

Chapter 4: Learning Outcomes Questions

- Example: Chapter 1
 - Analyze beliefs about literacy...
 - Explain how
 - Define...and explain
 - Compare...

1. How do we recognize literacy development?

We can recognize literacy development by understanding how the development of language corresponds with the developmental age of a child. The development of oral language is important because it allows children to be able to communicate, retain new information, and express their thoughts. A child starts learning and writing from birth, they do this by observing their surroundings and continue to develop with increased exposure. We can observe the development of literacy comprehension through the increase in complexity of a child's vocabulary and sentence formation. For instance, you can see a toddler express literacy development from communicating through using singular words to using two-word phrases and so on. There is a general guideline that literacy development in children follow. From birth through pre-school they are observant and explorative. In kindergarten they start to experiment and as they increase in grade level, their fluency of language should increase as well.

2. How do we identify core language and literacy skills?

We can identify core language and literacy skills by paying attention to the expressions kids make through scribble writings, drawing, and inventing spelling words. By paying attention to the development of these forms of expression in younger aged children can help identify literacy skills. Even though children begin school at the same time, their reading levels and when they start to read does not happen at the same age. Which is why its important for teachers to be able to identify the specific reading behaviors at each stage of literacy development. During phase 1, awareness and exploration, children start to explore their environment and start to build the basis of their literacy abilities. This phase is categorized by being able to identify sigs, labels, from their environmental print. Children at this phase also start to pretend read and engage in all forms of scribbling expression. During phase two, experimental reading and writing, we can expect to

see children start to experiment with written and spoken language. They can also understand the basic concepts of prints as well as being to familiarize themselves with rhyming. In phase three of literacy abilities, children's development advances to being able to read simple stories and write about topics that they have interest in. Their writing being to start to be more technical with the awareness of capitalization and punctuation. In phase four, transitional reading and writing, children are expected to be able to write and comprehend at a greater level of complexity. Children are able to use word identification strategies, recognize site word, and be able to proof read their own writings. At phase five, independent and productive reading and writing, children are beginning to engage in a lifelong process of becoming independent and productive. The level of sophistication with reading and writing comprehension is much more refined that ever before.

3. How do we create literate environments at home and school?

We create literate environments at home by providing children with access to a large source of print such as reading materials like books, magazines, newspapers. Parents can also demonstrate the use of the language so that children can model after them. At a home environment, parents can also assist in early attempts children make. For instance, answering questions that they may have, engage in conversations, and ask their children questions. Another way parents can create literate home environment is by reading to their children. Any type of literature that parents can expose their children to will greatly set them up for future successes. Teachers can create literate environments for their students by creating conditions in where students are getting exposure to print. An effective literate environment includes a plethora of way children can develop their literacy abilities whether physically, socially, and cognitively. A well set up classroom gives children access to a book area, listening area, writing area, and computer area. Literacy play centers are an important element to include when creating a literate classroom environment. These centers give students the opportunities to play with print in a real-life context.

4. What are some instructions for beginning readers and writers?

Before reading students should talk and listen to their peers talk about the concepts. Students should use clues from the title and cover together to accumulate background knowledge to formulate predictions about the story. Students should also observe the teacher model how they use clues from the print to make predictions. During the reading students should observe how the teacher makes meaning from the print that is being read. Students should follow the movements of the teacher when they point to important aspects of the text as well as to follow along. Students should be filling in likely slots of words that they know as well as making prediction about that might happen next. After the reading, the students should participate in the discussion to talk about the big ideas. Students should also take this time to recall specific details or events of the text.

5. How do we access core language and literacy skills in beginning readers?

We can access core language and literacy skills in beginning readers by determining their print knowledge, alphabet knowledge, phonemic awareness, phonological awareness, and invented spelling. Once a child shows understanding of reading skills, they will begin to also start to invent their own spellings of words during writing as a beginning reader. Alphabet knowledge is the understanding that letters have its individual sounds. When a beginner reader develops print knowledge they are able to understand how to read a text, text orientation, and understand cover location. Phonological awareness is when a student is able to hear sounds of language separate from the meaning. When assessing all of these elements you can determine the skills beginning readers have.

Vocabulary:

Alphabet knowledge: The understanding that there are individual sounds for specific letters in the alphabet

Big books: Books that are enlarged for shared reading activities

Emergent literacy: Children's early knowledge of literacy develops through everyday experiences with print before entering a school setting

Environmental print: Print that can be observed by a child in the surroundings that they are in

Language-experiences activities: Activities that are using the child's natural language and background experiences to share and discuss, dictate stories and sentences, listen, and write independently

Linguistic awareness: Understanding that technical terms and labels are needed to talk and think about reading

Literacy play Center: Areas that have print that children can play with on their own terms and experiment

Literate environment: An environment that fosters a child's interests and curiosity about written language and supports them in becoming readers and writers

Observation: Informal assessment by classroom teachers to document growth in learning by watching a child's literate behaviors

Oral Language comprehension: The ability to listen and accurately reconstruct what is said based on their understanding

Phonemic awareness: Understanding that speech is composed of a series of written sounds

Phonemic segmentation: The ability to isolate and identify sounds in words

Phonological awareness; The ability to hear, recognize and play with sounds in language, hearing sounds and language apart from meaning

Print knowledge: The understanding that words are represented by print, letters are represented in different ways, letters can represent multiple sounds or the same sound by different letters

Scribbling: The earliest attempts at writing a child makes in writing

Shared reading: A strategy that allows all children in a classroom to participate in reading a story that has large print

Shared writing: A writing practice that the teacher collaborates with the child to compose a text and engages the text

Storybook experiences: Read-alouds/alongs, interactive reading, interactive writing, rereadings, independent reading and writing