DISCLAIMER

The opinions and positions expressed herein are not intended to ensure compliance with any particular law or regulation pertaining to the provision of educational services for eligible students. This presentation and/or materials should be viewed and applied by users according to their specific needs. This presentation and/or materials represent the views of the presenter(s) regarding what constitutes preferred practice based on research available at the time of this publication. The presentation and/or materials should be used as guidance. Any references specific to any particular education product are illustrative, and do not imply endorsement of these products by OSPI, or to the exclusion of other products that are not referenced in the presentation materials. OSPI, Special Education, is not responsible for the content of those educational product(s) referenced in this presentation.

Douglas H. Gill, Ed.D.,
Director, Special Education

Presenters

Sheila Ammons,
OSPI Early Childhood Special Education
Program Supervisor

Luisa Sanchez-Nilsen,
OSPI Elementary Reading Specialist
Outcome

- Overarching Outcome: awareness-level training
  - Foundational introduction to emergent literacy
  - Based on latest research

Objectives

1. Define Developmentally Appropriate Practice (DAP)
2. Discuss the National Early Literacy Panel’s research
3. Identify the importance of early literacy experiences
4. Outline the connection between oral language and early literacy
5. Explore the role of culture in literacy development
6. Review the developmental sequence of writing
7. Illustrate shared and interactive reading strategies
8. Examine evidence-based instructional practices
9. Describe early literacy development in young children with disabilities

Emergent Literacy

- Emergent literacy: the developmental precursors to reading before children enter a formal school environment
  
  Lonigan (2006)

- Current perspective on literacy development prior to formal reading instruction includes:
  - Developmental progression
  - Not “reading readiness”
  - Encompasses environmental, familial, cultural and linguistic factors
    
    Missal, McConnell & Cadigan (2006)
Developmentally Appropriate Practice (DAP)

National Association for the Education of Young Children
- Professional organization for Early Childhood Education teachers (birth through age eight)

**Definition of DAP:**
- Teaching young children in ways that meet children where they are, as individuals and groups
- Helping each child reach challenging and achievable goals that contribute to his or her ongoing development and learning

Copple & Bredekamp (2006)

---

Developmentally Appropriate Practice (DAP)

**Key messages**
- All teaching practices should be appropriate to children’s age and developmental status
- Reduce the achievement gap
- Include a comprehensive, effective curriculum
- Improve teaching and learning

Copple & Bredekamp (2009)

---

Developmentally Appropriate Practice (DAP)

- Early childhood literacy activities look different than elementary literacy instruction
- Early childhood programs should include experiences that promote emerging literacy in a developmentally appropriate context

Joint Position Statement

In 1998, the National Association for the Education of Young Children (NAEYC) and the International Reading Association (IRA) adopted a position statement titled Learning to Read and Write: Developmentally Appropriate Practices for Young Children

- Rationale for joint position statement
  - Importance of high standards of literacy for daily life
  - Increased diversity in young children
  - Maturationist view of development: young children are not ‘ready’ for instruction
  - Inappropriate use of practices designed for older children
  - Teacher preparation programs

Developmental Continuum

Birth to preschool

- Read aloud to children
- Expose children to concepts about print
- Introduce the alphabetic principal by comparing letter shapes
- Engage children in rhyming activities to foster linguistic awareness

National Association for the Education of Young Children (NAEYC) and the International Reading Association (IRA)

Preschool

- Share books with children and model reading behaviors
- Talk about letters by name and sounds to foster phonemic awareness
- Establish a literacy-rich, print-rich environment
- Reread favorite stories
- Engage children in language games
- Promote literacy-related play activities
- Encourage children to experiment with invented spelling and writing

National Association for the Education of Young Children (NAEYC) and the International Reading Association (IRA)
### Developmental Continuum

**Kindergarten**
- Encourage children to talk about reading and writing experiences
- Provide many opportunities for children to explore sound-symbol relationships within meaningful contexts
- Help children segment spoken words and blend sounds into words
- Frequently read interesting and conceptually rich stories to children
- Provide daily writing opportunities
- Help children build a sight vocabulary
- Create a literacy-rich environment for independent reading and writing

National Association for the Education of Young Children (NAEYC) and the International Reading Association (IRA)

### Washington State Benchmarks

- **Washington State Early Learning and Development Benchmarks**
  - Information on all areas of development and approaches toward learning
  - Birth to kindergarten entry

- Information on language, communication and literacy
  - Indicators of skill development for children
  - Strategies and suggestions for caregivers


### Key Components of Early Childhood Literacy

- **Strong foundation in oral language**
  - Vocabulary, comprehension

- **Awareness of phonological processing**
  - Phonological awareness: manipulate the sounds of language
  - Phonemic awareness: knowledge of individual sounds

- **Many exposures and experiences with written language**
  - Fluency, writing

Paulson & Moats (2010)
National Early Literacy Panel (NELP)

In 2002, the National Early Literacy Panel was established to:

- Summarize scientific evidence on early literacy
- Define which early literacy skills predict later literacy development
- Identify interventions and practices that promote positive outcomes in literacy for preschool children

---

National Early Literacy Panel (NELP)

Methodology

- Examined existing research using meta-analysis
- Age range: birth through end of kindergarten
- Studied home and family influences on literacy development
- Controlled for IQ and demographic variables (ethnicity, population density and socioeconomic status)

---

National Early Literacy Panel (NELP)


- Identified 11 variables that predict later measures of literacy development for preschoolers and kindergarteners
National Early Literacy Panel (NELP)

- **Strong** correlation to later literacy achievement
  - Alphabetic knowledge: Knowledge of letter names and sounds
  - Phonological awareness: Ability to detect, manipulate or analyze components of spoken words independent of meaning

  *Report of the National Early Literacy Panel (2008)*

- **Strong** correlation to later literacy achievement (continued)
  - Rapid automonic naming (RAN): Rapid naming of sequentially repeating random sets (letters, digits, objects)
  - Writing (writing own name): Ability to write letters in isolation on request to write own name
  - Phonological memory: Ability to remember spoken information for a short period of time

  *Report of the National Early Literacy Panel (2008)*

- **Moderate** correlation to later literacy achievement
  - Concepts about print: Knowledge of print conventions (left to right, front to back) and concepts (author, text)
  - Print knowledge: tasks combining elements of alphabetic knowledge, concepts about print and early decoding

  *Report of the National Early Literacy Panel (2008)*
National Early Literacy Panel (NELP)

- Moderate correlation to later literacy achievement (continued)
  - Reading readiness: Composite measure including alphabetic knowledge, concepts of print, vocabulary, memory and phonological awareness
  - Oral language: Ability to produce, comprehend, or both aspects of spoken language including semantics and syntax
  - Visual processing: Ability to match or discriminate visually presented symbols


National Early Literacy Panel (NELP)

- Code-focused interventions included phonemic awareness, alphabetic knowledge and phonics instruction
- Code-focused interventions showed a strong, positive impact on preschool and kindergarten children’s future reading and writing skills


National Early Literacy Panel (NELP)

- The predictive variables can serve as stable indicators for identifying children’s progress in literacy development
- Teachers can identify children who need additional, targeted intervention
- Decoding skills require deliberate teaching and opportunities for practice

Instructional practices supported by NELP research

• Oral language
  - Create sounds by singing and participate in music making
  - Listen and respond to music, stories and discussion
  - Listen for various purposes (enjoyment, following directions, dialogue)
  - Engage in oral language activities that are linguistically, cognitively, and verbally stimulating

Strickland & Shanahan (2004) p. 76

Instructional practices supported by NELP research

• Alphabetic Knowledge
  - Play with letters, such as those within alphabet puzzles
  - Engage with alphabet books
  - Participate in activities where teachers link the names of letters with the sounds they represent (i.e., those in student’s names)
  - Work with rhymes and play language games with letter sounds
  - Draw and write independently for personal enjoyment

Strickland & Shanahan (2004), p. 77

Instructional practices supported by NELP research

• Print knowledge
  - Observe adults writing as the adults say the words aloud
  - Contribute ideas and language for others to write down
  - Participate in discussions about the use of labels and signs
  - Observe and follow along as adults track print from left to right while reading aloud
  - Independently browse through books (front to back), draw and 'write' independently

Strickland & Shanahan (2004), p. 77
Reflection

- Take a moment to reflect on your experience
  - oral language
  - alphabetic knowledge
  - print knowledge

Classroom Examples

- Look to a typical preschool classroom to identify examples of Developmentally Appropriate Practice that support early literacy experiences

Early Literacy Experiences

- Reading and writing begin during play
Early Literacy Experiences

- Play is an activity where children begin to use symbols to create and communicate meaning.

Early Literacy Experiences

- Tool use

Early Literacy Experiences

- Sensory play
Early Literacy Experiences

- Pretend play and role play involving props and costumes to illustrate familiar routines and stories
  - Examples: signs, menus, uniforms, money, receipts, logos

Emergent Literacy and Culture

- Culture and family values play a key role in shaping early literacy experiences
- All cultures have unique ways of using oral and written language within:
  - family routines, games/play activities, story telling, visits to the library, joint storybook reading, reading bedtime stories, sharing oral traditions, dinnertime conversation
- Cultural context experienced by a young child differs from one family to another
  - Serpell, et al. (2002)

Language Development and Culture

- Social, turn-taking play is a Euro-American practice
- Role of eye gaze to establish joint focus
- Cultural norms shape caregiver’s behavior toward young children
- Social routines provide opportunities for joint-attention and turn-taking that are critical for communication development
  - Dunst & Gorman (2011)
Language Development and Culture

Example of an early language activity from the Puyallup Tribe

gʷat kw̓(i) ałsdəʔ
təklus t̓i dədəʔ

Link between Language and Literacy

- Strong foundation in language is critical for the development of literacy
  - Children who experience difficulty developing language skills may also experience difficulty learning literacy skills

  - When skills are facilitated through developmentally appropriate activities in early childhood settings, children experience more success learning to read and write when formal literacy instruction begins in elementary school

  Paulson & Moats (2010)

Link between Language and Literacy

- Many children learn oral language naturally through responsive, daily interactions with caregivers
  - Children from high risk environments hear less language

  - Literacy is the integration of listening, speaking, reading, writing, and critical thinking
    - Far more complex process than oral language
    - Does not develop naturally
    - Requires direct instruction delivered in developmentally appropriate activities

  - Literacy depends on mastering a written code
    - Alphabetic principle: letter-to-sound relationship

  Paulson & Moats (2010)
Reflection

- Take a moment to reflect on your experience

Typical Writing Development

- Discuss samples of children’s writing at different stages
- All children develop at their own rate
- Explore the identifying characteristics of various stages in writing development

Paulson & Moats (2010)

Writing development

- Stage 1: Prealphabetic (scribbling)
Writing development

- Stage 1: Prealphabetic (pictures)

- Stage 2: Semiphonetic
Writing development

- Stage 3: Phonetic

- Stage 4: Transitional
Writing development

- Stage 5: Conventional

Dialogic Reading

- Dialogic reading is an interactive shared picture-book reading practice designed to enhance young children’s language and literacy skills
- The adult and child switch roles so that the child learns to become the storyteller with the assistance of the adult, who functions as an active listener and questioner
- With different levels of dialogic reading it may expand expressive and receptive language development

What Works Clearinghouse (2010)

Dialogic Reading

- Dialogic Reading was shown to have moderate effects on oral language and print knowledge
- Small number of studies limits further conclusions, but there are likely more benefits of shared reading interventions

Dialogic Reading

- Dr. Christopher Lonigan describes and demonstrates dialogic reading
- [http://www.readingrockets.org/podcasts/classroom](http://www.readingrockets.org/podcasts/classroom)

Home and Parent Programs

- Examined parent and home programs designed to improve children’s literacy skills when parents deliver the intervention
- Results showed that home and parent programs have a positive impact on young children’s oral language and general cognitive skills

*Report of the National Early Literacy Panel (2008)*
What parents and family members can do

Preschool
- Talk with children, engage them in conversation, give names of things, show interest in what the child says
- Read and reread stories with predictable text to children
- Encourage children to recount experiences and describe ideas/events that are important to them
- Visit the library regularly
- Provide opportunities for children to draw and paint, using markers, crayons and pencils

(NAEYC) and the International Reading Association (IRA)

What parents and family members can do

Kindergarten
- Read and reread narrative and informational stories to children daily
- Encourage children's attempts at reading and writing
- Allow children to participate in activities that involve writing and reading (i.e. cooking, making grocery lists)
- Play games that involve specific directions (i.e. "Simon Says")
- Have conversations with children during mealtimes and throughout the day

(NAEYC) and the International Reading Association (IRA)

Child with a disability

- Three age groups: Birth-2, 3-5, 6-21
- Descriptive study using existing data
- Pre-Elementary Education Longitudinal Study (PEELS)
- Early Childhood Longitudinal Study (ECLS)

Early literacy outcomes for preschoolers receiving special education services are lower than those of the general population

- Average vocabulary scores for three, four and five year olds who receive special education services were significantly lower
- Letter-word identification for five year olds who received special education service were slightly lower

Blackorby, et al. (2010)

[Special Education Students Ages 3-21](http://www.k12.wa.us/SpecialEd/Data/Childcount-Placement.aspx)
How does the presence of a disability impact emergent literacy skills?

Consider the adverse educational impact of the disability

How could modifications and accommodations support emerging literacy skills?

Example: Preschool child with Down syndrome

Children with Down syndrome generally follow a consistent language and communication pattern.

Down syndrome has been shown to impact: hearing, oral-motor skills, cognitive skills, prelinguistic vocal development.

Relative strengths: visual processing (whole word recognition), narrative (story telling) skills with visual supports

Martin, Klusek, Estigarribia & Roberts (2009)

Example: finding letters in her name

Sofia
Accommodations and Modifications

- The IEP team determines what accommodations and/or modifications are necessary for the child
- Example of an adapted book
  [Link](http://www.wsdsonline.org/deafblind/experience/video.html#video_3)
- What are some accommodations and/or modifications you might consider with Taryn and Sonnet to target emerging literacy skills?

Center for Early Literacy Learning (CELL)

- The national technical assistance center for early literacy funded by the Office of Special Education Programs (OSEP)
- Variety of free parent and teacher materials to download
  - Available in English and Spanish
  - Includes infants, toddlers and preschoolers
  - [Link](http://www.earlyliteracylearning.org/ta_cell_pop1.php#)
- Two example materials: mini posters and practice guides
The Center for Early Literacy Learning (CELL) has developed practice guides for parents and teachers that outline supports and accommodations for preschoolers with disabilities, specific to emergent literacy skills:

- Symbols and Signs
- Book Reading and Storytelling
- Rhymes and Sound Awareness
- Talking and Listening
- Drawing and Writing

[Links to resources]

http://www.earlyliteracylearning.org/pg_tier2.php#preschoolers
Summary

1. Defined Developmentally Appropriate Practice (DAP)
2. Discussed the National Early Literacy Panel’s research
3. Identified the importance of early literacy experiences
4. Outlined connection between oral language and early literacy
5. Explored the role of culture in literacy development
6. Reviewed the developmental sequence of writing
7. Demonstrated shared and interactive reading strategies
8. Examined evidence-based instructional practices
9. Described early literacy development in young children with disabilities

Contact Information

Sheila Ammons
ECSE Program Supervisor/619 Coordinator
Sheila.ammons@k12.wa.us
Ph. (360) 725-6075

Luisa Sanchez-Nilsen
Elementary Reading Specialist
Luisa.sanchez-nilsen@k12.wa.us
Ph. (360) 725-6070

Resources

- National Early Literacy Panel report (Executive Summary)
- What Works Clearinghouse
- Doing What Works
- Center for Early Literacy Learning
  www.earlyliteracylearning.org
- Washington State Early Learning and Development Benchmarks
Resources

- Reading and Writing Continuum
  http://www.bonniecampbellhill.com/support.php

- Pre-Elementary Education Longitudinal Study (PEELS)

- Early Childhood Longitudinal Study (ECLS)
  http://nces.ed.gov/ecls/

References


References

http://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF.


References


