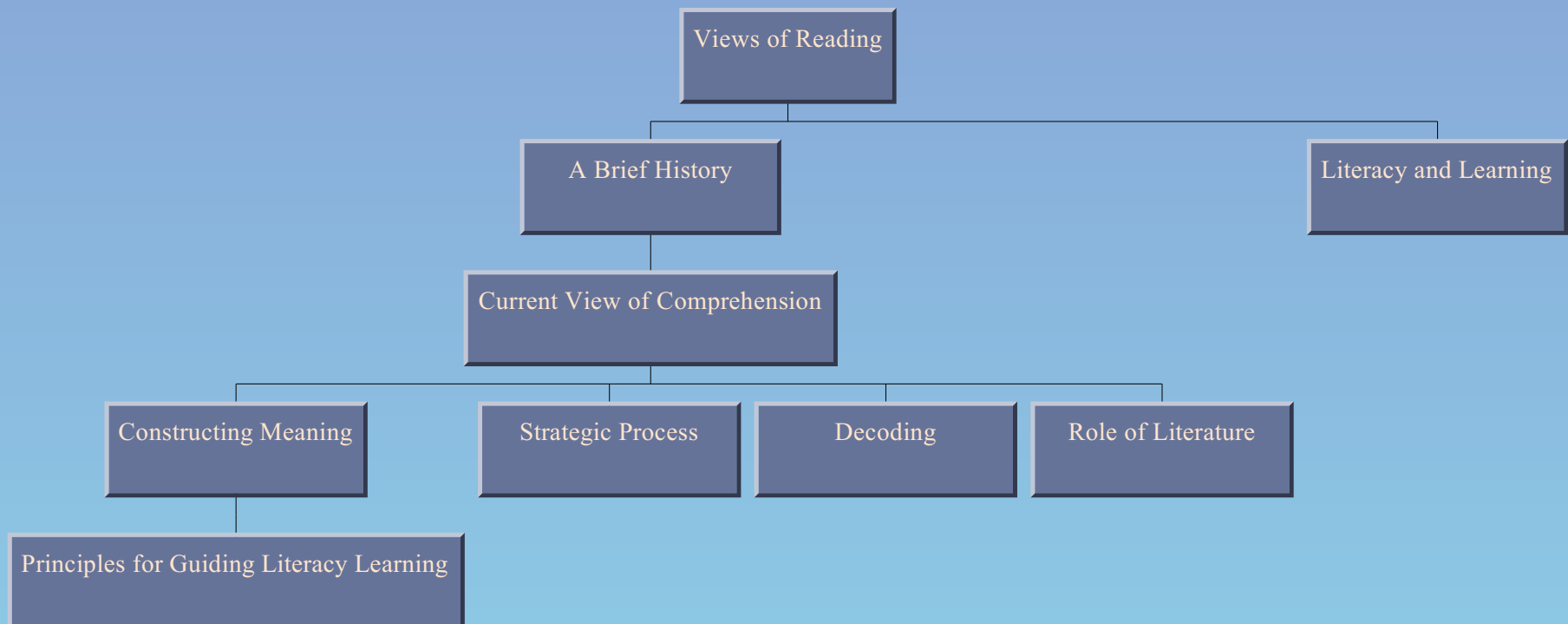




Chapter One: Understanding Literacy

An overview of literacy and how it develops
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Chapter Outline



Historical Views of Literacy

- Emphasis on Decoding
- Comprehension Questions
- Comprehension “Skills”
- The Literacy Perspective

Literacy and Literacy Learning

- Literacy for the “real world.”
- Literacy involves all aspects of communication/reflection.
- Integrated and interactive components.
- Literacy moves from approximations - expertise.

Emergent Literacy

- Children grow into reading/writing with no beginning or ending point.
- Reading and writing develop concurrently & interrelatedly.
- No 'right' sequence for reading/writing to develop.
- Learners are always emerging.
- Children develop their ability to construct meaning by sharing books that are meaningful with peers and adults and by writing in meaningful situations (p.9).

Language Acquisition

- Process of acquiring language is continuous & lifelong.
- We add new aspects to our language through interactions & experiences.
- It is a social process.
- The purpose will affect the use, the form and the development of language.
- Nativists, Vygotsky, Halliday

Prior Knowledge and Schemata

- Prior knowledge and background.
- Schemata - categories of knowledge (concepts, information, ideas) that form in readers' minds through real or vicarious experiences (p.11).

Comprehension

- “a strategic process by which readers construct or assign meaning to a text by using clues in the text and their own prior knowledge (p. 11.)”
- Comprehension as constructing meaning and
- Comprehension as a strategic process.

Comprehension as Constructing Meaning

- The reader relates the new information presented by the author to old information stored in their minds (schemata).
- As teachers we show students how the author has organized/structured the ideas and information in the text and help them relate them to their prior knowledge and schemata.

Comprehension as a Strategic Process

- Readers adjust their reading and writing to suit the purpose and the type of text they are reading.
- Texts have different structures - narrative/expository.
- Metacognition: your knowledge and control you have over your own thinking and learning.

Role of Literature

- Literature in the broad context – real or authentic texts – the language is the original language of the author.
- It motivates; it models; it's easier to read.....

Principles for Guiding Literacy Development

- Reading, writing, listening, speaking, viewing, representing and thinking develop simultaneously as learners grow into literacy.
- Individuals develop literacy by having real literacy experiences in which they are supported by more experienced individuals.
- Prior knowledge and schemata are major elements in one's ability to develop literacy and construct meaning.
- Comprehension is the process of constructing meaning by relating ideas from a text to one's prior knowledge and schemata.