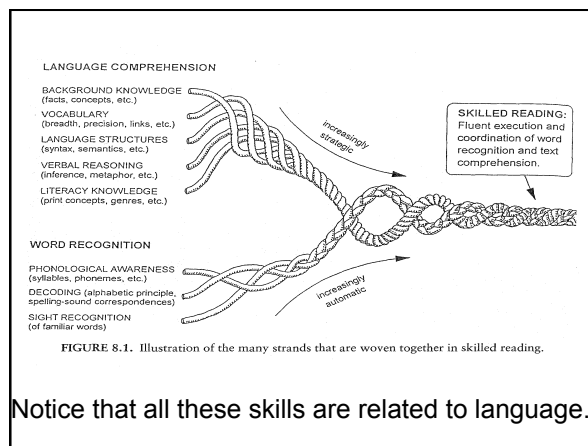




Emergent Literacy Learners



Notice that all these skills are related to language.

Emergent Literacy – “Reading and writing behaviors that precede and develop into conventional literacy”

“Emergent literacy interventions are grounded in the notion that reading and writing knowledge is built through social interactions with others.” (Breit-Smith & Justice, 2010, p. 228)

“Children [individuals] develop literacy knowledge through independent explorations **and** adult-supported interaction with print or Braille materials.” (Erickson & Hatton, 2007, p. 271)

What are some of the implications of these statements?

- Reading, writing, speaking, and listening abilities develop concurrently and interrelatedly, rather than sequentially.
- The **functions** of literacy are as integral to literacy learning as the **forms**.
- Children learn written language through **active engagement** with their world.

Koppenhaver, Coleman, Kalman, & Yoder, 1991

Emergent literacy learners

- Typically, birth to age 5 but can be any age!
- Refers not just to reading print – also refers to beginning understandings



Early Literacy & Language Behaviors and Concepts (O'Connor, Notari-Syverson, & Vadas, 2001)

Print Awareness	Phonological Awareness	Oral Language
Print Book conventions Awareness of graphic symbols Letter identification Writing Letter-sound correspondence Single sounds/ letters Words	Perception & memory for sounds Environmental sounds Words Phrases Phonemes Word awareness Words Phonological skills Rhyming Alliteration Blending Segmentation	Vocabulary Words & sentences Narrative skills Narrations of real events Books Narrations of fictional story Literate discourse Conversations Categorical organization Decontextualization Interpretive/analytic discourse

A Framework to Develop Early Literacy: Evidence-based instructional activities & approaches to use in your classroom

- Create a literacy/oral language rich environment
- Read aloud
- **Shared** reading (re-readings)
- Utilize **guided** reading activities
- Provide opportunities for **independent** reading
- Use **shared** writing with your students
- Engage in **interactive** writing
- Utilize Writers' Workshop
- Provide opportunities for **independent** writing
- Teach letters, words, and How they work

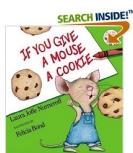


Predictable & Wordless Books

Week 5
SPCD 587

Strategies for Emergent Literacy Learners: **Predictable Books**

- “Use rhyme, repetition of words, phrases, sentences and refrains, and such patterns as cumulative structure, repeated scenes, familiar cultural sequences, interlocking structure and turn-around plots.”



Kinds of Predictable Books

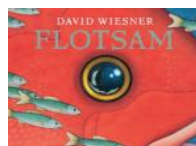
- **Chain or Circular Story** (e.g., *If You Give a Mouse*)
Plot is interlinked so that the ending leads back to the beginning.
- **Cumulative Story** (e.g., *This is the House that Jack Built*)
Each time a new event occurs, all previous events in the story are repeated.
- **Familiar Sequence** (e.g., *Today is Monday*)
- Organized by recognizable theme, such as: Days of Week, etc. and Numbers
- **Pattern Stories** (e.g., *Three Billy Goats Gruff*)
- Scenes are repeated with some variation.
- **Question and Answer** (e.g., *Brown Bear, Brown Bear*)
The same or similar questions are repeated throughout the story.
- **Repetition of Phrase** (*Goodnight Moon*)
Word order in a phrase or sentence is repeated.
- **Rhyme**
Rhyming words, refrains, or patterns are used throughout the story.
- **Songbooks**
Familiar songs with predictable elements, such as repetitive phrase.



Picture Books

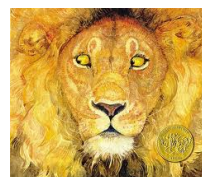
“interplay of narrative and illustration is fundamental to the book as a whole”

- 32 pages is standard (though titles can be 24-48 pages)
- Illustrations dominate text
- Illustrations integrate with the narrative to bring story to a satisfying conclusion.
- Word count is generally less than 500 words. Although picture books can have over 2000 words or have none at all, as is the case with wordless picture books.
- Overall design serves to build a relationship between the text and the illustrations, this includes the front matter, back matter, and the book jacket



Wordless Books

“stories without words, wordless picture books convey meaning through the illustrations”



One Way to Use Wordless Books: Guided Story Telling (adapted from Katims, 2000)

The purpose of Guided Story Telling using wordless books is to:

- Develop background knowledge
- Facilitate listening and oral language skills
- Develop vocabulary
- Teach use of pictures cues
- Enhance creativity and have fun!

Areas you might emphasize in Guided Story Telling

- Developing concepts (e.g., Flotsam)
- Using dialogue
- Character descriptions
- Sequencing events and developing a story
- Setting descriptions
- ...

Examples of Follow-up Activities for Guided Story Telling

- Students dictate or write down the narratives they have constructed for a wordless book
 - e.g., *Mysteries of Harris Burdick*
http://www.hrsbstaff.ednet.ns.ca/davidc/6c_files/documents/mysteries/divmysteries.htm

Or, the group can **act out** the narrative they created – students with communication limitations can participate in this using augmentative communication devices or through gestures/movement
- Have students complete [Story Maps](#) about a wordless book independently, with a partner, or with a small group – use pictures and words or even objects to complete maps.
- Have several groups create story maps using the same book and then compare and contrast their story-lines

More Follow-up Activities for Guided Story Telling

- Let the students “read” their favorite wordless books to a partner, a staff or family member, or to children.
- Add sound effects or music in addition to the story line.
- Link the content of the wordless book to an academic unit (e.g., Oceans, include a field trip to a related site).

More Examples of Follow-up Activities for
Guided Story Telling

- Work as a group to create a similar book but with different characters, plot, etc. (e.g., *Tuesday* with cows?)
- Small groups of students use a digital camera to take pictures and create their own picture books. Publish these and them available to students to read during class or check out and take home.
- Teach Wh Questions using the stories students created

Example of extending wordless books:

*You Can't Take A Balloon into
the National Gallery*

- National Gallery of Art-Kids(NGA-Kids)
 - Interactive website with many, many activities for students including stories that students can hear/ see using mouse clicks, art-related activities, creative activities, etc.

<http://www.nga.gov/kids/kids.htm>

Week 6

COMING UP THIS WEEK ★

Examine

- Word Recognition: Automatic word recognition
- Instruction for students who do not speak

Read

- Chapter 4: pp. 54-62 in your text (Copeland & Keefe)
- Heller (2001) Chapter 10
- Oelwein (1995)

Continue

- Working with your student to complete assessments for the next step in the literacy project.
- Finding articles for the lit review assignment - you will be showing these to Susan on Feb. 24th.