

Summary Early Literacy Components

Oral Language is the foundation of all later literacy, early literacy and reading.
Oral language is listening, speaking and communicating.

Early Literacy Component Explanation	Ways to Support the Early Literacy Component
<p><u>Phonological Awareness</u> Ability to hear and play with the smaller sounds in words</p> <p>Helps with sounding out words</p>	<ul style="list-style-type: none"> • Say and encourage children to hear and say animal sounds, environmental sounds (doorbell, etc.) • Point out beginning sounds—books/songs with alliteration—so children hear beginning sounds. • Say nursery rhymes and use rhyming books and rhyming games to support rhyming. • Sequence: Hearing rhyme, recognizing rhyme, producing rhymes. • Children fill in the rhyming word. • Break words apart and putting word syllables together. Mon-key; ti-ger • Clap syllables of words. • Play “I Spy” games: I spy something red that rhymes with block—sock. Let’s see how many things we can find in this picture that start with /d/. • Share songbooks and singing: singing slows down language. • Be silly with word sounds—change beginning sounds of words. • Share poetry and poetry books.
<p><u>Vocabulary</u> Vocabulary is knowing the meanings of words: things, feelings, concepts, ideas</p> <p>Helps children decode words and to understand what they will read</p>	<ul style="list-style-type: none"> • Use words your child may not be familiar with when you talk. • Talk about meanings of new words. • When sharing books with infants, add words to words on the page. • Books have words not found in conversation. Explain words, don’t replace them. • Talk about the different meanings of a word: wave, cap • Add synonyms to add new words for familiar words. • Read factual books. They have different vocabulary from storybooks. • Use words in context, as part of experience. • Use words for things that happened in the past and will happen in the future. • Use words for feelings, concepts and ideas whether or not the words are specifically used in the book. • Add words for description. • For preschoolers, explain differences in words with similar meanings. • Use specific words rather than “it”, “this”, “that”, “here”, “there”. •
<p><u>Print Conventions</u> [Also Print Awareness] Print has meaning Knowing how to handle a book In English we read from left to right and top to bottom of page Print is all around us</p> <p>Helps children feel comfortable with books so that when they learn to read, they can concentrate on reading itself.</p>	<ul style="list-style-type: none"> • Run finger under title and/or repeated phrase as you say them. • Write out rhymes/songs on flipcharts. • Talk about environmental print—print all around us, on signs, containers, logos. • Share books with writing as part of the story (ex. <i>Bunny Cakes</i>). • Share books with signs in the pictures (ex. <i>Little Red Hen Makes a Pizza</i>). • Share books with varying print orientations (ex. <i>My Friend Rabbit</i>). • Use nametags for children and adults; allow participants to write own names. • Let child turn the pages of the book. • Play around with the orientation of the book. Start with it upside down. <u>Tell</u> your child you are turning it around so you can read it. • Encourage scribbling. Your child can “write” the words to the story on another piece of paper. • Encourage drawing. Your child can draw a picture of what is happening in the book. • Name the author and illustrator and explain what they do.

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<p><u>Background Knowledge</u> [Includes Narrative Skills and Print Motivation] Background knowledge is prior knowledge, things the child has learned. There are four areas of background knowledge:</p> <ul style="list-style-type: none"> • general knowledge • conceptual thinking* • content knowledge • book/story knowledge <ul style="list-style-type: none"> ▫ enjoyment—print motivation ▫ story structure—narrative skills ▫ uses of books <p>Helps children understand what they will read.</p> <p>*Conceptual thinking is not just about the development of a specific concept (seasons, shapes, etc.) but about use of strategies to encourage understanding and thinking skills</p>	<ul style="list-style-type: none"> • Encourage children to talk by asking open-ended questions. • Encourage children to use their imaginations, to hypothesize, to guess what might happen. • Encourage children to solve problems, to think about possibilities. • Let your child “hear you thinking”. • Describe objects and toys baby is exploring. • Explore and talk about cause and effect. • Play sorting, matching games. • Encourage children to explore and experiment. Talk about the experiences. • Talk about and encourage children to talk about events in the past and in the future. • Talk about ideas, about things that cannot be seen. (fairness, privacy, consequences) • Share books about concepts. (opposites, spatial relationships, size, comparisons) • Share factual books to build content knowledge. • Share what you know about various topics with your children. • Make reading books and book sharing an enjoyable experience so that children associate books and reading with pleasure. • Share storybooks so that children understand the structure of story. • Tell stories so that children learn how stories “work”. Stories have a beginning, a middle, and an end. • Encourage children to say a repeated phrase and to retell stories. • Use props to retell stories. • Have children draw a picture from a book or story and tell you about it or make up a story.
<p><u>Letter Knowledge</u> Knowing that letters are different from each other Knowing that the same letter can look different Letters have names and represent sounds Helps children as they decode words when they are learning to read.</p>	<ul style="list-style-type: none"> • Point out shapes in book pictures and all around. • Let children feel different shapes. • Give opportunities to have children match, see how things are alike and different (for ex., matching games on flannel board). • Have large foam letters; allow children to play with them. • Have children make letter with body. • Have children make letter with fingers. • Use manual alphabet for some words in theme or book. • Use an alphabet book even if you don’t go through all the letters. • Talk about the first letter in your theme, what does the letter look like? • Talk about a letter in title of a book. • Use nametags for adults and children. • Give children opportunity to write after storytime or encourage it as an at-home activity. • Use variations of the B-I-N-G-O song, perhaps with your theme. • Sing alphabet song. • Use nametags for both children and adults; allow participants to write their own names. • Use books where you have to find things in the pictures (I Spy Books). • Trace a letter from the title with your finger and let your child do it, too. • Show your child the first letter in his/her name. Look for that letter in the book. • Choose two letters. How do they look alike; how do they look different? What shapes do they have? • Encourage scribbling, drawing, and writing.