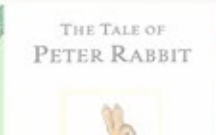
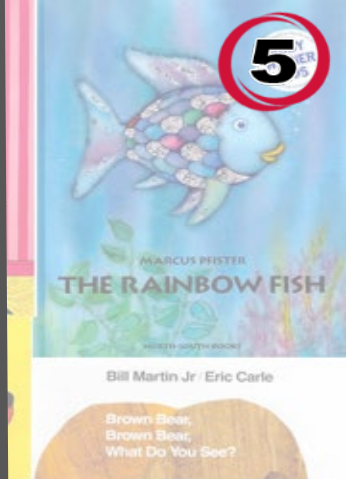


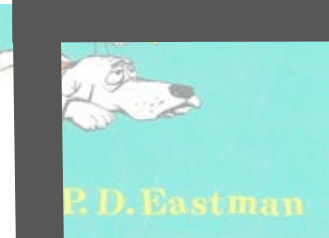
Lorie
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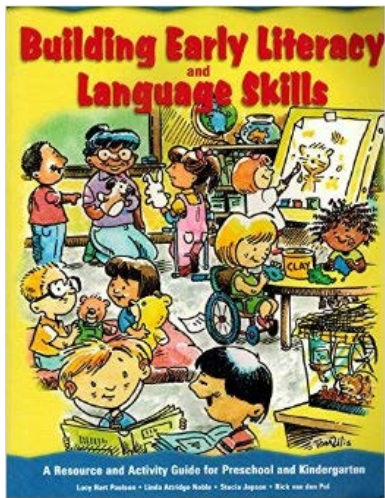


Phonological Awareness Development in Emergent Readers



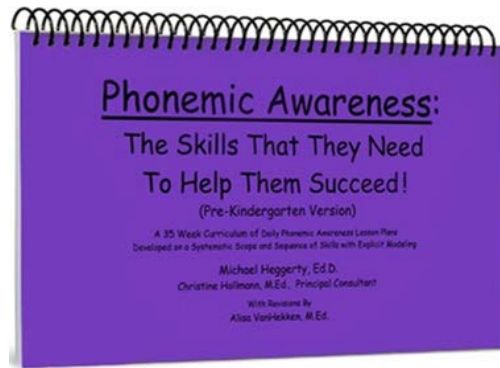
March 2019





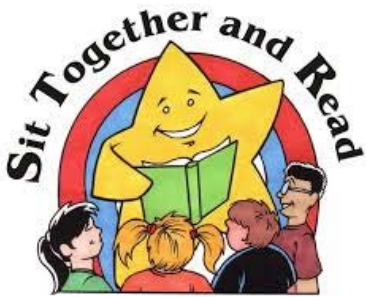
Building Early Language & Literacy Skills

- Dr. Lucy Hart Paulson



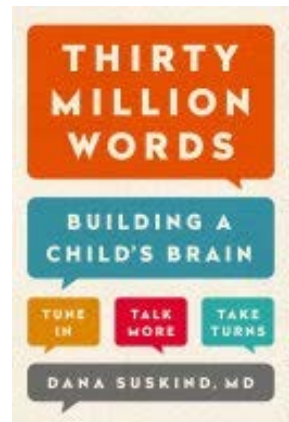
Heggerty Phonemic Awareness Curriculum PreK

- Dr. Michael Heggerty



Sit Together & Read (STAR)

- Dr. Laura Justice, Ohio State University



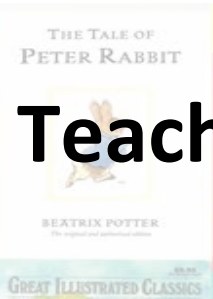
Thirty Million Words

- Dr. Dana Suskind

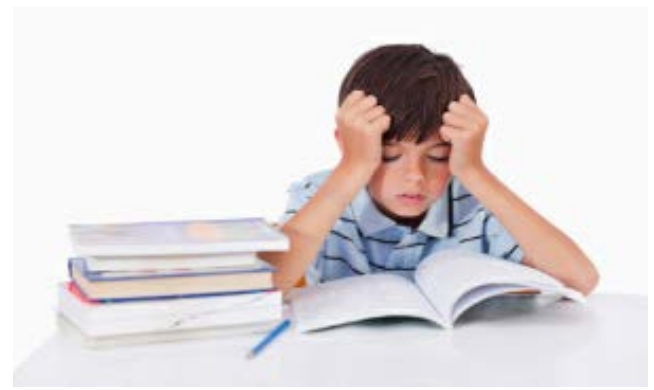
Objectives: Participants will...

- Understand the significance of print knowledge, phonological awareness, and oral language for the development for emergent literacy.
- Review research in emergent literacy instruction.
- Learn what we need to teach young children to improve emergent literacy development in children from birth - age 5.

What We Need to Teach Young Children

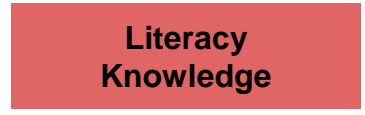
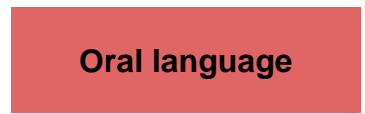


- **Oral Language**
 - Speaking and listening
- **Phonological Processing**
 - Conscious awareness and ability to manipulate sound structures of words
- **Print Knowledge**
 - Concepts of print
 - Alphabet knowledge
 - Being a writer





“Simple” View of Reading





We are **NOT** teaching young children to read.

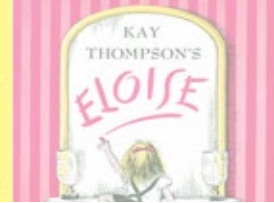


We are building **foundational skills** that will ease the transition to formal reading instruction.

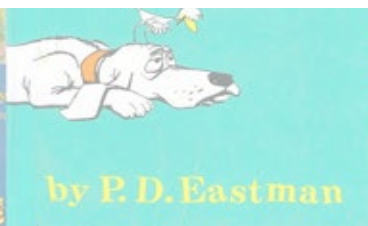
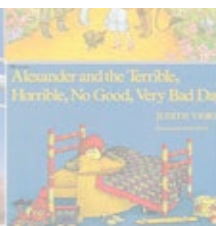
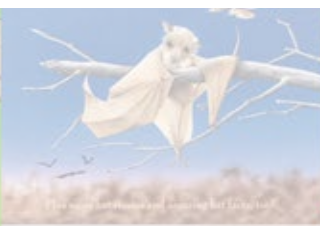


Emergent Literacy is an Initial Step on the Pathway to Reading Achievement

- Emergent literacy skills are the specific abilities and interests that children acquire *before* they become conventional readers.
- Early experiences with books provide opportunities to develop critical emergent literacy skills.

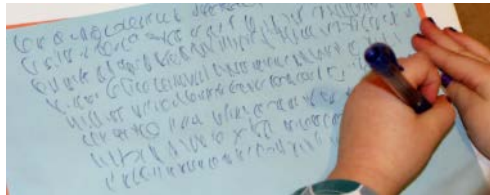


Teaching Print Knowledge - Print Meaning, Letters, Words, Book Organization



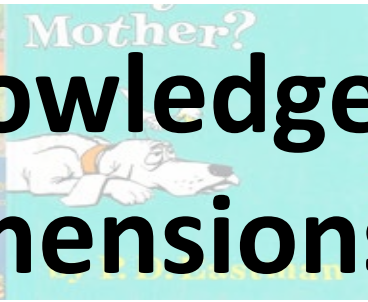
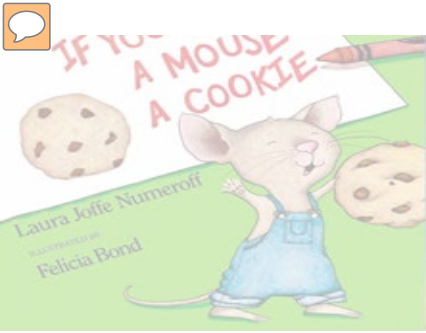


- Pretending to Write
- Pretending to Read
- Naming Letters
- “Reading” Print in Environment
- Writing Own Name
- Asking Questions about Print



Without **explicit support** to attend to
and **learn about print**, children have
relatively *little interactions with print*
even in 'literacy-rich' activities.

- Dr. Laura Justice, OSU



Print Knowledge: Four Dimensions

- Book and Print Organization
- Print Meaning
- Letters
- Words

Why Is Print Knowledge Important?

Alphabet knowledge has been shown to be among the best predictors of later word reading.



Initial research has shown that print-concept knowledge can predict later reading comprehension.



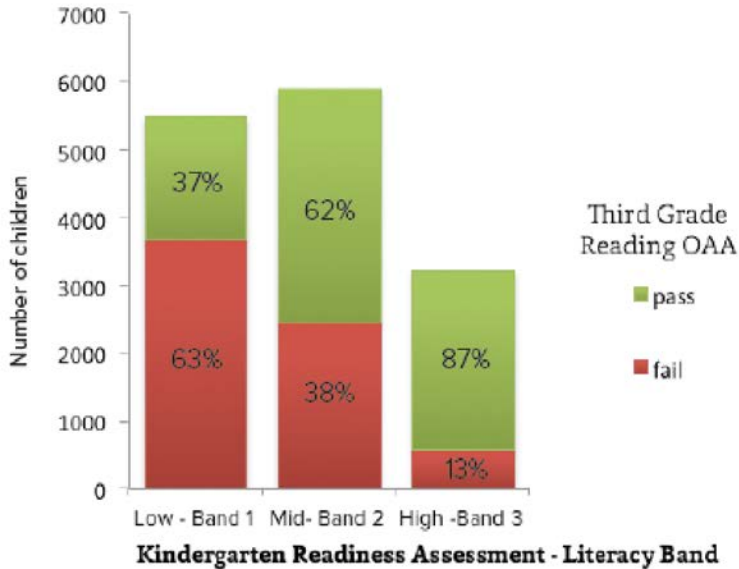
Why Is Print Knowledge Important?

Children with solid knowledge of the forms and functions of print will find it relatively easy to learn to read.



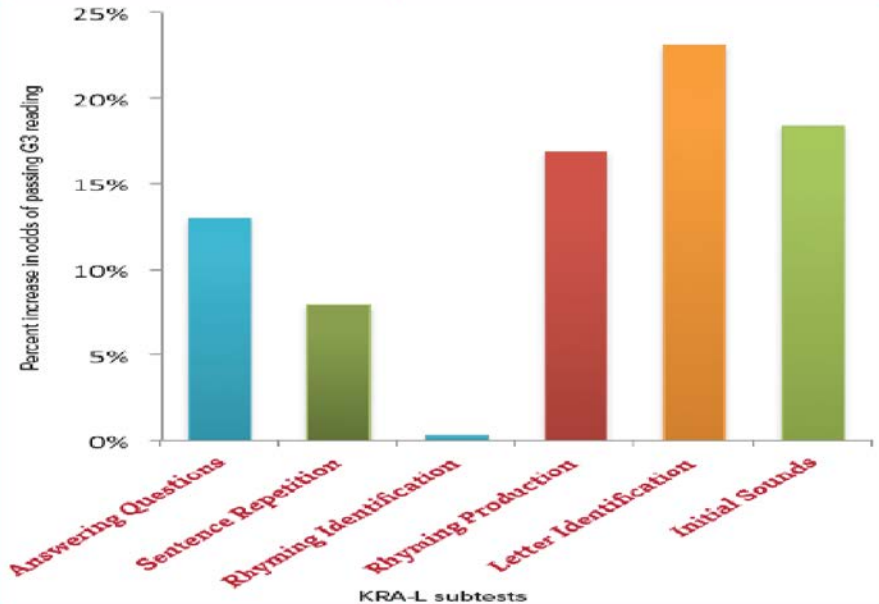
Children with limited knowledge about print enter kindergarten already behind in reading development

Why Is Print Knowledge Important?

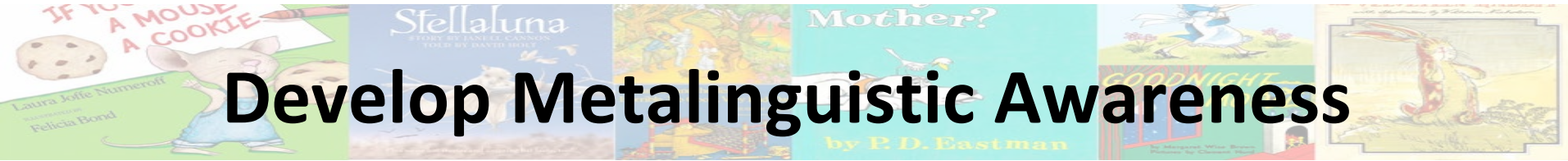


37% of entering kindergartners with poor literacy skills will pass the third-grade reading test

For every additional point received on the Letter ID subtest of Ohio's Kindergarten Readiness Assessment, child's odds of passing third-grade reading test increase by 23%



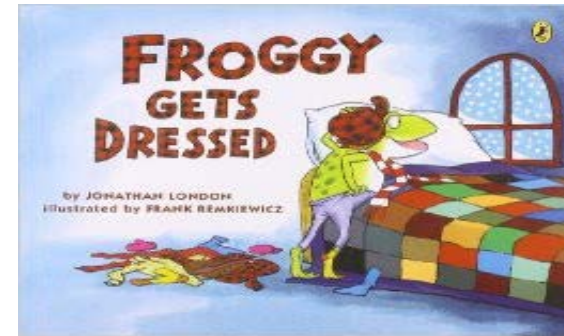
Develop Metalinguistic Awareness



Any discussion about print requires **metalinguistic awareness**.

Ask questions such as...

- Why do we read books?
- There are three words in the title.
- The title of this book is 'Froggy Gets Dressed'
- This letter is F
- What kinds of things do you find in a book?
- Letters work hard. The same letter helps to make different words.
- Who can show me all the S's on this page?



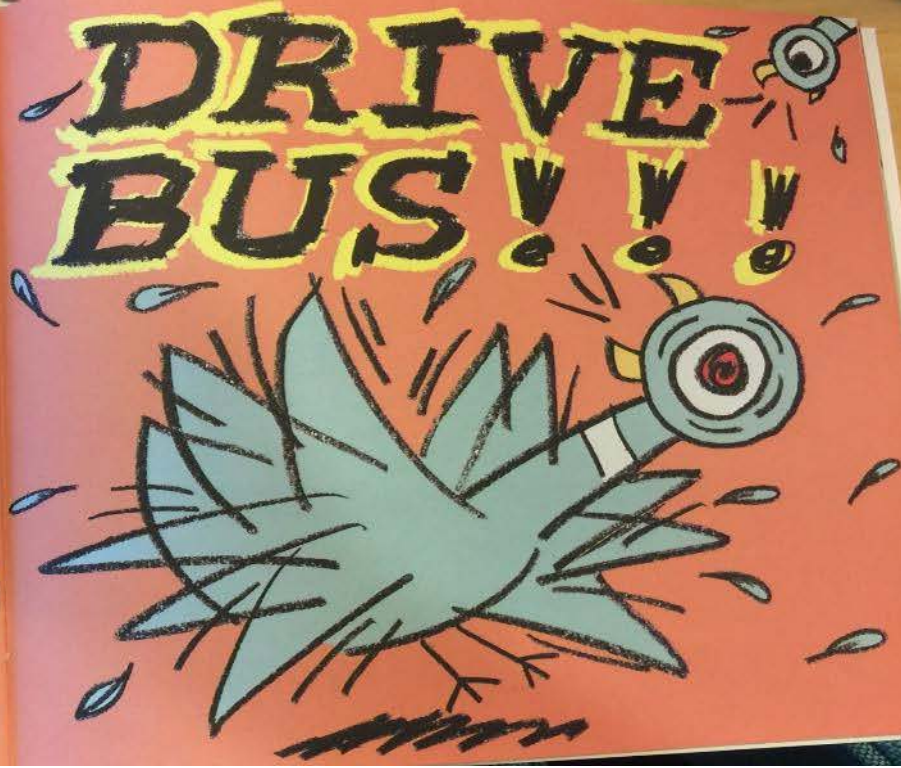


3 Ingredients:

1. Print-rich book
2. Explicit discussions about print
3. Scope and sequence of instruction



**LET ME
THE**

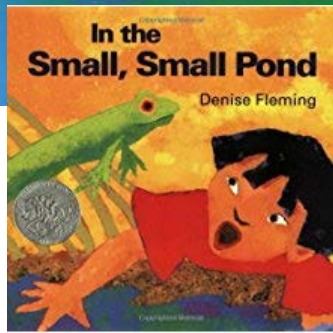


Don't
Let the
Pigeon
Drive
the
Bus!



words and pictures by mo willems



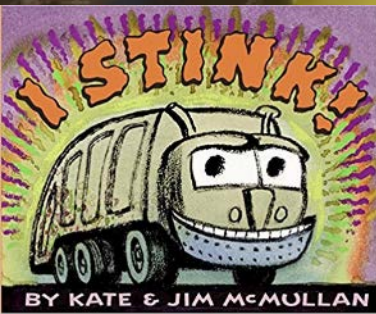


Feed me!

Straight into my HOPPER!

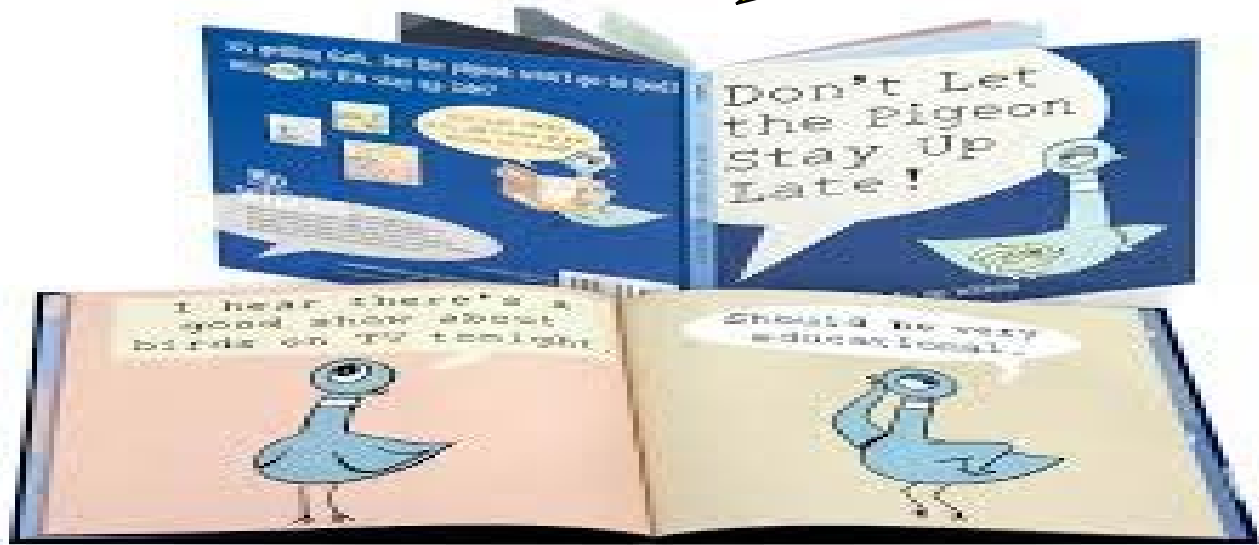
Nice toss, guys!

STOP!





Print-Rich Books have interesting features about print to discuss!



Take a minute and explore your book. Are there features of the book you see that could help you teach about **print**?



Ingredient 2: Explicit Discussions About Print



STAR Dialog	Typical Style
The title of this book is “Vegetable Soup”	What do you think this book is about?
What do you think this word is?	This book is about a garden.
Yep, that says ‘carrot’ on that garden marker.	Here he’s got a shovel.
Look at these tiny words here. They say ‘tomato’ and ‘peas’	What’s he digging up?

STAR Cards

STAR Cards (for parents and teachers) give specific and differentiated instructional sequences and questions for each of the 30 books in the STAR curriculum.

FREE DOWNLOAD!

https://star.ehe.osu.edu/file/2017/06/STAR-CARDS-2017_FINAL_7.24-1.pdf

Sit Together And Read

"More More More," Said the Baby by Vera B. Williams

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Target	Metalinguistic Concept of Letter															Top and Bottom of Page														

Target: Metalinguistic Concept of Letter (Weeks 1-15) / Top and Bottom of Page (Weeks 16-30)

Don't forget to talk about the highlighted topic 2-3 times as you read this book!

GENERALIZING

Context: This example can be used on any page with text present.

Teacher: Where do you think the top of the page is? Austin, I know you'll know this because you knew it before!

REASONING

Context: On the page spread, the baby is running away from the blue chair. Text is at the bottom of the page.

Teacher: Where on the page should I start reading?

Child: The bottom!

Teacher: That's right! The bottom of the page. Why did you say the bottom of the page?

Child: That's where the words are!

ELICITING THE ANSWER

Context: On the page, the father is hugging the baby. The text is at the top of the page.

Teacher: This is the top of the page. Can you show me the top of the page?

Child: Here (points to the top of page)?

Teacher: Right! This is where I start reading.

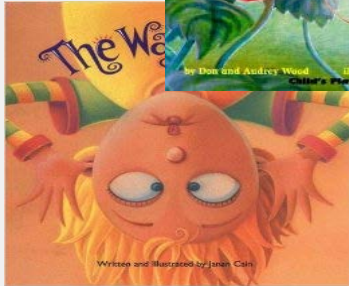
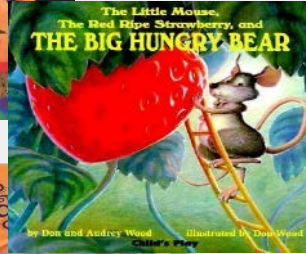
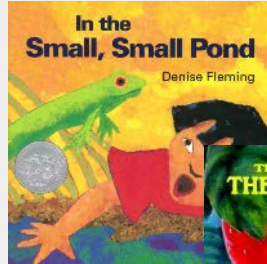
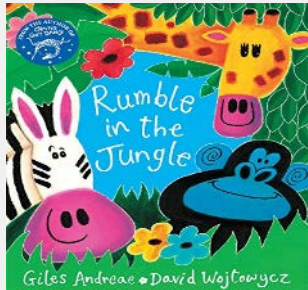
CO-PARTICIPATING

Context: This example can be used on any page with text present.

Teacher: Joe, let's point to the top of the page together.

HIGH SUPPORT

What You Need to Participate in STAR



30 print-rich storybooks to read aloud.



STAR AT HOME Week 1: Farmer Duck

Target 1: Page Order
Teach your class to turn the pages in a book from front to back.
Talk about these topics 1-3 times as you read this book.

★ High Support Examples ★

TECHNIQUE: REDUCE ALTERNATIVES/GIVE CHOICES

Teacher: Should I start reading on this first page or on a page in the middle of the book?

Child: The first page!

Teacher: That's right! We start reading the book on the first page so we can understand the story.

TECHNIQUE: ELICITING THE ANSWER

Teacher: Now that I've read the first page, I want to keep reading. Which way should I turn the page?

Child: This way!



★ Low Support Examples ★

TECHNIQUE: PREDICTION

Teacher: If I started reading this book on this page near the end, would the story make sense?

Child: No.

Teacher: That's right! We start at the beginning of the book so we can read the whole story.

TECHNIQUE: ENCOURAGEMENT

Teacher: I think you remember which way we turn the pages to read a book, London. Can you show me how to turn the pages of this book so we can read it together?

Each book has two STAR cards.