

# Early Literacy Skills

Getting ready to read,  
from birth to age 2

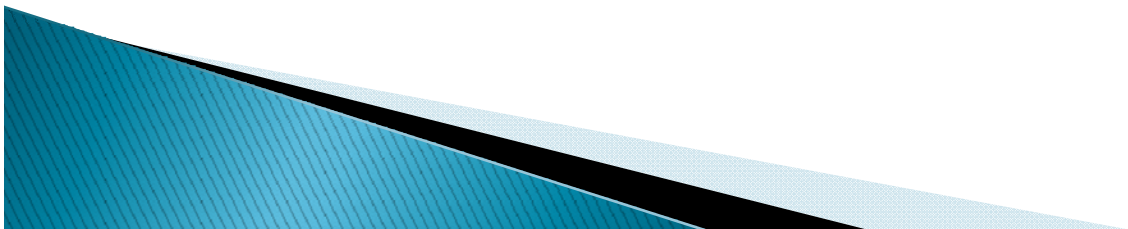
Becky Campbell

Pikes Peak Library District, and CLEL Steering Committee



# Goals for today

- ▶ Learn what has changed in the 2<sup>nd</sup> ed. of Every Child Ready to Read @ your library
- ▶ Be familiar with 5 practices to develop early literacy skills
- ▶ Have some fun



# Why are we talking about early literacy?

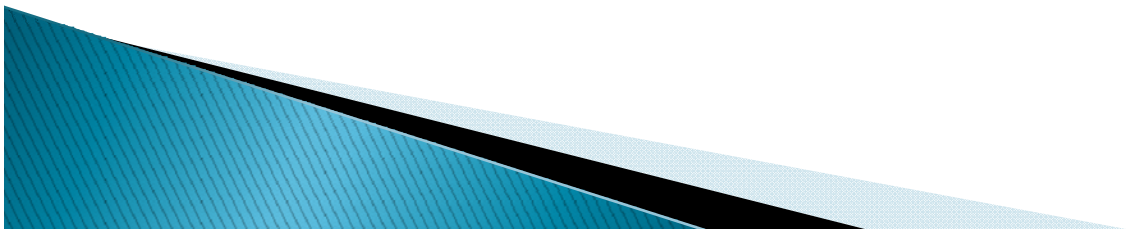
*A number of research studies...found that a significant percentage of children were entering kindergarten without the early literacy skills needed to learn to read.*

*Every Child Ready to Read, 2nd Edition*

A decorative graphic in the bottom left corner consisting of a blue triangle with a black diagonal stripe and a light blue gradient background.

# Early Literacy in the Library

- ▶ Children's programming, traditional service
  - Early literacy focus
  - Modeling behavior
- ▶ ECRR 1, tips for parents and caregivers
  - During storytime
  - During reader's advisory
- ▶ Advocacy
  - In the library
  - In the community at large



# Every Child Ready to Read, 1<sup>st</sup> ed.

Print Motivation

Books are fun

Print Awareness\*

Words are everywhere

Phonological Awareness\*

Words are made of sounds

Letter Knowledge\*

Look for letters

Vocabulary

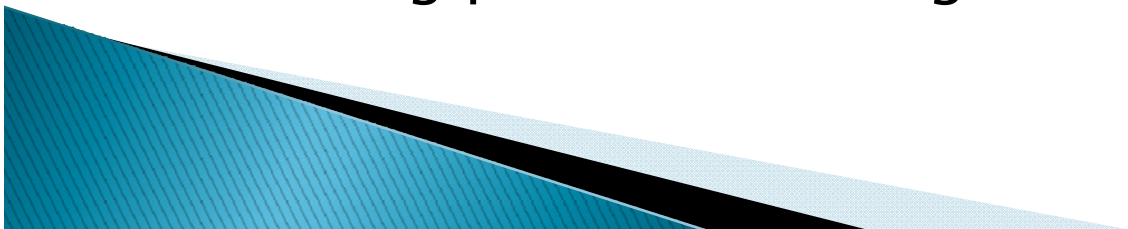
Explore new words

Narrative Skills

Tell me a story

# What's new in the 2<sup>nd</sup> Edition

- ▶ Constrained skills
  - Decoding language: letter knowledge, print awareness, phonological awareness
  - Finite impact on reading
  - Strong predictor of short term reading success
  
- ▶ Unconstrained skills
  - Comprehension: vocabulary, background knowledge
  - Ongoing impact on reading
  - Strong predictor of long term reading success



# Early Literacy Practices

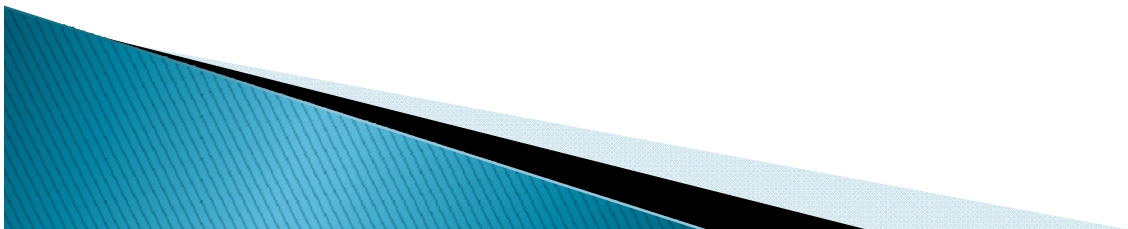
**Talk** to learn about oral language

**Sing** to hear the sounds in words

**Read** to nurture a love of reading

**Write** to understand print has meaning

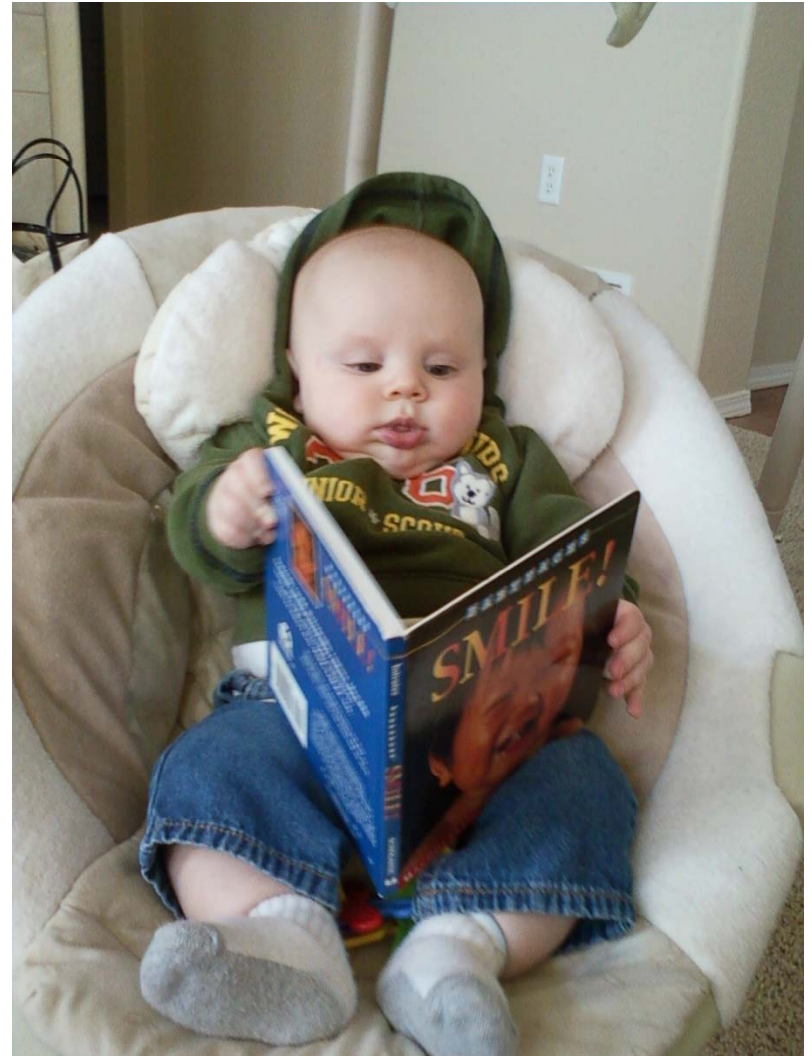
**Play** to learn about the world so stories make sense





# Babies

- Field of vision about 6"
- Strong contrast
- Black & white books
- Faces, especially babies
- Can learn how to use books





- Learn through imitation
- Sensory play (sounds, tickles)
- Random behavior becomes intentional



repeated sounds  
wave bye-bye  
turn pages of book

A Piaget Primer: How a Child Thinks

# Toddlers

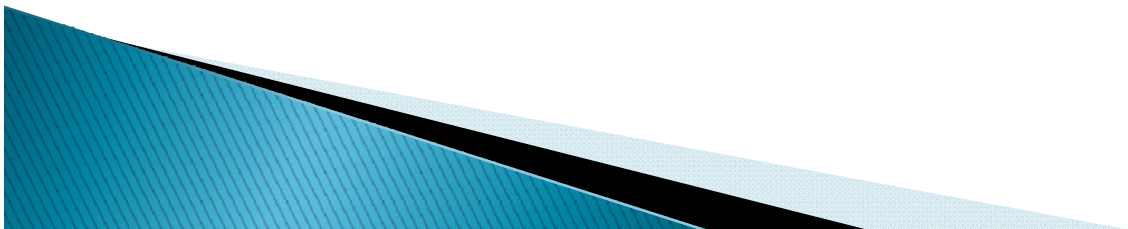
- Imitate behavior
- Imitate animals or people
- Practice play  
(repeat actions to test results)
- Symbolic play by 18 months



■ A Piaget Primer: How a Child Thinks

# ECRR Practices

- ▶ **Talk** Narrate the day
- ▶ **Sing** Songs and rhymes, rhythm of language
- ▶ **Read** Together and make it enjoyable
- ▶ **Write** In the dirt, on paper
- ▶ **Play** Imagine and explore



Let's give it a try

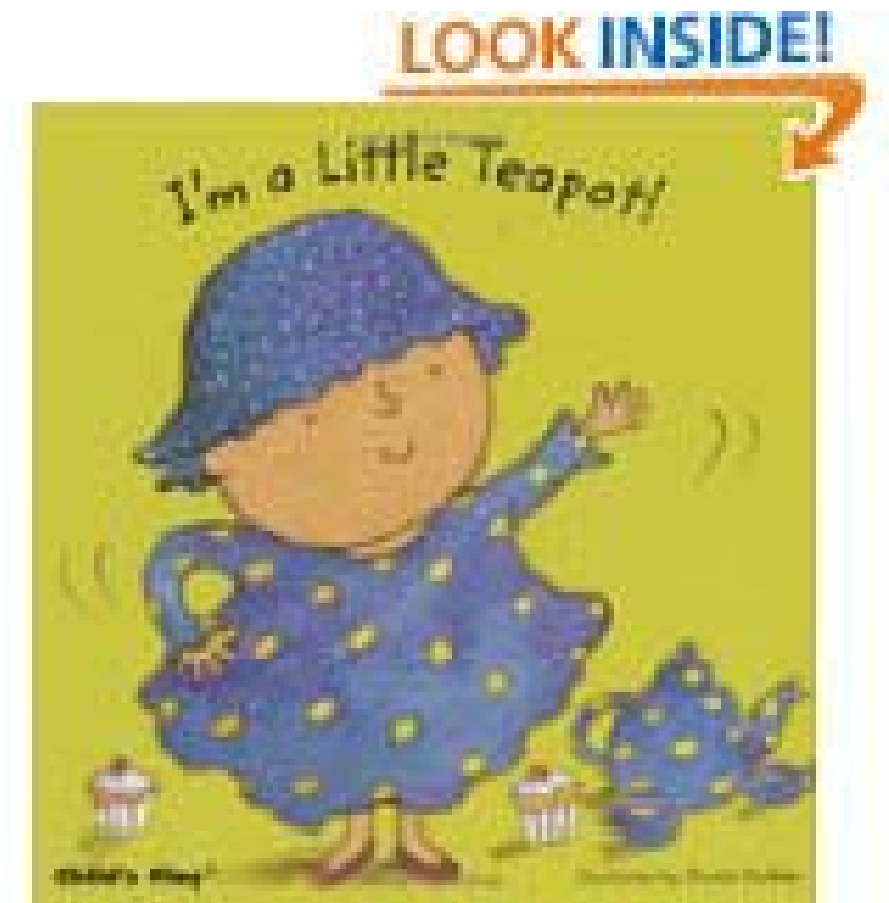


Image from Amazon.com

Talk  
Sing  
Read  
Write  
Play

# Core Messages of ECRR



- ▶ Early literacy skills begin at birth
- ▶ Parents are child's first and best teachers
- ▶ 5 ECRR practices develop early literacy skills
- ▶ We all have a stake in developing early literacy skills in children

# Resources and Recommended Reading

- ▶ ALSC & PLA. *Every child ready to read @ your library*, 1<sup>st</sup> ed. 2004. ALA: Chicago, IL.
- ▶ ALSC & PLA. *Every child ready to read @ your library*, 2<sup>nd</sup> ed. 2011. ALA: Chicago, IL.
- ▶ Colorado Libraries for Early Literacy.  
<http://clel.org/>
- ▶ Hirsh-Pasek, K. & Golinkoff, R. M. (2003). *Einstein never used flash cards*. Rodale, Inc. U.S.A.
- ▶ Rosenkoetter, S. & Barton, L. R. (2002, February/March). Bridges to literacy: Early routines that promote later school success. *Zero to Three*, 33–38.





# Resources and Recommended Reading, Cont.

- ▶ Singer, D. G. & Revenson, T. A. (1978). *A Piaget primer: How a child thinks*. Penguin Books: New York, NY.
- ▶ Trelease, J. (2006). *The read-aloud handbook, 6<sup>th</sup> ed.* Penguin Books: New York, NY.
- ▶ Tunnell, M. O. & Jacobs, J. S. (2008). *Children's literature, briefly*. Pearson Education, Inc. Upper Saddle River, NJ.

