Steps to Literacy

Early Emergent Literacy

Child demonstrates some of the following skills:
- Demonstrates little or no interest in people around him/her
- Uses behavior as communication
- Seems reluctant to engage in the environment
- Engages in self-stimulating behavior for a significant part of the day
- Demonstrates behaviors that are difficult to interpret
- Disengages when invited to participate in a learning activity
- Has little or no experience with rhythm activities
- Has little or no experience with books or stories
- Has little or no experience with literacy learning activities

STRATEGIES - READING
- Develop a trusting relationship with the child.
- Embed opportunities for communication throughout the day.
- Design learning experiences that are meaningful to the child.

STRATEGIES - WRITING
- Provide opportunities for children to experiment with a variety of writing materials and methods.
- Make writing a part of daily routines and activities.
- Engage children in writing activities for identifying and remembering objects, tasks, and events.

STRENGTHS - COMPREHENSION
- Conduct a symbol assessment to ensure symbols in literacy materials are understood by and accessible to student.
- Design the environment and develop or adapt literacy materials including related communication symbols, based on child’s needs, skills, and learning objectives.
- Implement comprehension strategies before reading, during reading, and after reading.
- Align to the general education curriculum using adapted reading materials.

Emergent Literacy

Child demonstrates some of the following skills:
- Holds, carries and/or turns pages of a book
- Lets someone know he/she wants to look at a book/be read to
- Searches for favorite pictures/objects
- “Reads” to self
- Participates in story reading using child’s preferred communication method(s)
- Begins to prefer certain stories
- Shows interest in print, Braille and/or tactile representations
- Notices and/or protests when adult leaves or changes part of the story
- Repeats familiar parts of stories using his/her preferred communication method(s)
- Scribbles, stamps, finger paints, places stickers or uses alternative pencils
- Points to and/or names (or signs) objects
- Understands that text/pictures convey meaning
- Makes the connection between signed or spoken language and print, Braille or tactile representations
- Recognizes and begins to read familiar logos and signs in the environment
- Begins to recognize and read familiar words

STRATEGIES - READING
- Establish awareness of books, print and writing.
- Develop reading and writing procedures that follow a prescribed sequence.
- Connect real-life experiences to literacy activities.
- Create books adapted to individual child preferences, abilities and interests.
- Teach concepts using child’s preferred communication method(s).
- Provide opportunities to interact with text through shared storybook reading.
- Teach letters and familiar words.

STRATEGIES - WRITING
- Teach children to write personal information.
- Teach writing skills for organization, record keeping and finances.
- Teach children to communicate their thoughts and feelings through writing.
- Teach children to use written language for self-expression, recreation, and leisure.
- Use writing to expand a child’s vocabulary.
- Incorporate writing into activities used to check reading comprehension.

STRENGTHS - VOCABULARY
- Teach vocabulary using the representation mode(s) most familiar to the child (e.g. objects, pictures, tactile symbols, print, braille).
- Introduce vocabulary in a meaningful context.
- Teach new vocabulary within a variety of activities.
- Teach vocabulary by matching objects to words.
- Use pairing and fading to move children along a hierarchy toward recognizing words in print and braille.
- Take time to teach vocabulary in preparation for an activity (pre-teach) and review vocabulary following the activity.

STRENGTHS - INCREASING FLUENCY
- Engage children in multiple re-readings of stories.
- Engage children in reading activities with peers.
- Engage children in presentation activities in the classroom and community.

Expanding Literacy

- Provide access to the general education curriculum using individualized reading and writing materials.
- Use consistent methods to evaluate a how well a student understands what he or she is learning.
- Provide opportunities to use new vocabulary in a variety of situations.
- Provide ongoing support for new reading tasks.
- Provide opportunities for students to read for the purpose of gaining information or knowledge.
- Provide opportunities for students to read for the purpose of experiencing new feelings and attitudes.
- Provide opportunities for students to demonstrate critical thinking skills and understanding of content.

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