowing how to handle a book
- **Narrative Skills:** *I tell stories!*
 - ☞ Describing things, events
 - ☞ Telling stories
- **Phonological Awareness:** *I hear sounds and words!*
 - ☞ The ability to hear and play with the smaller sounds in words
- **Letter Knowledge:** *I know my ABC's!*
 - ☞ Knowing the names of letters
 - ☞ Knowing that letters are different from one another and make different sounds
 - ☞ Realizing the same letter can look different (different fonts, capital vs. lower case)

how to do it?

General Early Literacy Practices

- Talking
- Sign Language
- Singing
- Reading
- Writing
- Playing

Ways To Share Books With Babies & Toddlers

Pick 1-2 of These to Focus on Periodically. If that tip doesn't feel like it's working for you in that moment, pick a different one.

Make Sharing Books Part Of Every Day

Read or share stories at bedtime, while in the car or while waiting.

Have Fun

Children can learn from you that books are fun, which is an important ingredient in learning to read. ALL POSITIVE EXPERIENCES WITH BOOKS = GOOD!

A Few Minutes is OK—Don't Worry if You Don't Finish the Story

Young children can only sit for a few minutes for a story, but as they grow, they will be able to sit longer. And it's ok if they are "paying attention" the whole time!

Talk or Sing About the Pictures AND Actions

You do not have to read the words to tell a story.

Let Children Turn the Pages

Babies need board books and help turning pages, but a 3 year old can do it alone. Remember, it's OK to skip pages!

Show Children the Cover Page

Explain what the story is about.

Show Children the Words

Run your finger along the words as you read them, from left to right.

Make the Story Come Alive

Create voices for the story characters and use your body to tell the story.

Make It Personal

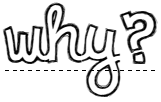
Talk about your own family, pets or community when you are reading about others in a story.

Ask Questions About the Story, and Let Children Ask Questions Too!

Use the story to engage in conversation and to talk about familiar activities and objects.

Let Children Tell the Story

Children as young as 3 years old can memorize a story, and many children love to be creative through storytelling.



Research on General Early Literacy Practices:

- Book-reading quality during early infancy, in particular, predicted early reading skills while book-reading quantity and quality during toddler years appeared strongly tied to later emergent literacy skills, such as name-writing at age 4. (Cates et al., 2017)
- In comparing the language in books to the language used by parents talking to their children, the researchers found that the picture books contained more “unique word types.” The text of picture books may be an important source of vocabulary for young children, and these findings suggest a mechanism that underlies the language benefits associated with reading to children. (Montang, 2015)
- Children whose parents reported more reading at home and more books in the home showed significantly greater activation of brain areas in a region of the left hemisphere called the parietal-temporal-occipital association cortex. This brain area supports mental imagery and narrative comprehension. Children who were exposed to more books and home reading showed significantly more activity in the areas of the brain that process visual association, even though the child was in the scanner just listening to a story and could not see any pictures. (Hutton, 2015)

Research on Phonological Awareness & Phonemic Awareness:

- The two best predictors of early reading success are alphabet recognition and phonemic awareness. (Adams, 1990)
- Phonemic awareness is central in learning to read and spell. (Ehri, 1984)
- The lack of phonemic awareness is the most powerful determinant of the likelihood of failure to read. (Adams, 1990)
- Phonemic awareness is the most important core and causal factor in separating normal and disabled readers. (Adams, 1990)
- Phonemic awareness has been shown to be a very powerful predictor of later reading achievement. In fact, it is a better predictor than more global measures such as IQ or general language proficiency. (Griffith and Olson, 1992)
- Phonemic awareness is the most potent predictor of success in learning to read. It is more highly related to reading than tests of general intelligence, reading readiness, and listening comprehension. (Stanovich, 1986, 1994)
- Yes, there really is a difference in brain activation patterns between good and poor readers. We see the difference when people carry out phonologically based tasks. And that tells us that the area of difficulty - the functional disruption - in poor readers relates to phonological analysis. This suggests that we focus on phonological awareness when trying to prevent or remediate the difficulty in poor reading. (Shaywitz, 1999)
- The most comprehensive reading program EXPLICITLY teaches about the sounds of language. It teaches children that words can be broken up into these smaller units of language, that the letters represent this unit of language - phonics. (Shaywitz, 1999)
- ALL children can benefit from being taught directly how to break up spoken words into smaller units and how letters represent sounds. (Shaywitz, 1999)

Phonological Awareness Continuum

