

EMERGENT LITERACY

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What is Emergent Literacy?

- Emergent literacy is based on social interactions with parents, teacher, and literacy products long before children read from print.
 - ▣ Children learn about reading and writing through meaningful and stimulating environments.
- Emergent literacy skills are the basic building blocks for learning to read and write.
- Emergent literacy skills begin developing in early infancy and early childhood through participation with adults in meaningful activities involving talking and print.

Who are Emergent readers and writers?

- Children in this developmental stage of literacy are typically between the ages of 5 and 7.
 - ▣ They already see themselves as readers and writers.
 - ▣ They make reading and writing an important part of their daily lives.
- This level of literacy falls into grades Kindergarten through First grade.
- Some children are already beyond this stage when they begin Kindergarten, while others may still be at this stage after first grade.
- Children in this stage develop in the same sequence, although not necessarily at the same rate.

Why is this stage so important?



- Some teachers feel this is the most exciting literacy stage to share with children.
 - ▣ Because:
 - Students at this stage joyfully embrace their growing literacy.
 - Most children experience success at this stage.
 - Scaffolding is provided by teachers for those that need it to prevent falling behind.
- This is the stage of stepping stones.

Guided Reading



Peer Reading



A Kindergarten Classroom



Teaching Phonics

Pictures found at
<http://www.edweek.org>

The Components of an Emergent Literacy Classroom


- Tools of literacy are readily available
 - ▣ Books
 - ▣ Paper
 - ▣ Pencils, crayons, markers
 - ▣ Computers
 - ▣ Magnetic letters, alphabet blocks, word cards
- Print is rich and found all over the classroom
 - ▣ May be in more than one language
- Furniture (and means for organization)
 - ▣ Cubbies, shelves, display tables, chalkboards and sinks

Oral Language Benchmarks



- The student exhibits behaviors of Early Emergent Literacy to a greater degree.
- The student uses standard sentence construction and grammar.
- The student's facility with oral language is growing.
- The student's oral language reflects literature to which he or she is exposed.
- The student shows pleasure in language.

Indicators that the student uses standard sentence construction and grammar.



- Is recognizing use of nonstandard language in self and others.
- Is developing a sense that school and book language is different from home or neighborhood language.

Indicators that the student's facility with oral language is growing.



- Makes self understood by peers and adults
- Follows rules for conversation and discussion
- Paraphrases what others have said
- Participates in sharing
- Retains oral directions
- Can ask questions for clarification

Indicators that the student shows pleasure in language.



- Enjoys jokes related to words, such as puns
- Enjoys tongue twisters
- Enjoys hearing humorous books related to idioms
- Is proud of learning new words
- Tries out new words and asks what words mean.

Assessment of Oral Language

- Will be based on observation during whole class, small group and individual activities.
- Listen to children with non-standard English, and note who begins to catch themselves going from such usage to standard usage.
- When asking direct questions note which children can suggest a way to word ideas using standard language.
- Note which children are beginning to switch language from playground usage (which reflects home language) to classroom language (which reflects book and school language).

Reading Benchmarks




- The student exhibits behaviors of the Early Emergent Literacy stage to a greater degree.
- The student has acquired most or all of the concepts about print.
- The student is using print in everyday life.
- The student is learning decoding skills: letters and words.
- The students shows evidence of phonemic awareness and the alphabetic principal.

Reading Benchmarks Cont.



- The student is beginning to use phonics; knows many letter-sound associations, both consonants and vowels.
- The student is beginning to use other decoding strategies: sight words context, graphics, and word structure.
- The student is constructing meaning.

Indicators that the student has acquired most or all of the concepts about print.



- Handles book in correct position, knows where to begin reading and in what direction
- Can point to a word, two words, a letter, two letters
- Knows that print should match the voice of the reader
- Knows about such book parts as title, author, and illustrator

Assessment of students concept of print



- Observe children during book handling to see if the book is in the right side-up position, if they are starting at the beginning, and turning pages appropriately.
- During pretend reading, note that they are moving their fingers from left to right and top to bottom.
- During interaction ask children to point to a specific letter or word.
- As you sit with an individual child ask them to point to the words you are reading and saying on the page.

Instructional Strategies for concept of print.



- If children do not quite exhibit behaviors related to book handling, demonstrate and verbalize frequently.
- When verbalizing you give children important concepts, such as *up, down, left, right, front*.
- Show students who cannot yet isolate letters. The same activity can be used with words.

Indicators the student is learning decoding skills for letters and words.



- Recognizes and can name most letters
- Can match many upper and lower case letters
- Recognizes and can name some words
- Recognizes own name in print and perhaps other names.

Assessment for decoding skills

- You need to know which print letters each child can name and find. This can be done individually using alphabet cards or as a group assessment.
- Keep in mind that although group assessment is quicker, the information obtained may not be as precise.
- If a child is reading books independently, arrange an individual conference and have that child read to you. If a child reads a book that they are unfamiliar with and become fluent, then take a running record of fluency.
- If a child spends little time with books, or pages through only looking at pictures; spot check any words recognized as you do daily activities, shared reading and shared writing.

Instructional Strategies for decoding skills.



- Reinforce the connection between print and the spoken word in your everyday activities.
- Provide many opportunities for children to become familiar with frequently used words through shared reading, rereading, choral reading, and books on tape.
- Encourage children to read with a friend.
- Use a buddy program that brings older readers into your class.

Modes of Reading

- Art
 - ▣ Children at this stage enjoy drawing pictures to express interest and ideas
 - ▣ Children may draw a picture in response to a story
 - ▣ Children may also draw a character or an alternative ending
- Retelling
 - ▣ Children can retell a story during a conference as an individual response activity.
- Journals
 - ▣ Students can keep a reading response journal
 - ▣ Students can record names of books read as well as author, illustrator and date.

Modes of Reading (Continued)



- Discussion Groups
 - ▣ Allows for the pleasure of talking about books with small groups of friends
 - ▣ Can fit into any of the reading blocks of the literacy program
- Role-Playing and Puppets
 - ▣ Serves a way to respond to a story before writing response is possible.
- Debate
 - ▣ Introduces children to the notion of dealing with different views of a story

2 components to Successful Reading



- Accurate and fluent identification of printed word
- Good language comprehension skills

You can decode what you cannot comprehend,
but...

You cannot comprehend what you cannot
decode.

3 Basic approaches that develop phonics skills



□ 1. Whole Language

- ▣ Teacher teaches phonics as opportunities arise during authentic reading and writing.
- ▣ Emphasis is on *connected text* (groups of words that convey meaning).

□ 2. Embedded Phonics

- ▣ Phonics instruction is sequenced according to word families.
- ▣ Children substitute sounds at the beginning of words and generate patterns as they learn and figure out new words.

3 Basic approaches that develop phonics skills (Continued)

- 2.) Embedded Phonics Cont.
 - ▣ Teachers use trade books that contain and target patterns.
 - ▣ Teachers use patterns in writing and spelling.
 - ▣ Approach is more effective with disadvantaged students.
- 3.) Direct Code Instruction
 - ▣ Letter-sound correspondences and spelling conventions are taught and practiced.
 - ▣ Children read books designed to review word and phonics lessons.
 - ▣ Children use anthologies and trade books to develop reading and writing.
 - ▣ Children taught this approach improved in word reading at faster rates and have higher word recognition than skills in other methods.

Classroom Reading Discussion Guidelines



- 1.) Take turns.
- 2.) Don't talk while someone else is talking.
- 3.) It's okay to disagree, but not okay to argue.
- 4.) Speak loudly enough for everyone to hear.
- 5.) When you say something about someone else's ideas, talk to that person-not to the teacher.
- 6.) Never say anything bad about anyone else's ideas.

Children who lag behind in reading skill development:



- Have less exposure to print and opportunities to practice reading and writing
- Miss opportunities to develop reading comprehension strategies
- Often encounter reading material that is too difficult for their reading skill level
- Develop negative attitudes about reading and school
- Are less likely to graduate from high school

Writing Benchmarks



- ❑ The student exhibits continued growth in many of the Early Emergent Literacy behaviors.
- ❑ The student knows and writes name and some letters and uses some other writing conventions.
- ❑ The student is using phonemic awareness in writing.
- ❑ The student is using sound/symbol association in writing.
- ❑ The student is using writing for own purposes.
- ❑ The student is becoming familiar with the writing process.
- ❑ The student is constructing meaning in writing.

Indicators that student can write their own name and other writing conventions.



- Can write own name (perhaps first name only), with all or most of the letters present, though not necessarily formed correctly
- Can name most letters in random presentation
- Forms letter-like shapes and some correct letters.
- Uses some punctuation

Assessment for writing name and using some other writing conventions.

- On the first day of school ask the students to write their own name if they know how. Help those who don't.
 - ▣ Do this before providing a name card for their desk.
- Assess with alphabet cards (as you would with reading assessment) .
- Examine children's writing whenever it occurs (on drawings, in journals, assigned papers).
- Note which children are putting down marks to indicate boundaries of their thoughts.
 - ▣ Many children will begin to use periods at this stage.
 - ▣ Some are especially fond of exclamation points once they discover them.

Instructional Strategies for writing name and using writing conventions.

- Names are important and students should learn to write them as soon as possible.
- Provide models for the children to copy.
- Help children to write the letters in his or her own name.
 - ▣ Help children reform any incorrectly formed letters.
- Remember that children at this stage frequently write letters backwards or stroke in different direction from what you teach. Modeling is the best method to resolve this.

Indicators that student is using writing for own purposes.



- ❑ Can keep a journal that may combine drawing and writing
- ❑ Shows interest in practicing writing, often through copying favorite stories from books
- ❑ Shares writing with others
- ❑ Attempts to read others' writing

Assessment for students using writing for own purposes.

- Encourage children to keep a journal for personal writing.
 - ▣ At first pictures may be used
- Note which children practice writing by copying stories and writing from books.
- Note when children are willing to share their writing.
 - ▣ Note which children many not share to the class but will share to a friend.
- Encourage children to share their thoughts and writing with someone.

Instructional Strategies for students using writing for own purposes.

- Encourage personal writing by modeling it daily.
- Share your own journals with the students.
- Support students efforts by reading and responding to their journals frequently.
- Point out that the same words they write are also words that others use in their writing.
- Encourage sharing using an “Author’s Chair” but don’t push those who don’t want to or are not ready.

What to ask yourself when you see problems with assigned writing:



- 1.) Was the assignment or task clear?
- 2.) Was the assignment or task reasonable for these children?
- 3.) Did I model what I wanted the children to do?
- 4.) Did I provide enough guided practice?
- 5.) What are the particular problem areas (for example, had no clear purpose, lacked sense of audience, did not stick to topic, drew no conclusion)?
- 6.) What do I need to do next?

Sample First Grade Schedule

8:15-8:30	Arrival; check-in; personal journals
8:30-8:45	Daily Independent Writing
8:45-9:30	Reading: Learning to Read Words
9:30-10:15	Spelling: explicit mini-lessons for groups; centers
10:15-10:30	Break; snack; morning message
10:30-10:45	Read-aloud
10:45-11:30	Reading: Developing Language and Comprehension mini-lessons
11:30-12:00	Lunch
12:00-12:15	Handwriting
12:15-12:30	Daily Independent Reading
12:30-1:05	Specials
1:05-1:30	Math
1:30-1:45	Recess and or read-aloud
1:45-2:15	Science/Social Studies
2:15-2:40	Writing: Learning to write/Developmentally Appropriate Writing
2:40-3:00	Clean-up, story, song, finger play, dismissal

Meeting Individual and Group Needs in Diverse Classrooms

4 areas you need to consider when planning your classroom.

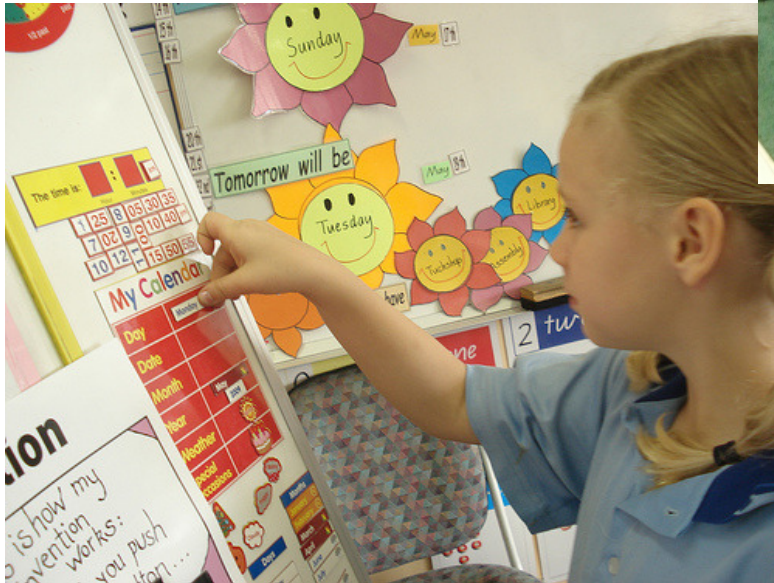
1. Ranges of Stages

- Accept that you will have this in your classroom. As children grow in years the gap will widen.

2. Routines and Techniques

3. Materials to be used

4. Accommodating children with special needs.



First Grade Is the Best!



First grade is fantastic.

First grade is the best!

We get to read and write.

Forget that nap time rest!

We get to do some adding.

And graphs are so much fun!

I really like my teacher.

I am sad when the day is
done.

First grade, first grade, first
grade.

It simply is the best!

Classroom Pledge



I will try

To do my best.

I will also try to share my things.

I will help my friends

And say nice words.

I will make the most

Of this day.

I am ready to learn!

Check out these Websites!

- Here are a few sites with additional information, ideas, activities, and pictures.
 - <http://www.wiu.edu/ectiis/ws3/emlit.php>
 - [http://www.lcsc.edu/RE303/what is emergent literacy .htm](http://www.lcsc.edu/RE303/what_is_emergent_literacy.htm)
 - <http://www.ncrel.org/sdrs/areas/issues/content/ntareas/reading/li100.htm>
 - (for special readers)
 - http://www.speechtx.com/emergent/phonogram_og.htm
 - http://www.wiu.edu/itlc/ws/ws1/litfound_3.php

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THANK YOU!

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