



Getting Started With Your Students: A Guide to Planning for Emergent Literacy Learners

Let's Ponder...

The Process of learning to read and write is a continuum that begins at birth. There are no prerequisites. Written language is learned through active engagement with one's surroundings.

Literacy instruction for students with Complex Communication Needs (CCN) must focus on function and use! Students with CCN benefit from active participation and interaction in learning activities.

We **MUST** provide ongoing, comprehensive literacy instruction in reading, writing, speaking, listening and language across a variety of contexts and environments!

An Emergent Literacy Plan Includes:

- Shared Reading
- Predictable Chart Writing
- Alphabet and Phonological Awareness
- Independent Writing with Access to Full Alphabet
- Self-Directed Reading
- Symbol-Based Communication

Let's Take A Quiz! Does Your Student...?

1. Know most of the letters most of the time?
2. Engage actively during shared reading?
3. Have a means of communication and interaction?
4. Understanding that writing involves letters and words?

If you answered "**NO**" to any of these questions, he or she is still developing language and literacy skills and needs to practice all of these, **Everyday, throughout the day**. Opportunities for practice are everywhere! Model. Model. Model! Literacy skills throughout the day.

Don't forget to celebrate even the smallest success! It can take up to 6 months to notice any changes.

Gifts of the Month:

Caroline Musselwhite on Making Learning Fun:

<http://www.engagingalllearners.ca/ip/conversation-with-caroline-musselwhite/>

Children with Disabilities: Reading and Writing the Four Blocks Way:

<http://www.amazon.ca/Children-Disabilities-Reading-Writing-Four-Blocks%C2%AE/dp/1600221254>