2014 YSS Spring Conference
Early Literacy Storytime: Blending Tradition with Technology

Part 1: Early Literacy Storytimes – ECRR 2nd edition & Early Literacy in Practice
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In 2000, the Association for Library Service to Children and the Public Library Association responded to research studies that found a significant percentage of children were entering kindergarten without the early literacy skills needed to learn to read. The publication of ECRR 1st edition was a response to this problem.

• How can libraries help?

• How can libraries enhance what they already know and do well (storytimes) to support the new research about early literacy skills and to provide information to parents/caregivers so they can help their children develop pre-reading skills requisite for kindergarten readiness?
Teaching parents and other caregivers how to support the early literacy development of their children was the basis for the first edition of Every Child Ready to Read® @ your library®.

ECRR 1st Edition focused on six early literacy skills.
In 2008, a joint ALSC/PLA Task Force was created to evaluate the first edition of ECRR. In 2009, Dr. Susan B. Neuman and Dr. Donna Celano were commissioned to conduct the evaluation and make recommendations.

Building on Success:
Every Child Ready to Read® @ your library® 2nd Edition was released in 2011.

Reading is essential to school success.
Start now to help your child get ready to read.
Features of Every Child Ready to Read® 2nd Edition:

- ECRR2 is based on updated early literacy research.

- Parent Education Workshops, Library Staff Training and **storytime scripts** are based on updated research with more natural language and less educational jargon.

- The framework of five practices - **talking, singing, reading, writing, and playing** - are used to develop early literacy skills.

- Practices can be used with children from birth to age five.

- We will be focusing on how to incorporate the research into enhanced early literacy storytimes with storytime scripts and modeling to parents/caregivers.
Let’s examine what the research says.

- Children start to develop early literacy skills beginning at birth.

- Children who begin school with well-developed early literacy skills have greater success learning to read and generally have greater success throughout their school years.

- The most important skills young children need as a foundation for reading success are decoding and comprehension skills.
Five early literacy practices develop early literacy skills and help children get ready to read.

Turn research into good early literacy practices at home with simple early literacy practices that parents and children can enjoy together.
Children who start kindergarten with good pre-reading skills have an advantage.
They are ready to learn to read.
ECRR 2nd Edition explains why parents are so important in helping their children get ready to read.

- As storytime presenters, we should model and point out ways during the storytime using "scripts" for parents/caregivers to incorporate the five early literacy practices (talking, singing, reading, writing, and playing) at home.

- We, as informal educators, can explain the value of early literacy activities that can be replicated.

- We only see parents/caregivers for a short 45-minute storytime session, but we can validate and support what they are already doing to nurture early literacy skills every day and model techniques they can replicate.
To become successful readers, children need to:

• **Learn a code:** Decoding is noticing print, knowing letter names & sounds and hearing the sounds that make up words.

• **Understand its meaning:** Comprehension is knowing what words mean (vocabulary) & understanding the meaning of printed language.
What practices should storytime presenters model and explain during storytime sessions that parents/caregivers can replicate to help their child develop early literacy skills?

**Five Simple Practices Help Children Get Ready to Read:**

- Talking
- Singing
- Reading
- Writing
- Playing

ECRR 2nd Edition provides activities parents can use to help their children get ready to read.
Talking:

Children learn about language by listening to parents talk and joining in the conversation.

Talking, telling stories, and stretching conversations are ways children learn new information, new vocabulary, and other early literacy skills that will help them once they learn to read.
Singing helps children get ready to read.

Singing:

Songs are a natural way to learn about language.

Singing:

- Develops listening skills.
- Slows down language so children can hear the different sounds in words, a key decoding skill.
- Helps children learn new words and information.
Reading:

Reading together or shared reading:

- Develops vocabulary and comprehension.
- Nurtures a love for reading.
- Motivates children to want to learn to read.
Writing helps children get ready to read.

Writing:

Reading and writing go together.
Playing helps children get ready to read.

Playing:

Children learn about language through different kinds of play.
STORYTIME PREPARATION & EXECUTION

• Modeling early literacy practices validates what we do as professionals and adds credence to our professional role.

• Preparation time does take a bit longer, but incorporating early literacy asides will eventually become second nature.

• At first, it may seem a little strange, different and unnatural.

• When first beginning to incorporate early literacy practices, introduce parents/caregivers to the concepts and research findings. This can be done DURING the storytime with brief early literacy asides.

• Our role is to model the practices parents/caregivers can use everyday to help their children build early literacy skills.

• The focus of the storytime is still on the children 90% or more of the time. 10% will be devoted to addressing the parents/caregivers using early literacy asides.
Incorporate the **Five Practices** & **Six Early Literacy Skills** into your Storytimes using **Early Literacy Asides**

**What makes an effective aside?**

- Gives a research-based reason for why an activity (playing rhyming games, using fingerplays with songs) supports an early literacy component (phonological awareness, print awareness, letter knowledge, print motivation, vocabulary, content knowledge, narrative skills) or reading skill (decoding).

- Ineffective aside (too general): **Singing** will help your child learn to read.

- HOW and WHY will **singing** help your child to read? **Effective Aside:** **Singing** slows down language so children hear the smaller sounds in words. This will help them later sound out words when they learn to read (decoding).
Types of Asides: Include all three in your storytimes

**Explain Aside:** Introduce the early literacy information you will be highlighting in the storytime.

**Example Aside:** Using an item in the storytime, demonstrate the early literacy tip you are sharing. **Modeling** is key!

**Empower Aside:** Share ideas to help parents/caregivers keep supporting the aspect of early literacy you have chosen to highlight in your storytime. Handouts may be useful.

**In each storytime:** Incorporate no more than two (preferably only one) early literacy skills with three early literacy asides (**Explain, Example, Empower**).
Storytime Practice – using the early literacy asides and one early literacy skill (Explain, Example & Empower)

Lions Roar!
Pizza Party

The full storytimes along with the written out Early Literacy asides, which I prepared, are in your handouts. Also included are: description of 6 early literacy skills and 5 practices, early literacy asides, and a bibliography/webliography of resources.

Early Literacy Asides (definition and examples) adapted from Saroj Ghoting, Early Childhood Literacy Consultant and expert on and contributor to “Every Child Ready to Read”
www.earlylit.net