



Language & Literacy Enrichment for Preschoolers

Presented by
Lynne Christofaris, M.A. CCC-SLP
Ahmed Rivera, M.S. CCC-SLP
Sandra Combs, PhD, CCC-SLP
Lesley Raisor-Becker, PhD, CCC-SLP




Learner Outcomes

- 1) Learners will be able to list effects of language and literacy enrichment for preschoolers.
- 2) Learners will be able to identify structural supports that enhance center based learning.
- 3) Learners will be able to identify effective scaffolding techniques to use during play.
- 4) Learners will demonstrate understanding of how text types impact dialogic book reading.



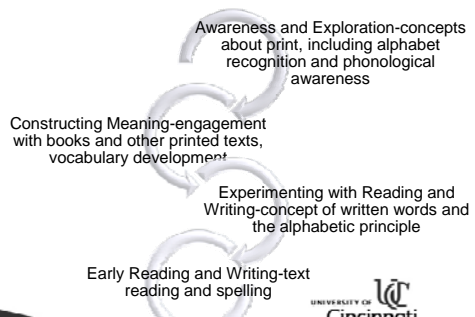
What is emergent literacy?

- The period during which young children develop reading and writing knowledge before becoming conventionally literate.
- Important literacy prerequisites gained through observing and participating in informal literacy events, such as shared storybook reading.



How is literacy acquired?

(McGee & Richgels, 2003)




Awareness and Exploration-concepts about print, including alphabet recognition and phonological awareness

Constructing Meaning-engagement with books and other printed texts, vocabulary development


Experimenting with Reading and Writing-concept of written words and the alphabetic principle

Early Reading and Writing-text reading and spelling




Why is it important to address emergent literacy skills?

- Predictive of later reading ability. (National Institute of Child Health and Human Development, 2008; Scarborough, 2003)
- Achievement gaps, such as those seen in reading, are firmly established before children enter school, and “children who start school behind in these areas tend to stay behind” (Whitehurst & Lonigan, 2001, p.21).




Why is it important to address emergent literacy skills?

- The effects of a high quality language and literacy enrichment program will provide the children with the corner stones for developing a strong foundation to build on for adequate reading and writing skills.




Effects of language and literacy enrichment for preschoolers

- A language and literacy enrichment environment “equips” children with the tools for achieving literacy skills.




Effects of language and literacy enrichment for preschoolers

- Skills like phonological awareness, writing, phonological short-term memory, etc., predict later reading, writing and spelling outcomes. (National Institute for Literacy, 2008)



Effects of language and literacy enrichment for preschoolers


- Dialogic book reading greatly impacts expressive language, MLU, writing, print concepts and linguistic awareness. (Cutspec, 2006)
- Children learn new vocabulary more effectively when brief explanations of the new words are offered. (Johnson & Yeates, 2007)



Language and literacy development for preschoolers

- **Benchmarks**
 - Awareness and exploration
 - Constructing Meaning
 - Experimenting reading and writing
 - Early reading and writing

(McGee & Richgels, 2003)




Language and literacy development for preschoolers

- **Awareness and Exploration**
 - Conscious Attention (consciousness/intentionality)
 - Concept about print
 - Alphabet recognition
 - Beginnings of phonological awareness
- **Meaning construction**
 - Voc. development



Language and literacy development for preschoolers

- **Awareness and Exploration**
 - Conscious Attention (consciousness/intentionality)
 - Concept about print



Language and literacy development for preschoolers

- Awareness and Exploration (cont.)
 - Alphabet recognition
 - Beginnings of phonological awareness
- Meaning construction
 - Voc. development



Language and literacy development for preschoolers

- Experimenting reading and writing
 - Concept of written words
 - Alphabetic Principle
 - Experimenter Spell
 - Constructing meaning: Book engagement



Language and literacy development for preschoolers

- Experimenting reading and writing
 - Concept of written words
 - Alphabetic Principle



Language and literacy development for preschoolers

- Experimenting reading and writing (cont.)
 - Experimenters Spell
 - Constructing meaning: Book engagement



Language and literacy development for preschoolers

- Early reading and writing
 - Text reading (early readers)
 - Spelling (early writers)



Important consideration...

- These stages overlap one another. They are not sharply divided from one another.
- Children may move back and forth between phases that are next to each other.



Principles of Literacy Learning

(McGee & Richgels, 2003)

- 1. Learning emerges from social interaction during joint participation in an authentic task
- 2. Learning is accelerated when instruction is responsive to the needs of the individual, and learning is refined through feedback.
- 3. Learning is extended through independent practice



Principles of Literacy Learning

(McGee & Richgels, 2003)

- 4. Learning is more likely to occur when materials are at hand during opportune moments of motivation
- 5. Learning emerges from tasks that are meaningful and motivating to learners



Assessment of emergent literacy in a preschool setting

- Refined observational skills
- Anecdotal records and authentic artifacts
- Developmental checklists
- Authentic assessments
- Standardized testing



Six principles of vocabulary learning

(Dickinson, Hirsh-Pasek, and Golinkoff)

- 1. Frequency matters: Children learn the words that they hear the most
- 2. Make it interesting: Children learn words for things and events that interest them
- 3. Make it responsive: Interactive and responsive contexts rather than passive contexts favor vocabulary learning



Six principles of vocabulary learning

(Dickinson, Hirsh-Pasek, and Golinkoff)

- 4. Focus on meaning: Children learn words best in meaningful contexts
- 5. Be clear: Children need clear information about word meaning
- 6. Beyond the word: Vocabulary learning and grammatical development are reciprocal processes



Scaffolding Strategies

- High Support- co-participation; elicitation; reduce choices (Justice et al., 2009)
- Interactive-Recruit attn. and interest, demonstrate problem solving
- Peer Models



Structural supports that enhance center based learning

- Provide connections between children's world and wider environment they will encounter later in life
- Task oriented-Allows children to actively use materials, talk about task at hand, and negotiate with peers and teachers



Structural supports that enhance center based learning

- Open-ended
- Careful arrangement of classroom space
- Thoughtful selection of materials and their storage
- Attention to simple routines



Enhancing language and literacy in centers

- Authentic props and materials
- Clearly defined themes
- Incorporate writing/reading into all centers
- Introduce children to props and explain possible uses
- Set expectations and track how children interact with each other and centers



Bridging the book

- Book selection can guide design of all other centers
- This will enhance vocabulary, concept, and schema understanding
- Helps children bridge connections between book and real world



Structural supports that enhance center based learning

- Centers
 - Centers that provide opportunities and appropriate materials for children to experiment and use literacy is very important.

Library Center Dramatic Play Center
Literacy focused Centers



Library Center


(McGee & Richgels, 2003)

- Space for at least 3-4 children
- Displays for objects and books (their covers visible)
- Storage for large quantities of books
- Equipment for audio books
- Seating appropriate for reading (comfortable)
- Special display for books recently read aloud by the teacher to the children




Dramatic Play Center

- Play themes that elicit high level of pretend reading and writing are:
 - Office
 - Library
 - Doctor's office
 - Post office
 - Restaurant



Post office


<p>Dramatic Props</p> <ul style="list-style-type: none"> • Tote bag for mail • Mailboxes • Telephone • Paper clips, rubber bands and scissors • Shoe boxes 	<p>Literacy Props</p> <ul style="list-style-type: none"> • Pencil, pens, markers • Envelopes • Stickers • Telephone book • Forms from post office • Calendar
--	---



Literacy Focused Centers

- Literacy focused centers permit the child to explore by himself/herself without intervention from the adult.
- Children will connect what they understand about literacy concepts with other strategies and skills.


(McGee & Richgels, 2003)



Literacy focused centers

- Computer Center
- Writing Center
- Letter and Word Center
- Sound Center


(McGee & Richgels, 2003)



Writing Center


<ul style="list-style-type: none"> • Writing tools (pencils, pens, crayons, etc.) • Alphabet (stamps, tiles, sponges, etc.) • Pads (post it, etc.) • Reference material • Paper (lined and unlined) 	<ul style="list-style-type: none"> • Visual dictionaries • Words related to the theme • Board (white board, chalk boards, wipe off boards, etc.) • Environmental print
--	--

(McGee & Richgels, 2003)



Structural supports that enhance center based learning

<p>Environmental Print</p> <ul style="list-style-type: none"> • Empty boxes of products • Newspapers • Junk mail • Old telephone book (yellow pages) • Maps • Shopping bags with store name 	<p>Classroom Print</p> <ul style="list-style-type: none"> • Print found in walls, bulletins or posted directions • Labeling items in classroom • Demonstrate the usefulness of print frequently.
--	--



Play and Language Development

- Natural interactions can mimic the way vocabulary learning takes place in the home
- Heightens engagement and motivation.
- Frequency? Interest? Interactive? Meaningful? Clear? Contextual grammar?



UNIVERSITY OF
Cincinnati

Types of play

- Functional
- Constructive
- Dramatic
- Rule based



UNIVERSITY OF
Cincinnati

Sociodramatic play

- Symbolic Representation
- Social interaction: free play or guided play
- Means > ends
- Internal Control

UNIVERSITY OF
Cincinnati

Past research

- Symbolic play in preschool=academics in 1st grade (Wolfgang, 1974)
- Symbolic play=language (Pelligrini, 1985)
- Symbolic transformations=writing skills (Roskos & Neuman, 1998)
- Oral language=reading skills (Roskos & Neuman, 1998)

UNIVERSITY OF
Cincinnati

Play & Literacy Learning

- Personal Connections
- Multiple sign systems
- Transmediation
- Community
- Flexibility

(Rowe, 1998)

UNIVERSITY OF
Cincinnati

Play in our modern world

- Disappearing from our preschools
- More research on play~academic skills
- Symbolic substitution~growth rates of reading and math for students with and without disabilities (Hanline et al., 2010)

UNIVERSITY OF
Cincinnati

Play in our modern world

- Technology
- Multi-modal literacies
- Multi-modal play
- Marginalized learners



Multi-modal Play & literacies

- Identities explored symbolically
- Expand understanding of culture
- Multimodal Play (Wohlwend, 2008)
- 1) Try out social practices
- 2) Explore multimodal potential of materials
- 3) Construct spaces for peer culture



Scaffolding during play

- Encourage less teacher talk and more child talk
- Encourage teachers to avoid simple concrete questions and comments
- This is prime time to introduce more sophisticated or “rare” words into play.



Conversations with Preschoolers

- Set goals for number of conversations with each child per day.
- Direct conversations to children who are least likely to initiate them.
- “Sit & Stay” rather than cruise around the room



Conversations with Preschoolers

- High quality conversations include those in which participants solve a problem, complete a task, learn something new, or share information
- Recast and elaborate with more complex sentence structures
- Focus on length of conversations



Modern Preschools (Conner et al, 2006)

- Emergent literacy activities:
 - Code focused vs meaning focused
 - Explicit vs implicit
 - Classroom level vs student level



Modern Preschools

- Explicit meaning focused activities~ vocabulary growth
- Play related to vocabulary growth but not code-focused outcomes
- Code focused activities predicted letter-word recognition

(Connor et al, 2006)



Shared Reading Experiences

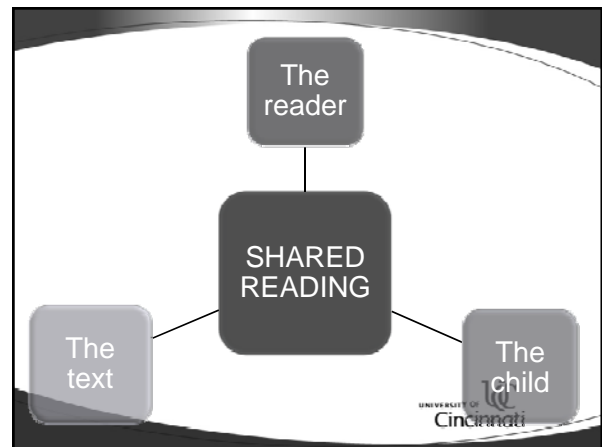
- Research conducted over the last thirty years has demonstrated the positive impact of shared book reading on children's language, pre-literacy, and literacy skills.

(for reviews, see Bus & van Ijzendoorn, 1998; Scarborough & Dobrich, 1994).



Shared Reading Experiences

- Provides an interactive context that can be highly appealing and engaging for children
- Rich climate to engage oral language skills with an emphasis on important literacy conventions



What is dialogic reading?

- Form of shared reading with active child participation by eliciting comments, questions, providing feedback, and adapting to the child's linguistic skills

(Lonigan & Whitehurst, 1998)



What is dialogic reading?

- Use many open ended WH questions
- Follow up with correct answers by asking another question
- Repeat and expand
- Shadow child's interest
- Praise and encourage



What is dialogic reading?

- With time, the child becomes the primary storyteller.
- Positive effects on oral language development and some emergent and conventional literacy skills (Lonigan & Whitehurst, 1998; Evans & Shaw, 2008)



Dialogic Reading: The perfect home-based intervention

- Parenting practices are the strongest predictor of early literacy skills (NICHD Early Child Care Research Network, 2003)
- Quality of interactions is most important (Snow et al., 1998)
- Maternal sensitivity, age appropriate materials, and frequency/complexity of parental language and book reading all found to significantly predict early literacy skills when studied longitudinally.



Teaching dialogic book reading

- Must be modeled
- Needs to cover all aspects:
 1. Sensitivity and responsiveness
 2. Stimulating books
 3. Encourage repetition and increased frequency of book sharing.
 4. Complex language use



Teaching dialogic book reading

- How would you introduce this concept to teachers?
- How would you model and explicitly provide instructions
- How would you state the effects of dialogic reading?



Text type effects

- Different types of books will influence the interactions and comments from readers and children
- A variety of text type exposure is important for later academic success




Things to consider

- Length, language, and illustrations
- Relationship to academic content standards
- Children's previous experiences and interests
- Ability to incorporate text throughout centers




Narrative Texts

- “Story grammar” concepts such as characters, setting, problem, rising actions, resolution, etc.
- Sequential concepts such as beginning, middle, end or first, then, last
- Character perspectives and “mental state” words




Informational Texts

- Informational books are rarely utilized in preschool read-alouds
- Scientific and technical world information
- Select only a few key words, as these books are often full of “rare” words
- Cause-effect relationships
- Extension
- Also great books to “browse through” in library center




Informational Texts

- Enhance abstract language use from children and readers (Price, van Kleeck, & Huberty, 2009)
- Contain more inferential language including predictions, reasoning, and explanations in vocabulary (Smolkin et al., 2008)
- Unique text structure
- Many categorical concepts, comparisons, and rich descriptions



Mixed Genre or “Hybrid”

- May be easier to read aloud than typical expository books (Donovan & Smolkin, 2001)
- Important to include both narrative and expository sections
- Important to discuss differences in factual versus fictional information in the text.



Writing Style

freezing





F
A
L
L
I
N
G

beautiful



Writing Style

- Consider highly salient forms of print
- Speech balloons, labels within pictures, isolated letters and words, highlighted or bold words, size, and font
- Prompts children to attend to print for longer periods of time and discuss print more often (Justice, Skibbe, Canning, & Lankford, 2005)
- Consider the “art of writing”



How to enhance play through dialogic book reading

- Embed concrete vocabulary-related objects from the book into play centers.
- Subtly shape exposure and mastery of specific vocabulary
- Place books at center with props after reading
- Carefully consider other centers when choosing books
- Encourage personal connections during dialogic reading that can transfer to play



Book related dramatic play

- Favorite parts
- Problematic sections
- World questions
- Innovative connections

(Rowe, 1998)



Moving forward?

- “Virtual playgrounds”

(Roskos & Christie, 2011)

- Dynamic Perspectives
- Data collection and analysis



SLP role in education of early childhood educators

- Knowledge focused or Practice focused education?
- Practice-focused professional development is key to improving quality of language and literacy outcomes

(See Zaslow, Tout, Halle, & Starr in Ed. Neuman & Dickinson, 2011 for a review)



References

Bus, A., van Ijzendoorn, M., & Pellegrini, A. (1995). Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy. *Review of Educational Research*, 65, 1-21.

Connor, C.M., Morrison, F.J., & Slominski, L. (2006). Preschool instruction and children's emergent literacy growth. *Journal of Educational Psychology*, 98(4), 665-689.

Cutspec, P. (2006). Effects of dialogic book reading on the language development of 4-and 5-year old children. *Bridges: Practice-based research Synthesis*, 4 (3), 1-15

Developing Early Literacy Report of the National Early literacy Panel: A Scientific Synthesis of Early Literacy Development and Implications for interventions. Department of Health and Human Services. National Institute for Literacy. 2008

Dickinson, D., Golinkoff, R. M., & Hirsh-Pasek, K. (2010). Speaking out for language: Why language is central for learning development. Comment on the NELP Report. Educational Researcher.

Donovan, C. A., & Smolkin, L. B. (2001). Genre and other factors influencing teachers' book selections for science instruction. *Reading Research Quarterly*, 36, 412-440.

Evans, M. A. & Shaw, D. (2008). Home grown for reading: Parental contributions to literacy development. *Canadian Psychology*, 49, 89-95

Hanline, M.F., Milton, S., & Phelps, P.C. (2008). A longitudinal study exploring the relationship of representational levels of three aspects of preschool sociodramatic play and early academic skills. *Journal of Research in Childhood Education*, 23(1), 19-28.



References

Johnson, C. J., & Yeates, E. (2007). Evidence-Based Vocabulary Instruction for Elementary Students Via Storybook Reading. *EBP Briefs*, 1, 25-40

Justice, L. M., Kaderavek, J. N., Xiato Fan, Sofka, A. & Hunt, A. (2009). Accelerating Preschoolers' Early Literacy Development Through Classroom-Based Teacher-Child Storybook Reading and Explicit Print Referencing. *Language, Speech and Hearing Services in Schools*. Vol 40. 67-85

Justice, L., Skibbe, L., Canning, A., & Lankford, C. (2005). Preschoolers, print, and storybooks: An observational study using eye-gaze analysis. *Journal of Research in Reading*, 28, 229-243.

Lonigan, C.J., & Whitehurst, G.J.(1998). Relative efficacy of parent and teacher involvement in a shared-reading intervention for preschool children from low-income backgrounds. *Early Childhood Research Quarterly*, 17, 265-292.

McGee, L.M., & Richgels, D.J. (2003). Designing early literacy programs: Strategies for at-risk preschool and kindergarten children. New York: Guilford Press

Pellegrini, A.D. (1985). The relations between symbolic play and literate behavior: A review and critique of the empirical literature. *Review of Educational Research*, 55, 207-221.



References

- Price, L. H., van Kleeck, A., & Huberty, C. J. (2009). Talk during book sharing between parents and preschool children: A comparison between storybook and expository book conditions. *Reading Research Quarterly*, 44(2), 171 – 194.
- Roskos, K. A., & Christie, J.F. (2011). Mindbrain and play-literacy connections. *Journal of Early Childhood Literacy*, 11 (1), 73-94.
- Roskos, K.A., Christie, J.F., Widman, S., & Holding, A. (2010). Three decades in: Priming for meta-analysis in play-literacy research. *Journal of Early Childhood Literacy*, 10(1), 55-96.
- Roskos, K. & Neuman, S.B. (1998) Play as an opportunity for literacy. In O.N. Saracho & B. Spodek (Eds.), *Multiple Perspectives on play in early childhood* (pp100-116). Albany, NY: State University of New York Press.
- Rowe, D.W. (1998). The literate potentials of book related dramatic play. *Reading Research Quarterly*, 33(1), 10-35.
- Scarborough, H. S., & Dobrich, W. (1994). On the efficacy of reading to preschoolers. *Developmental Review*, 14, 245-302.
- Scarborough, H. S., & Parker, J. L. (2003). Matthew effects in children with learning disabilities: Development of reading, IQ, and psychosocial problems from grade 2 to grade 8. *Annals of Dyslexia*, 53, 47-71.



References

- Smolkin, L. B., & Donovan, C. A. (2005). Probing a science trade book: Planet earth, Gail Gibbons, and multimodal literacy. *Language Arts*, 83, 52-64.
- Snow, C. E., Burns, M. S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press
- Vygotsky, L.S. (1967). Play and its role in the mental development of the child. *Soviet Psychology*, 12, 62-76.
- Whitehurst, G.J., & Lonigan, C.J. (2001). Emergent literacy: Development from pre-readers to readers. In S. B Neuman & D. K. Dickenson (Eds.), *Handbook of Early Literacy Research* (pp. 11 - 29). New York: Guilford Press.
- Wohlwend, K. (2008). Play as a literacy of possibilities: Expanding meanings in practices, materials, and spaces. *Language Arts*, 86(2), 127-136.
- Wolfgang, C. (1974). An exploration of the relationship between the cognitive area of reading and selected developmental aspects of children's play. *Psychology in the Schools*, 11, 338-343.
- Zaslow, M., Tout, K., Halle, T., & Starr, R. (2011). Professional development for early childhood educators: Reviewing and revising conceptualizations. In S. B. Neuman and D. K. Dickinson (Eds.), *Handbook of early literacy research* (Vol. 3, pp. 426). New York: Guilford Press.

