An effective aside gives a research-based reason for why or how an activity (e.g., repeating a phrase, asking open-ended questions) or practice (e.g., singing, talking, reading, writing, playing) supports an early literacy component (e.g., phonological awareness, print conventions and awareness, letter knowledge, vocabulary, background knowledge—with or without those terms) or reading skill (decoding—recognizing words and relating letters and sounds to formulate words, or comprehension—understanding what is being read).

YOUR EXAMPLE ASIDE ITEM

1. **Look over your storytime plan** and choose one item from your storytime that you feel relates to early literacy. It does not have to be a book.

2. **Review and think about** the book/item you have chosen.

3. **Choose an early literacy component** or one aspect of it to highlight to the adults.* (Check it off on the list below.)

4. **Fill in** the example aside, using the form below, including what you will do or say related to the component. You can use the asides in chapter 12 as a guide.

5. **Fill in** the explain and empower asides. You can use the asides in chapter 12 as a guide.

*Because the practices are directly tied back to the early literacy components via effective asides, they are not dealt with separately in this form.

### Reading process: Recognize or sound out words (decoding)

- **Phonological awareness**
  - Sounds of animals and/or things
  - Hearing/saying nursery rhymes
  - Breaking words apart and putting them together
  - Hearing/clapping syllables
  - Hearing beginning sounds/alliteration
  - Rhyme—hear, recognize, make

- **Print conventions and print awareness**
  - Print has meaning
  - Show how to handle books
  - Following direction of text
  - Environmental print
  - Early writing

- **Letter knowledge**
  - Point out and play with shapes
  - Point out and play games with what’s alike and different
  - Letters all around
  - Play with letters
  - Scribble, draw, write

### Reading process: Understand what they will read (comprehension)

- **Vocabulary**
  - Introduce more/new words
  - Words for things, feelings, concepts, ideas
  - Explain (don’t replace) words
  - Rare words in books
  - New meanings to familiar words
  - Informational books different vocabulary

- **Background knowledge**
  - Share informational/factual books
  - Express knowledge on different topics
  - Concepts: size, color, opposites, spatial relationships, cause & effect, matching
  - Talk about ideas, encourage children’s ideas
  - Ask open-ended questions
  - Predict what will happen
  - Recognize patterns
  - Convey enjoyment of books
  - Point out elements of story structure
  - Tell/retell stories; recount events
  - Make connections between stories and children’s experiences
### Early literacy aside:
**EXPLAIN**

<table>
<thead>
<tr>
<th>ASIDE</th>
<th>YOUR EARLY LITERACY ASIDES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early literacy aside: EXPLAIN</td>
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### Early literacy aside:
**EXAMPLE**

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<tbody>
<tr>
<td>Early literacy aside: EXAMPLE</td>
<td>WHAT YOU WILL DO:</td>
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<tr>
<td></td>
<td>YOUR ASIDE:</td>
</tr>
</tbody>
</table>

### Early literacy aside:
**EMPOWER**

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<td>Early literacy aside: EMPOWER</td>
<td></td>
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</tbody>
</table>
### Early literacy aside: EXPLAIN

Today our early literacy tip is on vocabulary, or knowing the meanings of words. Reading aloud to your child is a powerful form of talking with your child. It provides many different words than they hear in regular conversation. The more words children know, the easier it will be to understand what they read when they start reading.

### WHAT YOU WILL DO:

*Cat and Mouse*, by Ian Schoenherr (Greenwillow Books, 2008)

I will read the book Cat and Mouse. When I get to the page that says “I’ll never vex her, nor make her displeased,” I’ll read those words and then say, “I’ll never vex her means I won’t make her angry.”

### YOUR ASIDE:

After I finish reading the whole book, I’ll say, “Parents, did you notice that I explained the word vex, and I didn’t just substitute the word angry? Use those harder words and explain them with simpler ones. That’s how children learn new words!”

### EMPOWER

Today I pointed out the rich vocabulary in books—like the word vex, which we don’t use in daily conversation. As you sing, talk, read, write, and play with your children throughout the day, you can build their vocabulary by using less familiar words and explaining them from time to time.