

1 VIDEO #1 Emergent Literacy Origins and Skills

Overview

Emergent literacy is the most recent explanation as to how children learn to read and write. It is a process that begins in infancy and continues until the children read and write in conventional or adult like manner.

In this module the term emergent literacy is defined and illustrated with examples of children exploring reading and writing in a print rich environment.

As children engage in this process they construct understandings of how print works. These understandings are the foundation of the literate behaviors demonstrated by children seen in the module. These initial efforts are truly reading and writing.

Questions to consider

1. How do children learn to read and write?
2. In what order do reading, writing and speaking occur?
3. What do children understand about books?
4. How necessary is formal reading instruction for young children?
5. What is the relationship between the child's environment and learning to read and write?

Vocabulary

Read these terms with their definitions before viewing the program.

Directionality - the direction in which a language is read. English is read from left to right, from top to bottom from left page to right page.

Emergent literacy - the process through which children learn to read and write, gradually the abilities become more conventional or adult like. The skills depend on the overall experience with words and print, and interaction with adults throughout childhood.

Invented spelling - children spell words according to the way they sound to the individual child.

Phonemic awareness - the awareness that letters and sounds are connected.

Print rich environment - an environment in which children are exposed to books, read to daily, provided with writing materials, their is displayed at child's eye level, and meaningful reading and writing experiences are presented.

Instructional Objectives

When you have successfully completed this module you will be able to:

1. Define the term emergent literacy.
2. Describe the components of emergent literacy.
3. Identify children's understandings in emergent literacy.
4. Recognize behaviors which indicate literacy development.
5. List the continuum along which writing develops.

Self-test

After studying the objectives and watching the video, take the self-test to check your progress.

1. Define the term emergent literacy
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2. State the components of emergent literacy
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3. Match the description with the understanding

- _____ a. Print carries meaning
- _____ b. Print is organized
- _____ c. Phonemic awareness
- _____ d. Directionality

1. Child connects letters to sound.
2. Child asks "Where does it say that"?
3. Child reads from left to right.
4. Child spells mother's name.

4. Review the video and respond to the following:

- a. Observe 4 year old reading a book. List the book handling skills you observe.
- b. Find an example of child using "story language".
- c. Find an example where child reads story.
- d. Find an example where child differentiates between drawing and writing.
- e. Child asks teacher "what did I write"? What does this tell you about child's knowledge of writing?
- f. Find an example of child incorporating literacy in play?

5. Put the writing samples in the order in which they usually appear.

- a. _____ invented letter forms
- b. _____ invented spelling
- c. _____ scribbles
- d. _____ reverse letters
- e. _____ letter strings

Emergent Literacy:

Self-Test Answer Key

Video #1 -Emergent Literacy - Origin and Skills

1. Emergent literacy is the process through which children learn to read and write.
It begins in infancy and continues until child learns conventional reading and writing.
2. Components of emergent literacy
 - a. Speaking, reading and writing are learned simultaneously
 - b. Speaking, and reading and writing are interrelated
 - c. Speaking, reading and writing occur on a continuum
 - d. Children who are in an environment where there are many books, and where adults model reading and writing will become readers and writers
 - e. Skills in reading and writing move from inventive to conventional
 - f. There is diversity in children's abilities in oral and written language
 - g. Children are active learners who construct their own understanding and meaning in language.
3.
 - a. 2
 - b. 4
 - c. 1
 - d. 3
4.
 - a. Child holds book right side up
Begins from front and reads towards back
Follows pictures from left to right
Reads each page in turn
 - b. puppetry sequence
 - c. child reads *Brown Bear* from memory
 - d. child dictates messages he has written (scribbled)
 - e. child recognizes print is used to communicate
 - f. children use pads and pencils in housekeeping area
5. a. 2 b. 5 c. 1 d. 4 e. 3