

**Building Early Literacy and Language Skills**  
**Book Study**  
 Part 1: Chapters 1 – 4  
 November 4, 2019

1

### Today's Objectives

- 1 Participants will explore the connection between language and literacy and analyze developmental sequences (Chapters 1 & 2)
- 2 Participants will learn how to build literacy and language skills through language structures. (Chapter 3)
- 3 Participants will provide instruction using an "Activity to Build Language Use" from Chapter 4 and reflect with colleagues.

2

### Emerging Literacy Research

- 1 Phonological Awareness
- 2 Oral Language and Vocabulary
- 3 Print Awareness

Pg. 4

3


### Chapters 1 & 2

Participants will explore the connection between language and literacy and analyze developmental sequences.


4

## 3-2-1 Reflection


Share one thing you learned from Chapters 1 & 2



**3 Things You Learned**



**2 Things You Will Use Immediately in Your Work**



**1 Thing That Surprised You**

5

## Speaking is Natural, Reading is Not

Oral Language is based on Phonological Awareness. Written language is based on oral language.



**Oral Language Develops Naturally**

For MOST children, this happens through hearing and reproducing sounds.



**For a Select Few, Intervention is Necessary.**

These children do not develop oral language skills naturally, or have language delays that require attention and additional instruction.



**Literacy Does NOT Develop Naturally**

Reading and writing are far more complex and require explicit instruction. Literacy requires mastery of the *alphabetic principle*.

Pg. 3-5

6



Pg. 5

7

## Layers of Language

- 1 **Phonology**  
The sounds in our language, and the rules to put those sounds together to bake words.
- 2 **Semantics**  
Word meaning, as a component of a vocabulary
- 3 **Morphology**  
Word parts and word formation (-ed, -ing)
- 4 **Syntax**  
Use of words in context, the grammatical order in sentences.
- 5 **Prosody**  
Changes in expression when we speak or read aloud.

Pg. 7-9

8

“The early childhood years, birth through age eight, are the most important developmental period for both language and literacy, during these years the processes of speaking, listening, reading and writing all develop at the same time in an interrelated manner.”

Pg. 11

9

### Language and Literacy Stages of Development

Language Development	Age in Years	Literacy Development
1. <i>Prelexic</i> (cooing and babbling) 0-1 year	0	1. <i>Prelogographic</i> 0-2½ years (before symbols)
2. <i>Lexic</i> (whole verbal words) 1-1½ years	1	2. <i>Logographic</i> 2½-4 years (whole written words)
3. <i>Systematic Simplification</i> (simple word combinations) 1½-2½ years	2	
4. <i>Assembly</i> (syllable combinations) 2½-3½ years	3	3. <i>Early Alphabetic</i> 4-5 years (simple letter/sound correspondences)
5. <i>Metaphonological</i> (awareness of word structure) 3-4 years	4	4. <i>Later Alphabetic</i> 5-6 years (phonetic spelling)
	5	5. <i>Orthographic</i> 7+ years, fluent readers (morphologic structure)
6		
7		
	+	

Pg. 17  
Full Description Pg. 12-17

10

We learn to read **From speech**

To **Print**

11

### 3-2-1 Reflection


Share one of the things you will use immediately from Chapters 1 & 2

- 3 Things You Learned
- 2 Things You Will Use Immediately in Your Work
- 1 Thing That Surprised You

12


## Chapter 3

Participants will learn how to build literacy and language skills through language structures.



13

## Language and Literacy Birth – Age 2



- 1 Read simple books, name and point to pictures and large words or letters.
- 2 Sing songs with rhyme and repetitive patterns
- 3 Repeat what the child is saying and expand on it in an appropriate manner.

Pg. 19 - 21

14

## Language and Literacy Birth – Age 5

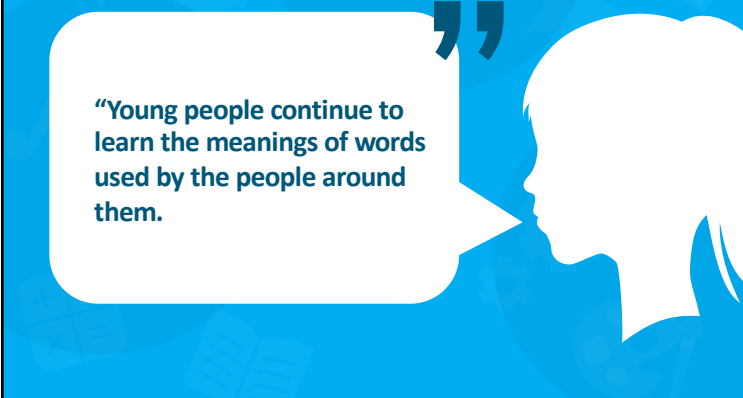


### How Parents and Caregivers Can Help

How can you share this valuable information with your parents and caregivers in a way that is easily accessible?

Pg. 19 - 31

15




“Young people continue to learn the meanings of words used by the people around them.”

Pg. 25

16

## Building Language Structure Skills

- 1 Vocabulary and basic concepts
- 2 Speech intelligibility
- 3 Sentence structure
- 4 Narrative Skills




Pg. 31

17

## 3-2-1 Reflection

Share one of the things that surprised you from Chapter 3




- 3 Things You Learned
- 2 Things You Will Use Immediately in Your Work
- 1 Thing That Surprised You

18

## Read Aloud Scaffolding Techniques

- 1 Labeling and commenting (pictures, words, and letters)
- 2 Pausing (cloze reading) for students to fill in repetitive phrases or words.
- 3 Recast Sentences to provide explanation, increase understanding.
- 4 Direct Questions (concrete, literal)




Pg. 34

19

## Chapter 4

Participants will provide instruction using an "Activity to Build Language Use" from Chapter 4 and reflect with colleagues.

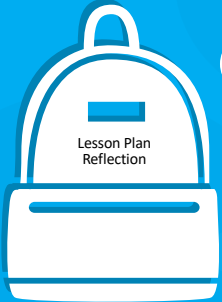


20

## Reflecting on Implementation

**1** What activity did you choose from Chapter 4?

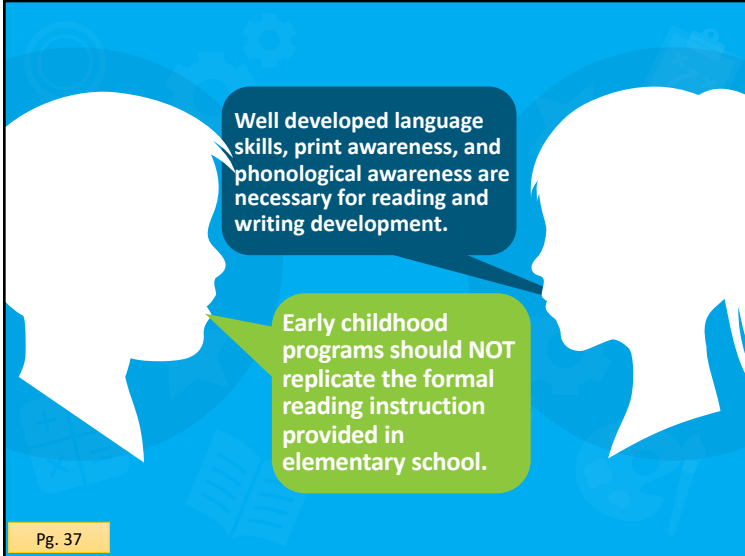
Why did you choose this lesson?



**3** What went well during the lesson?


**4** What changes would you make in the future?

21




Pg. 37

22

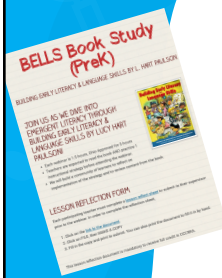


## Evaluate Today's Book Study

<https://forms.gle/uY4PeXTdGYUEBYne7>



23



## Building Early Literacy and Language Book Study

Join Us for Part 2 on January 13, 2020 @ 1:00pm

<https://www.smore.com/jc0s3>

24