

DEPARTMENT:

Early Childhood Special Education

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PROJECT TITLE:

# *Emergent Literacy*



Alex Polito

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# Why is Language Important?



We want to know how to communicate to each other regardless of what kind of system we use to communicate (verbal or non-verbal).

- Needs
- Desires
- Conversation
- Addressing issues
- Teamwork

# *Stages of Development*

**There are 5 stages in language acquisition that a child with a “typical” development goes through.**

- **Preproduction:** The child uses very few oral skills but may respond nonverbally through gesturing.
- **Early Production:** The child comprehends more and uses a limited number of words and phrases.
- **Speech Emergence:** The child can understand some written language if it is accompanied by pictures, actions, and/or objects.
- **Immediate Fluency:** The child uses both oral and written language to express thoughts and feelings.
- **Advanced Fluency:** At this period the child has reached the peak of proficient language speaking with an expanded vocabulary and more complex grammatical structures.

Stage	Characteristics	Approximate Time Frame	Teacher Prompts
Preproduction	<p>The student</p> <ul style="list-style-type: none"> <li>Has minimal comprehension.</li> <li>Does not verbalize.</li> <li>Nods "Yes" and "No."</li> <li>Draws and points.</li> </ul>	0–6 months	<ul style="list-style-type: none"> <li>Show me ...</li> <li>Circle the ...</li> <li>Where is ... ?</li> <li>Who has ... ?</li> </ul>
Early Production	<p>The student</p> <ul style="list-style-type: none"> <li>Has limited comprehension</li> <li>Produces one- or two-word responses.</li> <li>Uses key words and familiar phrases.</li> <li>Uses present-tense verbs.</li> </ul>	6 months–1 year	<ul style="list-style-type: none"> <li>Yes/no questions</li> <li>Either/or questions</li> <li>Who ... ?</li> <li>What ... ?</li> <li>How many ... ?</li> </ul>
Speech Emergence	<p>The student</p> <ul style="list-style-type: none"> <li>Has good comprehension.</li> <li>Can produce simple sentences.</li> <li>Makes grammar and pronunciation errors.</li> <li>Frequently misunderstands jokes.</li> </ul>	1–3 years	<ul style="list-style-type: none"> <li>Why ... ?</li> <li>How ... ?</li> <li>Explain ...</li> <li>Questions requiring phrase or short-sentence answers</li> </ul>
Intermediate Fluency	<p>The student</p> <ul style="list-style-type: none"> <li>Has excellent comprehension.</li> <li>Makes few grammatical errors.</li> </ul>	3–5 years	<ul style="list-style-type: none"> <li>What would happen if ... ?</li> <li>Why do you think ... ?</li> <li>Questions requiring more than a sentence response</li> </ul>
Advanced Fluency	<p>The student has a near-native level of speech.</p>	5–7 years	<ul style="list-style-type: none"> <li>Decide if ...</li> <li>Retell ...</li> </ul>

# *Birth (1-12 months)*



- Children learn language as soon as they are born
- Identify tone of voice
- Smiles back at parent
- Coos
- Imitates sounds
- Can use an utterance of 10 words
- Pointing is accompanied by a single utterance
- Puts two word sentences together: "bye doggy"



# *Toddlers (12 months-36 months)*



- Children can answer simple “what” questions about images of books.
- Views the images in a book
- Turns pages as if they are reading
- Children should have approximately 50 words at age two.
- Starts to use plurals of words; “dog dogs” “cat cats”
- Sentences are somewhat longer but telegraphed.
- Interrogative questions such as “what” and “why” are asked.

# Preschool (3-4 years)



- Strangers can comprehend children's speech easier.
- Children are able to repeat adult speech patterns.
- Can retell a simple story
- Can identify half of the 26 letters in the alphabet
- Children can connect some phonemic sounds of letters to the letter.
- Can describe the emotions of other people
- Can identify the letters of their name
- Can use language to collaborate

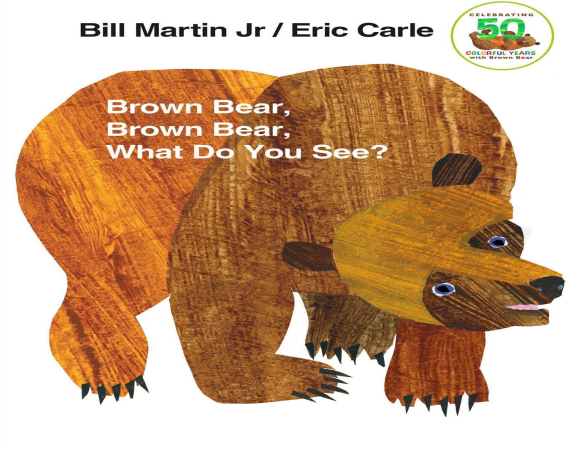
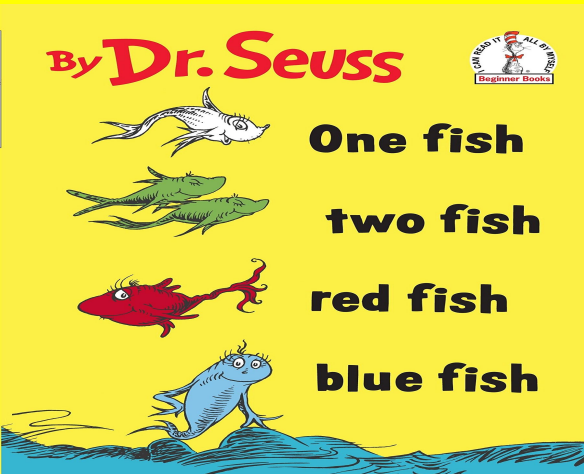


# Kindergarten (5 years)



- Vocabulary knowledge is expanded
- Can identify letters
- Can change the phonemic sound; “rat to cat”
- Can notice and identify sight words; commonly used words such as “and”, “I”, “a”, “are”
- Can retell a story in order
- Children can also predict what will happen next in a story
- Sentences are structured correctly with the exception of grammar

# Predictable Books



Toddlers and preschoolers enjoy reading predictable books such as Goodnight Moon by Margaret Wise Brown and The Very Hungry Caterpillar by Eric Carle. Predictable books are easy for a child to learn and recall and have rhyming and alliteration components. There is also a close relationship between the text and illustrations. Concept books are picture books that introduce and teach a concept or skill such as the alphabet.

1. Brown Bear, Brown Bear What Do You See by Bill Martin Jr.
2. Chicka Chicka Boom Boom by Bill Martin Jr.
3. The Little Blue Truck series by Alice Schertle.
4. Pete the Cat series by Eric Litwin.
5. It's OK to Be Different by Todd Parr.
6. One Fish, Two Fish, Red Fish, Blue Fish by Dr. Suess.
7. The Kissing Hand by Audrey Penn.

# *What Can Parents do to Encourage Emergent Literacy?*



- Point out signs to read in the child's environment
- Read books to your child everyday
- Ask your child to help you identify items in the grocery store
- Keep magnetic letters on the refrigerator and help your child spell simple words
- Give your child experience using the computer

# Test: Phonemic Awareness

Phonics are the sounds that correlate with the words together. There are several ways to assess children's phonemic awareness:

- Associating letter sounds with pictures; Ex: Cat (3 phonemes)
- Benchmark Assessment that records multiple phonemic skills (assessing initial sounds, blending, segmenting, rhyming)
- Recognizing two words that rhyme together
- Sound Boxes
- For writing you could do interactive writing and shared writing (student and teacher write together)



## Phonemic Awareness

/d/ /o/ /g/

/s/ /p/ /l/ /a/ /t/

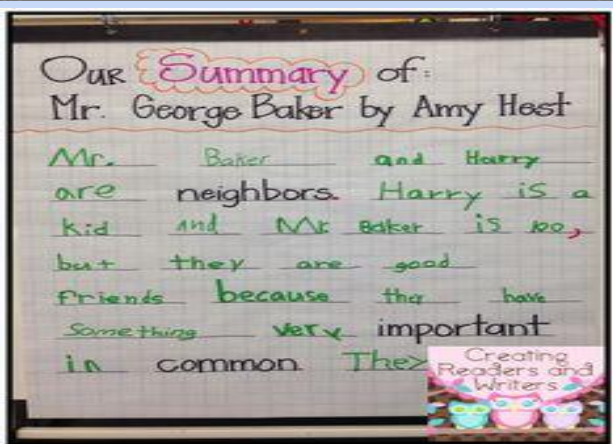
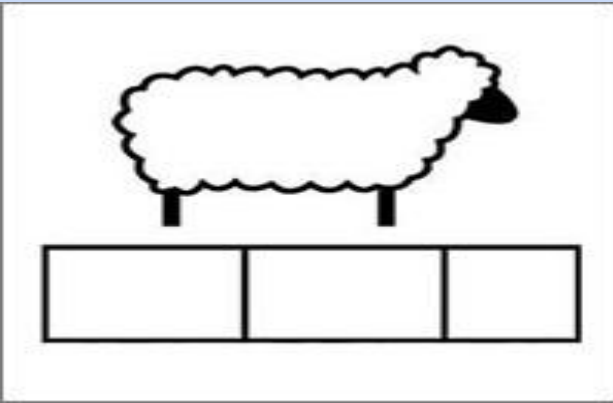
# Phonemic Assessment Tools

## Reading

- Sound boxes are useful for learning the individual sounds in words. They also help children become more aware of the sequence of sounds.
- Another commonly used assessment are matching sounds with the letters. Sometimes using examples of pictures associated with those sounds.
- Sorting initial sounds with multiple objects. (Ex: /C/; Cat, Cow, Can)

## Writing

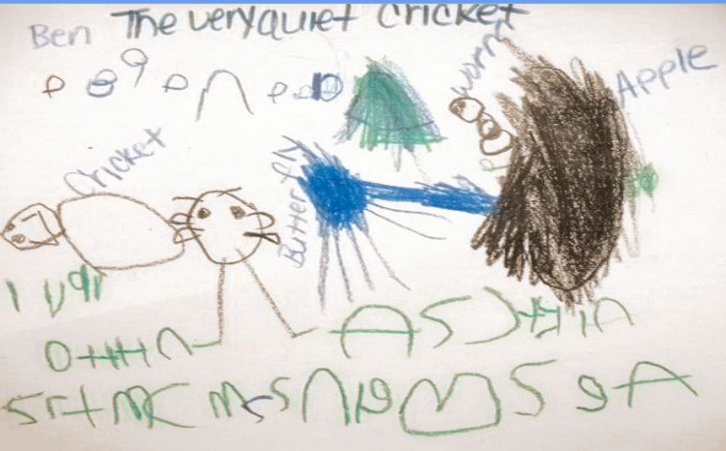
- Dictated Writing: Teacher reads to student and then they write a sentence about the reading.
- Independent Writing: Children write a message on their papers individually and add pictures, labels or anything meaningful to the writing.
- Shared Writing: The student and the teacher put a text together. The teacher is the scribe and the student role is to compose the text through words and rereading.





# Emergent Literacy Skills:

The following are concepts and skills that children learn about the structure of language and reading, particularly when adults read to them.



1. The story is never the same every time you read it.
2. Written language sounds different from the way people talk.
3. You get information from the illustrations and the words.
4. You move through the book in a certain way (front to back) and turn each individual page from beginning to end.
5. You read the left-hand page and then right-hand page, and you read the top of the page to the bottom.
6. Marks in the page have letters that appear over and over.
7. Some letters look alike. They have circles, and lines and curves.
8. You read the print not the letters.



# Questions to Ask Children About Reading



**Toddlers:**- Allow them to choose the books they want to read:

- 1.What pictures do you see in the book?
- 2.Can you point to the cat, the baby, the tree, etc.?
- 3.Turn the page and show me the next picture.

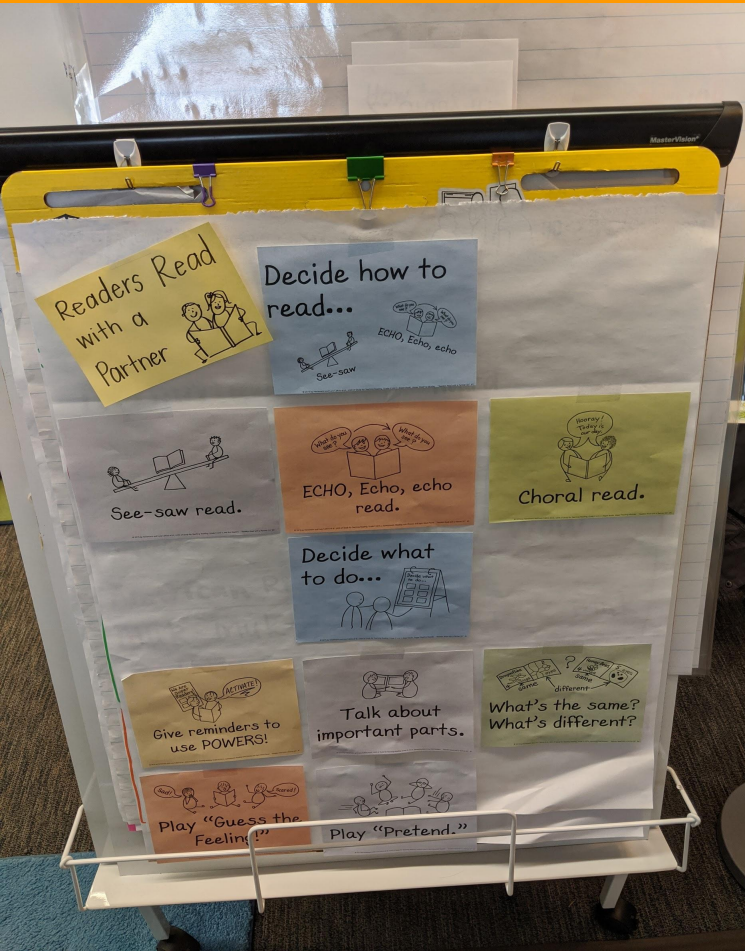
**Preschoolers:**

- 1.Why did you choose that book to read?
- 2.What do you think happens next in the story?
- 3.Point out rhyming words in the story.
- 4.Who was your favorite character in the book?
- 5.What was your favorite part in the book?

**Kindergarten:**

- 1.What was the most interesting thing you learned from the book?
- 2.Did you learn any new words or facts from the book?
- 3.What would be one thing you would change in the story?

# What I Learned About Emergent Literacy



During my field hours I learned how important it is to not only support children's reading development but also to relate their own experiences and interests to the books they have chosen to read. Typical emergent literacy development should be kept in mind. However, every child will find their own approach to reading. The preschool students at Loma Elementary were always excited to read with me and they all wanted to share their own experiences and thoughts. One would listen to the story and respond to my questions/observations while others wanted to read to me and ask me questions. This was also the case with the kindergarten students I worked with at Appleton Elementary when they read to me during their reader's workshop. Some students sped through their reading, some read at a gradual pace, and others were already reading many sight words. Others were just beginning to identify basic sight words and had had a limited vocabulary in their oral language. Overall, each child had unique experiences with emergent literacy and were at different developmental stages in their oral language and phonemic awareness levels. Therefore, each child needed individualized instruction at their developmental level.

# Citations



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