

Methods of Teaching Literacy  
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Learning Outcomes organizer

**1. Recognize literacy development:**

a. **How Oral Language Develops?**

Children need to have an adult, such as a parent or caregiver to talk today throughout the day. Have conversation with them, question them, read for them, make the home an environment of learning for them.

b. **How Reading Develops?**

Reading can be just as important as language, we need to create an environment where the teachers or the parents are making or transforming their classroom or home with print. Reading development come with 5 phases such as:

1. Phase 1: Awareness and exploration, this awareness begins from birth and progress through a child's preschool years. Where we have foccus an environment print everywhere, who's going to bring light to the child's curiosity. Also read for them constantly and provide print materials as well.
2. Phase 2: experimental Reading and writing: Early awareness and exploration lead children to experiment with oral and written language This phase begins while the child is inter to kindergarten. They are exploring the basic concepts of print, such as light to right, top-bottom orientation, the children also begin to recognize the letters and their sound relationships, and begin to write the alphabet and high-frequency words.

3. Phase 3: Early Reading And Writing: This phase develops usually in first grade. Children can read , retell familiar stories to develop strategies and comprehension. They can also write, they can recognize their letters and letters sound. They are aware about punctuation and capitalisation ect
4. Phase 4: Transitional Reading And Writing. Through this phase, students start to make their transition from early reading to more complex literacy tasks. Their reading is more mature, they are using cognitive and metacognitive strategies more efficiently. They become influenced in their reading and writing, they learn the sight- words as well. They can do silent reading and spelling, also proofreading what they have written.
5. Phase 5: Independent And Productive Reading And Reading: At this phase the students are already progressing from the fist 4 phases, they are 3th grader now. They became more independent in reading, writing. Now they are able to define their literacy skills and strategies. They interacted more frequently with parents, teachers, sublime and friends, assistance is not consciously given

- c. **How Writing Develops?** Some young children are prolific with pencil and paper. Others are just as handy with crayon, marker, or paintbrush. They write everywhere, to the wall, the refrigerator door, computer keyboard. The common denominator for “paper and pencils kids “ is a strong desire and need for self-expression and communication. Those young children are just scribbling everywhere.

The Importance of Scribbling is one of the primary forms of writing expression for very young children. When a child scribbles it is a first step for writing and they take it very seriously.

We have Early scribbling where they have everything they find in their hands , they can't control it , we can compare that to a child who's babbling, it is almost the same thing.

We also have controlled scribbling, it is the next move from early scribbling to a must mature scribbling, children are learning how to scribbles a circle, or the native language and you starting to understand what they place on the papers,

Lastly we have Scribble drawing and name cribbing. Scribbling drawing is very important for them, but they can't make the difference between drawing and

writing, in this stage the children need to be encouraged by parents or caregiver to help them explore the scribbling drawing and name writing.

### **3. Identify Core Language and literacy skills.**

#### **a. Oral language And Vocabulary.**

Oral language comprehension is the ability to listen and speak with understanding, it is very important for the child reading comprehension, and they are growing in diverse vocabulary. Oral language development is connected to the children's cognitive ( thinking skill) in many important ways. As their vocabularies increase they demonstrate specific cognitive skills such as calcification and categorization. Again those children need to be exposed in an area where they can learn, the children's environments are very important for their learning.

#### **b. Phonological Awareness.**

Phonological awareness involves hearing the sounds language, apart from its meaning, they already learned the decoding words. This theme is important because it is a strong predictor of future reading success and essential skill for later phonics and spelling. Young children learn phonological awareness through interaction with books with repetitive patterns, nursery, songs and clapping syllables.

#### **c. Alphabet knowledge.**

Decoding skill requires letter- name knowledge. Alphabet knowledge is the ability to name, write, and identify the sounds of the 26 letters of the alphabet. It gives the children the knowledge to understand letter-sounds and it's important for both reading and writing not only in English but also other languages.

#### **d. Developmental Writing. Common Cores State Standard**

From a very young age, children are very interested in writing, starting from scribbling and gradually to writing, their writing becomes more understandable, the spelling, reading, even the way their thinking is different from before, this theme is the best predictors of children's later reading success.

#### **e. Print Knowledge.**

Prints become more knowledgeable and understandable for them. It motivated them to read, to hold the book and turn the pages, also read from left to right and top- to- bottom.. Through reading children have the ability to be familiar with words , to match spoken words to writing words. To learn how to start a sentence, by adding the capital letters at the beginning, and at the end the punctuation mark.

### **4. Literacy Learning Environments. 2107 ILA Standard.**

- a. Creating Literacy Learning Development at Home, is very important for a child, as a early ready the home need to be ready for them, the environment should prepare for

them, for example, the need to have print book in their room, parent caregivers, sublime need to read out loud for them, children's also learn by imitated what they see, if a parent love to read or write the child grow up by doing the same thing.

- b. Creating Literacy Environments in the classroom. Teacher's need to make the classroom a place where the child will learn, and feel comfortable to ask questions, and learn after the teacher.
  1. Design of classroom environment. High quality classroom environments are the one where literacy learning is grounded in all the ways that children learn and grow physically, socially, emotionally and cognitively. The environment in these classrooms is rich in print, colors, design, language familiar to the children, the classroom should represent a teacher for these children.
  2. Literacy- Related Play center. Play center provides an environment to only play but also to learn, the play center should represent the topic the teacher is teaching this week. If the topic is apple, this play cent should represent apple, like apple trees, different colors of apple in the wall. The teacher can also use the play center to make them write their experience in the play center. It is not only oral, but reading and writing as well.

#### 5. Facilitating Language and Literacy. 2017 ILA Standard, Common Core Standard Literacy.

- a. Learning Literacy through books, Books are the most powerful to use to teach children, reading, develop their senses, and build up their vocabulary.
- b. Sorybooks, Is very important in a children's life, to get familiar with print, they unlock the mysteries of reading. The children also experience people and places, different cultures as well.
- c. Nonfiction Books have an early reading; they need to be exposed to nonfiction books to open their imagination. Nonfiction books transport them in a different place, and that pushes them to be focused, and explored with teacher's reading.
- d. Big Books, big books are used more in the classroom to tell stories by printing on the pages of the books, while reading the stories teachers are involving the children in the story by putting them in small groups.
- e. E-Books, electronic or digital publication, are quickly finding their way into the classroom for authentic instruction purposes. These days e-books have become used, they can have it in their laptop, the ebooks can even read the stories for them. It is used as a traditional print-based literacy program in whole groups during shared reading time

with touchscreen computers, tablets, and handheld devices, which bring e-books into the palms of young children.

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**Create Literal Environments at home and school**

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