Kindergarten to Grade 3 and 21st Century Literacies

Felicitas E. Pado
University of the Philippines
Kindergarten to Grade 3:
- Beginning literacy stage
- Learning to read stage

Literacy in L1
- shifting to L2
- shifting to L3

FELICITAS E. PADO, PhD
Our belief:

• All children **CAN**, and **SHOULD**, learn to read within the first few years of schooling.
## Stages of Early Literacy Development*

<table>
<thead>
<tr>
<th>Stage</th>
<th>Name</th>
<th>The learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 0: Birth to preschool</td>
<td>Emergent Literacy</td>
<td>• gains control of oral language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• relies on pictures in text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• pretends to read</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• recognizes rhymes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• starts recognizing letters</td>
</tr>
</tbody>
</table>

*Source: Gove, A and P. Cvelich

*Felicitas E. Pado, PhD
<table>
<thead>
<tr>
<th>Stage</th>
<th>Name</th>
<th>The learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1: Beginning</td>
<td>Decoding</td>
<td>• grows aware of sound-symbol relationship</td>
</tr>
<tr>
<td>Grade 1</td>
<td></td>
<td>• focuses on printed symbols</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• uses decoding to figure out words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• is developing listening to reading comprehension</td>
</tr>
</tbody>
</table>

* Gove, A and P. Cvelich

FELICITAS E. PADO, PhD
## Stages of Early Literacy Development*

<table>
<thead>
<tr>
<th>Stage</th>
<th>Name</th>
<th>The learner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 2: End of Grade 1 to End of Grade 3</strong></td>
<td>Confirmation and Fluency</td>
<td>• develops fluency in reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• recognizes patterns in words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• checks for meaning and sense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• knows a stock of sight words</td>
</tr>
</tbody>
</table>

* Gove, A and P. Cvelich
• How is the literacy of the beginning readers developed?
## The Domains of Literacy (K to Grade 3)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Subdomains</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Oral Language</td>
<td>11. Vocabulary</td>
</tr>
<tr>
<td>2. Phonological Awareness</td>
<td>12. Reading Comprehension</td>
</tr>
<tr>
<td>3. Book and Print Orientation</td>
<td>a. Activating schema/prior knowledge</td>
</tr>
<tr>
<td>4. Alphabet Knowledge</td>
<td>b. Comprehension strategies</td>
</tr>
<tr>
<td>5. Word Recognition</td>
<td>c. Comprehension of</td>
</tr>
<tr>
<td>6. Fluency</td>
<td>Literary Texts</td>
</tr>
<tr>
<td>7. Spelling</td>
<td>d. Comprehension of Informational Text</td>
</tr>
<tr>
<td>8. Grammar Awareness</td>
<td></td>
</tr>
</tbody>
</table>
Domains of literacy during the emergent literacy stage

Emergent Literacy, Learner Characteristics:
• gains control of oral language
• relies on pictures in text
• pretends to read
• recognizes rhymes
• starts recognizing letters

Literacy Domains:
• Attitude towards literacy, language and literature
• Oral language devt.
• Phonological awareness
• Book and print orientation
• Alphabet knowledge
• Handwriting

FELICITAS E. PADO, PhD
Domain 1: Attitude towards literacy, language and literature

Having a sense of being a reader and developing individual choices of and tastes for texts to read for various purposes such as for learning or for pleasure
On developing positive attitude towards literacy

• Children who have positive attitudes and experiences about reading are more likely to be motivated to learn to read.

Dorothy Strickland
Developing positive attitude towards literacy through storyreading

Brain development research shows that reading aloud to children every day
• increases their brain's capacity for language and literacy skills and
• is the most important thing that one can do to prepare them for learning to read.
Storyreading and listening comprehension

• Listening comprehension is the learner’s intentional and thoughtful interaction with the text that s/he listens to.

• Before learning to read, the children are trained to process information as they listen to stories read to them.
Domain 2: Oral language (in the language of literacy)

Oral language refers to one’s knowledge and use of the structure, meanings and uses of the language.
• Literacy development depends on the development of oral language.

• One cannot be successful in learning to read (and write) in a language that he does not understand.
Domain 3: Phonological Awareness

Phonological awareness involves work with rhymes, syllables, onsets and rimes.

Phonemic awareness is the ability to notice, think about and work with the individual sounds in spoken words.
Developing phonological and phonemic awareness

• Detecting rhyming words
• Detecting number of syllables in words
• Giving the beginning sound of words (onset)
• Giving the ending syllable of words (rime)
- Holding the book right side up

- Identifying the parts of a book: front and back cover, and its pages

- Knowing that a book has an author and an illustrator and telling what they do

- Knowing where a story begins

- Flipping the pages of the book sequentially, from the front to the back
- Tracking the story line from left to right and from top to bottom while the story is being read to them
- Making the correct return sweep.
- Consistently looking at the left page first before looking at the right page
- Realizing that the message of most books is in the print and not the pictures.
Making one to one correspondence between written and spoken words

Telling that print in the form of words corresponds to speech

Recognizing that print messages represent spoken language and convey meaning

Differentiating individual letters from words.
Domain 5: Alphabet Knowledge

The ability to recognize, name, and sound out all the upper and lower case letters of the alphabet.

Each letter of the alphabet

- has a name
- has an upper and a lower case
- is written in a certain way
- has a distinct sound
Domain 6: Handwriting

The ability to form letters through manuscript and cursive styles
• Alphabet knowledge paves the way for phonics and word recognition
# Activities in a Preschool Class

- **Sharing Activities**
  - nursery rhymes
  - poem recitation
  - songs
  - Show and Tell

- **Reading stories to children**
- **Story discussion**
- **Direct instruction on letters of the alphabet**
Domains of literacy during the Decoding Stage

- grows aware of sound-symbol relationship
- focuses on printed symbols
- uses decoding to figure out words
- is developing listening to reading comprehension

- Phonics and word recognition
- Vocabulary development
- Spelling
- Composing
- Grammar awareness
- Fluency
- Comprehension

FELICITAS E. PADO, PhD
Domain 7: Phonics and Word Recognition

The ability to identify a written word by sight or by deciphering the relationship between the sounds of spoken language and the letters in written language.
- Grows aware of sound/symbol relationships

<table>
<thead>
<tr>
<th>Sound</th>
<th>Symbol</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>mmmm</td>
<td>Mm</td>
<td><img src="image" alt="Image of corn field" /></td>
</tr>
<tr>
<td>llllll</td>
<td>l l</td>
<td><img src="image" alt="Image of red ribbon" /></td>
</tr>
</tbody>
</table>
• focuses on printed symbols
• attempts to break code of print
• uses decoding to figure out words

Mm  Ss   Aa   li   Oo   Bb   Tt   Uu

a. . .m. . .a                     i. . .s . . .a

a. . .s. . .o                     b. . .a. . .s. . .o
Reading in the Learner’s Home Language

Experience

Oral Language (Child’s L1)

Printed Symbols (in child’s L1)
May bola sina Bong at Lani. Naglalaro sila ng bola.
Shifting to Reading in a Second Language

Experience

Oral Language (Child’s L1)

Printed Symbols (in child’s L1)

Oral Language (in L2)

Printed Symbols (in L2)

FELICITAS E. PADO, PhD
Domain 8: Spelling

- being able to convert oral language sounds into printed language symbols
Domain 9: Grammar Awareness

Knowledge of language features and sentence structures in written language
• Awareness of grammatical structure is learned indirectly as children listen to the language.
• They learn it directly through explicit instruction.
Domains of Literacy During the Fluency Stage

- develops fluency in reading
- recognizes patterns in words
- checks for meaning and sense
- knows a stock of sight words

- Fluency
- Vocabulary development
- Reading comprehension
- Study skills

FELICITAS E. PADO, PhD
Domain 10: Fluency

The ability to read orally with **speed**, **accuracy** and **proper expression**
Fluency

• Accuracy
• Automaticity
• Proper Expression

• Word recognition must be accurate, rapid and require little conscious attention so that attention can be directed to the comprehension process

• One reason students may not comprehend text is that they are spending all their attention and energy on figuring out the words.
• develops fluency in reading
  from: The / man/ has/ a/ hat.
  to: The man / has a hat.

• recognizes patterns in words
  best
  nest
  pest
  rest
  test
  west

• checks for meaning and sense.
  The house /trot/ to The horse trots.

• knows a stock of sight words
  the is are for by from which
Domain 11: Composing

being able to formulate ideas into sentences or longer texts and represent them in the conventional orthographic patterns of written language
Composing as a collaborative activity
Domain 12: Vocabulary Development

Knowledge of words and their meanings in both oral and print representations
Domain 13: Comprehension

A complex and active process in which vocabulary knowledge is a crucial component and which requires an intentional and thoughtful interaction between the reader and the text.
The role of vocabulary and fluency in comprehension

- Fluency
- Vocabulary

FELICITAS E. PADO, PhD
An intentional and thoughtful interaction between the Reader and the Text

The Reader

The Text

Schema

Language

Interest

Purpose

The Context

FELICITAS E. PADO
• Use of context and prior knowledge/schema
• Comprehension strategies
• Use of narrative text
• Use of informational text
Domain 14: Study Skills

A general term for techniques and strategies that help a person read or listen for specific purposes with the intent to remember.
Some examples of study skills

• Following directions
• Locating, selecting, organizing and retaining information
• Interpreting graphic aids such as
  ➢ tables
  ➢ graphs
  ➢ maps
Preparing for Reading in L2

• Once students have established a literate base in one language, they should be able to transfer knowledge and skills gained in that language to reading in a second language as long as they are adequately exposed to the second language and motivated to acquire it.

• Cummins
# Literacy Development among the Multilingual Learners: Shifting from L1 to L2 to Ln

<table>
<thead>
<tr>
<th>Reading in L1</th>
<th>Oral language development in L1</th>
<th>Reading in L1</th>
<th>Oral language development in L2</th>
<th>Reading in L2</th>
<th>Oral language development in L3</th>
<th>Reading in L3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shifting to Reading in L2</td>
<td>Oral language development in L2</td>
<td>Reading in L2</td>
<td>Oral language development in L3</td>
<td>Reading in L3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FELICITAS E. PADO, PhD
The Beginning Readers and 21st Century Literacies

• In what ways are the beginning readers exposed to technology?
• In what ways do they use these technological tools?
“Conventional Literacy” and 21st Century Literacies

• “Conventional literacy” development refers to language arts processes of listening, speaking, reading, writing that are related to traditional typographic features of linear text.

• But the 21st literacy is not confined to a monolithic concept defined by print, pages and books.
• “Electronic literacy” development expands conventional literacy to include digital and multimedia materials.
The Emerging Literacy Practices/Skills of the Beginning Readers

On positive attitude towards literacy

• They are attracted to e-books read by the parents/teachers because of the visual appeal and sound effects of the stories.
On oral language and vocabulary development

• Multiple meanings of the following words: mouse, web, net, save, monitor, keys

• More words are learned in context as they listen to stories or read and reread stories on their own because the words are scaffolded by the visuals.
• **On phonological awareness**

• As they listen to the sounds of the words, they become more conscious of the rhymes, the beginning and the ending sounds of words.
On book and print orientation

• While trying to read e-books on their own, the beginning readers are readily exposed to left-to-right direction

• They begin to realize the difference between flipping a page of the printed book and the e-book.
On alphabet knowledge and handwriting

• they recognize the letters of the alphabet faster
• they love to push the letter keys and “read” on screen the letters
• they are encouraged to “write” letters on the tablet because there is lesser effort on pencil grip . . .
On decoding

• they recognize a substantial number of new sight words and they are exposed to correct pronunciation of these words

• they read materials that far exceed their decoding ability
On fluency

• Beginning readers read the electronic version of the storybook first; then during the self-selected reading time, they get the print version and read it. This offers a repeated reading opportunity, which is good for developing greater fluency.
On composing

• They are encouraged to “compose” because they don’t have to experience the difficulty of laboriously writing the letters; they just push the computer keys rather than use the “traditional” writing tools.

• It becomes easier to write the draft, to edit and revise it.
On comprehension

• Listening to someone reading the text on screen, while looking at the text and the illustrations, makes story comprehension better.

• Reading on their own, rereading some parts that they did not understand, and supported by appealing visuals improve their ability to comprehend the passages better.
Implications of the new literacies

• For the literacy teachers
  ➢ on the literacy curriculum
  ➢ on teaching approaches and practices
  ➢ on materials development
  ➢ on assessment

• On teacher preparation
The Teachers’ (Our) Dilemma

• Reluctance/Resistance to embrace technology is often sustained by insecurities over using computer technology.

• Teachers feel that they have an obligation to prepare children to become literate in ways in which the teachers themselves might not be fully literate.
The Challenge

• Let us start introducing a blend of the traditional reading skills and the new literacies in teaching beginning literacy in order to make learning more meaningful and interesting.
• because all children deserve the best reading instruction possible.

Blanchard
MARAMING SALAMAT!
MARAMING SALAMAT!
MARAMING SALAMAT!
MARAMING SALAMAT!