Phonological Awareness Development in Emergent Readers

March 2019
Building Early Language & Literacy Skills
- Dr. Lucy Hart Paulson

Sit Together & Read (STAR)
- Dr. Laura Justice, Ohio State University

Heggerty Phonemic Awareness Curriculum PreK
- Dr. Michael Heggerty

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

Word Recognition x Language Comprehension = Reading Comprehension

- Phonics
- Phonemic Awareness
- Sight words
- Listening comprehension
- Vocabulary
- Oral language
- Background knowledge
- Literacy Knowledge

Gough & Tunmer, 1986
We are NOT teaching young children to read.

We are building foundational skills that will ease the transition to formal reading instruction.
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
What does ‘early literacy’ look like in a young child?

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

Why Is Print Knowledge Important?

Children with limited knowledge about print enter kindergarten already behind in reading development.
Why Is Print Knowledge Important?

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%

37% of entering kindergartners with poor literacy skills will pass the third-grade reading test.
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
DRIVE BUS!!!
Feed me!

Nice toss, guys!

STOP!

I STINK!

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

**Print-Rich Books** have interesting **features** about **print** to discuss!
<table>
<thead>
<tr>
<th>STAR Dialog</th>
<th>Typical Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>The title of this book is “Vegetable Soup”</td>
<td>What do you think this book is about?</td>
</tr>
<tr>
<td>What do you think this word is?</td>
<td>This book is about a garden.</td>
</tr>
<tr>
<td>Yep, that says ‘carrot’ on that garden marker.</td>
<td>Here he’s got a shovel.</td>
</tr>
<tr>
<td>Look at these tiny words here. They say ‘tomato’ and ‘peas’</td>
<td>What’s he digging up?</td>
</tr>
</tbody>
</table>
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!
What You Need to Participate in STAR

30 print-rich storybooks to read aloud.

Each book has two STAR cards.