

What is Developmentally Appropriate Practice in Early Literacy

Research-based principles and
practices

What does the term “developmentally appropriate mean?

- Not ‘laissez-faire’
- Not ‘reading readiness’
- Not academic

Developmentally appropriate

- Knowledgeable teachers who are aware of the developmental continuum of reading
- Knowledgeable teachers who can define benchmark skills for children at different ages and grade levels

Examples:

- Children should finger-point read by the end of age 4
- Children should identify concepts of print; that print tells the story, and not the picture by age 4
- Children should identify beginning and ending phonemes using deletion tasks at age 4

Examples:

- Children should identify letters of their name by age 4
- Children should demonstrate comprehension of a story by age 4

Examples:

- My child started to read all by himself, and he's only 3. Should I discourage this?
- My child doesn't sit still to listen to a story? Should I wait until he is older?

What is early literacy?

- Should it be called emergent literacy?
- Should it be called beginning reading?
- Should it be called reading readiness?

Knowledgeable teachers

- Can assess children's learning in efficient and appropriate ways

Early literacy

- Literacy begins at birth
- Reading and writing develop concurrently and interrelating; writing often comes before reading
- Children's understandings of the functions of reading are clearly tied with motivation, and interest to want to learn to read
- Children learn through active engagement

Skillful reading

- The fallacy of grade level
- The artificiality of reading scores
- The ability to successfully read for literary meaning, for information, for specific purposes

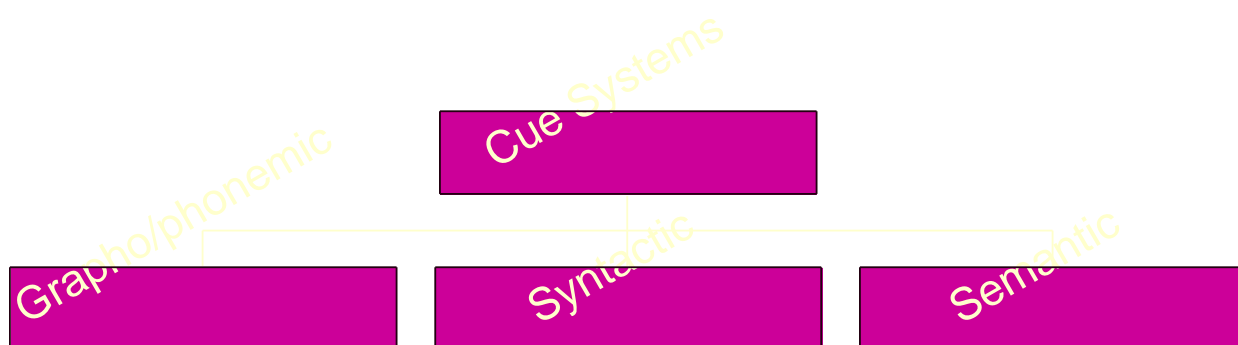
Examples:

- The National Assessment of Educational Progress (The Reading Report Card)
 - “There is a saying, “Don’t get mad, get even.”
How does this apply to the story?

Examples:

- When turtle remains quiet about his mistreatment by Spider, the author wants you to:
 - A. Believe Turtle is afraid
 - B. Have sympathy for Turtle
 - C. Feel dislike for Turtle
 - D. Think Turtle deserved no dinner

Three Cue Systems in Reading



Example:

- Gormanic was a brilliant groph who splink
in a clop
 - Why could you read this?
 - Grapho/phonemic cues
 - Syntactic
 - Semantic (?)

What are the skills in the early years that will build skillful reading?

- Oral language comprehension
- Vocabulary and background knowledge
- Phonological awareness
- Letter name knowledge

Also consider: access time

Skill development in the context of early childhood settings

- Children's learning benefits through integrated instruction
- Learning requires children's minds (not just their bodies) to be active
- High levels of teacher interaction optimize children's learning

Oral language comprehension and vocabulary development

- Demonstrations and interactions with highly literate adults
- Exposure to high-quality books--narrative and expository
- Repeated readings of favorite books
- Book-related conversations that focus on open-ended responses in small group settings
- Visits to the library

Phonological awareness

- Playing with words and sounds
- Rhyming, singing activities that introduce children to the sounds of words
- Activities that focus children's attention on initial and ending sounds in words
- 'Driting and invented spellings

Letter name knowledge

- Functional print throughout the environment
- ABC's in children's eye view
- ABC song
- Puzzles, games, books that encourage children to distinguish between letters
- Learning the letters of one's name

Practices that promote early literacy development

- Interactive storybook reading
- K-W-L
- Repeated Reading
- Writing ('Driting, Invented spelling, morning message)
- Literacy-related play
- Assessment tailored to improving instruction

Interactive storybook reading

■ Considerations

- Genre
- Purposes for reading (vocabulary development? Content knowledge?)
- Group size
- Questioning: What is it designed for--get' cha' or are you paying attention? Or thinking?
- Open-ended responses: What are these for?
- How to extend learning: gingerbread man--gingerbread cookies, and how does it connect to children's real life?
- Show example--

Repeated Reading

- Considerations
 - Purpose for the activity
 - Frequency of repeated reading
 - Expected outcomes of activity

What counts in quality instruction

- Intentionality
- Time and pacing of instruction
- Coherence of instruction in multiple settings
- Continuing Assessment
- Ongoing professional development to refine and enhance our teaching practices

Features of quality instruction

- Play supports children's learning
- Developing competence enhances motivation and self-esteem

What is Quality Early Literacy Instruction?

- A literacy-enriched environment

Quality Early Literacy Instruction



Quality environment



Quality Early Literacy Instruction

- An intellectually engaging curriculum

Intellectually engaging curriculum

Figure 1. Long-range planning for Thematic Study on The Physical World

Unit	Major Concepts	Materials Need	Prekindergarten Guidelines
Magnetism	Magnetic force attracts things made of iron and steel Magnets have many uses and help us do many things	Objects to test and sort Books Magnets	The child: <ul style="list-style-type: none"> uses one more sense to observe phenomena analyzes patterns and relationships
Colors	There are many different colors and they have different names Primary colors are red, yellow and blue	Books Paint Colored paper Color swatches Food colors	The child: <ul style="list-style-type: none"> uses different colors to create meaning uses new vocabulary in everyday communication
Sound	We can identify things by their sounds Sound is created by vibrations of objects Sounds can be high/low, loud/soft	Musical instruments Records Kitchen food containers Chutes and marbles Popcorn cooking	The child: <ul style="list-style-type: none"> Identifies similarities and differences Begins to distinguish among sounds of several instruments

Quality instruction

- Clear, systematic, and scaffolded instruction

Scaffolded Instruction



Demonstration



Quality instruction

- Well-tempo'ed minds-on instruction
- Language rich
- Secure attachments
- Integration of writing and reading

Self-regulation



Self-regulation



Functional reading



Quality literacy instruction

- Parent and community involvement

Parent involvement



Parent involvement



