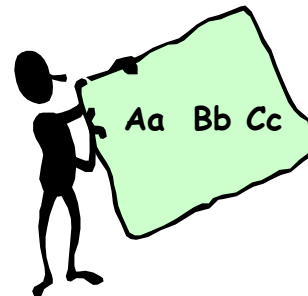
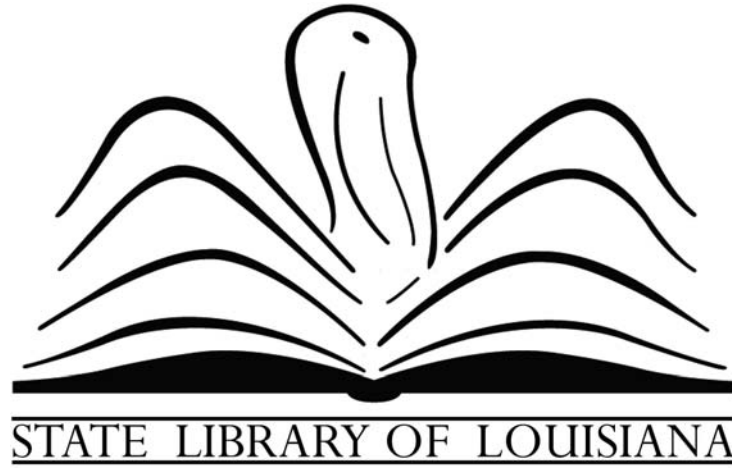


Early Literacy

State Library of Louisiana
701 North 4th Street, Baton Rouge, LA 70802 – 5232
PH: (225) 342 - 4931 FX: (225) 342 – 3547
www.state.lib.la.us



State Library of Louisiana



BATON ROUGE

Inform....Empower...Inspire

What Is Early Literacy?

- What children know about reading and writing *before* they can actually read and write.

from "Every Child Ready to Read @ your library, Parent Guide to Early Literacy for Pre-Readers." Public Library Association, Association for Library Service to Children, national Institute of Child Health & Human Development



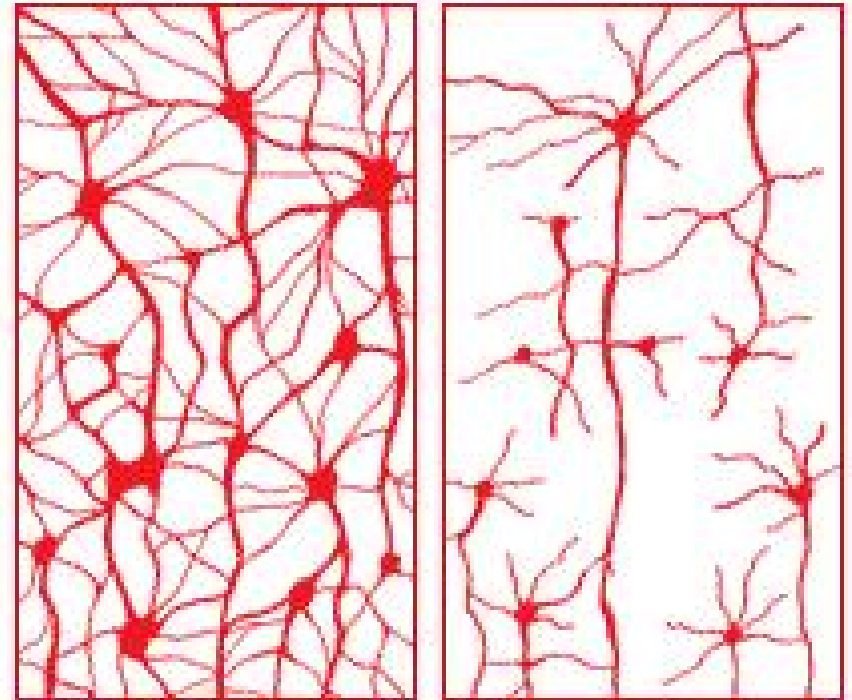
- What children understand about the relationship between the world around them, spoken language, and the printed word *before* formal reading instruction begins.

Rose Anne St. Romain, Early Childhood Services Consultant, State Library of Louisiana, <http://www.state.lib.la.us>

Why is Early Literacy Important?

- Birth - age 5
- Neurological pathways
- Sensory activities
- Unstimulated brains
- Pruning
- "Use it or lose it."

Brain cell connections



section of a
stimulated brain

section of an
unstimulated brain

Why is Early Literacy Important?

"Research consistently demonstrates that the more children know about language and literacy before they begin formal schooling, the better equipped they are to succeed in reading."



Burns, M.S., Griffin, P., & snow, C.E. (Eds.) (1999). *Starting out right: A guide to promoting children's reading success*. Washington, DC: national Academy Press.

Early Literacy AND Soccer



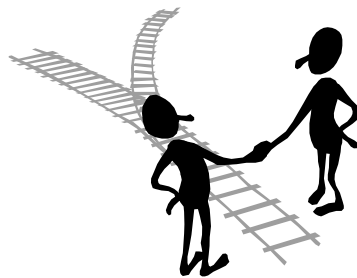
What Skills Do You Need to Be Ready to Play Soccer?



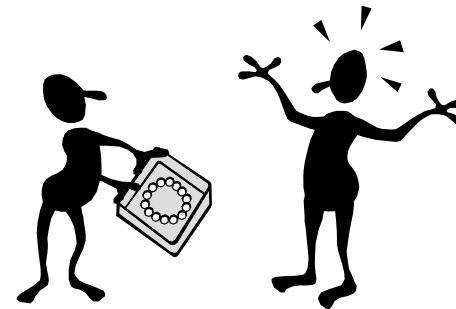
How to Run



How to Kick



Teamwork

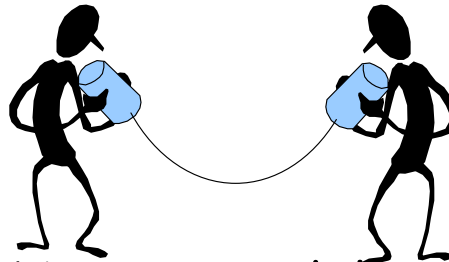


Rules of the Game

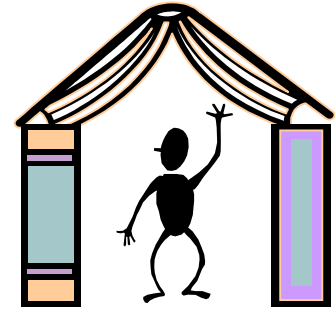
What Skills Do Children Need to Be Ready to Read?



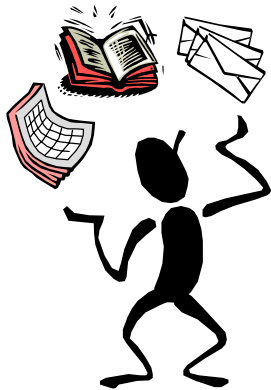
Vocabulary



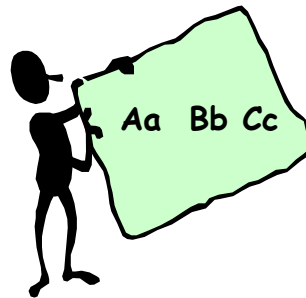
Narrative Skills



Print Motivation



Print Awareness



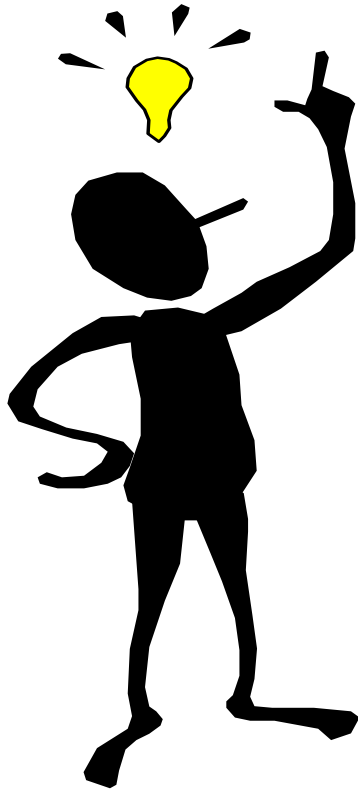
Letter Knowledge



Phonological Awareness

from "Every Child Ready to Read @ your library, Parent Guide to Early Literacy for Pre-Readers." Public Library Association, Association for Library Service to Children, National Institute of Child Health & Human Development

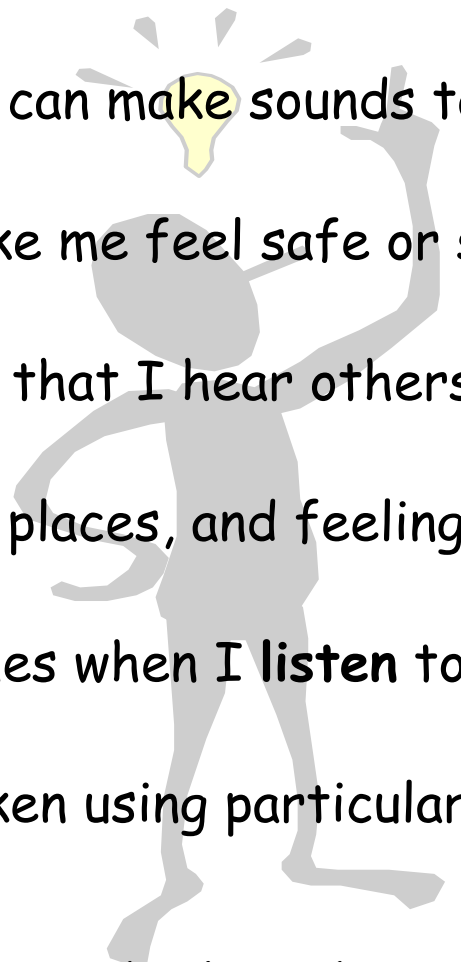
Vocabulary



Knowing the names of things

from "Every Child Ready to Read @ your library, Parent Guide to Early Literacy for Pre-Readers." Public Library Association, Association for Library Service to Children, National Institute of Child Health & Human Development

Children with **Vocabulary** skills understand:

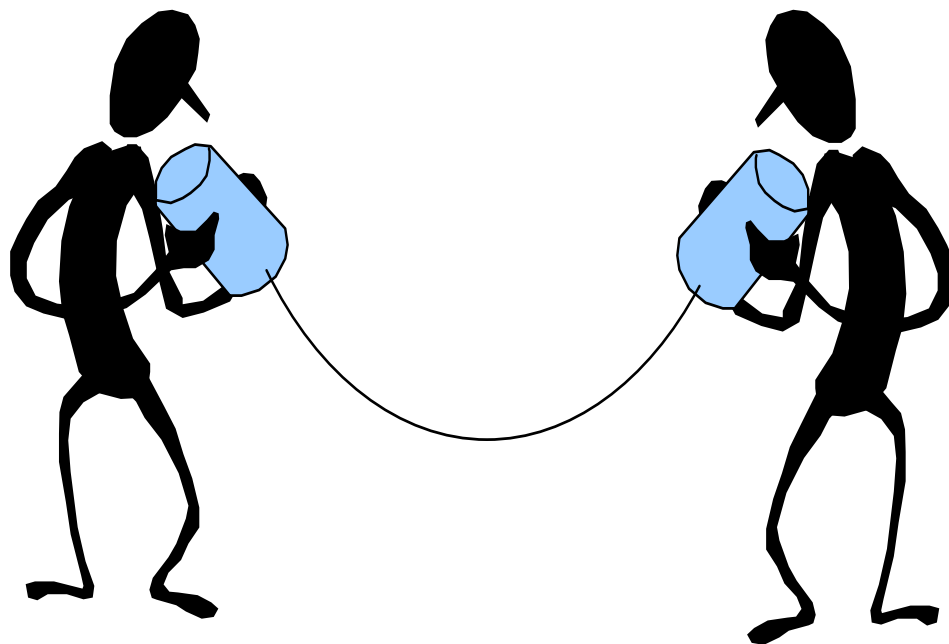
- 
- **Sound** has meaning; I can make **sounds** to let others know what I need.
 - Sounds by others make me feel safe or scared.
 - I have a special **name** that I hear others call me.
 - Other people, things, places, and feelings all have special names, too.
 - I can learn these names when I **listen** to other people **talk**.
 - These names are spoken using particular **sounds** put together called **words**.

Children need to learn the terms written in bold.

Narrative Skills

Being able to describe things and events and tell stories.

from "Every Child Ready to Read @ your library, Parent Guide to Early Literacy for Pre-Readers." Public Library Association, Association for Library Service to Children, National Institute of Child Health & Human Development

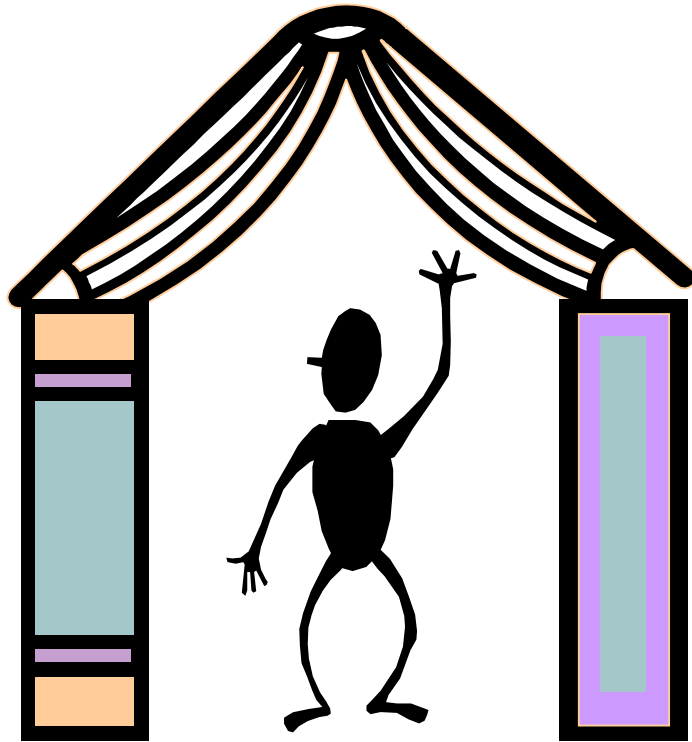


Children with **Narrative Skills** understand:

- I can put words together to tell others what I'm **thinking**, **feeling** and **wanting**.
- I can learn what other people think, feel and want by listening to them.
- There are special ways words go together to make **sentences**.

Children need to learn the terms written in bold.

Print Motivation

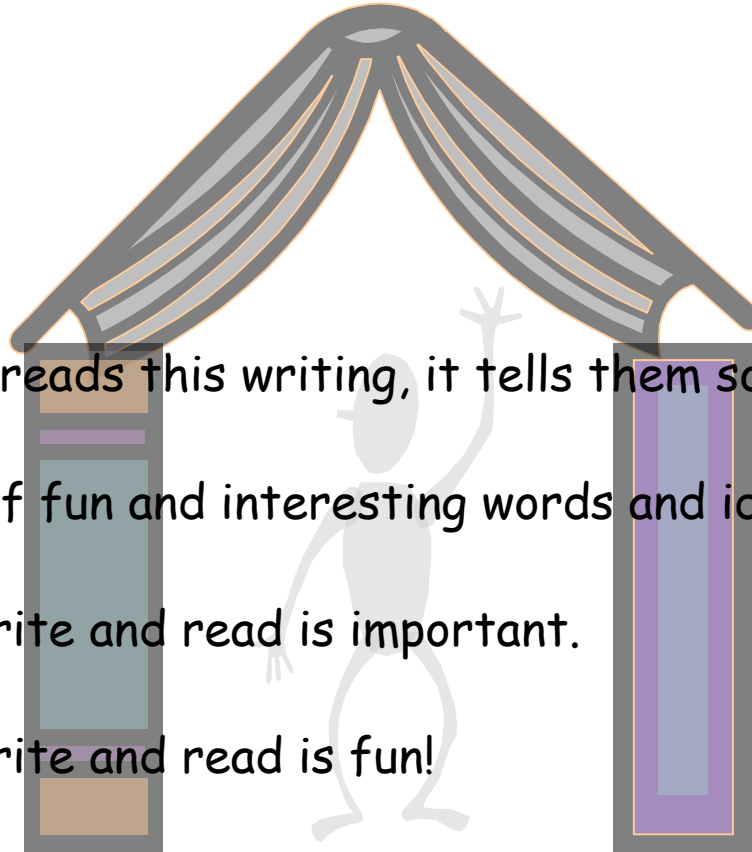


Being interested in and
enjoying books

from "Every Child Ready to Read @ your library, Parent Guide to Early Literacy for Pre-Readers." Public Library Association, Association for Library Service to Children, National Institute of Child Health & Human Development

Children with **Print Motivation** understand:

- When someone reads this writing, it tells them something they need to know.
- Books are full of fun and interesting words and ideas.
- Being able to write and read is important.
- Being able to write and read is fun!



Print Awareness

Noticing print in the environment, knowing how to handle a book and knowing how to follow the words on a page

from "Every Child Ready to Read @ your library, Parent Guide to Early Literacy for Pre-Readers." Public Library Association, Association for Library Service to Children, National Institute of Child Health & Human Development

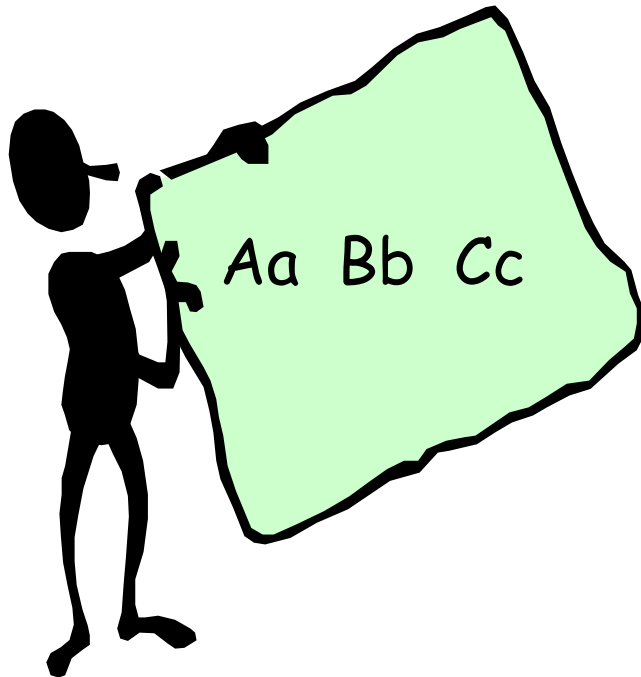


Children with **Print Awareness** understand:

- Words and sentences that are spoken can be “captured” in **writing**.
- We can **write** words and sentences so other people can **read** them.
- There is **writing** all around me on food labels, television, traffic signs, grocery store signs, lists, and in books.
- Writing and **reading** work from **left to right**, from **top to bottom**.
- Books have a **front** and **back**, a top and a bottom, and we read the words in books.

Children need to learn the terms written in bold.

Letter Knowledge



Knowing that letters have different shapes, knowing their names and sounds and recognizing letters everywhere.

from "Every Child Ready to Read @ your library, Parent Guide to Early Literacy for Pre-Readers." Public Library Association, Association for Library Service to Children, National Institute of Child Health & Human Development

Children with **Letter Knowledge** understand:

- **Letters** are used to “capture” the **words** and **sentences** that people speak.
- Letters have particular names and shapes.
- I can recognize and name some letters.
- Each letter has two kinds of shapes: **capital (uppercase)** and **little (lowercase.)**
- A person's name **begins with** a capital (uppercase) letter.
- All the other letters in a person's name are little (lowercase) letters.
- Letters stand for particular sounds.
- I know what sounds some letters make.

Children need to learn the terms written in bold.

Phonological Awareness

Being able to hear and play with
the smaller sounds in words.

from "Every Child Ready to Read @ your library, Parent Guide to Early Literacy for Pre-Readers." Public Library Association, Association for Library Service to Children, National Institute of Child Health & Human Development



Children with **Phonological Awareness**

understand:

Sound and Word Discrimination

- I can hear that sentences are made up of separate words.
- I can tell when **words are the same** as each other.
- I can tell when **words are different** from each other.
- I can tell when **sounds are the same** as each other.
- I can tell when **sounds are different** from each other.

Rhyming

- I can hear that some words **sound alike** - they rhyme.
- I can tell **which words rhyme** with other words when you say them to me.
- I can **think of a word that rhymes** with a word that you say.
- I can think of "**make-believe**" or "**nonsense**" words that rhyme with real words.

Beginning, Middle and Ending Sound Discrimination

- I can hear that some words have the **same beginning sound, middle sound, or ending sound**.
- I know when a word **begins with the sound** that is the **same as** or **different from** another word.
- I know when a word **ends with the sound** that is the **same as** or **different from** another word.
- I can make up new words by changing the beginning, middle and ending sounds of words.

Blending and Segmentation

- When you say each sound in a word slowly one by one I know the word. (Child blends a word that is segmented.)
- I can **tell you all the sounds in a word** slowly one by one. (Child segments a word that is blended.)

Children need to learn the terms written in bold.

How Can Early Literacy Skills Be Fostered?

- Reading aloud using specific techniques
- Teaching children to spell their names
- Group singing
- Rhyming games
- Conversations
- Re-telling of stories
- Various other literacy activities

The End