

Early Childhood Literacy

Nicole Fenty, Ph.D
University of Louisville

Building Community

Pre Survey

- Take a few minutes to discuss your responses with the person sitting next to you.

Pre Survey

- What are some areas with which your students are experiencing difficulty?

Today

- Early Literacy
 - Assessment
 - Instruction

Early Literacy: Assessment

- Chalk Talk
 - Importance of assessment?
 - What kinds of assessment are you using?

Early Literacy: Assessment

- Resources
 - DIBELS
 - AIMSweb Early Literacy
 - Ekwall/Shanker
 - Jump Start in Reading
 - STAR Early Literacy

Phoneme Segmentation Fluency of DIBELS

Probe 5

star	/s/ /t/ /ar/	give	/g/ /i/ /v/	5	/6
yet	/y/ /e/ /t/	hid	/h/ /i/ /d/	6	/6
sled	/s/ /l/ /e/ /d/	walk	/w/ /o/ /k/	6	/7
you	/y/ /oo/	hook	/h/ /oo/ /k/	4	/5
she	/sh/ /ea/	swing	/s/ /w/ /i/ /ng/	4	/6
coal	/k/ /oa/ /l/	oak	/oa/ /k/	4	/5
safe	/s/ /ai/ /f/	bones	/b/ /oa/ /n/ /z/	6	/7
				Total	35

Rev. 8/9/02

(c) 2002 Good & Kaminski

8

Ekwall/Shanker

TEST 3: EMERGENT LITERACY TESTS

Student _____ School _____
 Teacher _____ Grade _____ Age _____
 Examiner _____ Test Dates _____ 1st Test _____ 2nd Test _____

DIRECTIONS/SCORING

3a. Phonemic Awareness

3a1. Rhyme Production

Model Item: Say: "Words that rhyme sound the same at the end. Here are some words that rhyme. Some are not real words. Listen: /te, /de, /pe, /se, /be."
Practice Item #1: Say: "Now I will say two words and you say one that rhymes. If there's a have to be a real word. It can be a silly one. Listen: /roke, /ake, /e." (Student says rhyming word. If student gives incorrect response, prompt or assist as needed.)
Practice Item #2: Say: "Good. Let's try it again. I will say two words and you say one that rhymes. Listen: /de, /ed, /ee." (If student is successful, go on. If not, go to alternate test.)
Test Item: Say: "Good. Let's do some more." (Indicate + or - in each space next to the test words. If the student misses 3 consecutive items, stop testing.)

see - bee	_____	match - touch	_____
buy - shy	_____	blue - grew	_____
big - pig	_____	hope - soap	_____
head - bed	_____	top - soap	_____

1st Test _____ 2nd Test _____
 NUMBER CORRECT _____ /6 _____ /6

Jump Start in Reading

A Sound Beginning

Phonological Awareness Assessment

WORD LEVEL

SKILL: Tapping Words

DIRECTIONS: Say words in bold to student. In this word game, I want you to tap one time for every word you hear in my sentence. So, if I say, "An apple is red," you tap like this." (Model saying the sentence and tapping 4 times.) Now you try. Repeat with practice item and provide corrective feedback as needed. Do not provide corrective feedback on the test items.

PRACTICE ITEM: "The little frog is jumping."

TEST ITEMS:

- See is my friend.
- My mother is calling me.
- The dog is chasing the kittens.
- The boy is running.
- She is wearing a purple jacket.

ANSWER (+/-)

- 4 TAPS _____
 5 TAPS _____
 6 TAPS _____
 4 TAPS _____
 6 TAPS _____

Word Tapping Score _____ /25

SKILL: Deleting Words

PRACTICE ITEM: Say COWBOY. Now say COWBOY without saying BOY.

TEST ITEMS:

- Say SAILBOAT. Now say SAILBOAT without saying SAIL.
- Say APPLESAUCE. Now say APPLESAUCE without saying SAUCE.
- Say SIDEWALK. Now say SIDEWALK without saying SIDE.
- Say SUNSHINE. Now say SUNSHINE without saying SUN.
- Say CUPCAKE. Now say CUPCAKE without saying CAKE.

ANSWER (+/-)

- BOAT _____
 APPLE _____
 WALK _____
 SHINE _____
 CUP _____

Word Deletion Score _____ /25

Total Word Level Score _____ /50

Emergent Literacy: Instruction

- Alphabet knowledge
- Phonological awareness
- Concepts of print
- Oral language

Alphabet Knowledge

Alphabet Knowledge

- Knowledge of names and sounds of printed letters
- Importance?
- What are you currently doing?

Assessing Alphabet Knowledge

Sample LNF Probe:

Probe 1
c c N u Q M u b s i
a b e N F f o a K K
g p k p a H C c G D
b w F i b O x j I K
s l Y q L g f T g v
T V Q o w P j i b X
Z u P R I V C I W
R J m O z D G y U V
Z y A m X z H S M E
q a j s W r d s B I
r A E L c c N u Q M
TOTAL: _____ /110

Materials Needed for Administration:

1. Student copy of LNF probe
2. Examiner copy of LNF probe
3. Clipboard
4. Stopwatch
5. Red pencil or pen

LNF Probes

- Each probe is a random sort of 2 lower case and 2 uppercase alphabets.
- Lines help students keep their place.
- Serial naming and fluency aspects of the task are important.

[Return to top of page](#)

Alphabet Knowledge: Instruction

- Letter sorts
- Name puzzles
- Use literature
 - Vowel sound awareness
 - Consonant awareness

Alphabet Knowledge: Instruction

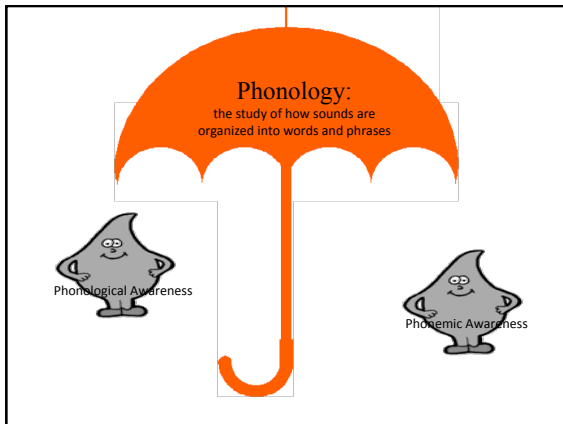
Activity

Phonological Awareness

Phonological Awareness

- The conscious understanding about how speech can be broken down into different size parts
- The ability to manipulate those parts

Note: Phonological Awareness is not... the same as phonics - no letter-sound correspondence is involved. It may be an essential skill for phonics instruction to make sense, however.



Why does phonological awareness matter so much?

- Children who begin school with little phonological awareness have trouble acquiring alphabetic coding skill and thus difficulty recognizing words. (Stanovich, 2000, p.393)
- One of the best predictors of how well students will learn to read during their first two years in school is phonemic awareness (Learning First Alliance, 2000; NRP, 2000)
- Understanding the sound system of language provides foundation for reading instruction

Phonological Skills

- | | |
|----------------|-------------------------------|
| ✓ Detecting | ✓ Rhyming |
| ✓ Matching | ✓ Tapping |
| ✓ Blending | ✓ Counting |
| ✓ Segmenting | ✓ Oddity detection |
| ✓ Deleting | |
| ✓ Manipulating | What are you currently doing? |

Key Terms

- Rhyming: Helps children understand how language sounds and works; important to be able to recognize and generate rhyme
- Syllable: Units of speech that consist of at least a vowel, but usually other sounds before and/or after the vowel, as well (e.g. sis-ter, mo-tor-cy-cle).
- Onset: In any syllable, the onset is the part of the syllable that precedes the vowel. In meet, the onset is /m/.
- Rime: In any syllable, the rime includes all sounds from the vowel to the end of the syllable. In meet, the rime is /eet/
- Elkonin boxes: instructional squares used to teach phonological awareness or phonics
- Phoneme: individual speech sound

Rhyming: Read and Sing

- Every day: songs, finger-plays, chants, poems, nursery rhymes
- Read books with rhyming text, alliteration, and assonance (repetition of vowel sounds within a short passage or verse, e.g. fleet feet sweep by sleeping geeks)
- Repeated readings, let the kids join in
- Call attention to the language
 - Explicit language play
 - New verses for songs
 - Alter voice
 - Signals for rhyming words
 - Oral, visual, kinesthetic cues

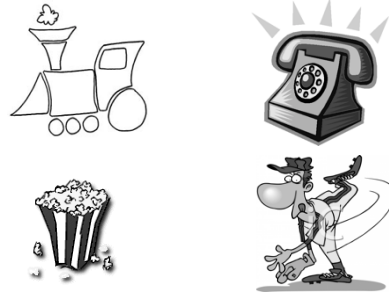
Rhyming

- Using literature is the best way to teach kids to identify rhyme, but they need to be able to generate rhymes also
- When kids generate a rhyme, nonsense words are acceptable
- Examples: Poems, Big Book, Children's Lit, etc

Discriminating: Initial



Discriminating: Final



Phonemic Awareness

- The conscious understanding that spoken words are made up of individual sounds
- The ability to manipulate those sounds
- Phoneme – individual speech sounds
- There are 44 phonemes in the English language, including letter combinations such as /th/.

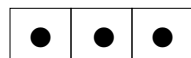
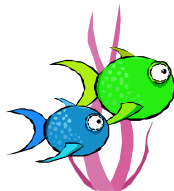
Phonemic Awareness

Quiz

cat, train, thought, straight, flounder

Elkonin Boxes

- Count the sounds in the word with the student.
- Draw one box for each sound.
- Use chips to represent sounds at first.



Concepts of Print

Concepts of Print

- Knowledge of conventions of print and print concepts
 - Reading left to right
 - Front to back
 - Book cover
 - Author
 - Illustrator

Concepts of Print: Assessment

1.	Does the student know the concept of front of the book? Hand book to the student in a vertical position, spine towards child. Say, "Show me the front of this book". Check the box if answer is correct.
2.	Does the student know that the print not the picture is the part to be read? Open to the first page of text. There should be a picture on this page. Say, "I will read this book to you. Show me where to read." Check the box if student points to first word on top left of pg.
3.	Does the student know which way to read? Turn to the second page of the book. Say, "Point to where I start reading." Check the box if student points to print somewhere on the first page.
4.	Does the student know that print is read from left to right? Say, "Which way do I go?" Check the box if student moves finger from left to right.
5.	Does the student know at the end of the line to return to the next line? Say, "Where do I go after that?" Check the box if student "return sweeps" to the left.

Concepts of Print: Instruction

- Shared reading
 - PEER
 - CROWD

Concepts of Print

Activity

Oral Language


Hart and Risley (1995) conducted a longitudinal study of children and families from three groups:



- Professional families
- Working-class families
- Families on welfare

Interactions

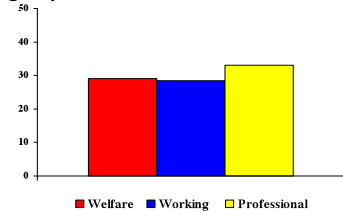
Hart & Risley compared the mean number of interactions initiated per hour in each of the three groups.



How do you think the three groups compared?
Welfare, working, professional

Interactions

Hart & Risley compared the mean number of interactions initiated per hour in each of the three groups.



Group	Mean number of interactions initiated per hour
Welfare	~28
Working	~28
Professional	~32

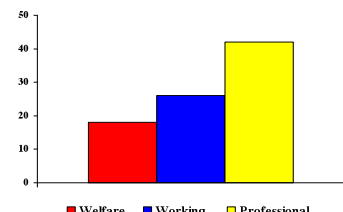
Interactions

Hart & Risley also compared the mean number of minutes of interaction per hour in the three groups.

How do you think the three groups compared?
Welfare, working, professional

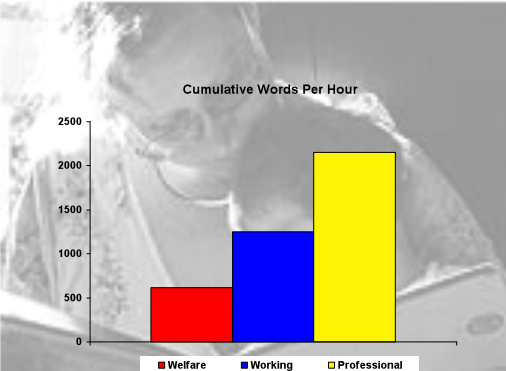
Interactions

Hart & Risley also compared the mean number of minutes of interaction per hour in the three groups.



Group	Mean number of minutes of interaction per hour
Welfare	~18
Working	~25
Professional	~42

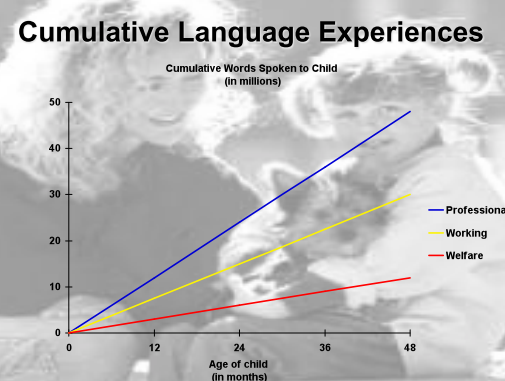
Cumulative Words Per Hour



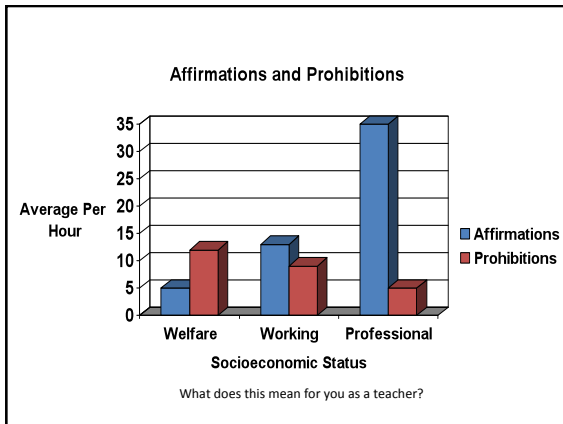
Group	Cumulative Words Per Hour
Welfare	~600
Working	~1200
Professional	~2100

Cumulative Language Experiences

Cumulative Words Spoken to Child (in millions)



Age of child (in months)	Professional (millions)	Working (millions)	Welfare (millions)
0	0	0	0
12	~8	~5	~2
24	~16	~10	~4
36	~24	~15	~6
48	~32	~20	~8



Oral Language

- Word knowledge impacts the ability to learn to read
- Difficult to learn to read words if you do not know words (i.e., what they mean; what they represent)

Florida Center for Reading Research

Oral Language

- It is important that young children receive opportunities to
 - Responding to sounds in the environment
 - Responding interactively with others
 - Recognizing and responding to the meaning of familiar words
 - Following simple or routine directions

<http://www.ode.state.or.us/superintendent/priorities/ready4school/languagebto3.pdf>

Activities to Promote Oral Language Development



- Interactions with adults
- Interactions with other children
- Teacher read alouds
- Songs
- Games

Text Talk

Beck, McKeown, & Kucan (2002) *Bringing Words to Life*

- Step One: Read (and discuss) the story with your students.
- Step Two: Introduce the target words one at a time.
- Step Three: Ask students to repeat the word.
- Step Four: Introduce the meaning of the word.
- Step Five: Share examples of the word in contexts that are *different* from the context in the story.
- Step Six: Engage students in thinking about and using the meaning of the word.
- Step Seven: Ask students to repeat the word again to reinforce its phonological representation.
- Step Eight: Create activities where students are required to interact with the targeted words.

Remember the words you choose to teach are not words that students should be able to read/decode just words students should be able to understand in listening and speaking!

Choose a Book

Read/skim your book and locate words you would choose to teach. Narrow your original list to THE three words you would teach to your students

Books to Promote Oral Language

- Wordless picture books

Sullivan, 2004

Take a few minutes to survey the text(s) you have been provided

How can the text(s) be used to promote oral language development?

Thanks for your time

Nicole Fenty
nsfent01@exchange.louisville.edu