



Self-Guided Learning Module

Early Literacy Learning Domains



What is this CELL self-guided training?

- This self-guided training focuses on early literacy domains
- The purpose of this training is to share information about:

The phases and domains of early literacy learning



Pause and think about early literacy before you proceed!

Write down the responses that immediately come to mind for each of these questions.

- What is early literacy to you?
- Does early literacy only involve books or are there other ways to “do” early literacy?
- When does early literacy start?
- How do children develop early literacy abilities?

What is early literacy to you?

- **Early literacy** refers to the knowledge and skills that young children from birth to age five need to read, write, and communicate.
- Developed before formal reading instruction, early literacy consists of print and language learning.
- Print-related learning includes recognizing letters of the alphabet, understanding what is read, expressing words in writing, and knowing the rules of writing.
- Language-related learning includes recognizing the different sounds that make up words, being able to use words to communicate, and understanding what is said by others.

Does early literacy only involve books or are there other ways to “do” early literacy?

Early literacy activities should consist of a rich mix of language and print-related learning experiences such as:

- *storytelling*
- *answering questions*
- *interacting with various types of environmental print*
- *engaging in drawing or pre-writing activities*
- *singing nursery rhymes*
- *doing finger plays*

When does early literacy start?

Early literacy starts at birth.

- Infants begin to learn about print and language by interacting with people and objects that are interesting and enjoyable.
- It is never too early to engage young children in early literacy activities!



How do children develop early literacy abilities?

- Informal Learning Experiences
- Formal Learning Experiences
- Literacy-Rich Environments



Introduction:

Early Literacy Phases and Domains

CELL has conceptualized early literacy learning to be composed of:

- Three **phases**
- Seven **domains**



Introduction:

Phases of Early Literacy Learning

Pre-literacy development

- From birth to approximately 12 to 15 months developmental age
- The communication and social skills acquired before language onset that form the foundation for language acquisition and emergent literacy skills
- Includes a child's acquisition of a number of important communication and literacy-related skills



Introduction:

Phases of Early Literacy Learning

Emergent literacy development

- From approximately 12-15 to 30 months of age
- The verbal and nonverbal skills that are the foundation for the process of learning to read, write, and develop other literacy-related abilities
- Includes the acquisition of a variety of emergent literacy development skills and accomplishments



Introduction:

Phases of Early Literacy Learning

Early literacy development

- From approximately 30 months of age to five years
- The acquisition and mastery of the fundamentals of reading, writing, and other literacy-related skills
- Includes the mastery of many of the fundamentals and precursors of conventional literacy skills and accomplishments



Introduction:

Domains of Early Literacy Learning

- Early literacy domains **are not**:
 - Chronological or linear
 - Discrete or independent
- Early literacy domains **are**:
 - Overlapping and interrelated
- Development in one domain is often associated with development in other domains as well.



Introduction: Domains of Early Literacy Learning

Linguistic-Processing Skills

Listening Comprehension

Oral Language

Phonological Awareness

Print-Related Skills

Alphabet Knowledge

Print Awareness

Written Language

Text Comprehension



Introduction:

Domains of Early Literacy Learning

Linguistic-Processing Skills

Listening Comprehension

Oral Language

Phonological Awareness



Introduction:

Domains of Early Literacy Learning

Print-Related Skills

Alphabet Knowledge

Print Awareness

Written Language

Text Comprehension



Illustration: Linguistic Processing Skills

Listening Comprehension

Receptive language, the ability to hear and understand speech

What types of experiences do infants, toddlers and preschoolers need to develop their listening comprehension skills?

Infants	Be spoken to in a nurturing, responsive, and caring manner; Sing songs, say rhymes
Toddlers	Engage in “conversations” about themselves and their world; Sing songs and finger plays
Preschoolers	Engage in conversations about things in the past and future; Play listening games



*Experiences to Support an **Infant's** Development of Listening Comprehension*

- Speaking in a nurturing, caring manner
- “Motherese” or “parentese”
- Repetition
- Shared storybook reading



*Experiences to Support a **Toddler's** Development of Listening Comprehension*

- Engage toddlers in “conversations”
- Shared storybook reading
- Listening games
- Songs and finger plays



*Experiences to Support a **Preschooler's** Development of Listening Comprehension*

- Engage preschoolers in conversations
- Listening games
- Re-telling stories
- Shared storybook reading that involves in-depth discussion, questions, and reflection



Illustration: Linguistic Processing Skills

Oral Language

The ability to use expressive language to communicate with others

What types of experiences do infants, toddlers and preschoolers need to develop their oral language skills?

Infants	Babble and coo in “conversations” with adults who respond to and build on these verbalizations
Toddlers	Tell “stories” about their activities; Participate in songs, finger plays, conversations
Preschoolers	Invent new and retell familiar stories; Engage in conversation



*Experiences to Support an **Infant's** Development of Oral Language*

- Talk to Infants
- Vary tone and pitch of voice
- Say words with enthusiasm and interest
- Shared story book reading



*Experiences to Support a **Toddler's** Development of Oral Language*

- Engage in “conversation”
- Shared storybook reading, especially repeated reading of familiar or favorite books
- Songs and finger plays
- Games and play that encourage the use of language



*Experiences to Support a **Preschooler's** Development of Oral Language*

- Meaningful conversations
- Invent new stories and retell familiar stories
- Shared storybook reading
- Question-asking and answering conversations
- Opportunity to learn and use new vocabulary
- Opportunities to match words they hear with images on paper



Illustration: Linguistic Processing Skills

Phonological Awareness

Ability to distinguish between and manipulate sounds in spoken language; hear similarities, difference, and patterns in sounds

What types of experiences do infants, toddlers and preschoolers need to develop their phonological awareness skills?

Infants	Play with sound through babbling and “talking;” Hear spoken language, motherese, varied vocabulary, and rhyme
Toddlers	Play sound, rhyming, and word games; Participate in conversations; sing
Preschoolers	Spell or write “like it sounds;” Play sound games; Make up songs and rhymes



*Experiences to Support an **Infant's** Development of Phonological Awareness*

- Interesting speech—high pitch, sing-song, etc.
- “Motherese”
- Rhymes, songs, and finger plays
- Cooing, babbling and “talking” games



*Experiences to Support a **Toddler's** Development of Phonological Awareness*

- Conversations
- Book reading
- Singing
- Nursery rhymes
- Rhyming and word games
- Made-up rhyming words



*Experiences to Support a **Preschooler's** Development of Phonological Awareness*

- Listening games
- Nursery rhymes
- Songs



Illustration: Print-Related Skills

Alphabet Knowledge

*Recognize and name letters of the alphabet;
understand letter-sound correspondence*

What types of experiences do infants, toddlers and preschoolers need to develop their alphabet knowledge skills?

Infants	Play with alphabet toys and books; See letters in the environment; Hear alphabet songs and books
Toddlers	See and point out letters in the environment; Play with alphabet toys and books
Preschoolers	Play letter-sound games; Have adult support in finding and identifying letters and letter sounds; Play with alphabet toys and books



*Experiences to Support an **Infant's** Development of Alphabet Knowledge*

- Exposure to the alphabet through use of toys such as alphabet blocks
- Print in the environment
- Alphabet songs
- Alphabet books



*Experiences to Support a **Toddler's** Development of Alphabet Knowledge*

- Recognizing written name
- Identifying letters in name
- Alphabet songs
- Alphabet books
- Alphabet toys and games



*Experiences to Support a **Preschooler's** Development of Alphabet Knowledge*

- Recognition of letters in name
- Alphabet toys, books, and games
- Environmental print
- Matching pictures with letters
- Letter-sound games



Illustration: Print-Related Skills

Print Awareness

Understanding the purposes and conventions of print

What types of experiences do infants, toddler and preschoolers need to develop their print awareness?

Infants	Interact with books on their own; Look at books with a supportive adult
Toddlers	Call attention to environmental print; Independently explore and “read” books; Observe adults reading and writing; Participate in shared book reading
Preschoolers	Purposefully use print in the environment; Independently explore and “read” books; Observe adults reading and writing; Participate in making books about favorite topics



*Experiences to Support an **Infant's** Development of Print Awareness*

- Interaction with books (holding, chewing, looking at pictures)
- Shared storybook reading
- Everyday opportunities to interact with books



*Experiences to Support a **Toddler's** Development of Print Awareness*

- Exposure to environmental print
- Shared storybook reading
- Independent exploration of books
- Observing adults use print
- Observing adults read



*Experiences to Support a **Preschooler's** Development of Print Awareness*

- Independent exploration of books
- Shared storybook reading
- Use environmental print
- Recognize printed name
- Drawing
- Invented spelling
- Dictating stories

Illustration: Print-Related Skills

Written Language

Communicate through printed language

What types of experiences do infants, toddlers and preschoolers need to develop their written language?

Infants	Experiment with a variety of sensory materials; See others writing
Toddlers	Explore a variety of art and writing materials and interpret their work for others; Write messages, stories, and their names; See others writing
Preschoolers	Work on art and other projects that involve writing; Observe adults writing



*Experiences to Support an **Infant's** Development of Written Language*

- Exploring with a variety of sensory materials, such as finger paint
- Exploring play with writing and art materials
- Observing adults writing



*Experiences to Support a **Toddler's** Development of Written Language*

- Daily opportunities to explore drawing and painting
- Playing with play dough
- Observing adults write in daily routines
- Any games that strengthen fine motor muscles



*Experiences to Support a **Preschooler's** Development of Written Language*

- Opportunities to draw, write, scribble
- Art and writing materials
- Writing projects
- Observing adults writing daily
- Computer games



Illustration: Print-Related Skills

Text Comprehension

Ability to decode and comprehend written language

What types of experiences do infants, toddlers and preschoolers need to develop their text comprehension skills?

Infants	Handle books while adults point out words and pictures
Toddlers	Point to pictures in books while an adult reads; Have adults make connections between environmental print and objects and events
Preschoolers	“Read” print in the environment when encouraged by adults; “Read” back stories or drawings when encouraged by adults



*Experiences to Support an **Infant's** Development of Text Comprehension*

- Shared storybook reading
- Pointing to words and pictures in books
- Positive experiences with books



*Experiences to Support a **Toddler's** Development of Text Comprehension*

- Shared storybook reading
- “Retelling” favorite books and stories
- Observe adults point to words and pictures in books
- Environmental print



*Experiences to Support a **Preschooler's** Development of Text Comprehension*

- Varied experiences with books
- Environmental print
- Shared story book reading
- Finger-point reading
- Opportunities for invented spelling
- Literacy play materials In everyday routines



Practice:

Identify Literacy Domains

- Go to the CELL website at www.earlyliteracylearning.org and locate the Practitioner Practice Guides. Select either infants, toddlers, or preschoolers. Select 3 different practice guides to read. After reading each practice guide, identify the literacy domains that are addressed in each of the three practice guides.
- Identify any examples of:
 - Listening comprehension
 - Oral Language
 - Phonological awareness
 - Alphabet knowledge
 - Print awareness
 - Written language
 - Text comprehension



Evaluation:

Identifying Literacy Domains

1. What were some of the activities used to support literacy experiences?
2. Was it difficult to identify the literacy domains within the practice guides?
3. What role did the adult play?
4. How did the child/children respond?

Reflection:

Early Literacy Domains

1. How have your thoughts changed about early literacy?
2. Is there anything about your practices you will change after learning more about early literacy domains?



Thank you!

- Thank you for accessing the CELL self-guided module on early literacy domains.
- Remember, you can download free resources from the CELL website at www.earlyliteracylearning.org