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Online continuing education for the life of your career

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

Susan Hendler Lederer, PhD, CCC-SLP

Moderated by:

Amy Hansen, MA, CCC-SLP, Managing Editor, SpeechPathology.com

continued

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- Must be logged in for full time requirement
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continued

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

> Susan Hendler Lederer, PhD, CCC-SLP Toni Abruzzino, MS, CFY Adelphi University 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 metafictive picture books.
- Describe how to use at least one metafictive picture book in therapy to facilitate one or more emergent literacy skills

continued

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 (Kirshner, 1991; Pather, Parker, & Gardner, 1993; Whitehurst et al., 1998)



Emergent Literacy Skills

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

National Early Literacy Panel (2008)

continued

Emergent

- Oral Language
- Phonological Awareness

Literacy Skills

- Print Awareness
- Alphabet Knowledge

National Early Literacy Panel (2008)



FOCUS QUESTION

How do **YOU** choose books to facilitate emergent literacy skills?

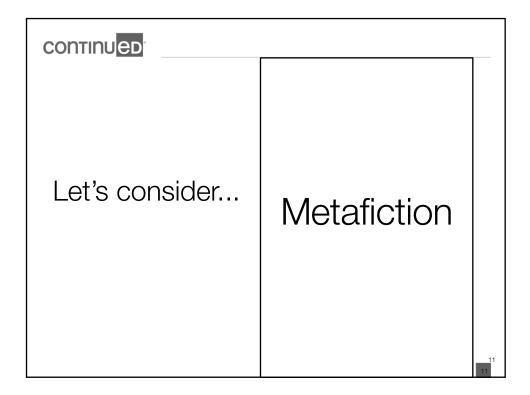
Lets do a poll!

continued

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)
- FXPFRTISE
 - 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)





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



What is Metafiction?

"Fiction that draws attention to its status as an artefact"

(Waugh, 1984, p. 2)

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continued

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)



Metafiction & **Emergent** Literacy Skills

continued

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)



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



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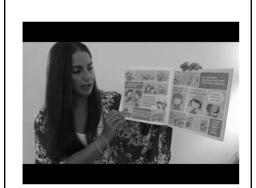
continued

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)



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



continued

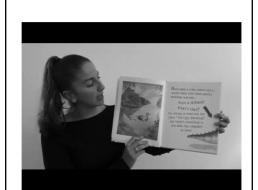
Metafiction & Oral Language: Critical Thinking

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





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
- Books talk about (Treiman, Rosales, & Kessler, 2016):
 - o Letters & written words
 - Speech bubbles
 - o Numbers
- We Are in a Book! (Willems, 2010)



We Are in a Book! (Willems, 2010)



continued

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:
 - o The Alphabet/ABCS
 - Letter shapes and sound correspondences
- Z is for Moose (Bingham, 2012)
 - Pokes fun of traditional ABC book



Z is for Moose (Bingham, 2012)



continued

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)





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 metafictive awareness (Pantaleo, 2005)
- Ambiguity and complexity promotes reading growth and success (Pantaleo, 2005)
- Pleasurable and rich reading experience (Pantaleo, 2005)



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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continued

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)



Bet we can make you read!

"The End"

