

Opportunity and Access to Early Literacy: Young Children with IEPs

The Components of Early Literacy

Oral Language

- Speak clearly, slowly, and listen carefully.
- Describe what is happening in simple sentences. This could be self-talk.
- Repetition with praise and encouragement.
- Expansion
- Emphasize single words: toys, objects, names
- Wait several seconds for a response.
- Remember that children communicate in many ways: signs, computers, or pictures to express themselves.
- Be sure that all children communicate to one another.

Concepts of Print

- **Make books easy to handle:**
 - Put tabs on pages for easier turning.
 - Put pages in plastic sheets in binders.
- Provide bookstands.
- **Simplify stories:**
 - Point out and label just one object on each page.
 - Shorten the story to three or four pages.
 - Have children turn pages as you read.
 - Focus on child's recognition of own written name.
 - Repeat, repeat, repeat: words, stories, print.

Alphabetic Knowledge

- Point out individual letters rather than words, especially the first letters of names and labels (repeatedly).
- Keep letters at eye level.
- Provide letters of different textures and colors.

Phonological Awareness

- Repeat rhymes over and over.
- Use feet and hands to sound out syllables (begin with child's name or names of family members).
- Use cards of different textures and high contrast color in rhyming games (e.g. put a rhyming word on each card).
- Make rhyming books with Velcro objects.
- Use real object or photos to create compound words (basket and a ball = a real basketball)

Early Writing

- Have writing tools available in a variety of sizes, and textures.
- Be a scribe: write down (or use computer) words that the child says and words for the child to see.
- Look for and appreciate early forms of writing.
- Break the writing down into simple parts: use letters instead of words, work on simple strokes.