



**Early Literacy Alliance
of Waterloo Region**

Partnering for early literacy. Ensuring a strong future.

Talk

Presented by Gabriele Croft,
Speech/Language Pathologist,
KidsAbility Centre for Child Development.
April 30, 2014





**Early Literacy Alliance
of Waterloo Region**

Partnering for early literacy. Ensuring a strong future.

TALK

Why is this important?

What do we mean by talk?

What areas of Oral Language affect literacy development the most?

1. Conversation skills
2. Vocabulary building
3. Story telling and listening



**Early Literacy Alliance
of Waterloo Region**

Partnering for early literacy. Ensuring a strong future.

Conversation Skills

The better the child's conversation skills, the more he will be able to understand what he reads later on.

-i.e. There is a direct relationship between conversation and reading by Grade 3.





Conversations (continued)

Strategies:

1. OWL (www.hanen.org)
2. Follow child's lead
3. Keep the conversation going with comments and questions
4. Read again and again
5. Choose books that are good for conversations

****Adult responsiveness is key****



**Early Literacy Alliance
of Waterloo Region**

Partnering for early literacy. Ensuring a strong future.

Conversations (continued)

- Read **with** your child, not **to** them. Make book reading a conversational time
- Pause often
- Make comments
- Allow for questions
- Wonder aloud
- Relate to a familiar experience



Early Literacy Alliance
of Waterloo Region

Partnering for early literacy. Ensuring a strong future.

Conversations (continued)



What are good questions?

- motivation to answer
- open-ended
- relevant (interest and experience)
- make the child “think” – What would you do? What could happen next? How would you feel?

DO NOT – “test”, ask too many, questions that the child is not interested in.





**Early Literacy Alliance
of Waterloo Region**

Partnering for early literacy. Ensuring a strong future.

Vocabulary

The more words a child knows, the easier it will be for him to learn more words and gain meaning from the stories he hears.

There is a direct relationship between a preschooler's vocabulary and reading comprehension by Grade 2 to 3.



**Early Literacy Alliance
of Waterloo Region**

Partnering for early literacy. Ensuring a strong future.

Vocabulary (continued)

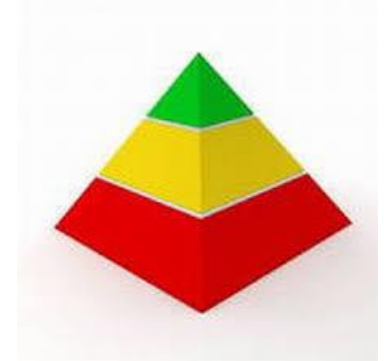
Understanding words makes it easier to gain meaning from sentences and stories and to “sound out” words/make predictions. (e.g. a child may sound out “m-oi-s-t” but it is not helpful if he doesn’t know what it means)

Knowing what a word means helps relate to other words and therefore easier to learn more words (e.g. Doctor – surgery, medication)

New words may have limited understanding at first – conversations help to build understanding and expand meaning (e.g. “disgusting” medicine)



Vocabulary Strategies



Think about Tier 1 and Tier 2 words.

Pre-select up to 5 words/story to “highlight”

Think about:

-Nouns (dog-dalmatian, baby- infant)

-Verbs (buy-purchase; get-retrieve)

-Adverbs (wet-soggy, drenched; scared-hesitant, fearful)





Early Literacy Alliance
of Waterloo Region

Partnering for early literacy. Ensuring a strong future.

Vocab Strategies (continued)

Stress the word

Show – use illustrations

Give examples

Relate to child's experiences

Use in a sentence, child use in a sentence

Use throughout the day in a variety of ways to help solidify the meaning of the word and generalize.

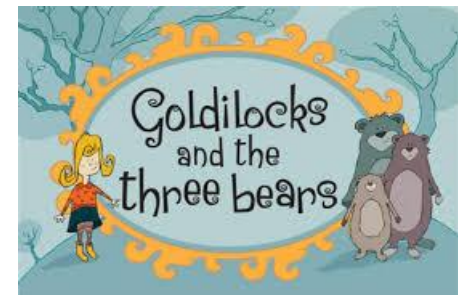


Early Literacy Alliance
of Waterloo Region

Partnering for early literacy. Ensuring a strong future.

Story Skills – listening and talking

The more experience the child has with listening to stories, the easier it will be to read and write stories later on.





Story skills (continued)

There are 2 levels of comprehension:

- 1) Basic – answering Who, What, Where, questions
- 2) Deeper level of meaning (reading between the lines)
– why did that happen? How did it happen? How does the character feel? What would you do? What could happen next?

*Importance of repeated reading to go from surface to deep comprehension – builds thinking skills



Story Skills (continued)

Strategies:

1. Teach about story structure (characters, setting, problem, action, resolution)
2. Make “thinking out loud comments”- “I wonder...”, “I’m thinking that maybe....”, “I’m trying to understand.....”
3. Think about the story before and after reading. Encourage problem-solving.
4. Do follow-up re-enactment – use props, puppets, role play, etc.





References

1. I'm Ready! – How to Prepare your child for Reading Success – Greenberg and Weitzman. 2014. Hanen (www.hanen.org)
2. Hart and Risley, 1995.
3. Laura Justice, 2013
4. Literacy and the Youngest Learner, 2005