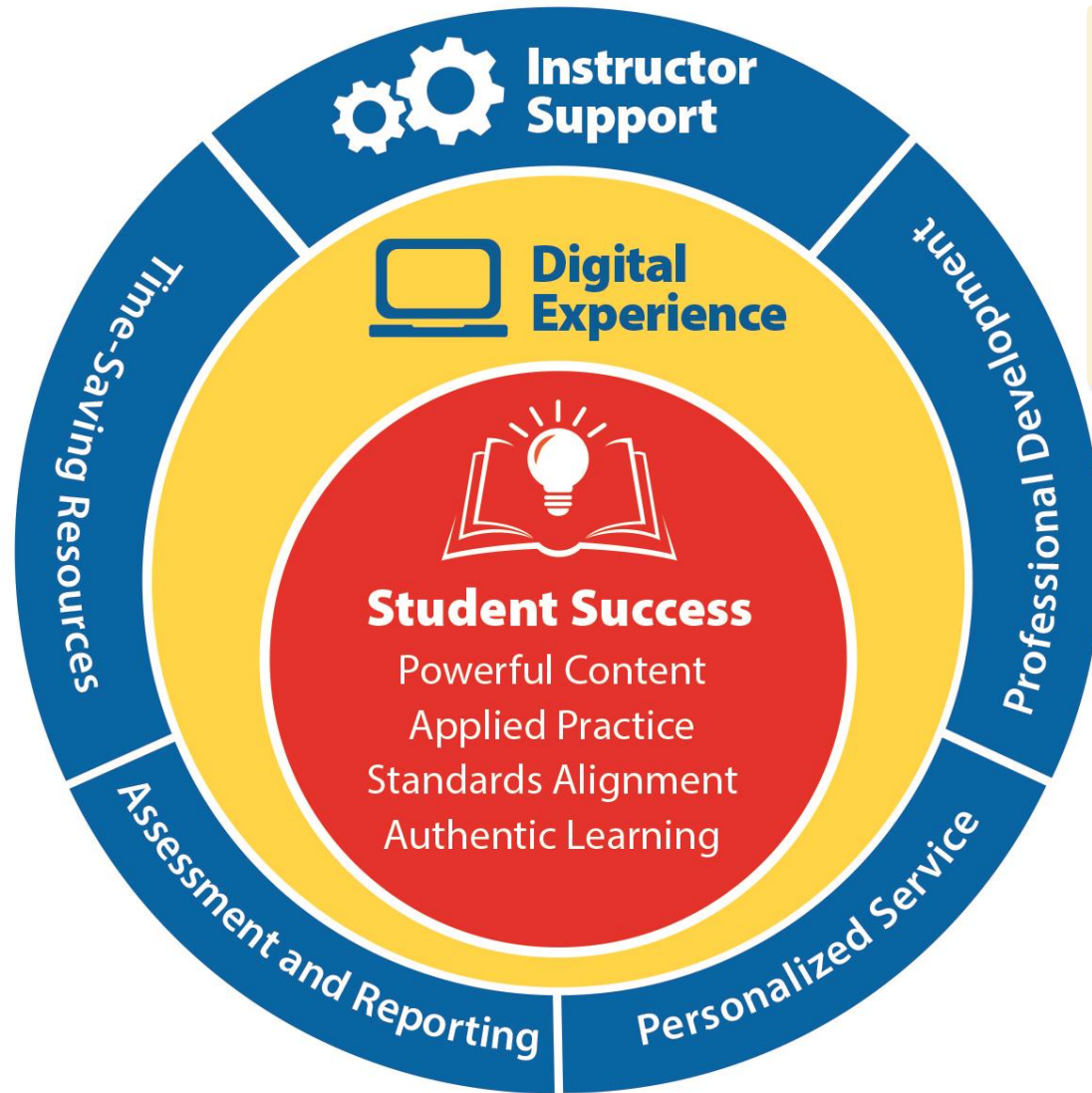


***Emergent Literacy in Early Childhood:
Early Childhood Education***




Designed by Educators, Built for Educators



Student Success Is At the Heart of What We Do



 Emergent Literacy in Early Childhood: Chapter 1 Outline

Name:
Date:
Class:

Chapter 1: The What and Why of Emergent Literacy

Instructions: Use the following chapter outline to record notes, questions, and supporting facts as you read the text.

Introduction
Notes:


1.1: Theories of Early Literacy Learning
Notes:

- The Evolution of Early Literacy Theory
Notes:

1.2: Four Emergent Literacy Components

- Listening
Notes:
- Speaking
Notes:
- Reading
Notes:
- Writing
Notes:


1

 **CHAPTER 1**

The What and Why of Emergent Literacy

Literacy and Language

- Literacy is the act of making meaning →
Language is a way of communicating those meanings
 - Social interactions
 - Context
 - Time in history
- Early exposure to language and multiple languages increases and extends speech development → enhances future literacy skills

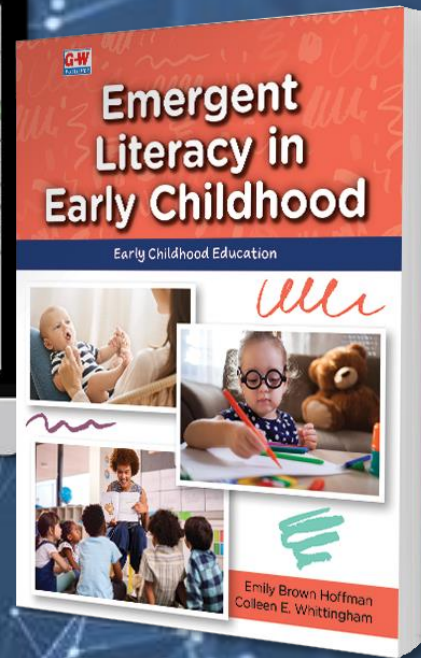
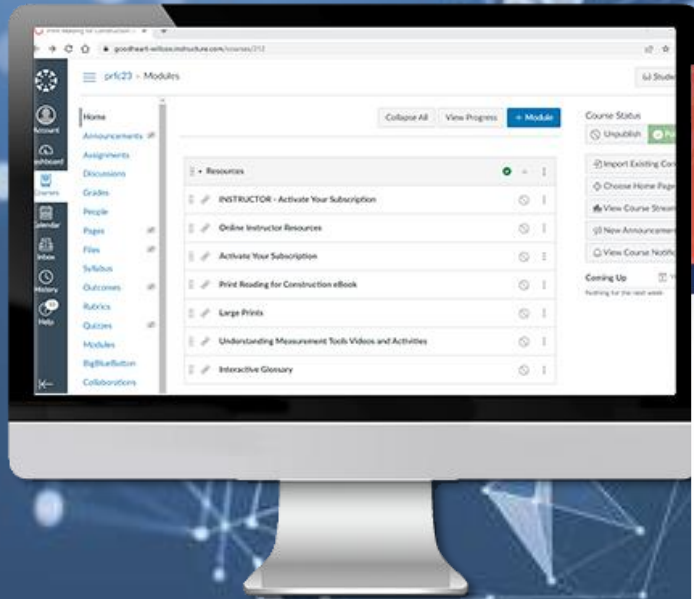


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Lesson Plans, Presentations, Video Clip Library and Answer Keys



Print • Digital • Bundle Options Available



Blackboard[®] D2L
BRIGHTSPACE  canvas

 moodle  schoolology[®]  Additional
LTI-Compliant
Platforms

Clever 
ClassLink


1EDTECH
CERTIFIED


Google Classroom

LMS and CMS Integration Easy Navigation

2: E-Flash Cards

Term (1 of 12)

Select to flip

board book

2: E-Flash Cards

Definition (1 of 12)

in size and are made out of durable cardboard so that children do not tear the cover or pages.

Previous Remove Next

E-Flash Cards & Vocabulary Practice

2: Vocabulary Game

Select a point value. Choose the term that matches the definition.

Score: 100

✓ 100	100	100	100
200	200	200	200
300	300	300	300

Definition: Understanding of the ways in which sounds make up spoken language.

- genre
- board book
- decodable book
- phonology

Check Answer

Interactive Activities

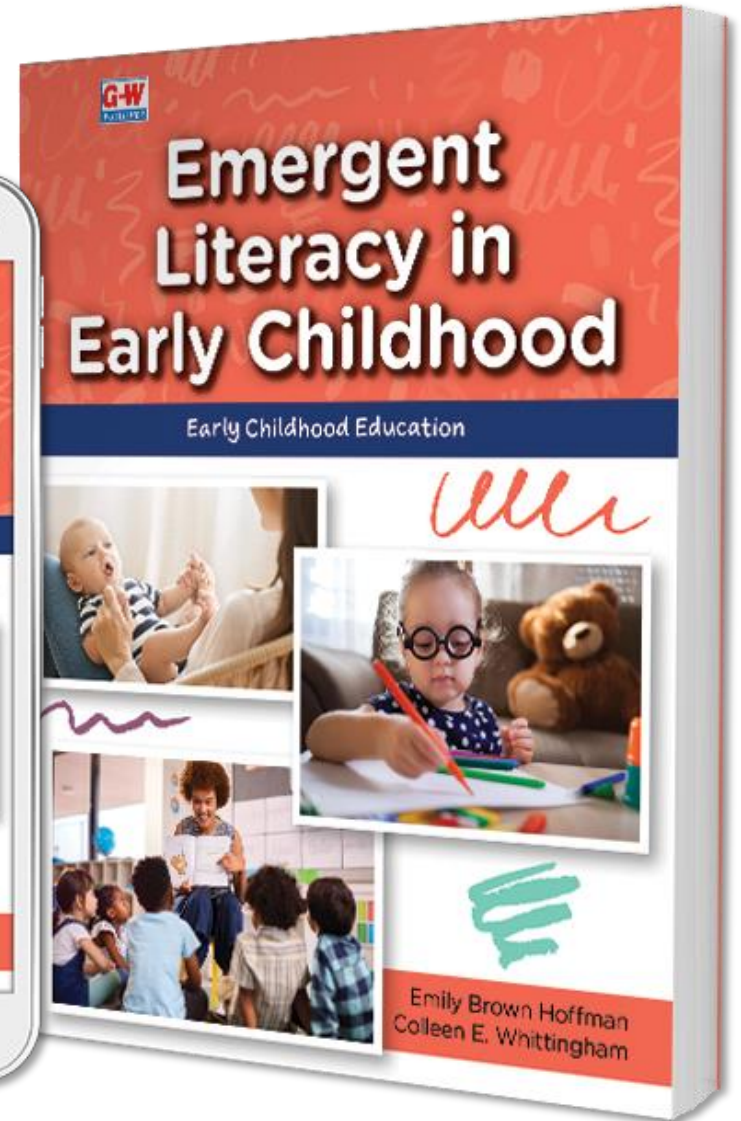
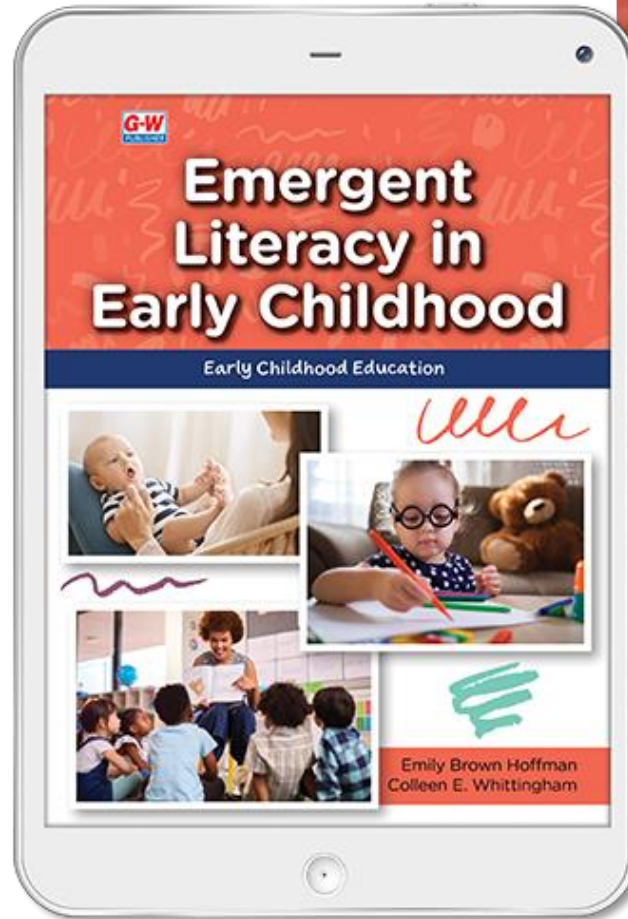
Video Clip Library

Speaking and Listening



[View transcript](#)

Integrate G-W Digital Resources



*Emergent Literacy in Early Childhood:
Early Childhood Education*



Student Textbook

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speaking and listening (engaging Benni in conversation around his immediate surroundings and experiences). Nora attentively talked to Benni about his and others' actions, described and supported his engagement with the environment, and used her normal vocabulary throughout the interaction. Even though Benni is an infant and is not yet using conventional words, Nora included him in all conversations and activities. This helps Benni build his language skills and background knowledge of the world.

Learning Outcomes

After engaging with the information in this chapter, you will be able to:

- 4.1 Name and explain language development during infancy (birth through 12 months of age), attending to both speaking and listening.
- 4.2 Recall and describe emergent literacy development during infancy (birth through 12 months of age) that serves as a precursor for conventional reading.
- 4.3 Identify and define emergent literacy development during infancy (birth through 12 months of age) that serves as a precursor for conventional writing.
- 4.4 Recognize that development takes place across a variety of contexts and that children present unique linguistic and developmental variations, strengths, challenges, and approaches to learning.
- 4.5 Specify the components of a literacy-rich learning environment and explain how they support infants' literacy and language development.
- 4.6 Develop a plan to collaborate with families and communities as partners by fostering respectful and reciprocal relationships to enhance young children's development and literacy learning.
- 4.7 Review a wide range of developmentally, culturally, linguistically, and ability appropriate screening and assessment tools and the means by which they document developmental progress.

Key Terms

assessment	fund of knowledge	print awareness
book concept	high-inference observation	print motivation
developmental delay	inclusion	receptive language development
disability	infant	representation
emergent writing	intersubjectivity	schema
environmental print	language development	simultaneous language learner
expressive language development	low-inference observation	successive language learner
fine motor skill	motor control	

Standards Covered in This Chapter:

NAEYC

1a, 1b, 1c, 1d, 2a, 2b, 3a, 3c, 3d, 4b

ILA

1.1, 1.2, 1.3, 2.3, 2.4, 3.2, 3.3, 4.4, 5.1, 5.4

DAP

1D, 2A, 2B, 2G, 3A, 3B, 3C, 3D

Standards Covered in This Chapter:

NAEYC

1a, 1b, 1c, 1d, 2a, 2b, 3b, 3c, 3d, 4b

ILA

1.1, 1.2, 1.3, 2.1, 2.3, 2.4, 3.2, 3.3, 4.3, 4.4, 5.1, 5.2, 5.4

DAP

1A, 1D, 1E, 2A, 2C, 2E, 2F, 3A, 3B, 3C, 4A, 4E, 4F, 5D

Standards Covered in This Chapter:

NAEYC

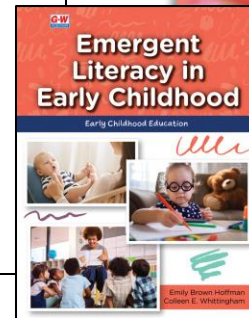
4a, 4c, 5b

ILA

1.3, 1.4, 4.2, 4.3, 5.3

DAP

1B, 1C, 1D, 1E, 4A, 4D, 4E, 4F, 4H, 5C, 5D



Learning Outcomes

After engaging with the information in this chapter, you will be able to:

- 1.1 Define and describe the paradigm shift between a reading readiness approach to early literacy instruction and that of an emergent literacy perspective.
- 1.2 Identify the components of literacy and describe how they complement and supplement one another.
- 1.3 Identify how technology should be appropriately and beneficially used for viewing and making in early childhood settings.
- 1.4 Describe the importance of early literacy experiences regarding social practices and their impact on later literacy and language achievements.

Key Terms

auditory discrimination	multimodality
BIPOC	parentese
constrained skill	phonological awareness
emergent literacy	reading
literacy	research
making	social diversity
mode	social practice
multiliteracy	unconstrained skill
multimodal literacy	viewing
multimodal making	writing

Standards Covered in This Chapter:

NAEYC

1a, 1b, 1c, 1d

ILA

1.1, 1.2, 1.3, 1.4, 5.2, 5.3

DAP

1A, 1C, 1E

Learning Outcomes

After engaging with the information in this chapter, you will be able to:

- 2.1 Compare and contrast different theories of reading development.
- 2.2 Define the elements of emergent writing development and how they reflect an emergent literacy lens.
- 2.3 Define and describe how balanced literacy incorporates and appropriately privileges all components of early literacy development by applying an emergent literacy lens.
- 2.4 Describe how literacy is a social practice that relies on respectful and reciprocal collaboration and partnerships between all stakeholders in children's lives, including peers, caregivers, families, and communities.
- 2.5 Critically examine literacy resources and select high-quality literary, multimedia, and informational materials to develop language, speaking, listening, and viewing and visually representing skills and processes.

Key Terms

board book	genre
decodable book	phonology
deficit mindset	picture book
difference mindset	simple view of reading (SVR)
digital literacy	technology
encoding	wordless book

Standards Covered in This Chapter:

NAEYC

1d, 2b, 2c, 5a

ILA

1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.4

DAP

1E, 2G, 4B

CHAPTER

1

The What and Why of Emergent Literacy

Setting the Scene

Jax

Six-month-old Jax stares at the cloth book in front of him, attempting to grab a cloth tag that hangs off the edge of the book. Jax's grandma sits behind him on the rug, spotting him in case he loses his balance.

"You almost got the tag that time, Jax! Are you going to try again?" Jax tries again to grab the tag hanging off the book, this time succeeding.

"Well, look at that! Should we read the story while you hold on?" Jax's grandma asks him as she opens the cloth book and starts to read.

Elijah

Twenty-month-old Elijah yells, "By self!" as his grandpa starts to help him water the plants in their garden bed outside.

"Alright, alright. But remember, we are trying to water the plants, not ourselves," his grandpa says as Elijah picks up the nearly empty watering can and dumps it beside a tomato plant.

"All done!" Elijah says as he runs and then crawls through the play tunnel on their lawn.

Elijah's grandpa picks up the watering can and says, "Thank you for helping. I'm just going to finish this off a little bit," as he goes to the hose to refill the watering can.

Mateo

Three-year-old Mateo looks at his teenage sister as she does her homework. He finds a marker and paper and climbs up on a chair next to her at the kitchen table. Mateo starts writing random letters on the paper while sighing.

"Whatcha doin', Mateo?" his sister asks with a little smile.

"Mine homework," Mateo says in an exasperated voice he has heard his sister use.

"You too, huh? Is it chemistry homework like mine?"

Mateo nods vigorously and hopefully asks, "Are you done?"

His sister closes her book and says, "Sure, I can finish it later. Let's get a snack."

Leilani

Four-year-old Leilani looks at the empty hopscotch squares that her babysitter drew in the alley by her house with a frown.

"Ain't there supposed to be things in the boxes?" she asks her babysitter. Her babysitter grabs a blue chalk piece and walks over.



Top photo: Sertiv Sobolevsky/Stock/Getty Images Plus via Getty Images; middle photo: kinn_photo/Stock/Getty Images Plus via Getty Images; bottom photo: Artfoliophoto/Stock/Getty Images Plus via Getty Images

CHAPTER

2

The How and Who of Emergent Literacy

Setting the Scene

Literacy in Social Interactions

Three-year-old Miles and his five-year-old brother, Santi, lay on their stomachs, facing each other. Each child has a piece of white paper on the floor in front of him and a marker in his hand. Miles is humming as he draws shapes and writes random letters, one after another, from left to right on his paper. Occasionally, he looks over at Santi's paper. Santi is also writing from left to right on his paper. He has fewer letters than Miles. Santi is slowly saying words, pausing occasionally to repeat a letter sound. After Miles has filled his entire paper with his writing, he sits up and says to Santi, "Okay, ready!"

When Santi doesn't respond, he says louder, "Santi. Ready! Right?"

Santi doesn't look up from his paper. "Almost done. Wait."

Miles impatiently huffs and flips his paper. A minute later, Santi sits up and says, "I'm done. Ready?"

Miles happily scoots over to the other side of the paper, looks at it, and then looks at Santi.

"The whale and lion fight. So, man, T-Rex comes in and eats the lion."

Miles pounds the dinosaur into the paper. "Now you do my story!" he says to Santi.

"Everyone fights Lion, and Lion wins. Santi makes the appropriate animal sounds."

Literacy is rooted in social interactions. The meanings behind speaking, reading, and writing are shaped by the people who are interacting and the context of those interactions.

Children learn to view the world and interact with it differently as they learn to speak, listen, and write. Their interests, abilities, and relationships with others influence their literacy development.

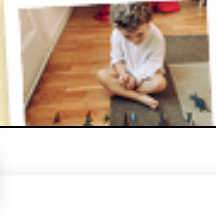
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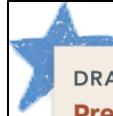
Children learn to view the world and interact with it differently as they learn to speak, listen, and write. Their interests, abilities, and relationships with others influence their literacy development.



Note Catcher

While reading this chapter, use the note catcher to write down key takeaways and ideas that you want to remember about the relationship between speaking and listening, reading, and writing. Write words or phrases or draw diagrams to capture your thoughts around kindergarten anti-biased, evidence-based instructional approaches.

Speaking and Listening	Reading	Writing
Classroom Environment	Instructional Approaches	Anti-Biased Instruction



DRAMATIC PLAY

Preschool Time: Market

Roles

Some ideas of roles that you can take on as an adult or suggest for the children include the following:

- Cashier
- Shopper
- Stocker
- Deli clerk
- Bagger
- Produce clerk

Preschool Talking Points

The following are some questions or comments that you can use to begin conversations in dramatic play:

- Try to include questions that are specific to the play topic and questions that include general concepts that preschoolers are learning. For example, you can say things such as:
 - A. How much should we buy for the party?
 - B. What should we purchase at the market today?
 - C. Can you help me scan these groceries?
- Balance these "pretend prompts" with questions such as:
 - A. Oh, my! There are so many cans. How can we arrange them so they are neater?
 - B. I would like some grapes. How many can I fit in this basket?
 - C. Which one of these boxes is shorter? Let's use this shorter box with the red label.

Description of Play

represent groceries. Play food, recyclables (such as empty cereal boxes), blocks, or a mixture of all of these things can represent groceries.

- At the front of the space, there should be a cash register, an area to "scan" groceries, and bags or baskets for customers to take their groceries home.
- Encourage a variety of roles to keep produce on the shelves and customers shopping.
- It may be necessary to "close" the market occasionally and have all of the children help restock the shelves. Explain that many real markets do just that to keep groceries where customers can get them.

Problem-Solving

Problems that you can pose to the children to prompt their problem-solving include the following:

- For the market, there are many opportunities to pose problems that will prompt children to use their creativity to come up with solutions. For example, ask the children:
 - how to sort groceries as you stock them together.
 - how to make and label money from plain paper.
 - how they are selecting the groceries they need.
 - to help you find all of the groceries that you would need for a specific meal.

Multiuse Items

The following are some items that you can use in dramatic play that are featured elsewhere in the



Key Takeaways

Miles and Santi used their **speaking, listening, reading, and writing skills** to play a game that was an authentic reflection of their interests and lived experiences. Within their game, evidence of **theories of literacy development** was clear. For example, **social interaction** and **oral language** were important factors in how Miles and Santi used their literacy skills. Miles and Santi also demonstrated


different stages of **writing development**, but both have meaning attributed to their writing. An early literacy teacher could observe their game and notice how the children are demonstrating **constrained skills** (alphabet knowledge and phonics) as well as **unconstrained skills** (vocabulary and language comprehension).

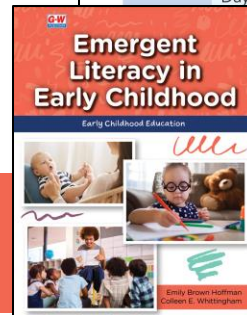
Additional Features

Infant Lesson Plan

Who Am I?

Children celebrate their individuality and learn about being part of a school community and family.

Activity	Playing Activity and Directions	Singing/Rhyming and Directions
Week 1	<p>Scarves</p> <p>The scarves activity engages babies with greetings and playful interactions. Move the scarf, talk about locations, and tickle body parts. Let babies interact by pulling or holding the scarf. Scarves captivate young babies and encourage turn-taking. Gradually reveal the hidden scarf, prompting the baby to pull it themselves.</p>	<p>Swing and Sandbox</p>  <p>Swish and swoosh, Wind in my hair. Swoosh and swish, My feet in the air!</p> <p>Dig and shovel, Holes being filled. Shovel and dig, Streets I build.</p>
Week 2	<p>Baby Dolls</p> <p>This week, introduce baby dolls to infants for attachment and play. Follow their lead, describe features, and encourage interaction. Model play and imitation as they grow, such as feeding the doll with a spoon.</p>	<p>On Grandpa's Knees</p>  <p>Repeat this poem several times during the week, either by singing or reciting it. The poem focuses on the wind blowing. Experiment with blowing air quickly and slowly to see the infant's reactions. Older babies may enjoy gentle bounces on the knee, mirroring the "up and down" in the poem.</p>
Week 3	<p>Mirrors</p> <p>Daycare mirrors are valuable for infants to explore themselves and surroundings. This week, focus on emotions by describing feelings and expressions. Seat infants in front of a mirror, engage them with clapping, and discuss what you see. Select concepts like tiredness, excitement, and happiness with their reflection.</p>	<p>My Face</p>  <p>This poem is ideal for pointing out body parts as you sing. Point to your own face as you sing, similar to how the child points to their face in the pictures.</p> <p>Incorporate the mirror, showing the infant their own eyes, nose, mouth, and chin as you sing "My Face."</p>



LET'S READ!

Children's Literature for the Kindergarten Classroom

- *Big* by Vashti Harrison
- *Eyes That Kiss in the Corners* by Joanna Ho
- *John's Turn* by Mac Barnett
- *Letters to Live By: An Alphabet Book With Intention* by Lisa Frenkel Riddiough
- *Love, Violet* by Charlotte Sullivan Wild
- *Percy's Museum* by Sara O'Leary
- *Someone Builds the Dream* by Yami Mendez
- *Water is Water: A Book About Water* by Miranda Paul
- *We Are Water Protectors* by Carole Lindstrom
- *Where Are You From?* by Yami Mendez

Positionality

Positionality refers to how differences in social position and power shape identities and access in society (Collins, 2001; Duarte, 2017; Misawa, 2010). Depending on your own positionality, thinking about how traditional or historical school traditions may be problematic or not inclusive could be uncomfortable. School traditions such as a Father-Daughter Dance, Grandparents Day, and Muffins for Mom are not inclusive traditions. Many families do not have family members that fit that specific

named identity, and adding the caveat "but anyone can come" is not inclusive. Instead, it just amplifies that someone thought it was not inclusive but decided to do the event or tradition anyway. If you feel strongly that the Father-Daughter Dance takes place, ask yourself why a Family Ball would not be as equally pleasurable but more inclusive. You may have to rethink some of the traditions you have fond memories of and think about how traditions can be reshaped.

LET'S READ!

Children's Literature for Preschoolers

- *Baby Goes to Market* by Atinuke
- *Finding Moose* by Sue Farrell Holler
- *Hands Can* by Cheryl Willis Hudson
- *I Dream of Popo* by Livia Blackburne
- *Leo Gets a Checkup* by Anna McQuinn
- *LMNO Peas* by Keith Baker
- *Mel Fell* by Corey R. Tabor
- *My City Speaks* by Darren Lebeuf, illustrated by Ashley Barron
- *Noodles, Please!* By Cheryl Yau Chepusova
- *Say Hello!* by Rachel Isadora
- *The Bunnies Are Not in Their Beds* by Marisabina Russo
- *We All Play: Kimētawānaw* by Julie Flett

Inclusive Classroom

Children in your care will always have a wide range of abilities. This variability can be caused by differences in age, developmental patterns, or medical or other needs. When thinking about how to modify the environment to meet children's needs, always modify your instruction and not your expectations of children. This means thinking of ways that you can do things

differently to allow all children to experience the same levels of success.

It is impossible to know what children are capable of when we remove opportunities for them to show us. Do not allow your ideas of what might be "too difficult" or "frustrating" for a child to limit their opportunities to rise to the challenge.



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Family Connection

Incorporating families into story time can involve asking community and family members to help select and read books with preschool children. Making sure that children's families are represented in story time includes making sure that a child's cultural background and home language are present in oral and written form (Cahill, Ingram, & Joo, 2021). Teachers should also partner with libraries or other free book distribution programs to provide families with children's books in their home language.



However, it is important for early childhood educators to show families that they can support reading and language skills in a lot of other ways in addition to reading books. Families can share books and just look at and discuss the illustrations. They can also engage in oral storytelling, singing, rhyming, chanting, rapping, or any other wordplay or writing activities together. Encourage families to communicate with their children as they are most comfortable, and make sure to stress to multilingual families that the ability to speak multiple languages has many benefits for children.

Reinforce Lesson Content

INTEGRATING TECHNOLOGY

Tablets on a Plane

Two-year-old Diya sits between her dads on a flight from Austin, Texas to Chicago, Illinois. Her dads, Simon and Viraj, had been concerned that Diya wouldn't be able to sit still for the three-hour flight. However, for the last 20 minutes, Diya has been happily playing with Simon and Viraj.

"Diya, where is your nose? Yes!" Simon says from Diya's right side. "What about your ears? Where are your ears? There they are!" Viraj says from Diya's left side.

Using the front-facing camera on her dads' tablet, Diya is watching herself touch body parts that her dads name.

Suddenly, Diya's stuffed tiger is strategically placed next to Diya's head so she can see it in the video next to her face.

"Diya, what about Tiger? Where are Tiger's ears?"

She grabs the stuffed tiger's ears and giggles loudly, alternating between looking at the video of the tiger and the real stuffed tiger.

"Okay, Diya, it is my turn now. Wave goodbye!"

Diya waves goodbye to the camera and eagerly watches as her dad places the camera in front of himself.

"Eyes!" says Diya.

"Here they are!" says Diya's dad as he touches his nose.

"No!" screams Diya as she giggles and points to his eyes.

"Ahh! Here are my eyes," says Diya's dad, smiling.

Behind Diya, 1-year-old Isla is sitting on the lap of her 16-year-old cousin, Arlo. Arlo, who is

turned around and talking to his brother about their upcoming high school soccer match, hears Isla whine. Arlo has propped a tablet on the tray in front of the seat that he is sharing with Isla. The tablet is playing videos for Isla. Every so often, when one video ends, Isla will grunt and point to the tablet to notify Arlo that he needs to play another video.

In front of Diya, 3-year-old Omari is with his aunt. While his aunt answers work emails on her phone, Omari has a tablet on his lap and is methodically matching capital and lowercase letters via an app advertised for preschool learning. Every few minutes, the app switches the group of letters available for matching, and Omari starts again.



Stefan Tomic/E+/Getty Images

Even though the children were in the same setting and similarly interacted with a tablet, the degree of interaction was very different. It is certainly understandable that technology can be helpful in keeping children entertained and preoccupied during a flight. However, when specifically comparing how Diya, Isla, and Omari used technology on the plane regarding literacy development, Diya had a much more powerful experience than Isla or Omari. While Diya practiced her language skills through fun interactions, Isla passively watched videos without interacting with others. It may seem like Omari was the most engaged in literacy learning since he was using an app about the alphabet. However, the most beneficial learning occurs through interactions with other people around concepts, not from rote practice itself.



vaoinlova/Stock/Getty Images Plus



VIEWING AND MAKING

The Role of Technology in a Toddler's Early Literacy Development

Technology plays a constantly growing role in toddler literacy and language learning. The role of technology in toddlers' early interactions with reading is ever increasing (Rideout, 2017) and directly related to both their traditional literacy and language development and their digital literacy skills. Most U.S. families have some kind of mobile device, such as a smartphone or tablet, equipped with touch screens that are readily available for toddlers to touch and swipe (Wohlwend, 2017). Even at the toddler age, children are learning to read by touching icons and swiping pages on an e-book (Wohlwend, 2017). It was previously thought that all technology experiences were bad for children, especially for those under the age of two. However, experts now agree that this is too simplistic of a view. Intentional use of technology fosters positive development and learning when used by early childhood educators within developmentally appropriate practice (DAP) (NAEYC & Fred Rogers Institute for Early Learning,

2012). In other words, to simply say you will not allow any screen time to children regardless of the type of media and interactive circumstances surrounding the technology use is no longer a research-based practice.

Offering toddlers collaborative viewing experiences with an interactive e-book or through interacting with pictures with a peer or teacher is beneficial to their language and literacy development, specifically when it is tied to other literacy and language activities at their home and nondigital experiences in the classroom. Experiences with technology should be collaborative and interactive. For example, looking at a photograph of a train on a screen with a toddler and describing the parts of the train, what trains are for, and your previous experiences with trains, and then asking toddlers if they can point to the train wheels, is collaborative and interactive. Putting on a television show for the toddler to watch while you clean is not collaborative or interactive.

Integrating Technology in the Classroom



STORY TIME CHECKLIST

Kindergartners

All Print Motivation components should be represented in every story time. Choose one or two components between the Language and Vocabulary, Comprehension, and Family Connection sections to focus on each day.

Print Motivation

- The teacher conveys the idea that reading is fun.
- The teacher seems to have fun.
- The children seem to have fun.

Language and Vocabulary

- The teacher makes connections to new concepts and vocabulary when reading.
- The teacher exposes children to and explains vocabulary they may not be familiar with.
- The teacher calls attention to the pictures.

Comprehension

- The teacher uses puppets, props, or a flannel board to have the children participate in retelling the story; may have the children retell the story.
- The teacher talks about the events of the story and/or theme.
- The teacher helps the children link the events and characters to what they know about.
- The teacher helps the children make inferences and engage in higher-order discussions.
- The teacher helps the children identify the problem and solution in the story.
- The teacher helps the children connect texts to other texts that are similar in theme, concepts, or character development.

Family Connection

- The teacher models book sharing between adults and children.
The teacher makes suggestions for how families can have fun with books at home. The teacher encourages participation by families in story time.



SHARING BOOKS OUTSIDE OF STORY TIME CHECKLIST

Choose one or two components between the Phonological Awareness, Alphabet Knowledge, and Book Concepts sections to focus on each day.

Phonological Awareness

- The teacher invites the children to chime in with rhymes, fingerplays, songs, and/or music during story time.
- The teacher uses books that highlight sound awareness (e.g., rhyming text, alliteration).
- The teacher plays a rhyming game with the children.

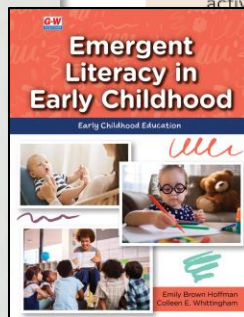
Alphabet Knowledge

- The teacher points out or talks about letter names.
- The teacher talks about or points out letter sounds.
- The teacher uses an enjoyable alphabet book, activity, or song.

- The teacher makes connections between letters in the children's names and in alphabet books or book titles.
- The teacher provides opportunities for the children to play with magnetic or foam letters.

Book Concepts

- The teacher calls attention to the cover of the book and points to and reads the title and author.
- The teacher describes the role of the author, illustrator, and title.
- The teacher calls attention to turning pages and how to hold books for reading.
- The teacher points to the print to draw attention to where to begin reading.
- The teacher talks about how words and pictures match.



INTRODUCTION

As an *infant*, Benni is reliant on caregivers to facilitate his interactions with the environment and interpret his wants and needs. *Infant* is the age category used to describe children between birth and 15 months of age. Figure 4.1 shows the literacy skills in focus during infancy. This visual will be present in each of the age-based chapters to demonstrate how the skills observed grow over time. Benni and other infants develop their literacy skills through authentic, one-on-one interactions with caregivers. These interactions revolve around the infants' needs, such as meals and naps. There is an overlap between the infant (birth to 15 months old) and toddler age categories. Children between the ages of 12 and 36 months are categorized as toddlers (NAEYC, 2018), so some of the more advanced infant activities described in Chapter 5 may also be relevant to learners at the beginning of the toddler stage. The continuum of development between infants and toddlers is gradual. In this chapter, you will learn how infants grow as speakers, listeners, readers, and writers (Figure 4.2) and what an infant classroom needs to be considered a high-quality and joyful learning environment.

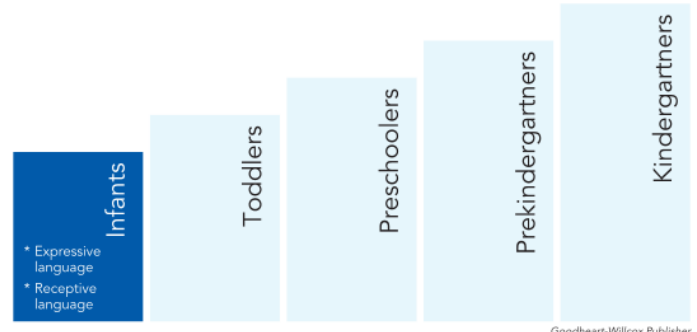


Figure 4.1 Children's literacy skills progress as they learn and grow.

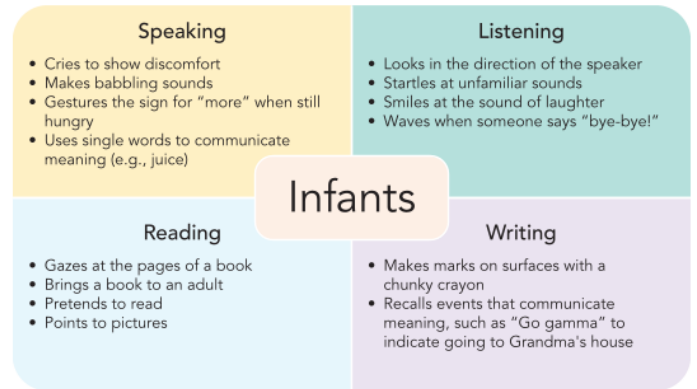
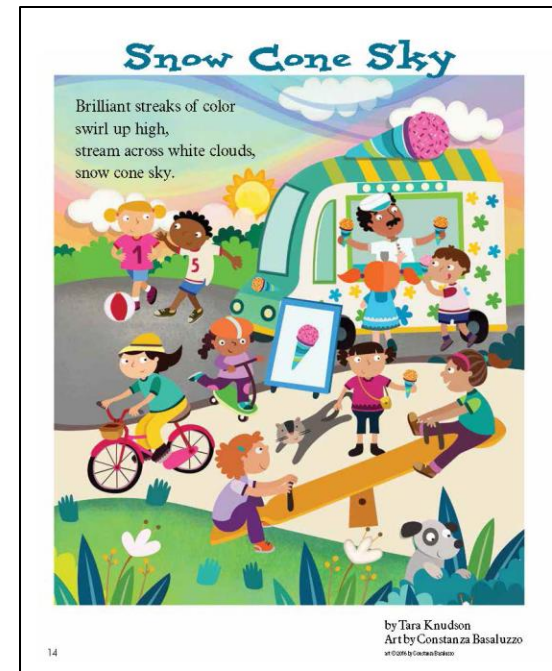
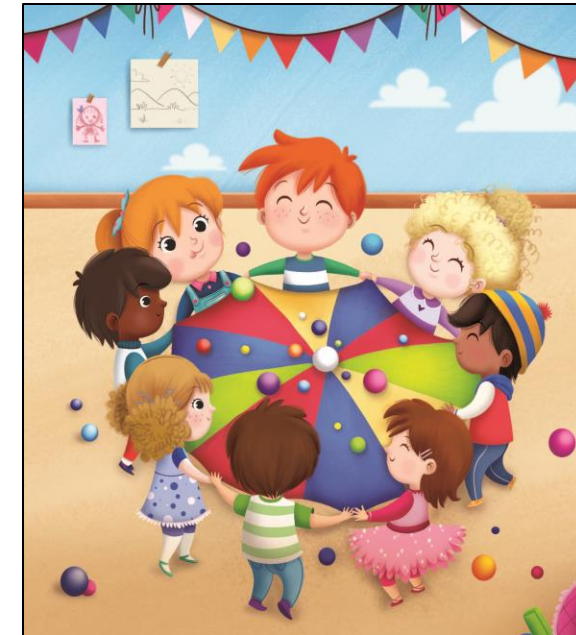
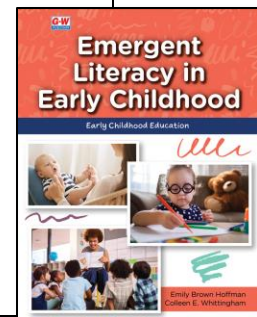


Figure 4.2 Emergent literacy development examples for infants.



Illustrations

instruction is a system of instruction that identifies a progression of learning goals and objectives for children to master as they grow and develop.

3.6 Use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, linguistically, and ability appropriate to document developmental progress and differentiate instruction.

- Assessment is the systematic collection, review, and use of information to inform instruction with the goal of improving learning and development.
- A balanced emergent literacy approach emphasizes authentic interactions with children to support their speaking, listening, reading, and writing skill development.

COMPREHENSION QUESTIONS

1. Name one of the cultural practices of early childhood mentioned in the chapter that was new to you. Investigate a little on your own to learn three new things about this practice. (3.1)
2. The cultural practices of early childhood change over time within a culture. What stories have you heard about your own childhood, or the childhood of someone of a similar age, that would not take place now? What traditions or practices have been maintained over generations? (3.1)
3. What is the primary focus of culturally sustaining pedagogy, and how does it differ from culturally relevant and culturally responsive pedagogies? (3.2)
4. Culturally centered practices in action require that early childhood educators both ASK and ACT. Name one action from Figure 3.6 that you can enact now. What is one action from Figure 3.6 that feels intimidating or overwhelming? Why might that be? (3.2)
5. At what age do most children begin to notice physical differences between boys and girls, and how do their understandings of gender change over time? (3.3)
6. What terms are used to describe children who are learning a language in addition to their home or heritage language, and why is there a shift away from terms such as *English language learner*? (3.4)
7. What are the different age categories in early childhood development, and what are the corresponding milestones for language and literacy development at each stage? (3.4)
8. Describe the difference between a standard and an objective. (3.5)
9. How can you use a standard, a set of assessment data, and an objective to improve instruction for a child struggling with writing? (3.5)
10. What is one way to make the current assessment tools more grounded in an ethical, developmental, and cultural sense? (3.6)

LET'S PRACTICE

Case Study

Ms. Chantal sits at her desk, thinking about the lesson that she enacted earlier. The lesson was intended to empower students to share their culture with their peers, taking pride in their culture while also learning about other cultures. For many students, it went as she planned. Various students shared about Hawaiian traditions, Puerto Rican music, and greetings in Hindi. However, one child was distraught because he said he didn't have a culture, so he couldn't share. Ms. Chantal knows she must have gone wrong when she was explaining culture to her class, as some students seemed to understand while others did not. Her priority is to help each child feel pride and share their culture. She rethinks how she can describe culture to her students.

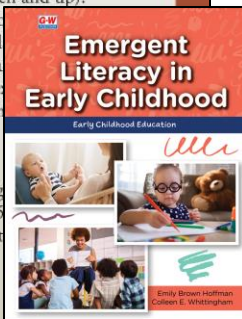
1. How could Ms. Chantal explain culture to her class in a way that emphasizes everyone has a culture? What are some different examples she could offer?
2. Reflect on your own culture. What would you share?

Investigate On Your Own (3.5)

Throughout this book, we will be referencing Head Start Performance Standards and Teaching Strategies GOLD® Assessments commonly used in early childhood programs. It is also possible that early childhood education contexts may use state or national standards, despite their widespread use in the United States. For example, if you are a preschool teacher in Illinois, you may use the Illinois Early Learning and Development Standards (IELDS) (for birth to age three), the IELDS (for ages three to five), or the Common Core State Standards Initiative (for kindergarten and up).

Do an internet search and find out if there are any specific guidelines or standards for early childhood education. If you are currently in an early childhood learning context, identify where they use to guide their instruction. Add to the list below.

1. State researched
2. Standards used for birth to age 3
3. Standards used for ages 3 to 5
4. Standards used for kindergarten



INFANT REVIEW

What Do They Know? Where Do You Go?

Jax

Six-month-old Jax is sitting on Ms. Denise's lap during story time. Ms. Denise is excited because she has a brand-new board book she thinks Jax will like.

"Okay, Jax, this is a brand-new book I haven't read to you before. Are you ready? It is called Who? and it says right there next to the title that it is a celebration of babies. That's you! Also, there is a birdie in this book, and you loved the last book about birds."

Jax looks up at Ms. Denise's face and smiles. He lightly hits the cover of the board book with his open-palmed hand.

"Yup, I'll start!" Ms. Denise begins to read the book. About halfway through the text, Jax lifts his hand and tries to turn the page before Ms. Denise is able to. He turns three pages instead of one.

"Oh, nice job turning the page. Sure, let's see what this page says." Ms. Denise reads the page that Jax turned to, and Jax looks at the pages as she reads.

When she gets to the page that reads "Who's that? Birdie!" she reads and then pauses and asks Jax, "Can you point to that pink bird on the page, Jax?"

Jax coos and tries to turn the page again. Ms. Denise smiles, points to the bird, and says, "There is the bird!" before helping Jax turn the page of the board book.

When the book is finished, Ms. Denise puts the book on Jax's lap for him to hold. Jax picks up the book and hands it back to Ms. Denise.

"Would you like me to read this again? I thought you'd like it!" Ms. Denise says as she reads the title to Jax again.



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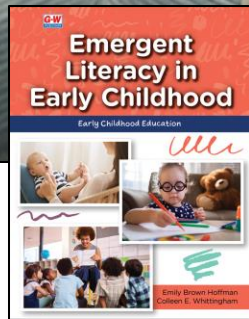
1. Based on the above vignette, what information do you think Ms. Denise can record regarding Jax's development in the following areas?

- A. Interest in books
- B. Receptive language development
- C. Interest in conversation

Valentina

Thirteen-month-old Valentina sits on the large blue circle rug in the middle of the classroom. She has an orange scarf in her hand and is gripping it as lively music plays. Ms. Denise sits across from Valentina, holding a pink scarf. She starts making big up-and-down movements with her own scarf and tells Valentina, "I like your orange scarf, Valentina. Do you want to try to move it up (Ms. Denise holds her own scarf up above her head.) and down (Ms. Denise holds her scarf on the floor.) like my pink scarf?"

Review and Assessment

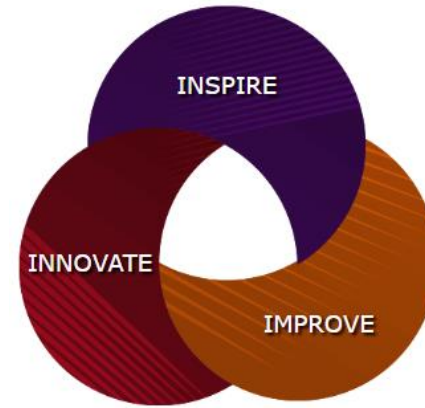


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Animations



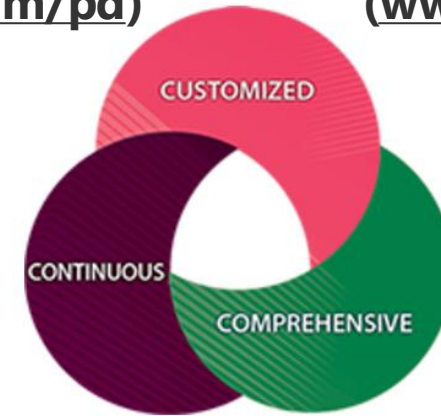
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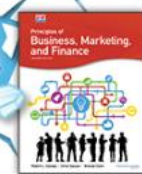
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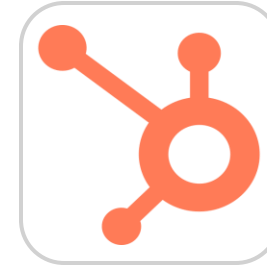


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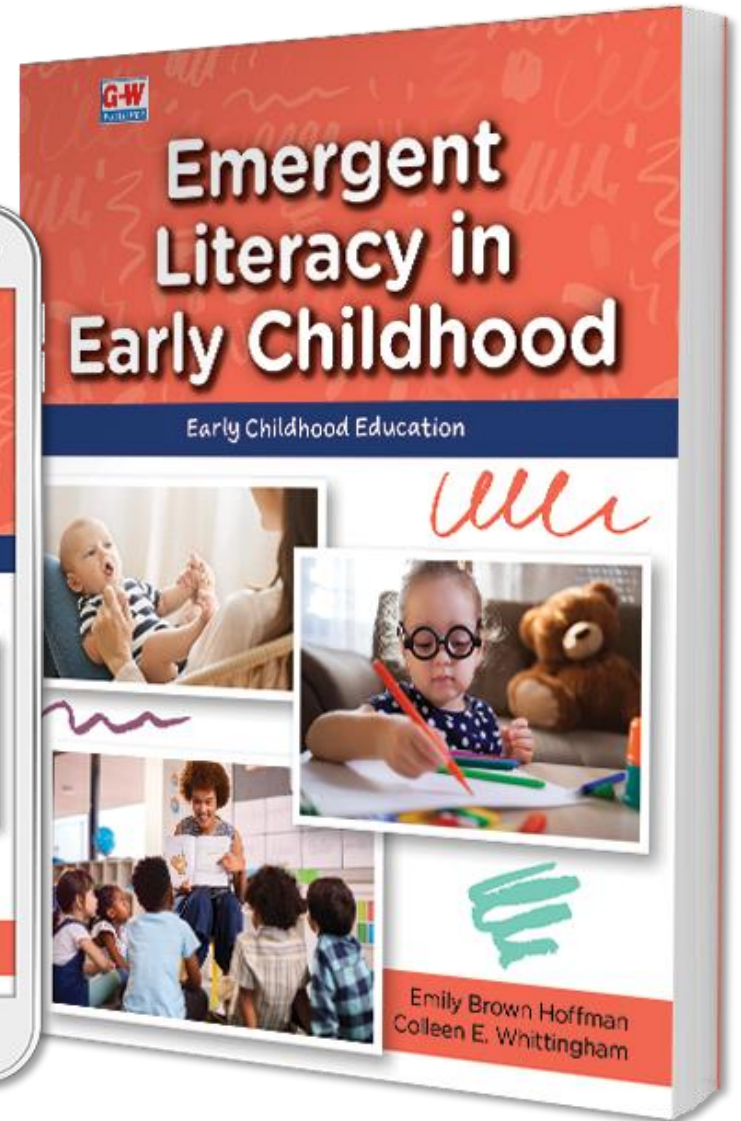
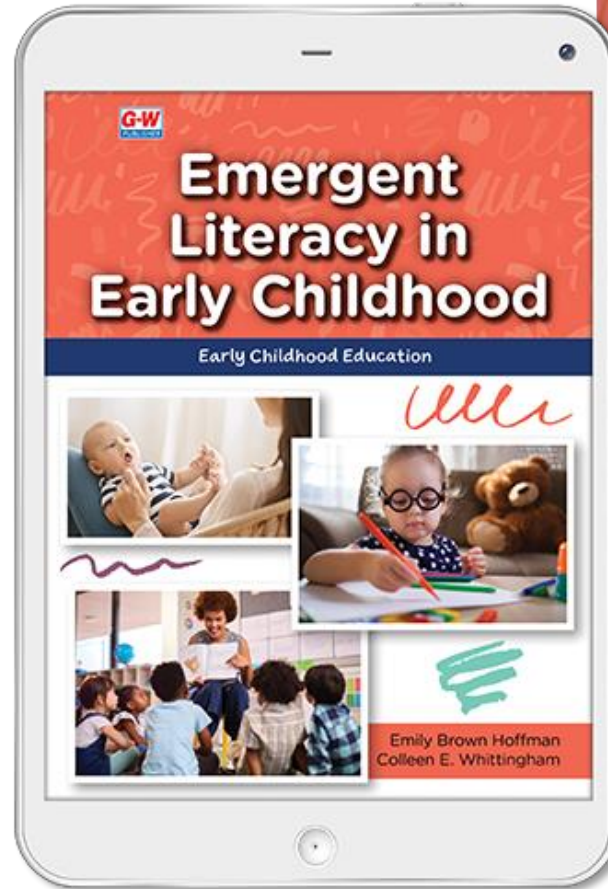


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