**Intentionality Script**

**Slide 1:***In this topic, we look at one of the key pillars of a supercharged storytime—intentionality.*

**Slide 2:**  
*Intentionality is connecting storytime activities to early literacy skills and development, being more aware of, being more planful, and articulating, those connections during planning, delivery and reflection on our storytimes.*

Photo: Storytime from <http://depositfreelibrary.org/>

**Slide 3:**  
*To understand the importance of intentionality, it helps to have some information about early literacy and the formal process of reading.*

*Early literacy is what children know about reading and writing before they can actually read and write.*

*It is what children know about communication, language, verbal and non-verbal, reading and writing before they can actually read and write.*

*Encompasses all of a child’s experiences with conversation, stories, oral and written, books, and print.*

Photo: Mother and daughter playing at daycare; [Getty Images](https://www.gettyimages.com/license/473249566)

**Slide 4:**  
*These are the early literacy components, or pre-reading skills, that we’ll be using as the foundation of our intentionality. As we talk about the development of early literacy in children, listen for the connections to these components. We will be exploring each of these in more depth throughout the course.*

*[Read through slide.]*

**Slide 5:**  
*To see the connection between early literacy and later reading, let’s first look at what literacy skills children need to be successful readers, formally taught to read.*

*We are talking about this here NOT to have you think that we are teaching young children to read. It is to help you see the progression from early literacy to later reading.*

*So . . .*

*Formally learning to read involves three key skill areas:*

* *Children must learn to decode print, connect letters and their sounds. Includes sight words.*
* *Children need to understand or comprehend what print says*
* *Children need fluency, the ability to read a text accurately, quickly, and with expression*

Photo: Child reading by szymonpacek on Pixabay: <https://pixabay.com/en/child-baby-little-thing-childhood-2916824/>

**Slide 6:**  
*Let’s look first at decoding, learning the code.*

*Back before we knew our letters and before we knew they represented sounds, they were just a bunch of squiggles, like this.*

*So if I ask you what this says, well, we don’t know.*

**Slide 7:**  
*But if I give you this added information (the sounds for the squiggles) then we know it says /b/ /a/ /t/*

**Slide 8:**  
*Bat*

*You decoded the symbols. You matched the symbols to the sounds and read the word.*

*“You cracked the code.”*

**Slide 9:**  
*In order to decode words, children need to:*

* *Notice print and understand that printed words stand for spoken words.*
* *How to follow words on a page from left to right.*
* *Be able to hear and play with the sounds in words, which is called phonological awareness*
* *Know letter names and sounds—letter knowledge*

*Knowing letter names and sounds and being able to hear and play with the sounds   
in words are the strongest predictors of early reading success.*

Photo: Alphabet clothesline by counselling on Pixabay: https://pixabay.com/en/read-learn-letters-education-abc-720528/

**Slide 10:**  
*Comprehension is the second skill set for reading. It is at the heart of what it means to be a good reader.*

*What do you think the underlined words in this sentence mean? \*\*\*this is a rhetorical question here*

*If you don’t know what “hipple” and “roffs” mean, you do not know what the sentence means. But you can make a good guess from the picture, just as the children do. You might guess that hipple means happy and roffs means reads*

*Leah is happy when she reads with her mom.*

Photo: Mom and daughter reading by szymonpacek on Pixabay: <https://pixabay.com/en/child-fun-family-love-play-baby-3046494/>

**Slide 11:**  
*Now look at this picture. Now what do you think hipple and roffs mean? \*\*\*this is a rhetorical question here*

*Happy when she bakes or cooks with her mom*

*So, unless you actually know the meaning of the word hipple and the word roffs you are not 100% sure what the sentence means.*

*Children can learn to decode words but not understand what they mean.*

*To become good readers, children must decode words and interpret their meaning.*

Photo: Cooking with mom by David Butchy on Flickr: https://www.flickr.com/photos/dougbutchy/6961749626/

**Slide 12:**  
*In order to be able to comprehend what they read, children need to have*

* *A good Vocabulary—children need to know the meaning of individual words.*
* *They also have to have background knowledge, knowledge about the world.*

*You saw a smile and thought it meant happy, you saw a book and you know you   
 read a book. You knew that they were cooking together. All based on your   
 knowledge about the world!*

Photo: Happy boy reading by [Ben White](https://unsplash.com/photos/4K2lIP0zc_k?utm_source=unsplash&utm_medium=referral&utm_content=creditCopyText) on [Unsplash](https://unsplash.com/@benwhitephotography?utm_source=unsplash&utm_medium=referral&utm_content=creditCopyText) <https://unsplash.com/photos/4K2lIP0zc_k>

**Slide 13:**  
*Fluency is the third skill area for reading. It is the ability to read a text accurately, quickly, and with expression.*

*Fluency is a bridge built on word recognition and comprehension. You need both to read fluently***.**

Photo: Children reading (Balaka) by Book Aid International on Flickr: <https://www.flickr.com/photos/45024905@N07/17026987849/>

**Slide 14:**  
*According to the VIEWS2 study, when we are intentional around the early literacy components, we**increase children’s early literacy behaviors.*

*Let’s look at intentionality and how we can become more intentional in our library storytimes***.**

Photo: Story Time by NJLA on Flickr: https://www.flickr.com/photos/njla/4017023152/

**Slide 15:**  
*Intentionality involves*

* *Knowing early literacy components*
* *Being aware of what you do to support them*
* *Becoming more purposeful*
* *Thinking of new ways to incorporate early literacy components intentionally*

*Intentionality is about being mindful about planning our storytimes, being purposeful about including early literacy in our storytime delivery, and reflecting on our storytimes with regard to supporting early literacy development*

**Slide 16:**  
*Intentionality is about HOW we do things. It helped me to understand why the “how” matters by thinking of something I’ve learned from cooking.*

*When it comes to beating eggs to make a cake or an omelet, I know what to do –get the whisk, crack the eggs, whip.*

*But once I learned more of the chemistry of cooking and understand that the process is all about creating tiny air bubbles that then expand when heated and add to the lightness and fluffiness of the end product, then I realized that HOW I beat the eggs makes a difference.*

*Photo: Eggs, by amenic181 at FreeDigitalPhotos.net*

**Slide 17:**  
*So, my awareness of the chemistry leads to intentionality!! And intentionality can lead to better results.*

*This is analogous to how intentional focus on early literacy components can augment what you already do in your storytime*

*I want to emphasize that supercharged storytimes is not a recipe or a prescription;*

*there’s plenty of room for creativity and individual choice and expression.*

Photo: Rainbow cake *by* ElizabethWilk on Flickr <https://www.flickr.com/photos/lolalou/5534931391>

**Slide 18:**  
*We talk, sing, read, write and play with children in our storytimes.*

*Intentionality in storytime is the ability to make connections between the activities we do and the early literacy components.*

*It is HOW we do these activities, not just THAT we do them that makes a difference.*

*For example, while reading a book in storytime, we might ask: Do you see the bear? That provides less language than What is the bear doing, or what does the bear look like, or how do you think the bear is feeling?*

*We may sing a song like Over in the Forest. It has a couple of words that may not be familiar to the children—the snakes slither, the elephants lumber. By having them act out these motions to help them understand what they mean, we are supporting vocabulary.*

*It is HOW we do the practices to intentionally support the early literacy components that makes the difference in early literacy development.*

**Slide 19:**  
*Let’s look at some examples that start from making little or no change to what you already do.*

**Slide 20:**  
*No visible change: I have always run finger under the words in the title*

*Running finger under text brings children’s attention to the text helps them focus on text when they learn to read*

*Haven’t done anything differently but because I now know the connection, I am being more intentional*

**Slide 21:**  
*I might make a small change. If I want to help them understand the word “moan”*

*I could add a moaning sound, or I might give a synonym like sigh or groan, sounding sad.*

*With the addition of a sound or a few words, I am now supporting vocabulary.*

**Slide 22:**  
*Big change. I am adding an activity to emphasize the connection to early literacy*

*Let’s say I have learned that rhyming supports phonological awareness—hearing smaller sounds in words will help them sound out words when they learn to read.*

*In my storytime, I am reading one of my favorite books,* Llama, Llama, Red Pajama *by Anna Dewdney. It’s a rhyming book.*

*I would read the book and then come back to a page with words that rhyme*

*These words rhyme song to tune of Skip to My Lou (or you can use your own song)*

*Soon, tune these words rhyme*

*Soon, tune these words rhyme*

*Soon, tune these words rhyme*

*Rhyme along with me.*

*And have them think of another word that rhymes with soon.*

*So this is a big change. And it added more time to the book.*

**Slide 23:**  
*Being intentional could involve having a whole new idea.*

*The new idea for me would be to incorporate writing.*

*I would have the children draw what they do when they go to sleep*

*Supports background knowledge*

*As you go through the modules on the early literacy components you will be able to make more connections yourself based on the books you like and your own storytimes.*

**Slide 24:**  
*You can use any early literacy structure to be intentional.*

*We are using the early literacy structure from Every Child Ready to Read2.*

*You may be familiar with other literacy structures, such as your state early learning guidelines, or Head Start Domains.*

*No matter what structure you use, the skills are the same no matter how they are organized or what they are called. You can be intentional using any early literacy structure.*

**Slide 25:**  
*As I noted earlier, these are the early literacy components in the ECRR structure.*

*We will be exploring each of these in more depth throughout the course*

**Slide 26:**  
*We are using the Early Literacy Planning Tool to help storytime providers become more intentional, to recognize what they are already doing to support early literacy, to expand what they do, and to become more aware of ways to scaffold or adapt what they do to different age levels.*

*There’s a detailed explanation of the ELPT in a video presentation, which you will watch as a follow up to this presentation.*

**Slide 27:**  
*Intentionality and planning go hand-in-hand. It’s about planning HOW you can be more intentional in your storytimes.*

ABC blocks by Dennis Skley on Flickr: <https://www.flickr.com/photos/dskley/16744915722>

**Slide 28:**  
*Find the Planning Intentions activity in the Learner Guide for this topic.*

*Pause the recording and think about how much time you typically have to plan your storytimes. Check the appropriate box.*

*When you’re done, resume the recording.*

**Slide 29:**  
*Whether you marked a week, day, hour, 10 min, or no time, There is no “wrong” answer here, no judgment.*

*It’s okay to say “I don’t have time to plan!” You’re probably not alone.*

*Wherever you are on the spectrum is OK; you might be very new to this;*

*No matter how experienced, many of us just have challenges finding enough time in the day*

**Slide 30:**  
*To help you plan for intentionality, we have developed a Worksheet as a companion to the Early Literacy Planning Tool (ELPT). The worksheet allows you to focus in on one early literacy component, selecting one item and one activity to support that component in your next storytime. This is how you can build your intentionality one step at a time, amplifying what you already do in your storytime.*

*Watch the introductory ELPT video for more detail on how to use the worksheet. We’ll use the ELPT and the worksheets throughout the course.*

**Slide 31:**  
*Rather than planning your storytime around an early literacy component, you can start with the books you like. Storytimes are full of opportunities to support early literacy. This frees us to choose the books and language activities we love and that children will enjoy as well.*

*The ELPT and the worksheet help you be intentional around those opportunities for early literacy. It is HOW you USE the book, song, or other item you choose that makes it support an early literacy component.*

*Your intentionality will help you make connections between your storytime items, what you are doing, and how you are doing it, and ways to support early literacy in JOYOUS ways!*

Photo: Library storytime by [Government of Prince Edward Island](https://www.flickr.com/photos/peigov/) on Flickr: <https://www.flickr.com/photos/peigov/37201898226/> [CC BY-NC 2.0](https://creativecommons.org/licenses/by-nc/2.0/)

**Slide 32:**  
*I understand the concerns you may have about planning:*

* *You may feel like you don’t have enough time*
* *Or that it might take the spontaneity out of storytimes*

*Remember: many of these things, you are already doing*

*If you are even more intentional in the planning of HOW you do them, you can increase the impact on the early literacy learning of children you interact with.*

*This is what supercharges your storytimes!*

**Slide 33:**Closing / Acknowledgements