

The background is a composite image. The top left shows a line of yellow school buses with 'SCHOOL BUS' written on the front. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several small tables and chairs arranged in the room.

Early Literacy: The Root of Reading

Governor's Office of Early Childhood

Early Childhood Institute

November 6 – 7, 2024



Kentucky Department of

EDUCATION

Meet your Presenter



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Welcome

Take a few minutes and use the provided Post-it notes to write down either a few words or short phrases that come to mind when you hear the words "Early Literacy."

Place those Post-it notes on the anchor chart labeled "Before."

Learning Objectives

- After this session, participants will be able to explain the importance of early literacy in relation to overall school success.
- After this session, participants will be able to demonstrate their knowledge of Kentucky Early Childhood Standards related to literacy.
- After this session, participants will be able to describe multiple instructional strategies found in early literacy programs.

What do you see?

Did you see:

- Signs of Expressive Language
- Signs of Receptive Language
- Signs of the Early Understanding of Conversation Conventions
- Learning



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Early Literacy – What Research Tells Us

- Children start to develop literacy skills early in life and this development predates preschool.
- Planning and intentional instruction are required for children to develop the skills needed to be successful readers.
- Assessments should be used to plan instruction and should be on-going in nature.

(NAEYC, 2009)

Early Literacy – What Research Tells Us

- Teaching methods should include a variety of methods and approaches. No one method will be successful every time or for every child.
- Early skills such as phonic awareness, letter recognition, segmenting words into sounds and decoding print are the foundational skills that support reading competency.
- Children who are English language learners will become literate more easily if they first have a strong foundation in their home language.

(NAEYC, 2009)

Early Literacy – What Research Tell Us

We know that early literacy is important because it provides the time and space for our students to learn and develop the skills that they will need to be successful readers.

Puzzle Activity

- Divide into two teams at your table.
- Work as a team to complete the puzzle.
- You have 10 minutes to complete your puzzle.
- Your objective is to complete your supplied puzzle before the other team.

Early Literacy – What is it?

“Early literacy is not about learning to read in preschool; it is about building the important foundations needed for a smooth transition into early reading and writing in primary grades” (Paulson & Moats, 2018, p.1).



The Simple View of Reading



(Gough & Tunmer, 2020)

Scarborough's Reading Rope

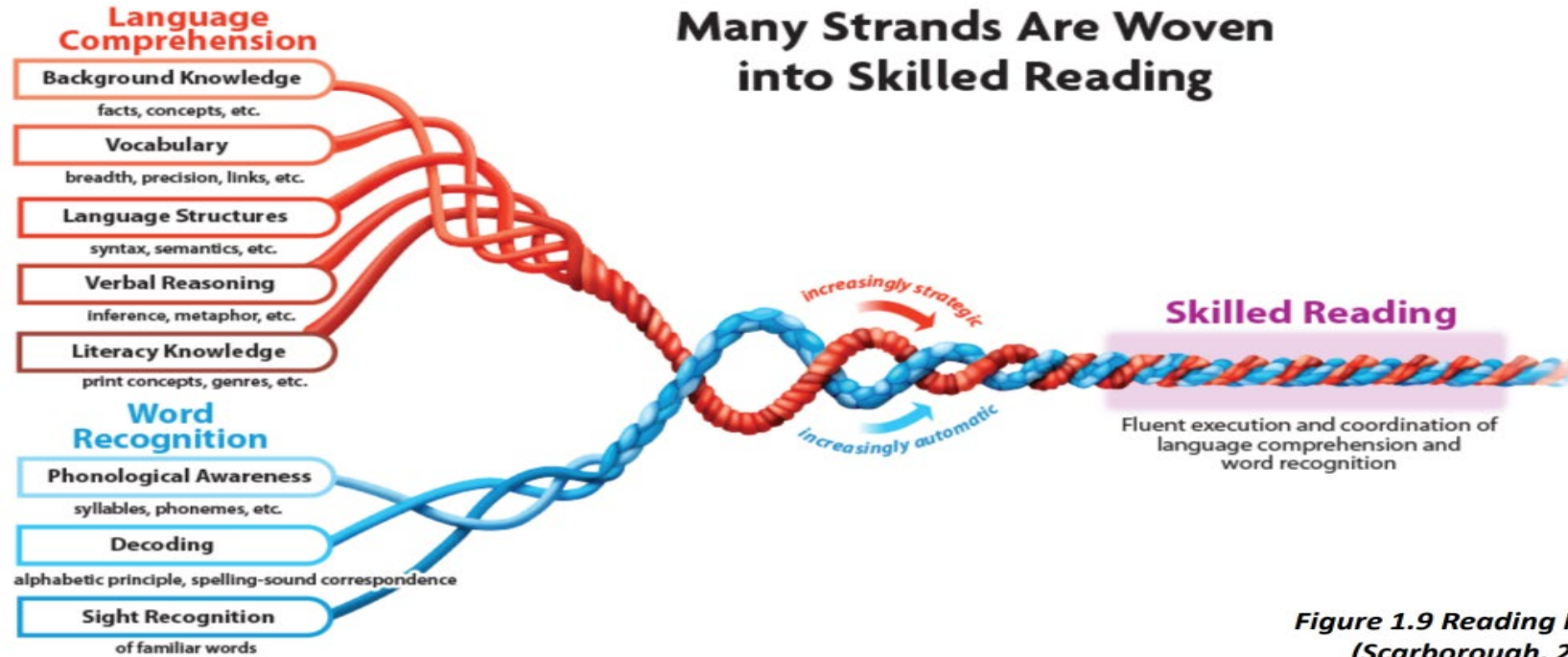


Figure 1.9 Reading Rope
(Scarborough, 2001)

Skills Acquisition – What the Research Tells Us

- The academic success of students in the intermediate grades has been directly correlated to both the number of words and the types of conversation interactions a student is exposed to in early childhood.
- Oral language, phonological processing and print knowledge are three foundational skill areas that are strongly predicative of a student's ability to learn to read.

(Paulson & Moats, 2018)

Early Literacy – Kentucky State Standards

Language and Early Literacy

Standard 1 – Demonstrates skills and strategies needed for receptive communication.

Standard 2 – Demonstrates skills and strategies needed for expressive communication.

Standard 3 – Demonstrates early literacy skills that are foundational for the reading process.

Standard 4 – Demonstrates early literacy skills that are foundational for the writing process.



[Governor's Office of Early Childhood \(ky.gov\)](http://ky.gov)

Early Literacy – Kentucky State Standards

Alignment Kentucky Academic Standards

Birth to 3

3 to 4

Kindergarten

COMMUNICATION

The process of sharing or exchanging information verbally or nonverbally.

LANGUAGE & EARLY LITERACY

A child's emerging ability to communicate and connect with others through listening, expressing, speaking (verbally and nonverbally), reading and writing.

READING & WRITING



Foundational Skills

If a student did not recognize numbers, would you ask them to solve $2 + 3$? If a student could not solve $2 + 3$, would you ask them to solve the number equation $a^2 + b^2 = c^2$?



If a student did not know any letters, would you ask them to read a word? If they did not know any words, would you ask them to read a sentence?



Foundational Skills

If a student could not hold a pencil to scribble, would you ask them to write letters? If they could not write letters, would you ask them to write their name?



Developmentally Appropriate Practice

The term “developmentally appropriate” appears in the regulation that provides for preschool, 704 KAR 3:410, 13 different times and in 11 different contexts.

What does developmentally appropriate practice mean? What does it look like?

Developmentally Appropriate Practice

Defining Developmentally Appropriate Practice

Methods that promote each child's optimal development and learning through a **strengths-based, play-based approach to joyful, engaged learning**. Educators implement developmentally appropriate practice by recognizing the **multiple assets** all young children bring to the early learning program as **unique individuals** and as members of families and communities. Building on each child's strengths and **taking care to not harm any aspect of each child's physical, cognitive, social or emotional wellbeing** educators design and implement learning environments to help all children achieve their full potential across all domains of development and across all content areas. Developmentally appropriate practice recognizes and supports each individual as a valued member of the learning community. As a result, to be developmentally appropriate, practices must also be **culturally, linguistically and ability appropriate for each child**. (NAEYC, 2020, p. 5)

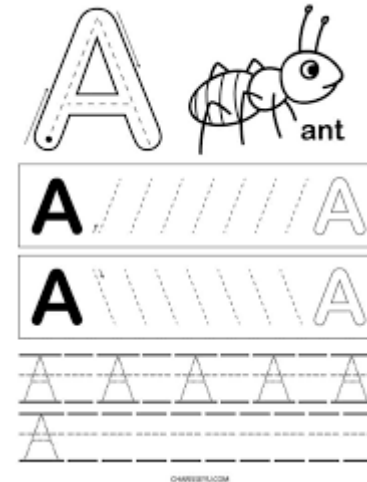
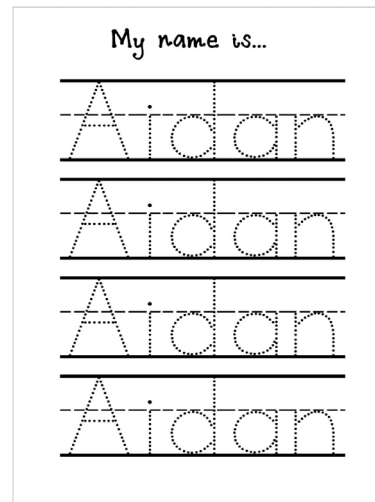
Developmentally Appropriate Practice

What could you recommend to replace:



Flashcards

Name Tracing



ABC Worksheets

Worksheets

704 KAR 3:410 (Section 6 [15])

“Test sheets, workbooks and ditto sheets shall not be used as they are not developmentally appropriate for preschool children.”

Read Alouds

Elements of a high quality read aloud include:

- It is an intentional instructional practice.
- Includes a variety of voice inflection, pace, eye contact, gestures, props.
- Includes time for questions, reactions and comments.
- Includes multiple conversational exchanges.
- The intended goal is not to simply get to end of the book.

(Kinsner & Parlakian, 2021)

Read Alouds

Promoting Early Reading Skills –

- Offer new words and repeat words that interest the child
- Add information to what is being read
- Connect to the student's personal experiences
- Compare and contrast elements found in the text

(Kinsner & Parlakian, 2021)

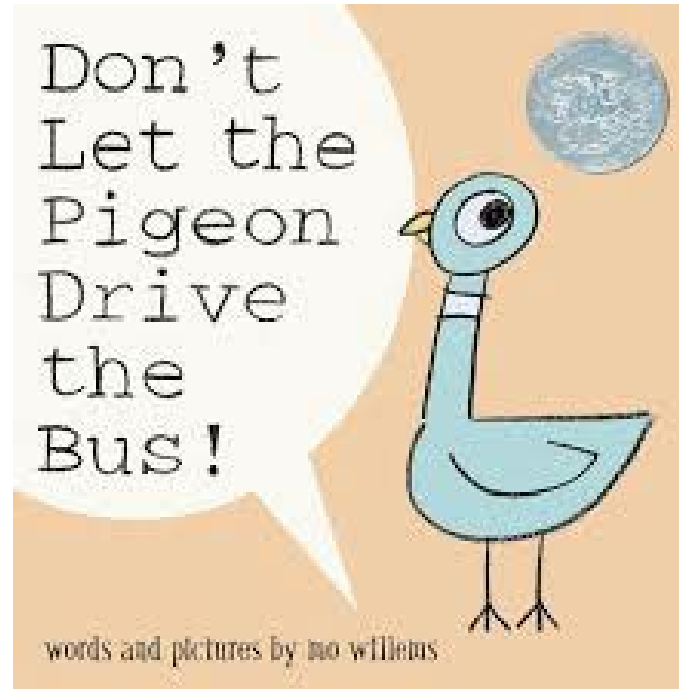
Read Alouds

Promoting Emerging Reading Skills –

- Let the child supply repeated phrases
- Ask children to describe the event of the story
- Ask questions about the pictures
- Make everyday connections to the story

(Kinsner & Parlakian, 2021)

Read Alouds

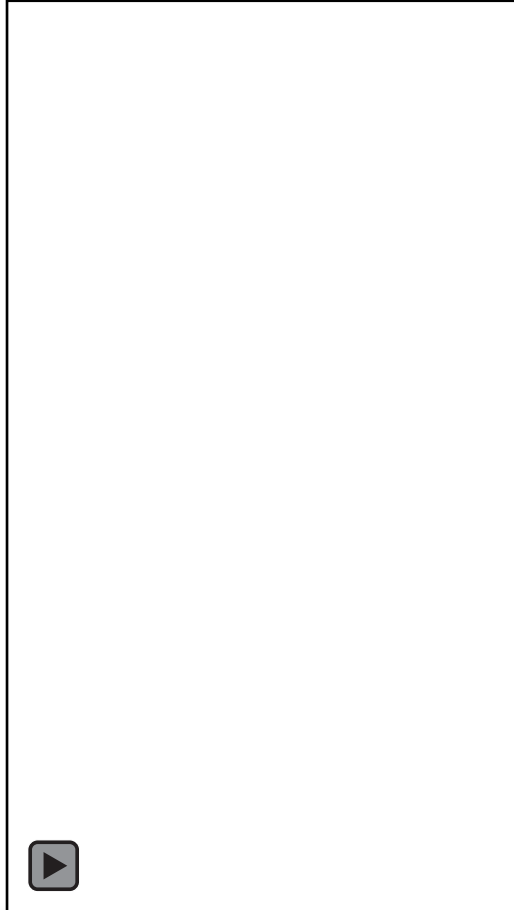


Reflection

Now take a few minutes and use the provided Post-it notes to write down some new and different words or short phrases that come to mind after today's presentation when you hear the words "Early Literacy."

Place those Post-it notes on the anchor charts labeled "After."

Reflection



Remember,
attitude is
contagious!

References

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