

# ABC and Beyond: Building Emergent Literacy in Early Childhood Classrooms

Janice Greenberg, B.Sc., D.S.P. • Program Director • The Hanen Centre

ALF Conference • Denmark • April 12, 2016

## Mission Statement

*The Hanen Centre provides the important people in a young child's life with the knowledge and training they need to help the child develop the best possible language, social and literacy skills.*



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### Why do we need to be concerned about literacy in the preschool years?

Early skills predict literacy success

Literacy is key to academic success



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## Children at risk

Language delay

Low SES

English language Learners

Use evidence based strategies that are good for all children and **essential for some** to build language and literacy skills in the classroom



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### Working with children at risk (language delay)

50% co-occurrence of literacy problems

Children show little interest in literacy activities\*

Prevention matters

The Hanen Program \* Kaderavek & Sulzby, 2002

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### Working with children at risk (low SES)

	Low Income	Middle Income
# hours read to by parent	25 hours	1000 hours
% children who know alphabet	39	85
% children who know 1 <sup>st</sup> sounds	10	51
% children who write name	54	76

The Hanen Program From presentation by Dr. Susan Neuman, CLLRNet Conference, June 10, 2007

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### Building blocks of literacy

Code-related

- Print knowledge
- Alphabet knowledge
- Phonological awareness
- Letter-sound correspondence

Meaning-related

- Vocabulary
- Story structure awareness
- Inferencing



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## Read with Children, Not to Children

What the adult does	What the children do
Observe, Wait and Listen (OWL)	Listen
Follow child's lead	Respond
Ask questions, Makes comments	Comment
Strives for 5	Ask questions



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## Read with Children, Not to Children

Hold Udkig  
Giv tid  
Lyt



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## SSKAN

Hold alle børn engageret: Du kan, hvis du SSKANer



- Small groups are best
- Select the *right* book and read the *right* way
- Carefully observe each child's level of involvement
- Adapt to encourage all the children's involvement
- Now keep it going

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## SSKAN

Hold alle børn engageret: Du kan, hvis du SSKANer

- Mealtimes
- Sleep time
- Book centre
- Free play
- Outdoors
- Early/late in the day
- Centres: science, drama



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## session 2



### Make New Words Sparkle to Build Vocabulary

## ABC AND BEYOND™

The Hanen Program® for Building Emergent Literacy

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## Vocabulary is key

- Predicts literacy success
- Tool for thinking and learning about the world
- Linked to overall school achievement



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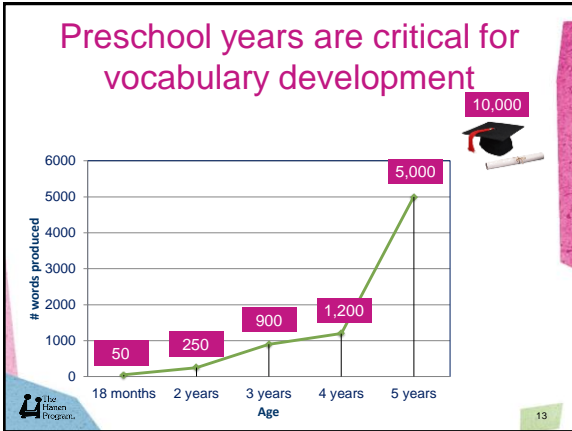
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Step it up

Specialized topic words  
"saturated" Step 3

More sophisticated,  
precise words  
"soggy" Step 2

Familiar, everyday words  
"wet" Step 1

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Step it up

Frequency of rare words

Predicts vocabulary at five and seven years

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Make new words sparkle

Shoot for the SSTaRS

- Stress the new word
- Show what the word means
- Tell what the word means
- and
- Relate the word to the children's experiences, knowledge and other situations
- Say the word again

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**S**tress the new word

**S**how what the word means

**T**ell what the word means

**a**nd

**R**elate the word to the children's experiences, knowledge and other situations

**S**ay the word again

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**S**hoot for the **SSTaRS**  
Relate the word

To children's experiences

To other contexts

To other words

Comments and Questions

- "Remember when you..."
- "This reminds me of..."
- "Do you...?"
- "Have you ever...?"
- "When you...?"
- "Can you think of...?"

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How does Ryan remember to Shoot for the **SSTaRS**?

STRESS, SHOW, TELL, RELATE

- ① - awful - unpleasant
- ② - nervous - excitement
- ③ - afraid - frightened
- ④ - hidous - dreadful (sp)
- ⑤ - gasping - breathless

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Shoot for the **SSTaRS**  
Say it again – and read it again

First reading      Second reading      Third reading

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Shoot for the **SSTaRS**  
Say it again

Make new words sparkle throughout the day

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session  
**3**

Expand Children's Understanding of Stories

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Narrative understanding is key to:

- Understanding texts
- Remembering and reconstructing stories
- Sharing personal experiences

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## Understanding the story behind the story



- C haracters
- S etting
- P roblem
- A ctions
- R esolution

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# PROPH A

- P ersoner
- R ammen
- O g
- P roblem
- H andling
- A fsiutningen

- C haracters
- S etting
- P roblem
- A ctions
- R esolution

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## Highlight CSPAR during story reading

Use CSPAR names

Use visual supports

Make thinking-out-loud comments

Ask questions to further understanding



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## Highlight CSPAR with visual supports



Illustrations



Gestures



Facial expressions



Props



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## Make "thinking-out-loud" comments before, during and after the book

Characters

Setting

Problem

Actions

Resolution

"I'm thinking that..."

"I am wondering about..."

"I'm trying to understand why..."



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Ask questions and probe for elaboration of children's comments, questions, responses

<b>C</b> haracters	
<b>S</b> etting	
<b>P</b> roblem	
<b>A</b> ctions	
<b>R</b> esolution	

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Highlight **CSPAR** in repeated readings

<b>F</b> irst reading	<ul style="list-style-type: none"><li>• Build overall understanding</li><li>• Have short conversations</li><li>• Keep the story moving</li></ul>
<b>S</b> econd reading	<ul style="list-style-type: none"><li>• Have children recall the story</li><li>• Deepen understanding (read <i>between</i> the lines)</li><li>• Have longer conversations</li></ul>
<b>T</b> hird reading	<ul style="list-style-type: none"><li>• Support children to retell the story</li><li>• Ask higher-level "why" questions</li></ul>

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Make the story come alive with drama

Deepen understanding of CSPAR	Build vocabulary
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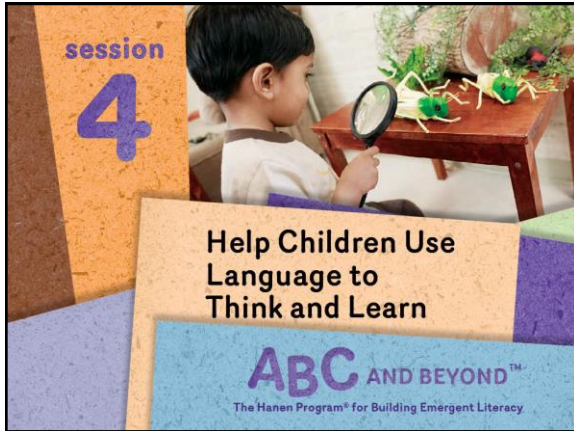
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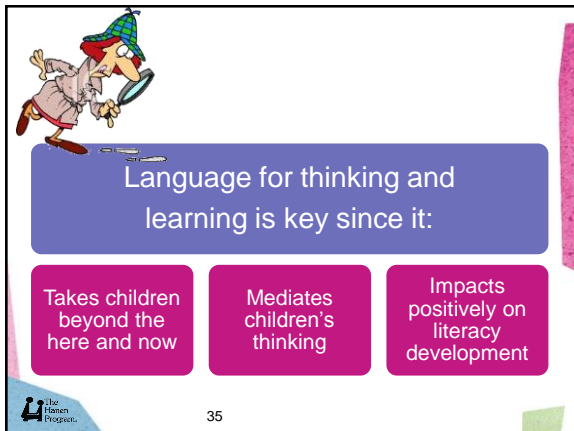
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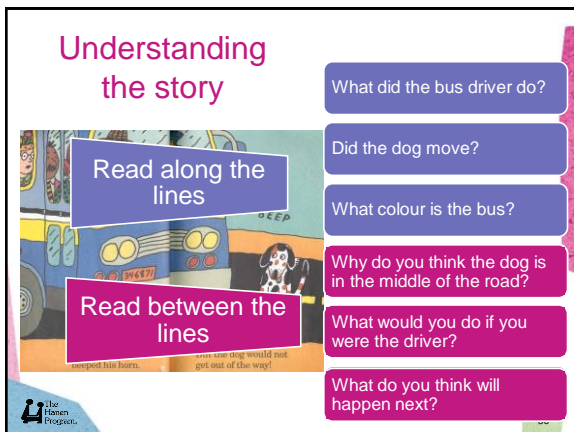
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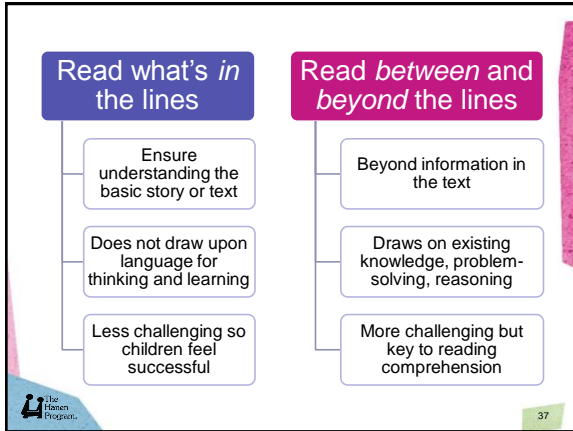
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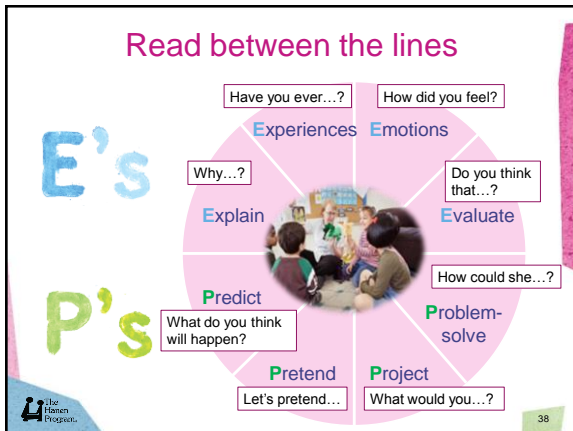
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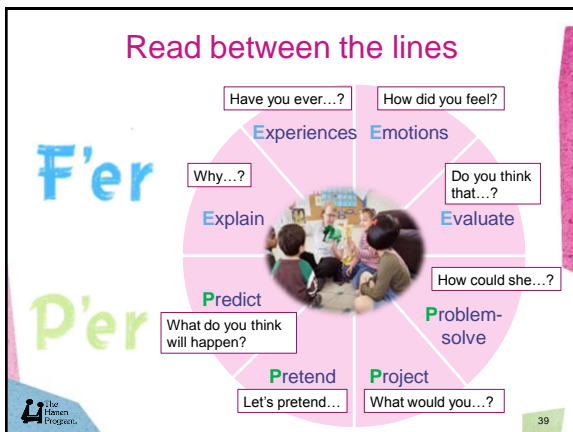
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## Highlight C S P A R

Thinking-out-loud comments	<ul style="list-style-type: none"><li>• "I'm thinking..."</li><li>• "I'm wondering..."</li><li>• "I'm trying to understand..."</li></ul>
Questions to further understanding	<ul style="list-style-type: none"><li>• "What do you think...?"</li><li>• "Why do you think...?"</li><li>• "How do you think...?"</li></ul>
Probe for elaboration	<ul style="list-style-type: none"><li>• "Why do you think that?"</li><li>• "Do you mean...?"</li><li>• "Tell me more."</li></ul>

**E's**  
Language for thinking and learning  
**P's**



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## Emotions Project

- "How do you think he feels?"
- "What do you think he's thinking?"
- "What do you think it would be like?"
- "I'm thinking that he must be feeling..."



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## Encourage E's and P's in repeated readings

First reading	<ul style="list-style-type: none"><li>• Build overall understanding</li><li>• Have short conversations</li><li>• Keep the story moving</li></ul>
Second reading	<ul style="list-style-type: none"><li>• Have children recall the story</li><li>• Have longer conversations</li><li>• Deepen understanding (read <i>between</i> the lines)</li></ul>
Third reading	<ul style="list-style-type: none"><li>• Support children to retell the story</li><li>• Ask higher level "why"</li></ul>



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### Promote E's and P's in everyday conversation

- Daily routines
- Creative activities
- Sensory activities
- Dramatic play
- Playtime
- Science
- Circle

The Hanen Program logo and page number 43 are visible in the bottom left corner.

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### Building blocks of literacy

**Code-related**

- Print knowledge
- Alphabet knowledge
- Phonological awareness
- Letter-sound correspondence

**Meaning-related**

- Vocabulary
- Story structure awareness
- Inferencing

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### session 5

Foster the Development of Print Knowledge

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## Print knowledge

- Print is meaningful
- Books use in a specific way
- Print is read in a specific way
- Print includes letters, words, spaces, punctuation



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## POP PS



Children learn about print through positive interactions with adults who **Point Out Print** and talk about print.



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## How to POP



- Non-verbal**
  - Point to print
  - Track print
- Verbal**
  - Make a comment
  - Use self-talk
  - Ask a question
  - Make a request
- Non-verbal + Verbal**



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## What – and how much – to POP

Three to five print ideas at once



- Front of book
- Title, Author, illustrator
- Read left to right, top to bottom
- Speech balloons
- Illustrations vs. text
- Words, spaces
- Read print, not illustrations
- Letters
- Punctuation marks

The Hanen Program Justice, 2004 49

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## Which types of books are best for using POP and why?

- Amount of text
- Size of print
- Organization of book
- Content of story
- Layout of text



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## Scaffolding with POP : Be sensitive to child's abilities

- Too much**
  - Limits opportunities for independent learning
- Too little**
  - Frustrates child
  - Discourages interest



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## POP throughout the day



- Daily routines
- Circle
- Block centre
- Dramatic centre
- Sensory-creative activities
- Science area
- Writing centre

labels, signs, charts,  
lists, schedules,  
instructions, props

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## session 6

### Build Phonological Awareness

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RS  
15-16

Phonological awareness is key to:

- The alphabetic principle
- Reading (Decoding)
- Spelling

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## The alphabet is not enough

Speech is made up of smaller sounds

Phonological awareness is key

Written letters represent speech sounds

Specific letters relate to specific sounds



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## Development of phonological awareness

By 5 years of age

- Rhyming
- Word identification
- Syllable identification
- Initial sound identification

After 5 years of age

- Sound (final) identification
- Sound blending
- Sound segmenting
- Sound substitutions

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Listen

Focus the children on sounds in words they are hearing or using

Find One Like It

Give another example

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Listen...and Find One Like It  
Lyt ... og find en ligesom denne her

Syllables  
Rhyming  
Phonemes

The Hanen Program 59

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Provide support to ensure success

Look, you're building a castle. Castle starts with the sound /k/. Can you think of another word that starts with the sound /k/.

Tower starts with /k/.

??????

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Listen...and Find One Like It all through the day

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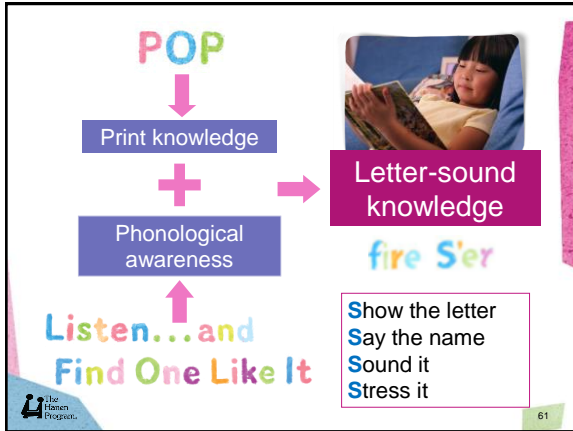
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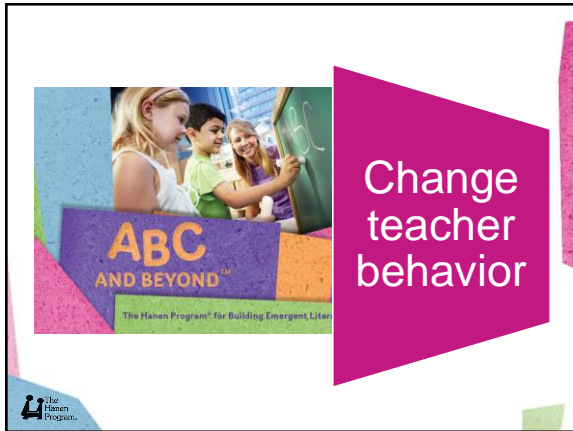
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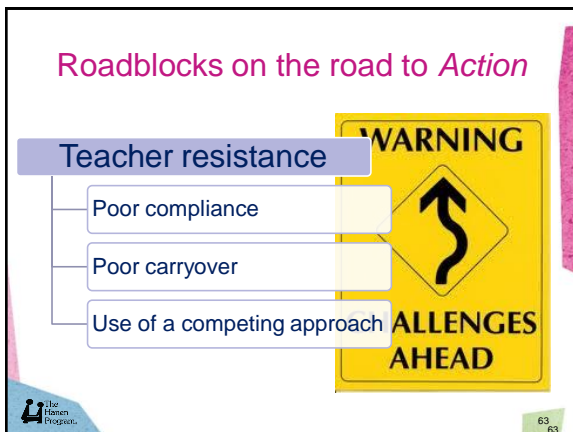
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### Why do teachers resist?

- Lack of time
- Overwhelmed
- Lack confidence
- Different philosophy (knowledge, values, beliefs, experiences)
- Competing priorities



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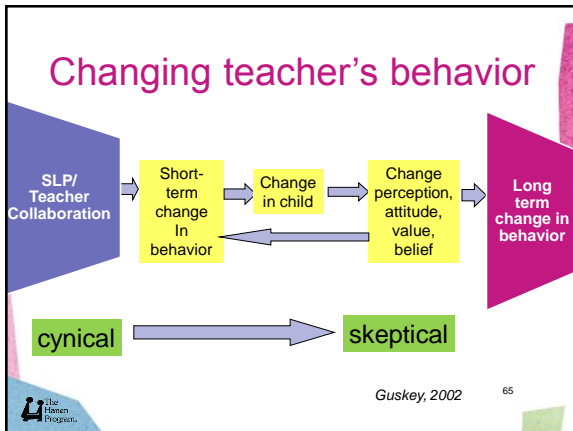
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### We need to work together not against each other

### What are the ingredients for an effective partnership?



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Partnering with educators in  
*ABC and Beyond*

Seek to understand	Look for coherence
Be collaborative	Be supportive



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Seek to understand not to be understood.



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A wise old owl sat in an oak  
The more he saw, the less he spoke  
The less he spoke, the more he heard  
Why can't we all be like that wise old bird?



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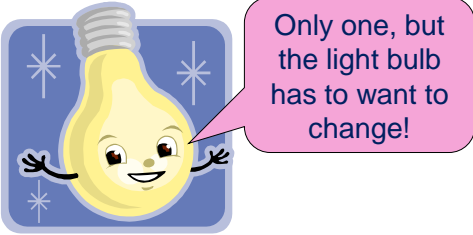
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How many psychologists does it take to change a light bulb?



Only one, but the light bulb has to want to change!

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Look for coherence

Connect *ABC and Beyond* with

- An overall improvement strategy
- Existing standards
- Organizational goals
- Larger initiatives

ELECT

KG curriculum

Curriculum

- Emergent
- High Scope

Other literacy programs

DAP

RTI

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Make it collaborative

Just tell people what to do → Doesn't work

Omits person's perspective

- Can undermine confidence
- Can encourage defensiveness
- Doesn't guarantee application
- Doesn't guarantee maintenance

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People don't resist change.  
They resist being changed.

- We only support what we create.



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Be supportive

It looks easy but...

You've gotta be kidding!



74

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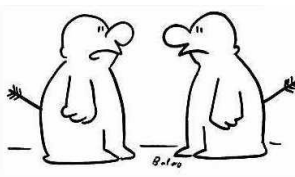
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Be supportive

Validate

Empathize



"I know exactly how you feel."



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**ABC AND BEYOND**  
The Hanen Program for Building Emergent Literacy

- Group discussion
- Small group brainstorming
- Peer support
- Frequent guided practice and feedback
- Personal Action Plans
- Individualized video feedback

Goals:

- Seek to understand
- Look for coherence
- Be collaborative
- Be supportive

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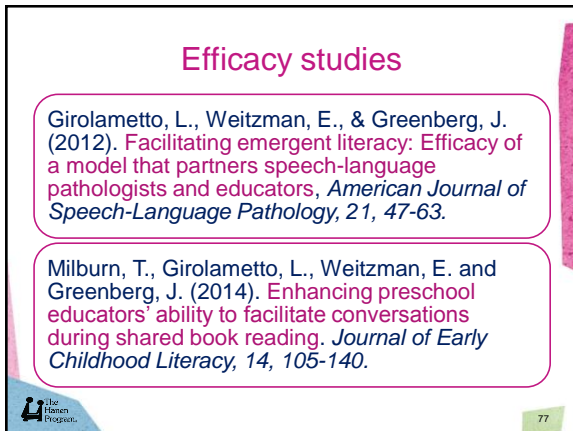
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## Efficacy studies

Girolametto, L., Weitzman, E., & Greenberg, J. (2012). *Facilitating emergent literacy: Efficacy of a model that partners speech-language pathologists and educators*, *American Journal of Speech-Language Pathology*, 21, 47-63.

Milburn, T., Girolametto, L., Weitzman, E. and Greenberg, J. (2014). *Enhancing preschool educators' ability to facilitate conversations during shared book reading*. *Journal of Early Childhood Literacy*, 14, 105-140.

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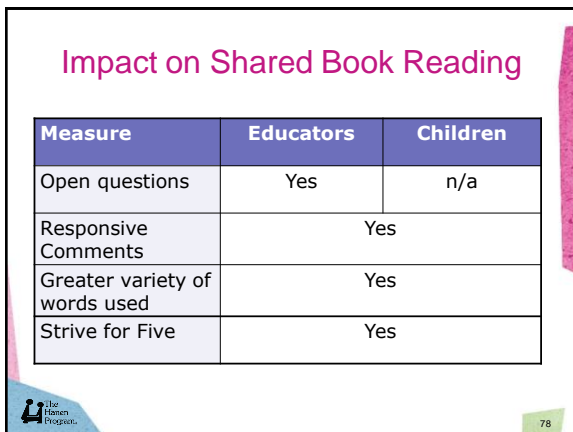
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## Impact on Shared Book Reading

Measure	Educators	Children
Open questions	Yes	n/a
Responsive Comments	Yes	
Greater variety of words used	Yes	
Strive for Five	Yes	

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# ABC and Beyond: Building Emergent Literacy in Early Childhood Classrooms

Janice Greenberg, B.Sc., D.S.P. • Program Director • The Hanen Centre

ALF Conference • Denmark • April 12, 2016

### Impact on decontextualized talk (Inferencing)

Measure	Educators	Children
Levels 1 and 2 Literal Talk		No
Levels 3 & 4 Decontextualized Talk		Yes

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### Efficacy studies on video coaching in the *ABC and Beyond* Program

Namasivayam, A., Hipfner-Boucher, K., Milburn, T., Weitzman, E., Greenberg, J., Pelletier, J., & Girolametto, L. (2014). Effects of coaching on educators' vocabulary-teaching strategies during shared reading. *International Journal of Speech-Language Pathology*.

Rezzonico, S., Hipfner-Boucher, K., Milburn, T., Weitzman, E., Greenberg, J., Pelletier, J., & Girolametto, L. (2015). Improving preschool educators' shared book reading practices: Effects of coaching on professional development. *American Journal of Speech-Language Pathology*, 24, 717-732.

Milburn, T., Hipfner-Boucher, K., Weitzman, E., Greenberg, J., Pelletier, J., & Girolametto, L. (2015). Effects of coaching on educators' and preschoolers' use of references to print and phonological awareness during a small group craft/writing activity. *Language, Speech, Hearing Services in Schools*, 46, 94-111

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### Summary of results for experimental group relative to comparison group

	Educators	Children
Conversation	Sig. difference – - consistency of #questions addressed to children -# scaffolding questions -#experiential questions	Significant difference in responses to experiential question and MLU
Vocabulary	Trend toward difference in strategy use	Significant difference in talk related to target words
Literate Language	Trend toward difference in Level 3 questions	Significant differences in Level 3 responses
Narrative	Significant difference - narrative structure words	N/A
Phonological awareness	Significant difference in phonological awareness talk	Significant difference in phonological awareness talk

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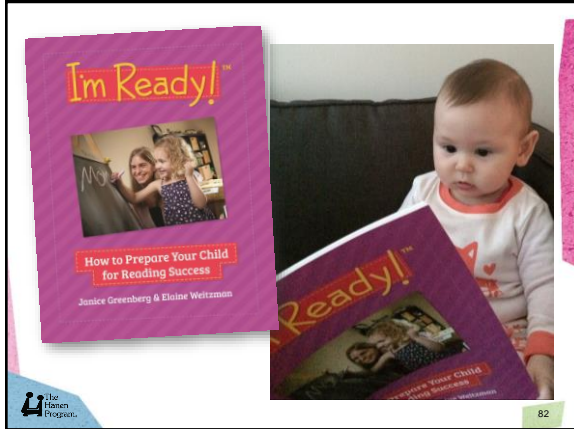
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