



National Early Literacy Panel (NELP)

Synthesis of:

- all high-quality scientific research that identified preschool and kindergarten skills that predict later reading



NELP Findings

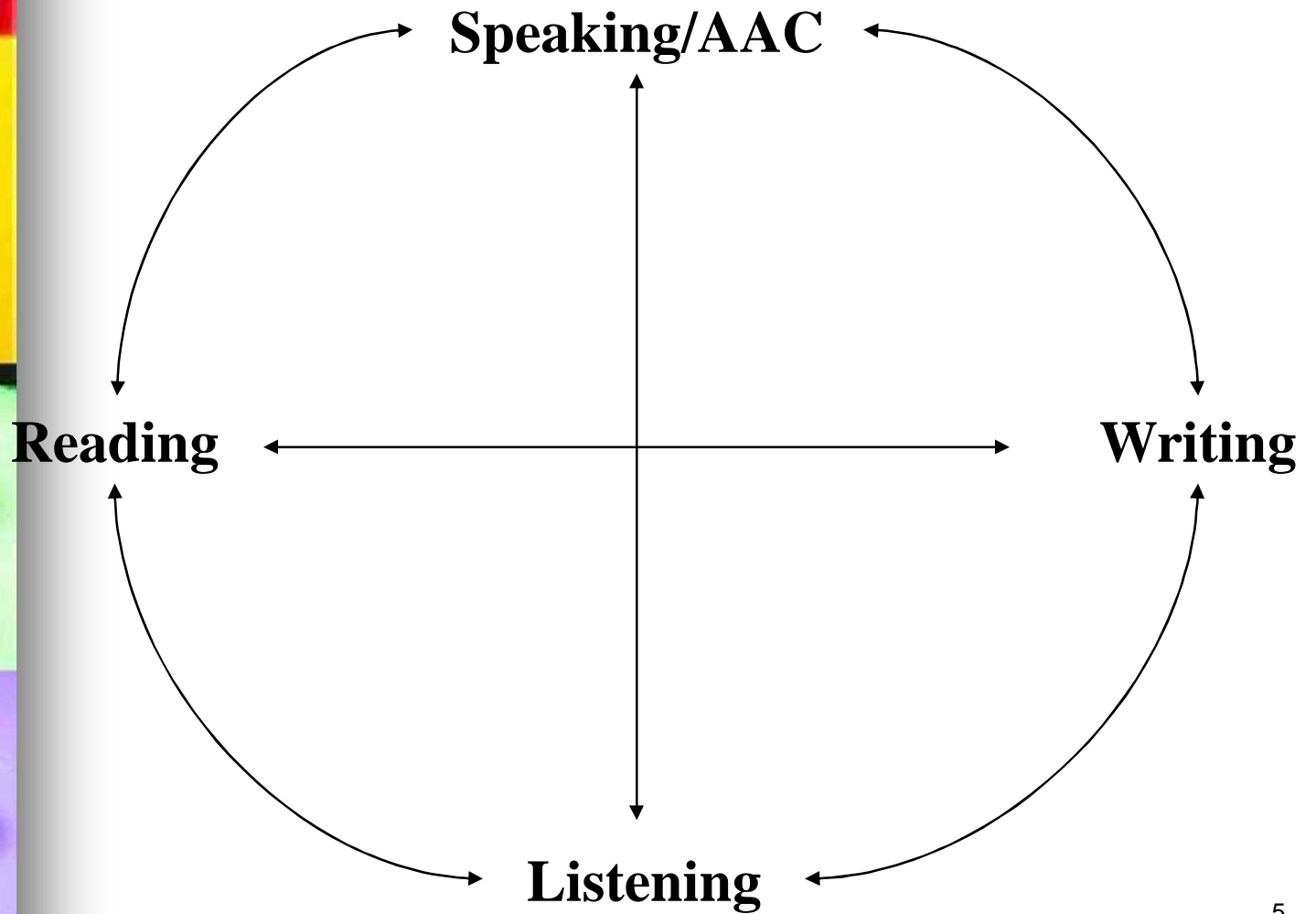
- Found Three Highly-Significant Predictors:
 - Oral Language
 - Alphabetic Code/Phonological Awareness
 - Print Knowledge/Concepts

Oral and Written Language Connections

- Develop concurrently;
- Assist in each system's development;
- Share the same basic sound system (phonemes);
- Share the same basic rule system (morphemes and syntax)



Oral and Written Language



National Findings: Literacy Skills

“Thrilling Three”: B-K

Oral language

Alphabetic code print

Knowledge/concepts

“Fab Five”: K-3

Phonemic awareness

Phonics

Vocabulary

Fluency

Comprehension

National Center for Family Literacy (2005). National early literacy panel: Synthesizing the scientific research on development of early literacy in young children.

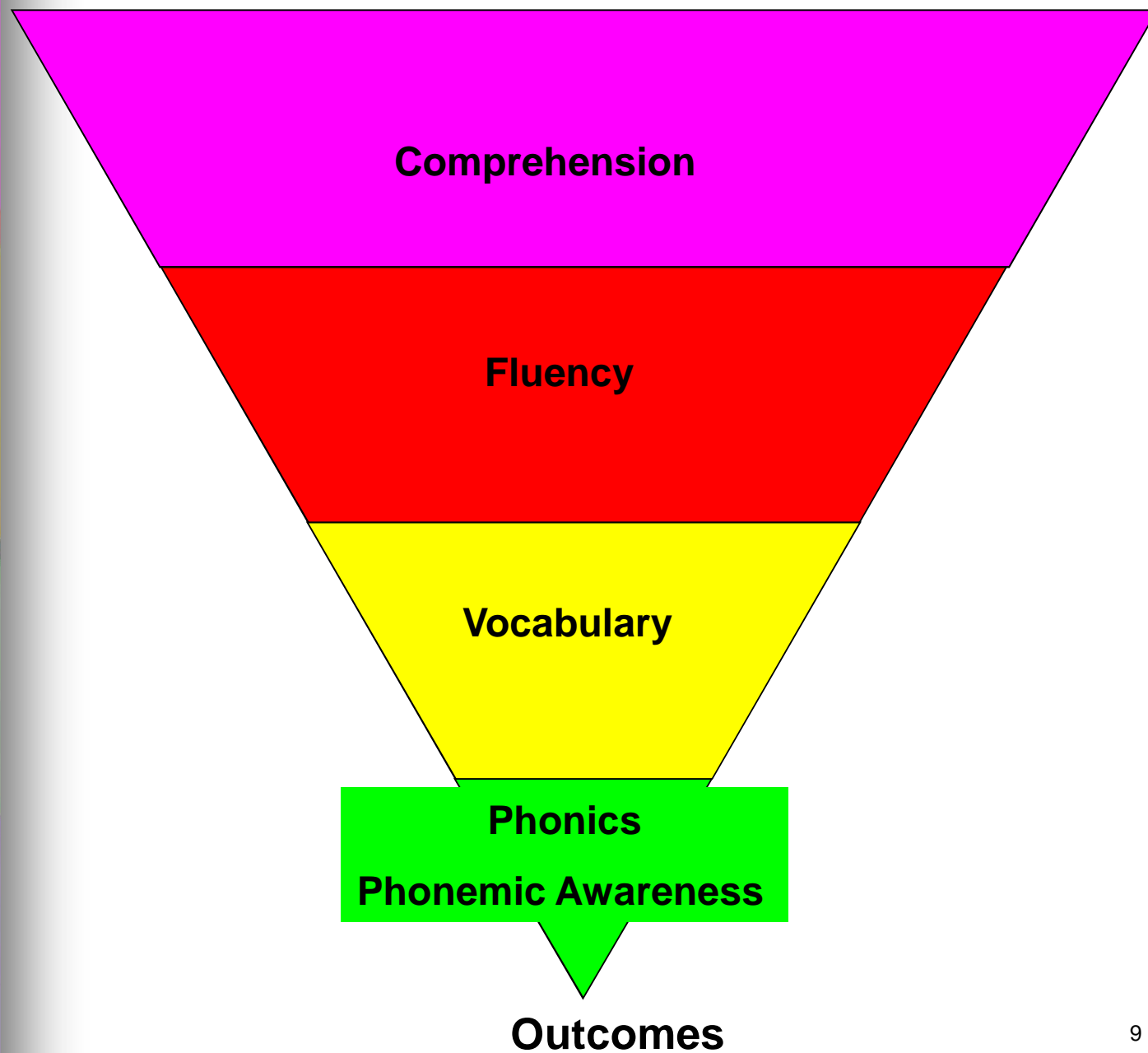
National Institute of Child Health and Human Development (NICHD). (2000). Report of the national reading panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instructions. Reports of the subgroups. Washington, DC: Author.



5 Interventions

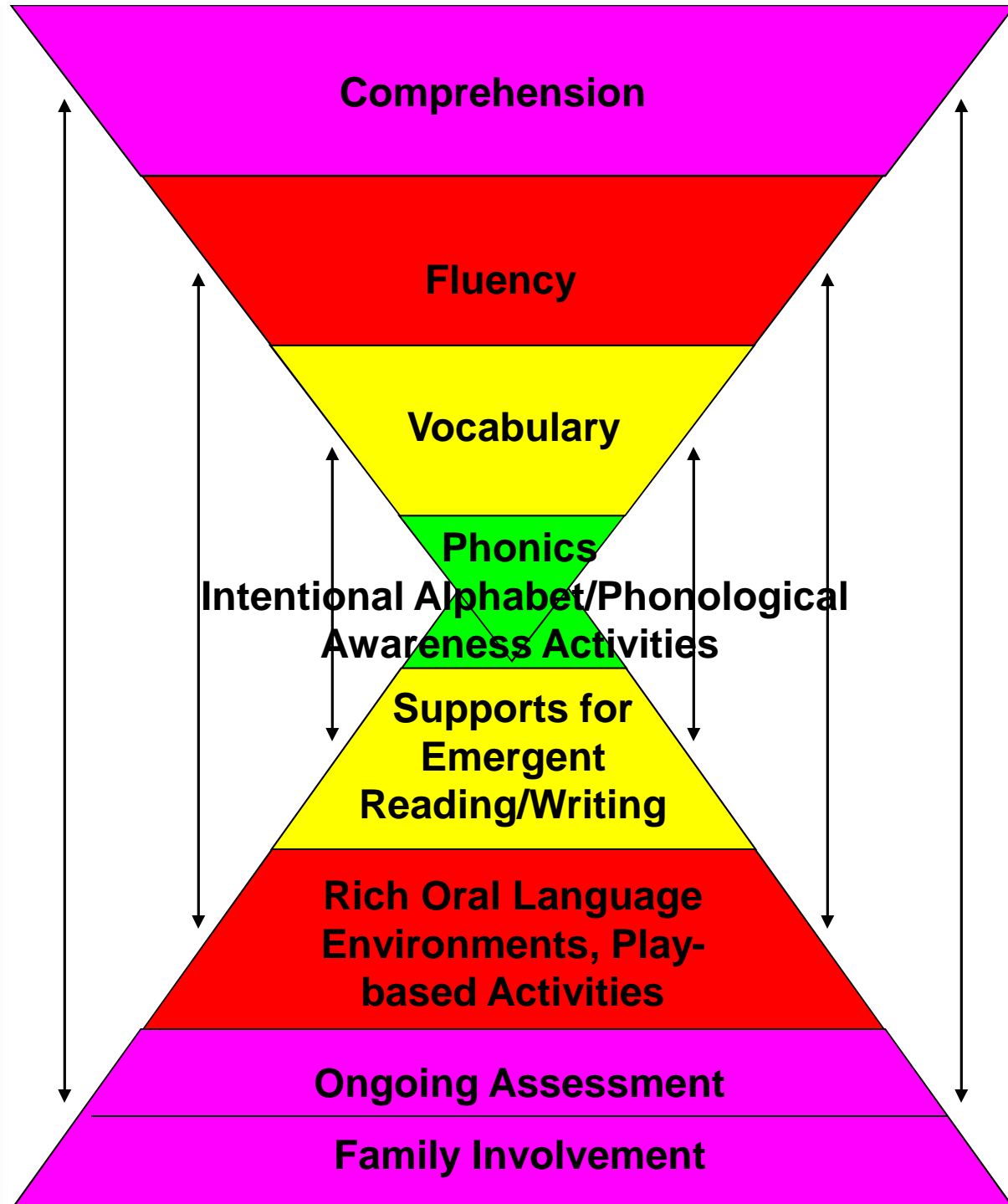
- NELP identified 5 categories of interventions that we can use to promote early literacy development:
 - ***Code-related interventions***
 - ***Shared reading interventions***
 - ***Language enhancement interventions***
 - ***Parent and home programs for improving children's literacy***
 - ***Preschool and kindergarten programs***







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Family Involvement



- Literacy resources (e.g., library cards, books, literacy education for families);
- Children's literacy workshops for families, based on their needs and interests;
- Family members reading to children in classrooms, sending in taped readings reflective of cultural and linguistic backgrounds.

Ongoing Assessment

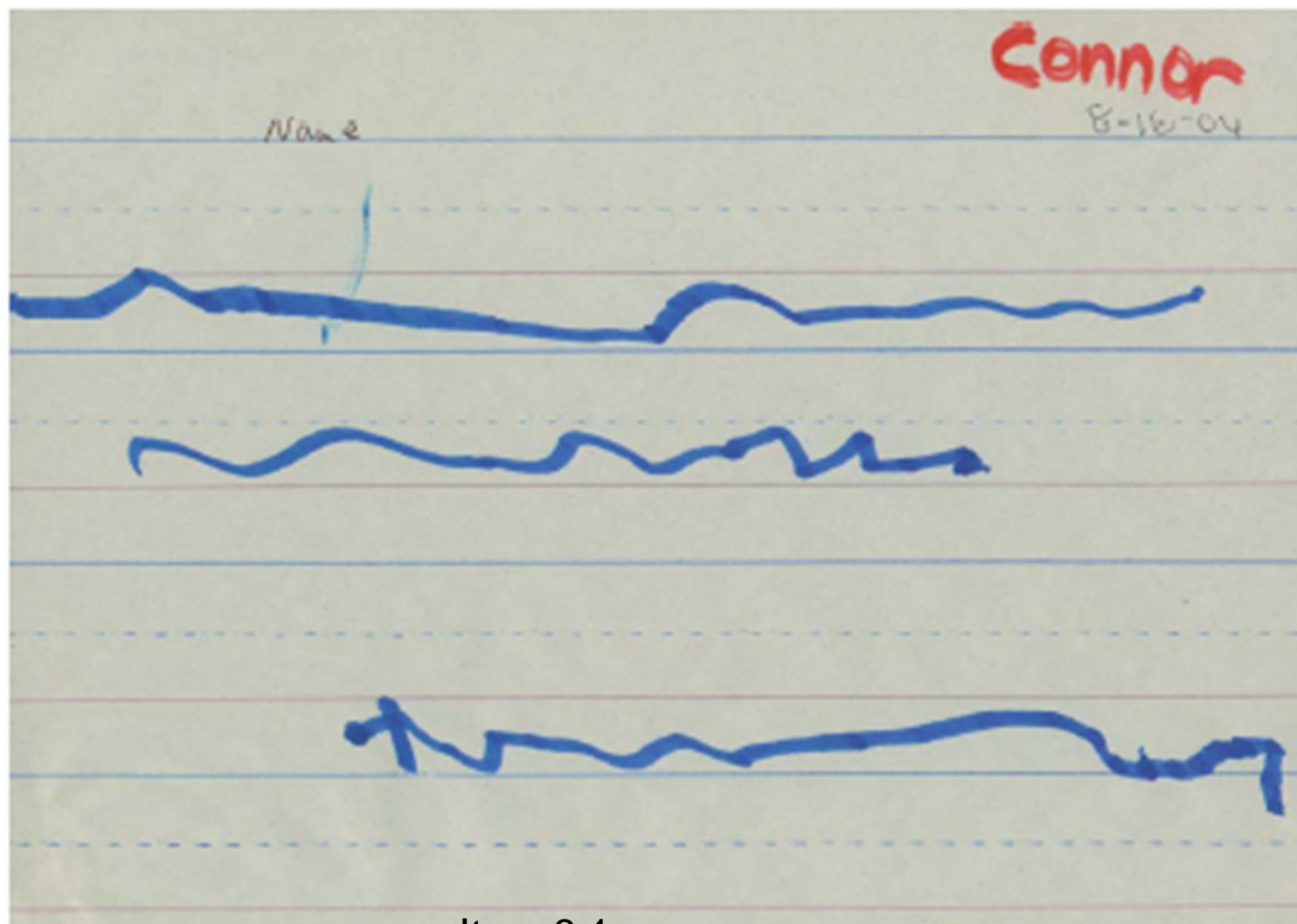
- Informs practice
- Uses multiple, authentic approaches
 - Observation Notes
 - Work Samples





How does _____ write
his name? (Motor & Cognitive
item)

Makes an inconsistent mark/scribble to represent their name	Makes a consistent mark/scribble to write their name	Makes letter like forms in scribble to write their name	Writes some letters to form name (not necessarily in order)	Writes name in recognizable form	Writes first and last names and/or other names
1	2	3	4	5	6



Item 6.1



Item 6.3



Rich Oral Language Environment



- Children talk more than adults
- ALL children have multiple ways to communicate
- Adults really listen-show true interest in what children are doing and saying
- Reflect on what children are doing; use encouragement rather than praise
- Label their feelings
- Ask open-ended, action questions; give suggestions
- Encourage choice & rule making
- Have real conversations with each child everyday
- Use a variety of words. Help children learn at least 2 new words everyday

Literacy-rich curricula: S.L. 2011-145,Section 10.7(b)

A vertical collage of four images. The top image is a blurry clock with a blue background. The second image is a sharp clock with a yellow background. The third image is a blurry open book with a green background. The bottom image is a sharp open book with a purple background.





Supports for Emergent Reading

- Story Sharing
- Environmental Print (e.g., logos, newspapers, magazines)
- Print in the environment (e.g., labels, books, directions, dictation)
- Book Sharing
 - ACIRI
 - Follow the C*A*R* (comment and wait; ask questions and wait, respond by adding a little more
 - www.walearningsystems.org
- Shared Reading of Big Books
- Dialogic Reading (CROWD)
- Modeling Use of Reading for Real Purposes (e.g., learning, problem solving, task completion)
- Information books, ABC books, story books in centers

Literacy-rich curricula: S.L. 2011-145,Section 10.7(b)

See provided list

Reading daily schedule



Supports for Emergent Writing

- Language Experience Approach
- Shared Writing
- Modeling use of writing for real purposes (e.g., memory, self-expression, ownership)
- Writing props
- Sign in



Supports for Writing Development=People, Pencils, Paper, Purpose



Guided alphabet and phonological awareness activities

- Point out letter in child's name while reading and/or looking at environmental print (have ABC books in centers)
- Singing, rhyming, and alliteration (e.g., chore charts, word walls)
- Segmenting of names for transition activity
- Play with letter names and letter sounds throughout the day (sign in, word walls, letter walks).



Talking about letters in names



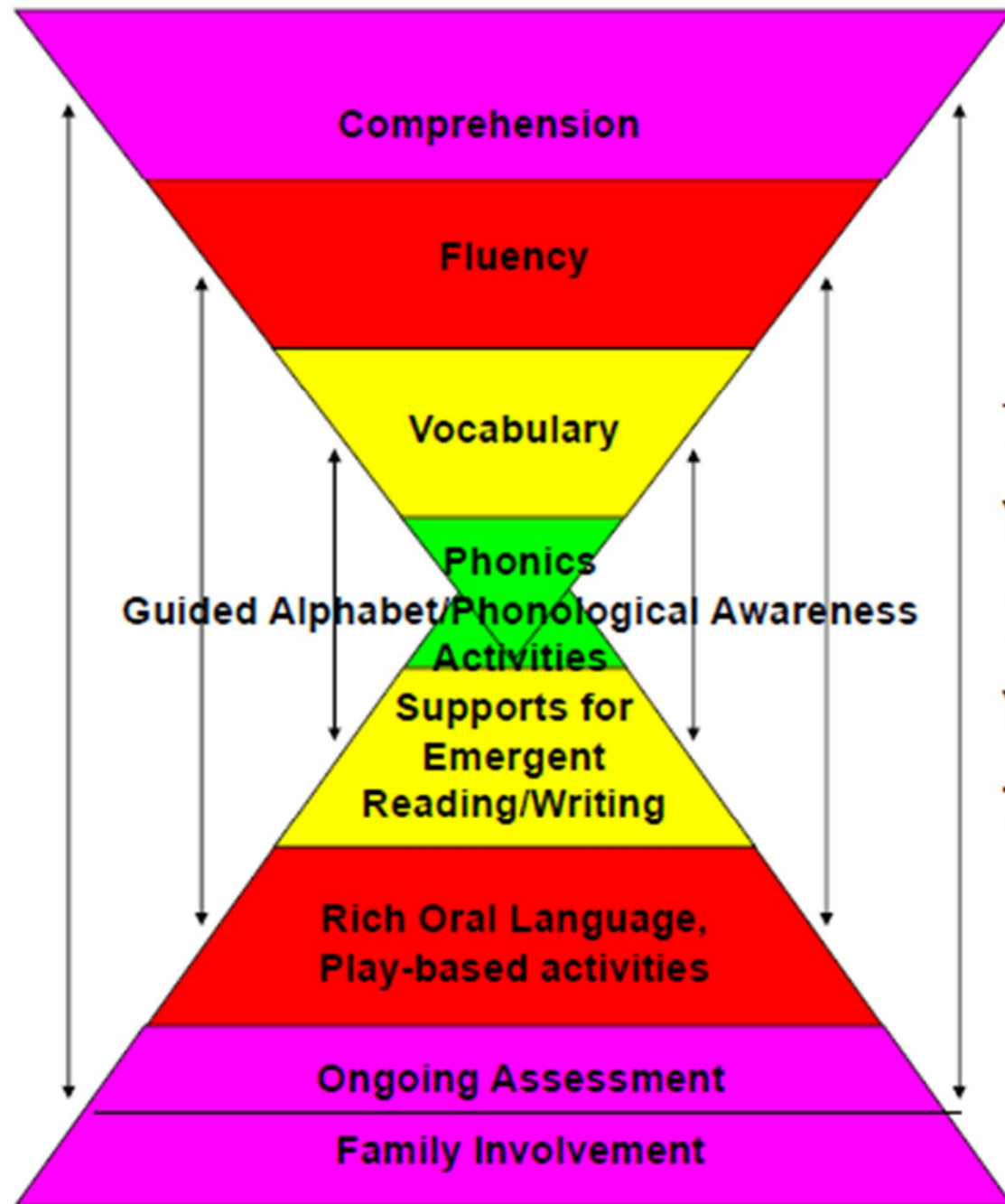


ABC's Everywhere!



Mailboxes





Thank
You
For
Your
TIME!