

Washington State Training & Registry System (STARS)

Certified STARS Instructor: Lita Tabish, M Ed

**Study Guide & Workbook for:
STARS 10 Hour Course
Literacy Development**

This is an Internet class please go to the website:

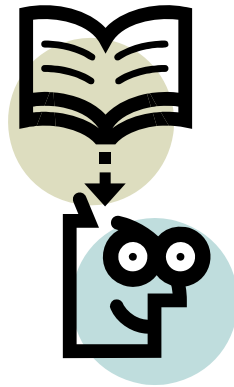
www.starsclasses.com

Click on “Enter your Classroom” and choose your class. All course assignments are listed there for you to complete. For any questions, assistance, or to submit your assignments please use the e-mail address below:

literacy@starstab.com

Information

- Read this workbook and use it as a resource. All class assignments are sent in by e-mail. Do not submit this workbook, it is yours to keep for future reference.
- All assignments for this course can be found at the class website: **www.starsclasses.com** once you are at the site click on “**Enter your Classroom**”. Choose the class; “**Literacy Development**”.
- Please be sure to check out all the sites set up for this class at the “Study Links” page. You may want to bookmark these as favorites on your own computer for future use.
- When each assignment is ready please e-mail it to: **literacy@starstab.com** be sure to put your name and STARS ID number on every assignment. As you finish one assignment go directly on to the next one. You will receive an automatic notice after each assignment submitted.
- Remember: “**No News is Good News**” as you will only be notified if your work is incorrect or incomplete. Continue on at your own pace until you have finished. You will be notified by e-mail when all assignments have been turned in.



Literacy Development

Learning to read is not wired into the brain as language development is. Reading must be taught. It is closely tied into the development of language, and should be approached as a natural progression, not as forced lessons. Young children need a strong foundation in language use, phonological awareness, and print exposure before they can begin the reading process. As child care providers and early educators it is our duty to see that young children have these literacy experiences.



Language Use:

Oral language and written language have the same two major components: the content and the structure. Children need practice talking, listening, and learning new vocabulary. The more verbal a child is the easier the flow becomes. The child practices language in everyday use. We need to encourage this in play and activities.



Phonological Awareness:

This is the ability to hear the sounds of words, pronounce words, remember words accurately, and tell the difference between words that sound the same. Here is where the literacy exposure can be very fun! Word games, rhyming, syllables, prefix/suffix play, segmenting, and phonics.



Print Exposure:

Children go through stages of print development. They need activities and exposure at each stage to be able to progress. At a Pre-communicative level children have an interest in print. The child understands that marks on paper stand for something. The child scribbles, uses mock letters, or randomly strings letters together. Children need to learn to recognize letters, see that reading/writing move from left to right, learn to identify letter sounds, and sign the alphabet song. Reading books is one of the best activities for print exposure.



Early Literacy Does Not Mean Early Reading

Our current understanding of early language and literacy development has provided new ways of helping children learn to talk, read and write. But it does not advocate "the teaching of reading" to younger and younger children. Formal instruction which pushes infants and toddlers to achieve adult models of literacy (i.e., the actual reading and writing of words) is not developmentally appropriate. Early literacy theory emphasizes the more natural unfolding of skills through the enjoyment of books, the importance of positive interactions between young children and adults, and the critical role of literacy-rich experiences. Formal instruction to require young children who are not developmentally ready to read is counterproductive and potentially damaging to children, who may begin to associate reading and books with failure.

What Infants and Toddlers Can Do - Early Literacy Behaviors

Early literacy recognizes that language, reading and writing evolve from a number of earlier skills. Judith Shickedanz first described categories of early literacy behaviors in her book, Much More Than The ABCs. Her categories, listed below, can be used to understand the book behaviors of very young children. They help us to see the meaning of these book behaviors and see the progression children make along the path to literacy.

EARLY LITERACY BEHAVIORS

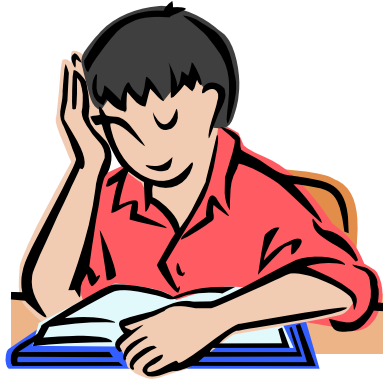
1. **Book Handling Behaviors**
 - Behaviors related to a child's physical manipulation or handling of books, such as page turning and chewing
2. **Looking and Recognizing**
 - Behaviors related to how children pay attention to and interact with pictures in books, such as gazing at pictures or laughing at a favorite picture
 - Behaviors that show recognition of and a beginning understanding of pictures in books, such as pointing to pictures of familiar objects
3. **Picture and Story Comprehension**
 - Behaviors that show a child's understanding of pictures and events in a book, such as imitating an action seen in a picture or talking about the events in a story
4. **Story-Reading Behaviors**
 - Behaviors that include children's verbal interactions with books and their increasing understanding of print in books, such as babbling in imitation of reading or running fingers along printed words

Early literacy skills are essential to literacy development and should be the focus of early language and literacy programs. By focusing on the importance of the first years of life, we give new meaning to the interactions young children have with books and stories. Looking at early literacy development as a dynamic developmental process, we can see the connection (and meaning) between an infant mouthing a book, the book handling behavior of a two year old and the page turning of a five year old. We can see that the first three years of exploring and playing with books, singing nursery rhymes, listening to stories, recognizing words, and scribbling are truly the building blocks for language and literacy development.

Tips on Literacy

- **Start where children are and scaffold their learning to help them achieve the next steps.**
- **Show all children that you believe in their potential as readers and writers. Build self-confidence and self-acceptance.**
- **Provide a language-rich environment--one that is filled with things to write with, listen to, talk about, and read.**
- **Read to children daily from a variety of good quality poetry, fiction, and nonfiction books.**
- **Provide many opportunities throughout the day for children to speak and listen within meaningful instructional routines, strategies, and activities.**
- **Incorporate daily pre-writing activities beginning the first week of school.**
- **Teacher demonstrations of the reading and writing processes to model the critical and creative thinking. Present a language model for children to emulate.**
- **Use a whole, to part, to whole approach when developing phonemic awareness, letter recognition, and an initial sight vocabulary.**
- **Use an appropriate developmental sequence for developing phonemic awareness.**





The National Institute of Health & Child Development research found:

- 5% of children learn to read with no instruction at all
- 30% learn easily with instruction
- 60% find learning to read a strong challenge
- 5% have severe difficulty learning to read

Reading research of the last 20 years has shown that children must develop an understanding of concepts that underlie the act of reading and writing before they actually learn to read and write. For example, they must learn that written speech represents one's thoughts; that reading and writing are used for the purpose of communicating something meaningful; that there is a difference between "book language" and every day colloquial speech; that a printed message is constant and is read the same way each time; that a book contains print and pictures but the print is the major source of information. Children also must learn the major conventions of reading and writing (e.g. reading from left to right and top to bottom, treating spaces as dividers between words and pausing at the punctuation marks). These are just a few of the underlying concepts that must be mastered as children learn to read and write.



In addition to concepts and skills that underlie reading and writing, children also must learn specific literacy skills that enable them to decode and encode words. These involve metalinguistic skills, such as breaking a word into component sounds (phonemic awareness) and recognizing letters and the sound each of them "makes" (sound-to-symbol correspondence). Children must learn to visually discriminate between different letters and how to form these letters when they write. They also must learn to recognize certain words visually (sight words) and how to decode others (phonics). By the end of early childhood, children begin to learn some of the spelling rules that will facilitate writing in later grades. Finally, children must learn specific reading strategies that help them to figure out unknown words or the meaning of a complicated sentence.