

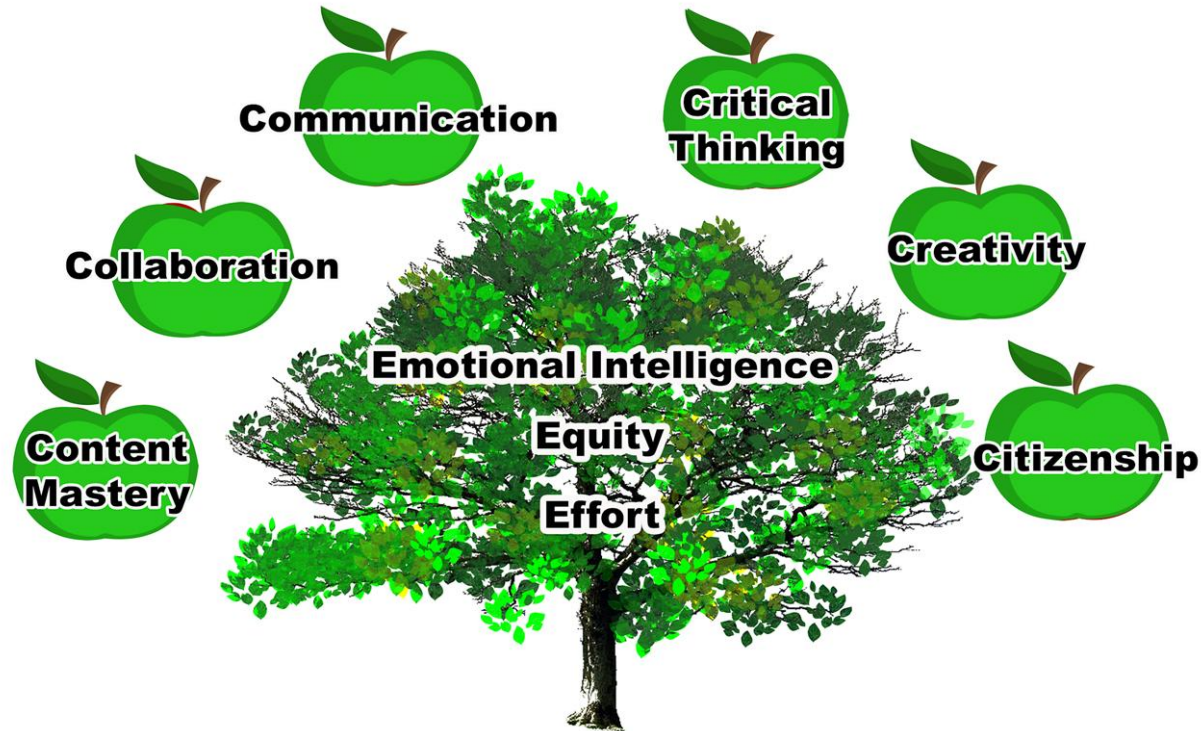
Kindergarten Readiness: Literacy & Language

Early Childhood Collaborative

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Vision of a Graduate



What is the Science of Reading?

“Decades of basic research and randomized controlled trials of intervention and instructional routines have formed ***a substantial evidence base to guide best practices in reading instruction, reading intervention, and the early identification of at-risk readers.***”

Petscher et al, 2020

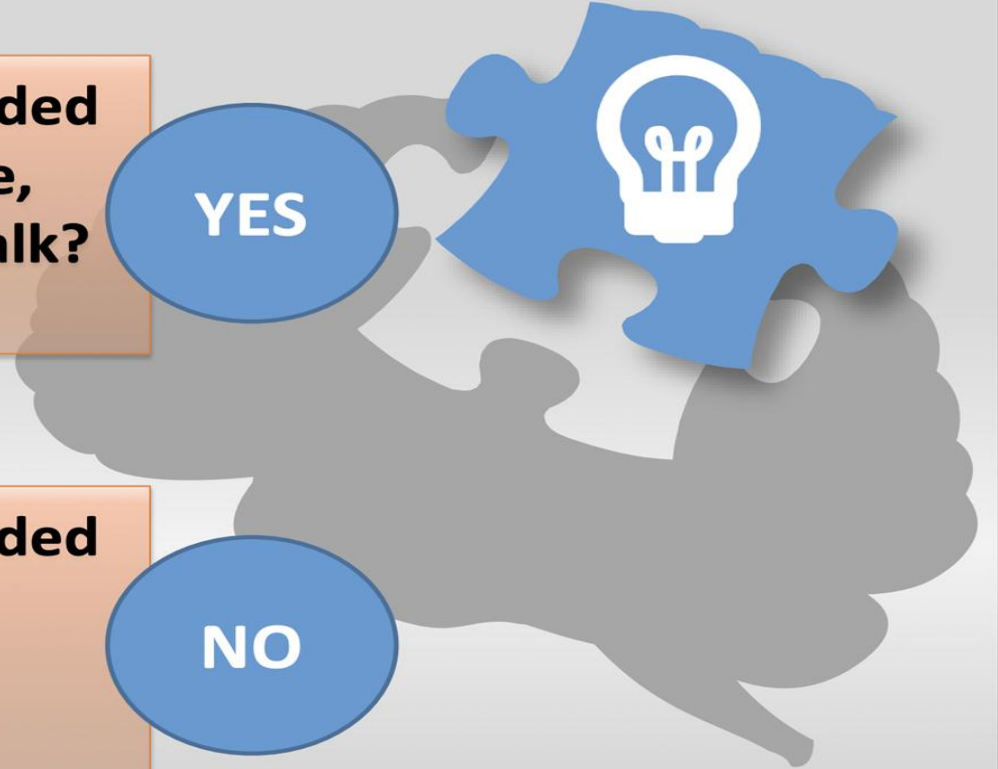
Understanding the Research

If a child is surrounded by spoken language, will they learn to talk?

YES

If a child is surrounded by books, will they learn to read?

NO



The Reading Brain

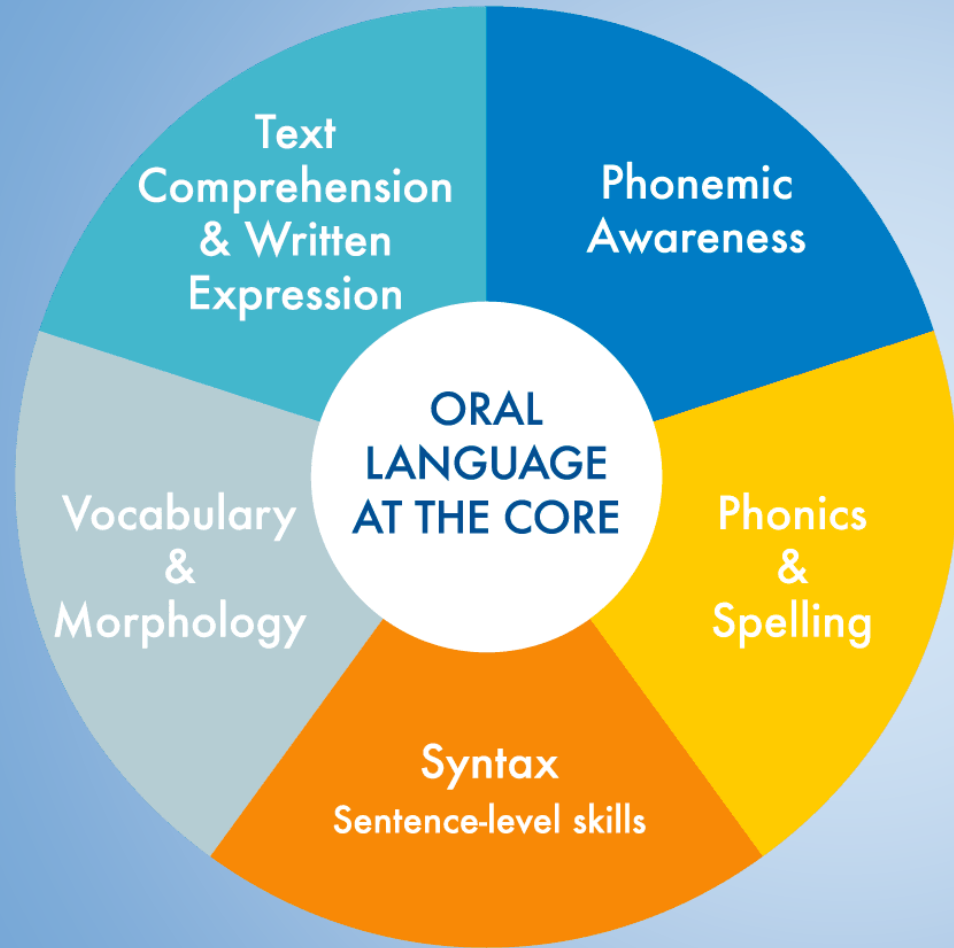
“Each new reader comes to reading with a ‘fresh’ brain -- one that is programmed to speak, see, and think, but not read. Reading requires the brain to rearrange its original parts to learn something new.”

(Maryanne Wolf)

All students need to know the structure of the English language – that is, it is based on an alphabet (phonemic) **and** meaning (morpho). English is ***morphophonemic***.

WHAT IS ORAL LANGUAGE?

Oral language (OL), sometimes called spoken language, includes **speaking** and **listening**—the ways that humans communicate with one another. OL skills provide the foundation for word reading and comprehension. They are at the heart of listening and reading comprehension, serving as a predictor for both.



THE SIMPLE VIEW OF READING



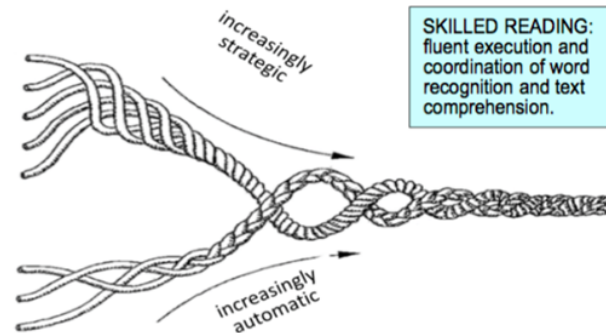
Scarborough's Reading Rope (2001)

LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

The Connection Between Speaking and Reading



WHY ARE ORAL LANGUAGE SKILLS IMPORTANT TO LITERACY?

- Oral language is the foundation of written language
- Reading is a language-based skill. The relationship between oral language and reading is reciprocal (Kamhi & Catts, 1989) with each influencing the other to varying degrees as children progress through school.
- You must be able to understand language at an oral level in order to be expected to understand it at the text level.
- It's difficult to learn to read words if you do not know what they mean
- Children with weak oral language skills are at risk for learning to read and comprehend.

Early learning experiences will support children to:

- Understand & use language
- Gain book appreciation and knowledge
- Gain knowledge of print and its uses
- Develop phonological awareness
- Convey meaning through drawing, letters and words

Receptive Language

Skills

- Understand an increasing variety of words
- Understand complex sentences that include 2-3 concepts.

What you can do:

- Talk with your child.
- Give 2-3 step directions.



Expressive Language

Skills

- Begin to use words that are not part of everyday vocabulary
- Use longer sentences to share ideas
- Use words to express ideas, feelings and needs

What you can do:

- Show a genuine interest when they talk.
- Build vocabulary by reading!
- Offer options to use specific word choice.
- Encourage the use of words to express feelings, emotions and needs.

Social Interactions

Skills

- Initiate and maintain topic of conversation
- Answer simple who, what, where, and why questions
- Speak for a variety of purposes

What you can do:

- Talk with your child!
- Join a playgroup
- Set up playdates



Book Appreciation & Knowledge

Skills

- Select fiction and nonfiction books to be read
- Retell story
- Answer simple who, what, where and why questions.
- Make predictions

What can you do:

- Visit the library.
- Create a reading nook.
- **Read to your child every night.**
- Have your child act out a story or an event from the story.
- Let them share information learned.



Knowledge & Use of Print

Skills

- Demonstrate book awareness
- Recognize that print conveys meaning
- Recognize some letters

What you can do:

- Let your child hold the book and turn the pages.
- Let your child “read” books to you.
- Point out common environmental print & signs
- Point out the letters in your child’s name.



Phonological Awareness

Skills

- Recognize rhyming words in songs and poem
- Identify matching beginning sounds in words
- Identify words in a sentence
- Playing with sounds in words.

What you can do:

- Play rhyming games.
- Clap syllables.
- Beginning sound hunt.
- Robot Talk (sound stretching)
- Sing songs, chants & nursery rhymes.



Written Expression

Skills

- Draw or “write” stories or ideas
 - Scribbles
 - Pictures
 - Letters (or attempt at letters)

What you can do:

- Provide authentic opportunities for them to “write.”
- Model writing for a different purposes
- Engage in play that involves writing



Final Thoughts...

- READ TO YOUR CHILD EVERYDAY!
- Put books in your child's hand.
- Spend time talking with your child and engaging in pretend play.
- Provide opportunities to write.
- Create time for socialization.
- READ TO YOUR CHILD EVERYDAY!



Questions?

Feel free to contact

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