Emergent Literacy

Dr. Kristen Pennycuff Trent
What is Emergent Literacy?

- Development of the association of print with meaning that begins early in a child’s life and continues until the child reaches a stage of conventional reading and writing.
What is Emergent Literacy?

• The ability to read and write will emerge when the conditions are right.
What is emergent literacy?

• Portrait of young children as literacy learners
  - Real-life settings where reading and writing are used
  - Experiences in reading and writing
  - Active involvement with literacy materials
    - Teale and Sulzby, 1989
Emergent Literacy and No Child Left Behind

• Targeted performance by end of 3rd grade
• Scientifically Based Reading Research (SBRR)
  - Phonics, phonemic awareness, vocabulary, comprehension, fluency
  - Emphasizes explicit instruction and active engagement in authentic tasks
SBRR and Reading First

- Used scientific method
  - Hypothesis, controls, outcome
- Replicated
  - Repeats same outcome
- Generalized
  - Truth for all

- Met rigorous standards
  - Methods and conclusions approved by experts in field
- Findings convergent
  - Same conclusions from multiple SBRR studies
Best SBRR
Reading First and the National Reading Panel

• NRP formed 1997 at request of Congress
  - 300 candidates, 15 selected
  - Screened more than 100,000 articles
  - Consulted with over 12 education organizations
  - Established standards for reviewing research
National Reading Panel Standards for Research

- Published in refereed journal
- Focus on children’s reading
- Experimental or quasi-experimental design

Topics
- Phonemic awareness
- Phonics
- Fluency
- Motivation
- Vocabulary
- Comprehension
- Inservice/preservice
- Technology
National Reading Panel

- Systematic and explicit instruction in
  - Phonemic awareness
  - Phonics
  - Vocabulary
  - Fluency
  - Comprehension
Phonemic Awareness

• Ability to hear, identify, and manipulate sounds

• Understanding of how sounds of spoken language work together to form words

• Important Skills
  - Phonemes
  - Words ÷ sounds
  - Blend to read
  - Segment to spell
Phonics

- Knowledge of sound-symbol relationships
- Ability to use knowledge to decode print

Important Skills
- ABC recognition
- Alphabetic principle
- Phonics elements
- Application of phonics to reading and writing
Vocabulary

- Development of stored information about meanings and pronunciations of words

- Important Skills
  - Meanings of words for understandings
  - Variety of strategies to apply
  - Connections between words and concepts
  - Accurate use of new words
Fluency

• Ability to read accurately and rapidly with expression
• Bridge between word recognition and comprehension

• Important Skills
  - Decode words in isolation and context
  - Recognize words automatically
  - Increase rate with sustained accuracy
Comprehension

• Understanding, remembering, sharing what was read

• Intentional and thoughtful interaction between text and reader

• Important Skills
  - Narrative and expository texts
  - Understand and remember
  - Relate own experiences and knowledge
  - Use fix-it strategies
NRP Supports

• Increased professional development for all K-3 and SPED teachers
  - Ongoing, data-based, aligned with RF

• SBRR instructional programs, reading materials, and instruction
NRP Supports

- Valid and reliable screening, diagnostic, and on-going classroom assessment
- Three tier model of intervention
- Statewide accountability and leadership structures
Development of Cognition and Language

• Thought and language are closely related

• Jean Piaget
  - Preoperational stage
    • Begin to engage in symbolic thought
    • Represent ideas and words with symbols
      - Words, drawings, dramatic play
  • Egocentricism
  • Tools for success
Developmentally Appropriate Practice

- Framework or approach in which the teacher considers each and every child’s competencies and adjusts instruction accordingly (Gestwick, 1995; Richey and Wheeler, 2000)
- Match curriculum with child’s level of thinking (Elkind, 1989)
What Do You Think?

• Should teachers strive for DAP or teach to grade level standards? Why?
Vygotsky's Views

- Two groups of childhood experiences
  - Spontaneous
    - Concepts children learn in everyday interactions at home or school
    - Direct participation
    - Interactions with experienced peers or adults make meaning
  - Scientific
    - Concepts children learn during systematic classroom instruction
    - Formalized activities to translate verbal knowledge
Vygotsky’s Views

• Zone of Proximal Development (ZPD)
  - Span between child’s actual skill level (independent level) and the level of potential a child can reach with assistance (instructional level)
  - **Scaffolding** is crucial
    - Offering of support that is gradually withdrawn as the learner becomes more and more capable
    - Example: interactive reading
Concepts about Language Learning

• Continuous,
• Interactive, and
• Purposeful
  • (Loughlin and Martin, 1987)
• Metalinguistic awareness
  - Ability to think about language and manipulate it objectively
Concepts about Language Learning

- Children without metalinguistic awareness should not be taught with
  - linguistic terms
  - isolated drills
  - memorizing rules
  - indirect instruction

- Children should be taught with
  - language experiences
  - predictable and repetitive texts
  - print rich environment
  - authentic tasks
  - direct instruction
    - teacher initiated strategy instruction
Concepts about Written Language

• Print carries meaning
• Reading and writing are used for a variety of purposes
• Concept of a word
• Environmental print
• Literacy play centers
Concepts about the Alphabet

• The Alphabetic Principle
  - Concept that letters represent speech sounds

• Letter Names

• Phonemic Awareness
  • Matching, isolating, blending, substituting, segmenting

• Phonological Awareness
  • Syllables, words, phrases

• Phonics
  • Consonants, vowels, digraphs, diphthongs, rimes, rhymes
Concepts About Emergent Literacy

- Emergent literacy values the life experiences a child brings to the classroom
  - Relating environmental print and places or objects
  - Expecting print to be meaningful and convey ideas
  - Understanding some characteristics of written language such as directionality, spacing, sequencing, and form
  - Knowing some letter names, auditory and visual discrimination, and correspondence between written and spoken words
  - Understanding what books are and how to use them
Concepts About Emergent Literacy

- Children progress through developmental stages in oral and written language
  - Build upon home/school connections
  - Overcome at-risk factors
    - low teacher expectations
    - failure to achieve in competitive school structure
    - family stress or instability
    - low SES
    - low self esteem
Establishing a Literacy Rich Classroom

- Correlate with a natural, home environment
  - Wide variety of materials for purposeful reading and writing
  - Place labels and key words around the room at children’s eye level
  - Organize room for easy manipulation of classroom routine
  - Display children’s work for discussion
  - Encourage creative responses to literature
  - Provide opportunities for expressing thoughts, feelings, and ideas through talk

Immerse children in literature and early drawing, writing, and read-alouds
- Organize learning centers that are fun and inviting
Establishing a Literacy Rich Classroom

- Involving Parents
  - “Children are made readers on the laps of their parents.”
  - The continuity or lack of continuity between literacy experiences at home and in school strongly affects learning. (McLane and McNamee, 1990; Routman, 1988; National Reading Panel, 2000)
Establishing a Literacy Rich Classroom

• Family literacy
  - consistent interaction
  - open door policy
  - recognition of diversity of families
  - element of adult education with childcare
  - parent/teacher partnerships
    • Families and Schools Together program
    • Family Reading Night
    • Hooks, Books, and Cooks program
    • Parents and Children Together program
Encouraging Listening and Speaking

• Listening
  - Choose interesting topics
  - Use known words and concepts
  - Make listening explicit
  - Read narrative and informational text
  - Incorporate a listening center

• Speaking
  - Encourage oral language during centers or seat work
  - Promote descriptive talk
  - Allow students to retell stories
  - Set up language centers
  - Ask open ended questions
Dramatic Play and Creative Dramatics

- **Dramatic Play**: children simulate real life situations
  - Requires speaking and listening, but also incorporates reading and writing
  - Spontaneous and unrehearsed
  - Teacher is facilitator, but does not direct play
  - Supported by research of Vygotsky and Piaget

- **Creative Dramatics**: spontaneous story reenactments
  - Heighten children's awareness of story structure and characterization
  - Increases comprehension and recall
  - Teacher reads, children discuss and refresh, some reenact while some are audience, roles change
  - Can use puppets
How Reading and Writing Occurs

- construct their own knowledge of reading and writing
- growth occurs jointly along with growth in oral language
- must learn through active participation in real purposes
- individual differences must be considered
- teachers intervene as needed

reading and writing occurs throughout the day not just in specified periods
Factors Influencing Learning to Read in an Emergent Literacy Classroom

- Physical features
- Experiential backgrounds
- Print conventions
- Sight words
  - Organic words (words that are meaningful to the children such as ghost, kiss, mother)
- Letters and sounds
  - Auditory discrimination
  - Visual discrimination (simultaneous and successive)
- Letter recognition
- Phonemic awareness
- Alphabetic principle
Factors Influencing Learning to Read in an Emergent Literacy Classroom

• Reading centers
• Reading materials
  • Environmental print
  • Big books
  • Shared-book experience
• Daily choice time reading
• Pocket charts
Shared Book Experience
(Holdaway, 1979; Strickland, 1988)

• Before Reading
  - Discussion for prior knowledge
  - Present title and author
  - Ask Ss to make predictions
  - Show your excitement about reading

• During Reading
  - With expression
  - Model directionality
  - Think aloud
  - Encourage Ss to predicts and reread familiar parts with you

• After Reading
  - Guide discussion of major parts
  - Reread to confirm
  - Ask Ss to reread text until fluent
Guided Reading

• Framework that involves explicit modeling of reading strategies by the teacher while students are actively engaged in reading trade books appropriate to their interest and reading levels
Guided Reading

• Benefits
  - Individualized instruction
  - Leveled text
  - High level of support with explicit instruction and teacher modeling
  - Ongoing assessment

• Modifications for ESL
  - Increase the instructional cycle
  - Use culturally relevant texts
  - Select specific strategies for oral reading, phonemic awareness, phonics, and writing
Basic Guidelines for Emergent Writing

• Accept the form of writing the child can use
• Allow children to share their writing and respond to what other children have written
• Let children “write” their own names on their work to give them a sense of ownership
• Encourage children to use writing to communicate
• Provide a variety of writing materials
• Be a model
• Provide ample time for children to write
• Help children realize the importance of writing
Emergent Writing

- Purposeful Writing:
  - To communicate meaning
    - Sending messages, shopping lists, make greeting cards
  - Get well cards, writing stories and letters, recording information
  - Journal writing (can gain insights into the child’s understanding)
  - Writing workshop
  - Story writing
    - Experience charts
Emergent Writing

Early writing strategies:

• Drite
  • combination of writing and drawing

• Prephonetic
  • place letters on paper without regard for the sounds they make

• Invented spelling
  • sense of letter-sound relationships
Emergent Spelling
(preschool to age 5)

Scribbles

Wave-Like Lines

<table>
<thead>
<tr>
<th>Letter-Like Symbols (Eric)</th>
<th>Random Letters (Louis)</th>
<th>Using Letters of Name (Maria)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAM</td>
<td>Q E D B</td>
<td>AMMARPE</td>
</tr>
<tr>
<td>FUN</td>
<td>C E A S O</td>
<td>AMMARPE</td>
</tr>
<tr>
<td>SIP</td>
<td>R N O P</td>
<td>AMMARPE</td>
</tr>
</tbody>
</table>

A Kindergartner's Journal Writing and Drawing

[Hand-drawn illustration with the words "DIG LACE PREZ + ZEVIO + ADEPA ZA"]
Letter Name Spelling
(ages 5-7)

No Word Boundaries
DeResse’s story—completed independently on the computer—reveals his knowledge of the alphabet and his rudimentary ability to use the alphabet to communicate through writing “...now I know my abc’s next time (y)won’t you sing (y)with me.”

cdefghijklmnopqrstuvwxyz
uywxyzninmabcnt
yusymDERESSE

Captioned Picture with No Word Boundaries
“My sister played with me.”

MROKRDYE

Late Emergent/Early Letter Name Spellings
LM  EN  SB
JAM  FUN  SIP
Within-Word Spelling (ages 7-9)

Weekend News

On Saturday,
I went to have
some hot cocoa.
It was good but
koko tin I had
to go hom tin
I had to goto

beb I had a fun weekend.
Early Intervention

• Reading Recovery
  - Marie Clay, New Zealand
  - temporary intervention for first graders
  - one-on-one instruction with trained specialist
  - 30 minutes daily for 12-16 weeks
    • rereading familiar text, moving to new text, strategy instruction, brief story or message, self selected reading

• Success for All
  - Robert Slavin, urban USA
  - school reorganization for preK-3rd or 4th
    • innovative curriculum and instruction in reading
    • intensive one-on-one tutoring
    • regrouping by reading levels
    • family support team
Early Intervention

• Three Tier Model
  - Tier One
    • Core Classroom Instruction
  - Tier Two
    • Supplemental Instruction
  - Tier Three
    • Intensive Intervention
Three Tier Model

“...the most practical method for increasing instructional intensity for small numbers of highly at-risk students is to provide small-group instruction.”

– Foorman, & Torgesen, 2001
Why Use Three Tier Model?

- Provides intensive early intervention
- Serves most at-risk
  - Occasional support
  - Long term support
- Reduces overall reading problems

- Drives data based decisions from assessment
- Provides boost for those who don’t qualify for SPED, but need help
Three Tier Model

• **Tier One**
  - 90 minute reading block
  - Explicit instruction
  - Flexible grouping
  - Benchmarking
  - Core reading program

• **Tier Two**
  - 30 minutes of additional support for at least 6 weeks
  - Explicit instruction
  - Progress monitoring every 2 weeks

• **Tier Three**
  - If insufficient progress after 2 rounds of Tier 2
  - Specific intervention
Differences Between Tier II and Tier III

- **Tier II instruction**
  - Daily instruction 30 minutes (+ Tier I)
  - Duration 10–12 weeks
  - (1 or 2 rounds)
  - Group size 1:3 to 5
  - Ongoing progress monitoring every 2 weeks

- **Tier III instruction**
  - Daily Instruction 30 minutes twice a day (+ Tier I)
  - Duration 10–12 weeks (possibly several rounds)
  - Group size 1:3
  - Ongoing progress monitoring every 2 weeks
Emergent Literacy

• How do reading and writing develop?
• What is the influence of the National Reading Panel?
• What are the five elements of reading instruction?
• Describe a print rich environment.
• Describe three early intervention programs.
• How can you use play to teach literacy?
• What is shared reading? Guided reading?
Using Environmental Print to Create Meaningful Reading Connections for Young Children

Dr. Jane E. Baker and Dr. Kristen Pennycuff Trent
What is environmental print?

• the print we see all around us
• signs
• billboards
• labels
• logos
• functional print
• first print a child recognizes as literacy skills begin to emerge
Why environmental print?

- Reading environmental print is an activity children often engage in before reading print in books.
  - Aldridge and Rust, 1987; Clay, 1991; Hall, 1985
Why environmental print?

- Children develop advanced concepts about books, newspapers, and other print from earlier understandings of environmental print.

  - Aldridge, 2004; Clay, 1993
Why environmental print?

• “By linking the reading of words to the reading of worlds that children know best, we can spark their enthusiasm for literacy learning in school.”

  - Orellana and Hernandez, 2003
Why should I use environmental print in my classroom?

• Helps children form their earliest notions of letters and words
• Builds confidence - children see themselves as readers and writers
• Internalizes the meaning-making function of reading
• Transcends language, culture and economic barriers
Why should I use environmental print in my classroom?

- Contributes to phonemic and phonological awareness
- Inexpensive and available
- Sparks early interest for literacy learning
But is this really reading?

- Initial stage of reading
- When children are guided to attend to letters, signs, and labels, and are given opportunities to read, spell and print words, they learn some of the essential elements of reading before school (Mason, 1980)
Research

• Prior and Gerard, 2004
• 12 week study
• Use of EP (particularly with the assistance of an adult) brings about significant results with print awareness and phonological awareness.
• Use of EP was found to be particularly effective with children from lower socioeconomic backgrounds.
How do teachers get started with EP?

- Create a print rich environment
- Arrange print displays at eye level
- Use reading and writing to manage the classroom
- Create play centers with familiar and functional props
- Show and Tell
- Plan direct instruction
- Use systematic assessment
How does environmental print progress?

- Level 1: EP with real object
- Level 2: Color logo from same object
- Level 3: Black and white logo with no background cues
- Level 4: Manuscript form of logo
How do teachers get started with EP?
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How do teachers get started with EP?
EP for Home/School Connections

• Real objects as play props
• Puzzles
• Memory games
• Sorting games

• Shopping
• On the road
• Environmental print walks
NCTE/IRA Standards

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of cultures...

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts...

6. Students apply knowledge of language structure, language conventions, media techniques, figurative language and genre...

12. Students use spoken, written and visual language to accomplish their own purposes...
“That is what learning is. You suddenly understand something you’ve understood all your life, but in a new way.”

(Lessing in Maggio, 1997)
Websites

• www.readwritethink.org
• www.hubbardscupboard.org
• http://nccsc.k12.in.us/perduec/envirprint.htm
Children’s Books That Use EP

Campbell’s Alphabet Soup Book by Deborah D’Andrea
The Cheerios Counting Book by Barbara Barbieri McGrath
I Read Symbols by Tana Hoban
I Read Signs by Tana Hoban
The Hershey’s Fractions Book by Jerry Pallotta
The Hershey’s Kisses Addition Book by Jerry Pallotta
The Hershey’s Multiplication Book by Jerry Pallotta
The Hershey’s Weights and Measures by Jerry Pallotta
The M & M’s Counting Book by Barbara Barbieri McGrath
More M & M’s Math by Barbara Barbieri McGrath
The Oreo Cookie Counting Book by Sarah Albee
The Twizzlers Percentages Book by Jerry Pallotta