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Supporting Children's Literacy Development Through Book Reading

Children ages 3-7 yrs.



What is Language?

Language Development encompasses a range of skills, some of those are:

- Knows the names of objects and actions.
- Follows verbal requests from others.
- Shows their understanding through gestures, actions, and language.
- Uses language to express ideas.
- Uses language for a variety of purposes.
- Refines and extends understanding of known words.



Building Language Skills



Words for specific things



Words for actions



Words that describe, specify, and elaborate

Principles:

- **Mirror** actions and map with words
- **Respond** to the child's meaning with specific words
- **Elaborate** the child's utterances by adding new vocabulary



Language Abilities for Young Children



Language Level:

Expresses ideas with one to two word utterances

Book Knowledge Level:

- point to pictures
- turn pages

Comprehension Level:

- demonstrates understanding through facial expressions
- asks simple questions
- “reads” environmental print



Language Abilities for Young Children

Language Level:

- Talks in complete sentences and has a vocabulary of 1500 words

Book Knowledge Level:

- understands front and back of book
- appropriate book handling
- tracks print from left to right, up to down



Comprehension Level:

- answers simple questions
- acts out simple story sequence
- seeks out opportunities for engagement with books, including non-fiction



Language Abilities for Young Children



Language Level:

Explains past events in detail to others and has a vocabulary of 3000 words

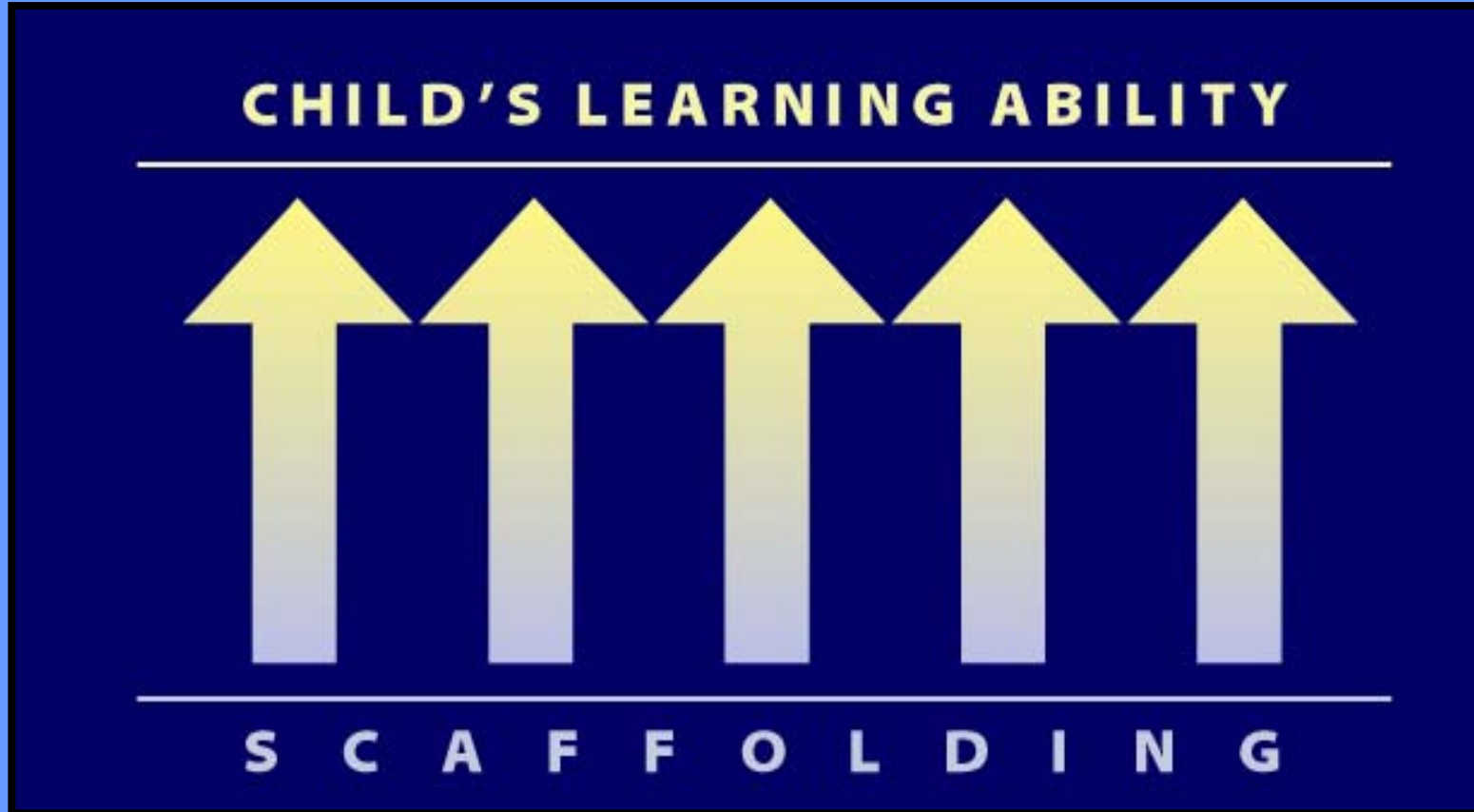
Comprehension Level:

- retell simple story
- make predictions about what comes next in the book
- journal writing related to story
- draw conclusions about feelings of story characters
- pretend reads books on own



SCAFFOLDING:

Parents/Caregivers provide specialized support



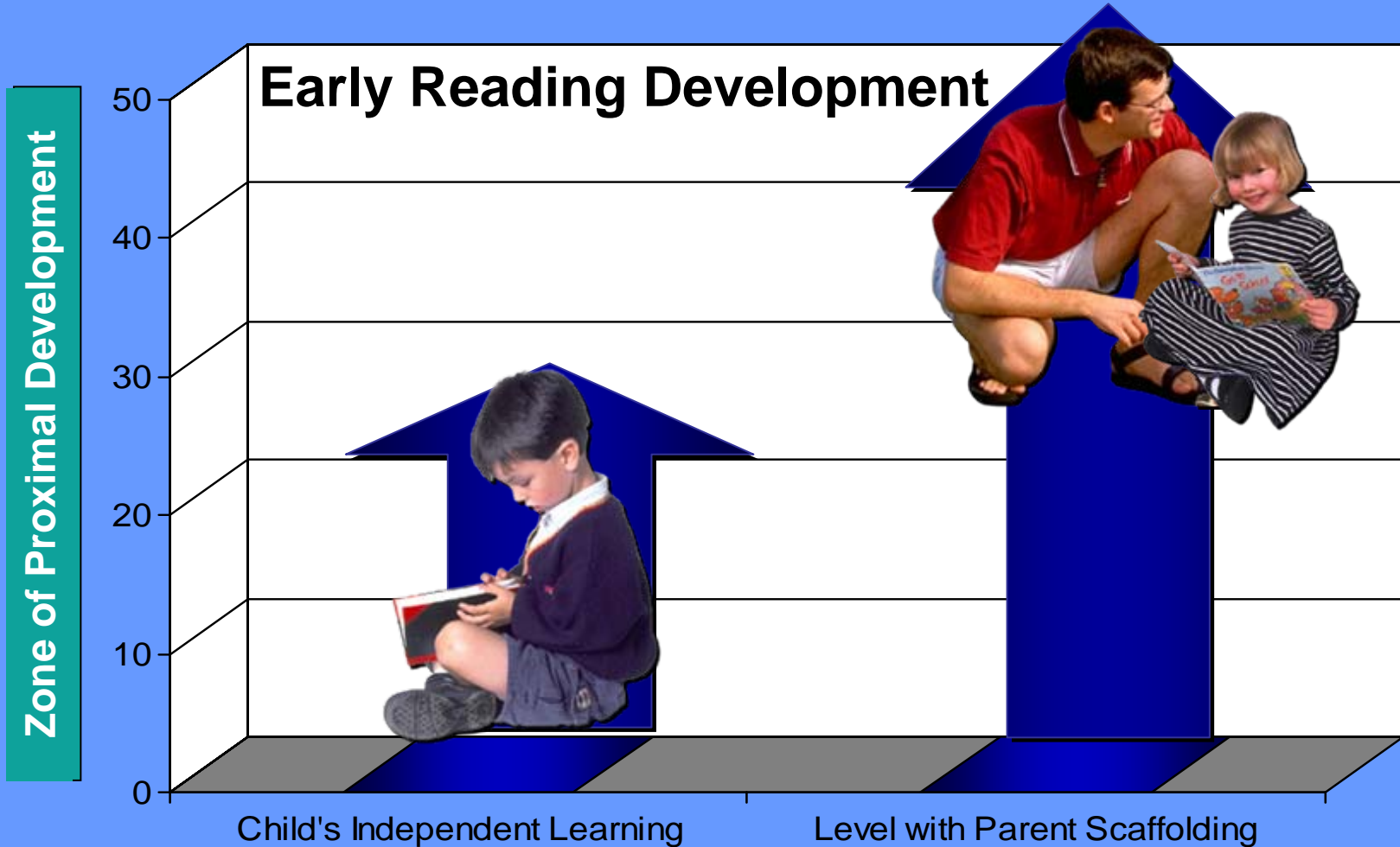
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What does scaffolding look like?

- **Rich language input**
 - Using labels for objects & actions
 - Providing explanations & rationales
 - Frequent book reading on many topics
- Responsiveness to **children's signals**
- Maintaining and building on **interests**
- **Fewer restrictions**
- More **choice** providing strategies
- **Adapting** support to child's changing needs



How Can Parents Help Young Children Learn



How do you help parents accomplish effective book reading that builds strong language skills?

- Select an intervention that has been proven to support parents to facilitate their children's language development.
- Implement it in ways that systemically build the parent's knowledge about why it is important to develop new strategies and how to incorporate these strategies into everyday use.
 - Effective ways include: role play, show videotape models of effective parent book reads, coaching, and support parents to critique their behaviors during videotaped practice.



Introducing Dialogic Reading

Dialogic Reading is based on research by Grover J. Whitehurst, Ph.D. and others that has been shown to be effective in promoting parents use of language scaffolding techniques through book reading.

It is a shared, picture book reading experience in which adults read to children, prompt them with questions, expand on their answers and praise their storytelling abilities.



PEER Comprehension Interactions

Prompt
Evaluate
Expand
Repeat

PEER is a way you ask questions and respond to a child with a focus on pictures in a story.



Prompt

Prompt the child

How do you do it?

- Ask the child a question or invite the child to talk about something on the page.
- You can prompt the child to name an object on the page or talk about something in the story.

How does it help?

- Focuses attention
- Engages the child in the story
- Helps the child understand plot
- Builds vocabulary



Evaluate

Evaluate what the child says

How do you do it?

- Think about what the child says. Is the answer correct? What information can you add?

How does it help?

- It provides necessary information to help the parent understand if the child needs additional support.



Expand

Expand on what the child says

How do you do it?

- Add a few words to the child's response.
- In some cases, gently provide the correct response.

How does it help?

- Encourages the child to say just a little more than he or she would naturally
- Builds vocabulary



Repeat

Repeat what the child says

How do you do it?

- Ask the child to repeat the expanded or correct response.

How does it help?

- Encourages the child to use language.



PEER Read Aloud Checklist

PROMPT: Is the child asked to talk about something on the page?

Circle answer: Yes or No

Give an example:

EVALUATE: Is the child supported if the answer is incorrect?

Circle answer: Yes or No

Give an example:

EXPAND: Is the child encouraged to say a little more than he or she would say naturally?

Circle answer: Yes or No

Give an example:

REPEAT: Is the child asked to repeat the expanded or correct response?

Circle answer: Yes or No

Give an example:



Video



PEER Question Prompts

Completion

Recall

Open-ended

Wh-(what, where, why)

Distancing

Once children have had successful experiences with the PEER technique then introduce **CROWD**.

The letters in **CROWD** stand for the kinds of questions (or prompts) developed for Dialogic Reading.



Completion

Examples: Let's finish this page together. Over in the meadow, in a hole in a tree, Lived a mother bluebird and her little birdies _____.

How do you do it?

- Ask the child to complete a word or a phrase. Completion questions are often used in books that rhyme.
- Ask the child to supply a repeated refrain, such as, "Not by the hair of my chinny, chin, chin."

How does it help?

- Encourages child to listen to and use language



Recall

Examples: What happens after the wolf climbs onto the third little pig's roof?

How do you do it?

- Ask the child details about what happens in the story.
- Ask the child what the characters do.

How does it help?

- Builds a sense of story
- Helps children recall details



Open-ended

Examples: Tell me what's going on in this picture.

How do you do it?

- Ask the child to tell what is happening in the picture.

How does it help?

- Provides an opportunity for the child to use language.



Wh-(what, where, why)

Examples: What's this called? What does the pig use it for?

How do you do it?

- Point to something in a picture and ask the child to name the object or action.

How does it help?

- Builds vocabulary



Distancing

Examples: Have you ever made a cake? Who was it for?
What did it look like?

How do you do it?

- Ask questions that relate something in the story to the child's life.

How does it help?

- Helps the child make connections between books and life
- Provides an opportunity for the child to use language



CROWD Read Aloud Checklist

COMPLETION: Is the child asked to complete a word, phrase, or a repeated refrain?

Circle answer: Yes or No

Give an example:

RECALL: Is the child asked to give details about what happens in the story?

Circle answer: Yes or No

Give an example:

OPEN-ENDED: Is the child asked to tell what happened in the picture or story?

Circle answer: Yes or No

Give an example:

Wh- (what, where, why): Is the child asked "What's this called? What is it used for?"

Circle answer: Yes or No

Give an example:

DISTANCING: Is the child asked to relate something in the story to his or her life?

Circle answer: Yes or No

Give an example:



Video



Supporting Parents & Caregivers

Although a challenging and complex goal

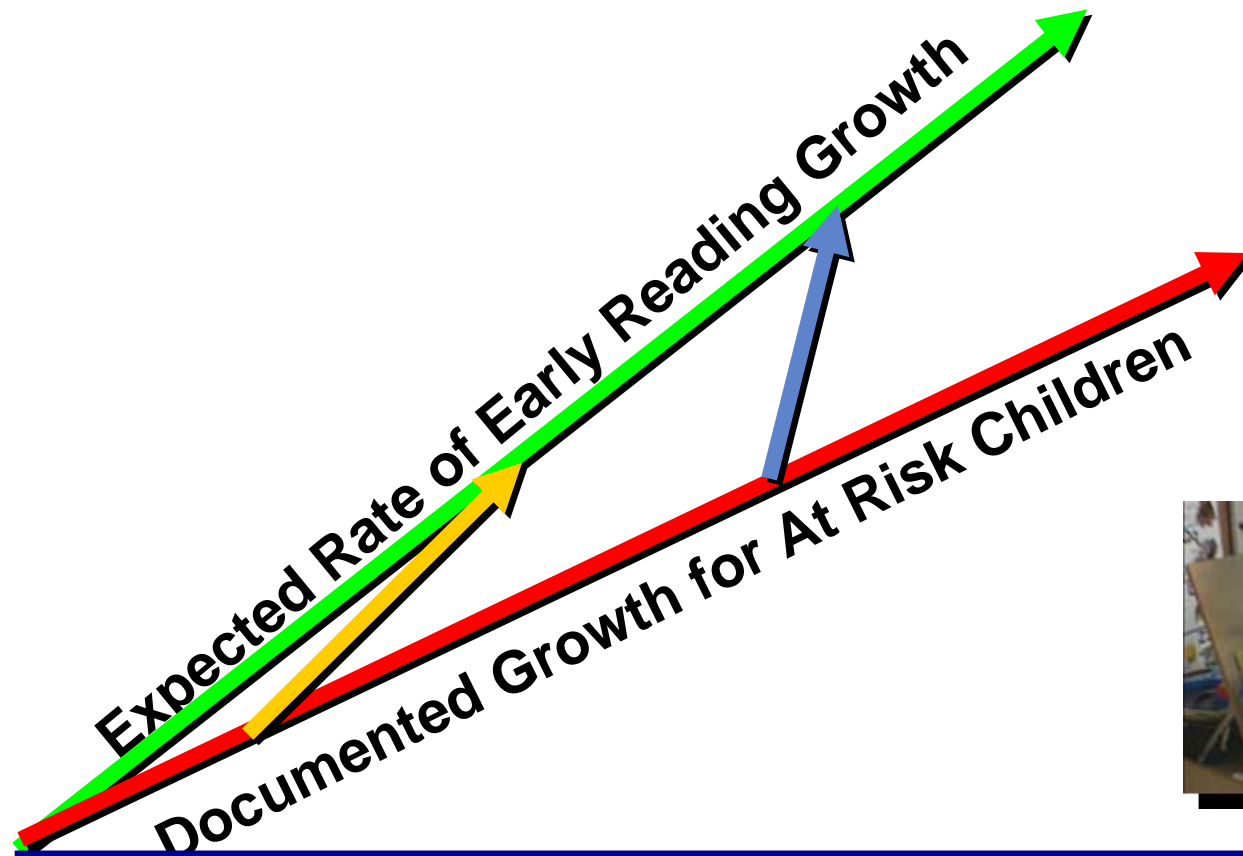
parents and caregivers

can be supported to teach young children language and literacy skills



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Starting Earlier Makes Getting There Easier!



Early Childhood

Later Childhood

