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M is for Metafiction: Using Metafictive Picture Books to Facilitate Emergent Literacy Goals

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M is for Metafiction: Using Metafictive Picture Books to Facilitate Emergent Literacy Goals

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11/1/18



Learner Outcomes

As a result of this course, participants will be able to:

- Define metafiction.
- Identify at least three different characteristics of metafictional picture books.
- Describe how to use at least one metafictional picture book in therapy to facilitate one or more emergent literacy skills

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Shared Book Reading

- Interactive process of engaging children with text and illustrations (U.S. Department of Education, Institute of Education Sciences, 2015)
- Supports language and literacy goals for children with language delays (Kishner, 1991; Ratner, Parker, & Gardner, 1993; Whitehurst et al., 1998)

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Emergent Literacy Skills

Abilities of children (birth-5) that predict reading
and writing development

National Early Literacy Panel
(2008)

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Emergent Literacy Skills

- Oral Language
- Phonological Awareness
- Print Awareness
- Alphabet Knowledge

National Early Literacy Panel (2008)

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FOCUS QUESTION

How do YOU choose books to facilitate emergent literacy skills?

Lets do a poll!

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How do professionals choose picture books?

▪ RESEARCH

- PS: At random (Damber, 2015)
- SLPs: Children's interests and classroom themes (Ukrainetz & Trujillo, 1999)
- SLPs: Complexity of vocabulary, syntax, and story structure (Schwarz et al., 2015)
- TEACHERS, PARENTS, LIBRARIANS: Salient Print (e.g., font color, background color, font and letter size) (Tremain, Rosales, & Kessler, 2016)
- Genre (e.g., narratives, expository texts, wordless picture books) (e.g., Breit-Smith, Olszewski, Swoboda, Guo, & Prendeville, 2017; Knudsen-Lindauer, 1988)

▪ EXPERTISE

- Guided by goals (e.g. Rhyming books for phonological awareness goals; ABC books for alliteration goals)
- Interactive (e.g., lift the flap, repetitive refrains, Press Here)

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continued

Let's consider...

Metafiction

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continued

What is "Meta"?

- Ancient Greek word "beyond"
- Meta skills (i.e., metalinguistics, metapragmatics, metacognition) help children access language for academic and social success (Wolter & Timler, 2014)
 - Metalinguistics: thinking and talking about language
 - Metapragmatics: thinking and talking about social interactions
 - Metacognition: thinking and talking about thinking

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What is Metafiction?

“Fiction that draws attention to its status as an artefact”

(Waugh, 1984, p. 2)

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Metafictive Devices

- Nonlinear plot
- Interconnected stories within stories
- Pastiche (imitating another author/artist)
- Parody
- Indeterminacy (gaps in the story for reader to decide)
- Multiple narrators/character focalizers
- Directly addresses the reader

Pantaleo (2011)

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Metafiction
&
Emergent
Literacy Skills

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*Metafiction & Oral Language:
Literacy Vocabulary*

- Word knowledge (National Reading Panel, 2000)
- Books talk about:
 - Book concepts (e.g., *title, author, illustrator*)
 - Metalinguistic (e.g., *letter, syllable, word, sentence*)
 - Literacy socialization (e.g., *read, write, book*)
 - Literacy artifacts (e.g., *glasses, typewriter*)
- *Help! We Need A Title!* (Tullet, 2013)

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continued

Help! We Need A Title! (Tullet, 2013)



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continued

Metafiction & Oral Language: Story Comprehension/Narratives

- “Ability to define, describe, and sequence events and objects” (Dickinson & McCabe, 1991; Donald, 1991, p. 91)
- Books talk about:
 - Telling a story
 - Story problem(s) and solution(s)
- *We’re in the Wrong Book* (Byrne, 2015)

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continued

continued

We're in the Wrong Book (Byrne, 2015)



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continued

Metafiction & Oral Language: Critical Thinking

- Intellectually disciplined process of actively and skillfully analyzing and conceptualizing information
(National Council for Excellence in Critical Thinking, 1987)
- Devices make children critical thinkers (Pantaleo, 2004)
 - Interconnected stories within stories - activate knowledge about other stories
 - Indeterminacy - fill in gaps and co-create the story
 - Directly addresses the reader - be aware of role as a reader
- *Open Very Carefully: A Book with Bite* (Bromley, 2013)

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continued

continued

*Open Very Carefully:
A Book with Bite*
(Bromley, 2013)



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continued

Metafiction & Print Awareness

- Ability to recognize the function and form of print and relationship between written and oral language (Justice & Ezell, 2000)
- Books talk about (Treiman, Rosales, & Kessler, 2016):
 - Letters & written words
 - Speech bubbles
 - Numbers
- *We Are in a Book!* (Willems, 2010)

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continued

We Are in a Book!
(Willems, 2010)



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Metafiction & Alphabet Knowledge

- Knowledge of names and sounds associated with print letters (National Early Literacy Panel, 2008)
- Alphabet books nurture this skill (Evans, Saint-Aubin, & Landry, 2009)
- Books talk about:
 - The Alphabet/ABCS
 - Letter shapes and sound correspondences
- *Z is for Moose* (Bingham, 2012)
 - Pokes fun of traditional ABC book

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CONTINUED

Z is for Moose
(Bingham, 2012)



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Metafiction & Phonological Awareness

- Ability to detect, manipulate, or analyze auditory aspects of spoken language (i.e., words, syllables, phonemes) (National Early Literacy Panel, 2008)
- Books talk about:
 - Rhyming
 - Alliteration
- *Rhyming Dust Bunnies* (Thomas, 2009)

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continued

*Rhyming Dust
Bunnies (Thomas,
2009)*



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continued

Benefits of Metafiction

- Promotes higher level thinking (Pantaleo, 2014)
- Active participants - critically analyze, construct and deconstruct texts (Pantaleo, 2004)
- Develops metafictional awareness (Pantaleo, 2005)
- Ambiguity and complexity promotes reading growth and success (Pantaleo, 2005)
- Pleasurable and rich reading experience (Pantaleo, 2005)

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continued

Challenges of Metafiction: All children

- Too complex and sophisticated (Goldstone, 1998)
- Requires children to access multiple representations and meanings/make connections between books (Anstey, 2002)

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Challenges of Metafiction: Our kids

- General meta-level challenges (Adams, Lockton, & Collins, 2018; Webster & Plante, 1992)
- Issues with literal and inferential language (van Kleeck, Vander Woude, & Hammett, 2006)
- Complex vocabulary is problematic for children with weak processing skills (Storkel et al., 2017)
- Adults need to mediate and provide explicit instruction (Storkel et al., 2017)

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continued

Bet we can
make you read!

“The End”

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continued