



Literacy and Young Children

Overview

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Test Your Literacy Knowledge

True or False

- 1. Literacy development begins at birth.
- 2. The “developmentally appropriate practice” philosophy advocates that children should not be exposed to literacy experiences until they are developmentally ready.
- 3. Delayed instruction fosters increased failure.
- 4. One of the best predictors of a child’s success in school is the child’s progress in reading and writing.
- 5. Vocabulary development is important for literacy development.
- 6. Until children reach a certain stage of maturity all exposure to reading and writing is a waste of time.
- 7. Phonemic awareness skills can be taught and are not strictly a result of maturation.
- 8. No one teaching method or approach is likely to be the most effective for all children.
- 9. Adult participation increases the amount of literacy-related play in young children.
- 10. Reading aloud to children is the single most important activity to develop understanding and skills essential for reading success.

(answers on back)

Test Your Literacy Knowledge (key)

- True 1. Bureau of Early Childhood Education and Social Services. (1999). *Early literacy development: A focus on preschool*. Middletown, CT: Connecticut State Department of Education.
- False 2. International Reading Association, & National Association for the Education of Young Children. (1998). *Overview of learning to read and write: Developmentally appropriate practices for young children, a joint position statement*. Retrieved October 18, 2001, from http://www.naeyc.org/resources/position_statements/psread0.htm
- True 3. California Special Education Reading Task Force. (1999). *The California reading initiative and special education in California: Critical ideas focusing on meaningful reform*. Sacramento, CA: California Department of Education.
- True 4. International Reading Association, & National Association for the Education of Young Children. (1998). (See full citation above)
- True 5. Schickedanz, J. A. (1999). *Much more than the ABCs*. Washington, DC: National Association for the Education of Young Children.
- False 6. International Reading Association, & National Association for the Education of Young Children. (1998). (See full citation above)
- True 7. Yopp, H. K. (1992). Developing phonemic awareness in young children. *The Reading Teacher*, 45(9), 696-703.
- True 8. International Reading Association, & National Association for the Education of Young Children. (1998). (See full citation above)
- True 9. Yaden, D. B., Rowe, D. W., & MacGillivray, L. (1999). *Emergent literacy: A polyphony of perspectives*. University of Michigan, Ann Arbor: Center for the Improvement of Early Reading Achievement. Retrieved October 18, 2001, from <http://www.ciera.org/library/reports/inquiry-1/index.html>
- True 10. International Reading Association, & National Association for the Education of Young Children. (1998). (See full citation above)




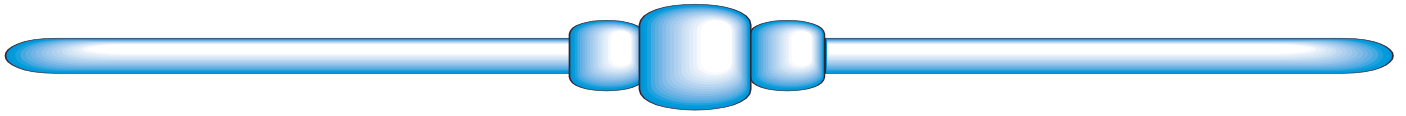
What We Know

- ❖ The early childhood years are crucial in children's literacy development because the development of language and literacy begins at birth and is a lifelong process (Bureau of Early Childhood Education and Social Services, 1999).
- ❖ Delayed instruction fosters increased failure. Contrary to the idea of "reading readiness" literacy develops as children gain experiences with oral language and print (California Special Education Reading Task Force, 1999).
- ❖ The children most at risk for reading difficulties in the primary grades are those who begin school with less verbal skills, less phonological awareness, less letter knowledge and less familiarity with the basic purposes and mechanism of reading (Burns, Griffin, & Snow, 1999).
- ❖ Whether a child learns to read often depends more on the instruction provided than on the label applied to them (California Special Education Reading Task Force, 1999).
- ❖ Research tells us that young children with disabilities may be receiving less exposure to print and fewer opportunities to interact with adults in literacy-related activities (Fujiura & Yamaki, 2000).
- ❖ Vocabulary development, phonological awareness and letter naming are strong indicators of later literacy success (Rush, 1999).

About Instruction:

- ❖ To prepare children for reading instruction in the early grades they need to be exposed to high-quality language and literacy environments in their homes, daycare centers, and preschools (Burns, Griffin, & Snow, 1999).
- ❖ Reading aloud to children is the single most important activity in the development of understanding and skills essential for reading success (International Reading Association & National Association for the Education of Young Children, 1998).
- ❖ There are specific storybook reading behaviors and practices that enhance children's reading skills and comprehension: mutual questioning and responding, making stories relevant to the child's life, giving praise and feedback, explaining, physically sharing the book, monitoring a child's understanding, and adjusting mutual dialogue to acknowledge this understanding are all behaviors that enhance children's literacy skills and comprehension (DeBruin-Parecki, 1999).

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- ❖ Repeated reading of a storybook facilitates children’s internalization of written language structures. With repeated readings, children begin to ask fewer questions centered around the pictures and instead begin to ask more questions about the meaning of words and the story (Kaderavek & Sulzby, 1999).
 - ❖ Children’s vocabulary development plays an important role in language and literacy development. It builds a foundation of words that children can recognize and understand during story interactions and later use during independent reading. New words are best learned in meaningful contexts, and storybook reading provides a valuable opportunity for children to encounter words that are not typically found in their daily lives (Schickedanz, 1999).
 - ❖ Children’s phonemic awareness skills have a significant positive impact on their later literacy development (Yopp, 1992).
 - ❖ Phonemic awareness skills can be taught and are not strictly a result of maturation (Yopp, 1992).
 - ❖ The inclusion of a well-stocked and accessible classroom library center, daily storybook readings of books selected from the classroom library, and regular visits to a classroom writing center for functional, meaningful “writing” activities have a positive and significant influence on the children’s emergent literacy development (Katims, 1991).
 - ❖ Dramatic story re-enactments provide opportunities for mental reconstruction of story events and the development of story schemas, both of which increase story comprehension (Yaden, Rowe, & MacGillivray, 1999).
 - ❖ The link between play and literacy is one of mutual support. Literacy is the understanding of skills while play is the context in which literacy can emerge and be practiced. The literacy environment enriches the play and extends the behaviors into new scripts (Nielsen, 1999).
 - ❖ Adult participation increases the amount of children’s literacy-related play. When “literacy materials only” and “ literacy materials plus adult scaffolding” were compared, children engaged in significantly more literacy-related play when adults were present. Adults should adopt multiple roles in children’s play. They should match strategies to children’s intentions and knowledge, and phase in and out of more and less directive roles (Yaden, Rowe, & MacGillivray, 1999).
 - ❖ People from different ethnic groups and socioeconomic levels have different “styles” of reading behavior which impact children’s language performance. Parents vary in their use of questioning and labeling during storybook interactions. These differences may be due to culture and teachers should be sensitive to these differences when making suggestions to parents (Kaderavek & Sulzby, 1999).
 - ❖ Parents and teachers must work together to mutually support children as emergent readers and writers (Bureau of Early Childhood Education and Social Services, 1999).



Emergent Literacy Components

I. Literacy Experiences

The development of literacy knowledge cannot be fully understood without understanding the contexts in which literacy is experienced in children's early development. Children need to feel positive about reading and literacy experiences. They learn literacy content in a social context that is critical to successful literacy/language development. Literacy learning begins at birth and is encouraged through participation with adults and peers in meaningful activities. These literacy behaviors change and eventually become conventional over time.

Community and Home Literacy Experiences

Parents play a special role in their children's literacy development. The purposes for literacy vary within and across cultures. These societal expectations influence how children view the significance and functions of written language and provide a basis for their interest and success in reading and writing. Socioeconomic status does not contribute directly to reading achievement. Other family characteristics such as academic guidance, attitude toward education, parental aspirations for the child, conversations, and reading materials in the home more directly relate to children's literacy development.

Storybook Reading

Storybook reading, as well as the nature of adult-child interactions surrounding storybook reading, affects children's knowledge about, strategies for, and attitudes towards reading. When conversations take place around storybooks, adults and children have the opportunity to construct meaning together. This storybook interaction has a positive affect on children's language and literacy development. It is not only the frequency of interactions that affect a child's development; what the adult does during shared reading and how they mediate the text is important as well. There are specific storybook reading behaviors and practices that enhance children's reading skills and comprehension: mutual questioning and responding, making stories relevant to the child's life, giving praise and feedback, explaining, physically sharing the book, monitoring a child's understanding, and adjusting mutual dialogue to acknowledge this understanding are all behaviors that enhance children's literacy skills and comprehension.

Play

Literacy behaviors can be supported through children's play. Play provides opportunities to build cognitive and linguistic skills needed by emergent readers and writers. Providing well defined play centers, thematic props, literacy materials, and environmental labels facilitate children's engagement in literacy activities. Technology can provide opportunities and motivation for play with literacy skills. Peers serve an important role as play partners. They provide opportunities to use language to resolve conflicts, negotiate, clarify, and engage in episodic play. Adults further facilitate learning by moving in and out of play centers, making comments and suggestions, and modeling literacy behaviors.



Writing activities

To develop written language skills children need access to a variety of paper, writing utensils, and materials for bookmaking (glue, tape, stapler, and book covers). They need support and encouragement for writing, with meaningful opportunities to engage in scribbling, pretend writing or letter formation. As children learn to form letters and develop phonological awareness, invented spellings will appear, along with conventional spellings for their own name and special phrases (“I love you”).

II. Literacy Knowledge

Each of these areas of literacy knowledge develops concurrently and interrelatedly. The acquisition of these skills is an important part of early childhood literacy development, and substantially affects the ease with which children learn to read, write, and spell.

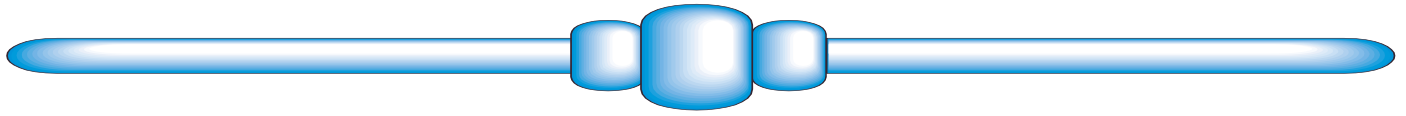
Book and print awareness

Experiences with print (through reading and writing) give preschool children an understanding of the conventions, purposes, and functions of print, which have been shown to play an integral part in learning to read. Young children learn that print carries messages just like speech, that it is meaningful to their daily lives and that it is everywhere around them. They learn that reading and writing provide a means for them to get ideas, information and knowledge (directions to a friend's house, finding their favorite cereal, understanding street signs). Through exposure to a variety of books, children learn that print can entertain, amuse and even comfort. As preschool children listen to stories they not only learn the way a story is told, they learn that print has a visual structure. It begins at the top of the page, moves from left to right, and carries over to the next page. Children demonstrate this understanding of print when they begin to “write” before they are able to form letters. As children interact and observe adults using print, they also learn the vocabulary of reading (read, write, draw, page, story). The child who has this vocabulary about print when formal schooling begins is more likely to understand the basic vocabulary in the classroom.

Language Development

Language development in the early childhood years is closely related to later reading achievement. The comprehension of a story depends on a child's language abilities, particularly in understanding the meanings of words and the contexts in which they are used.

- ✿ Children's syntactic, semantic and morphological development also affect literacy growth. The development of basic sentence structures help children understand differences between sentences, such as; “The boy chased the dog” and “The dog chased the boy”. As children are able to comprehend simple sentences they are able to express more complex thoughts, and are able to understand and use language that refers to things that are not physically happening or present. Children progress from just focusing on the names of objects in pictures to asking questions about the content of the text, to discussing abstract ideas, absent objects, and past events. This decreased reliance on immediate context, as the support for communication helps ease the transition to school where “decontextualized” language is highly needed.



- * Children's vocabulary development plays an important role in this process. It builds a foundation of words that children can recognize and understand during story interactions and later use during independent reading. The growth of a child's vocabulary occurs when children are exposed to sophisticated vocabulary in the course of interesting conversations.
- * During the preschool years, young children learn rules for the use of language and are able to communicate for a variety of purposes (pragmatics). They learn to make requests, gain attention, describe, ask questions, respond to questions, take turns, maintain a topic of conversation, and produce narratives, explanations, and definition.
- * As language skills develop, children gain "metalinguistic" skills, which involve the ability to use language to think about, play with, talk about, and make judgements about language.

Comprehension of Narrative Structures

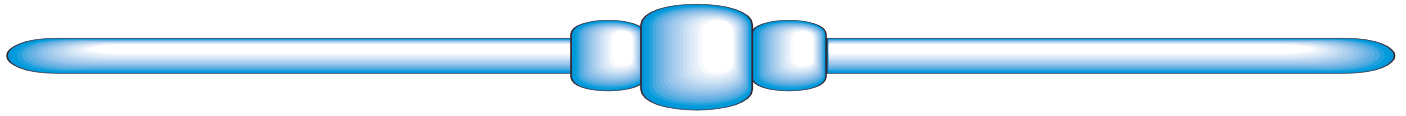
Once children begin formal schooling, stories will be a central part of their reading instruction. It is important for young children to become familiar with the structure of stories and their elements (characters, dialogue, predicting what happens next). By two years of age, young children learn to recognize features such as "once upon a time". During the early childhood years they begin to abstractly understand the organization of stories and use this structure in their own storytelling. Age, prior knowledge, levels of social interaction and environmental experiences all influence children's awareness of story elements. Reading and rereading a variety of children's literature facilitates the comprehension of narrative structures.

Phonemic Awareness

Phonemic awareness is an understanding that spoken language can be segmented into units, such as words, syllables, and sounds. It also involves an ability to identify similarities in sound patterns; such as, beginning sounds and syllables, ending sound, and rhyme. Phonemic awareness is specifically an understanding that words are made up of sounds. A child's phonemic awareness abilities are a strong predictor of later literacy development. During the early childhood years, children demonstrate phonemic awareness in many ways: they notice rhymes and enjoy poems and rhyming songs; they make up silly names for things by substituting one sound for another (grammy, brammy, lammy); they break long words into syllables or clap along with each syllable in a phrase; and they notice when the pronunciation of several words all begin the same way (deer, door, desk).

Letter Knowledge

Both phonemic awareness and letter recognition contribute to the initial reading acquisition of young children, by helping them develop word-recognition strategies. Letter knowledge, as well as phonological awareness, can be acquired through formal instruction or incidentally through experiences in play. Letter knowledge provides the basis for using letters in early writing attempts. Preschool-age children can begin to recognize some printed alphabet letters and words, like their own names. Many children learn the names of the letters first by singing the alphabet song or reciting them in a rhyme. Children should have easy access to letters in many forms; alphabet books, letter cards, board games and ABC's on the wall at children's eye level.



Adapted from

- Burns, M. S., Griffin, P., & Snow, C. E. (Eds.). (1999). *Starting out right: A guide to promoting children's reading success*. Committee on the Prevention of Reading Difficulties in Young Children, National Research Council. Retrieved October 10, 2001, from <http://www.nap.edu/books/0309064104/html/>
- DeBruin-Parecki, A. (1999) *Assessing adult/child storybook reading practices*. University of Michigan, Ann Arbor: Center for the Improvement of Early Reading Achievement. Retrieved October 18, 2001, from <http://www.ciera.org/library/reports/inquiry-2/index.html>
- Gunn, B. K., Simmons, D. C., & Kameenui, E. J. (2000). *Emergent literacy: Synthesis of the research*. University of Oregon. Retrieved October 10, 2001, from <http://idea.uoregon.edu/~ncite/documents/techrep/tech19.html>
- Snow, C., Burns, S., & Griffin, P. (Eds.). (1999). *Preventing reading difficulties in young children*. Committee on the Prevention of Reading Difficulties in Young Children, National Research Council. Retrieved October 10, 2001, from <http://www.nap.edu/catalog/6023.html>
- Yaden, D. B., Rowe, D. W., & MacGillivray, L. (1999). *Emergent literacy: A polyphony of perspectives*. University of Michigan, Ann Arbor: Center for the Improvement of Early Reading Achievement. Retrieved October 18, 2001, from <http://www.ciera.org/library/reports/inquiry-1/index.html>

Continuum of Children's Development in Early Reading and Writing

Note: These lists are intended to be illustrative, not exhaustive. Children at any age will function at a variety of phases along the reading/writing continuum.

Pre Phase 1: Babies and Toddlers

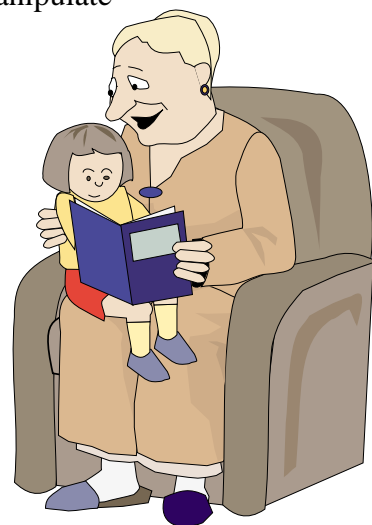
Children explore their environment and build the foundations for learning to read and write.

Babies and toddlers can

- look at pictures for several minutes (2-4 months)
- grasp, shake, chew and wave books (5-10 months)
- help an adult turn pages (7-8 months)
- bring a book to an adult to read (8-10 months)
- sit with an adult for extended periods (10 minutes or more) to look at books (8-10 months)
- point, laugh, or smile at individual pictures (8-12 months)
- name objects pictured or make sound effects when seeing a picture (10-14 months)
- relate an object or an action in a book to their world (goes to get teddy bear after seeing a picture) (10-14 months)
- point correctly to a familiar picture of an object when asked, "Where's the ...?" (11-14 months)
- turn a book right side up, or tilt head as if trying to see the pictures right side up (11-15 months)
- point to a picture and indicate that a label is requested ("dat?") (13-20 months)
- perform an action that is shown in a book (12-23 months)
- pretend to read to dolls or stuffed animals (17-25 months)
- recite part of a story's text outside the story-reading context (while playing on a swing) (21 months)
- talk about stories in ways that suggest understanding. Relates events in book to own experiences (20-26 months)
- fills in the next word in the text when the adult pauses on a passage with highly predictable text (15-28 months)
- protests when an adult misreads a word in a familiar, predictable story. May offer the correction (25-27 months)
- "read" familiar books aloud, rendering the text very accurately, particularly when a book is predictable (30 - 36 months)

What parents, family members and other caregivers can do

- develop relationships: engage in many one-on-one, face-to-face interactions
- talk to babies and toddlers with simple language, frequent eye contact, and responsiveness to their cues and language attempts
- label pictures
- read books with rhyme and rhythmic language
- frequently play with, talk to, sing to and act out fingerplays
- share cardboard books with babies and frequently read to toddlers on an adult's lap or together with one or two other children
- provide simple art materials such as crayons, markers, and large paper for toddlers to explore and manipulate



Phase 1: Awareness and exploration (goals for preschool)

Children explore their environment and build the foundations for learning to read and write.

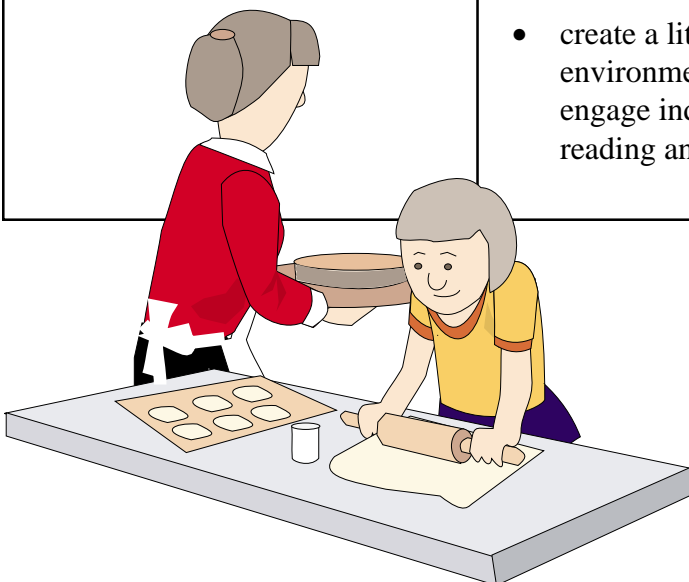
Children can	What teachers do	What parents and family members can do
<ul style="list-style-type: none">• enjoy listening to and discussing storybooks• understand that print carries a message• engage in reading and writing attempts• identify labels and signs in their environment• participate in rhyming games• identify some letters and make some letter-sound matches• use known letters or approximations of letters to represent written language (especially meaningful words like their name and phrases such as “I love you”)	<ul style="list-style-type: none">• share books with children, including Big Books, and model reading behaviors• talk about letters by name and sounds• establish a literacy-rich environment• reread favorite stories• engage children in language games• promote literacy-related play activities• encourage children to experiment with writing	<ul style="list-style-type: none">• talk with children, engage them in conversation, give names of things, show interest in what a child says• read and reread stories with predictable text to children• encourage children to recount experiences and describe ideas and events that are important to them• visit the library regularly• provide opportunities for children to draw and print, using markers, crayons, and pencils



Phase 2: Experimental reading and writing (goals for kindergarten)

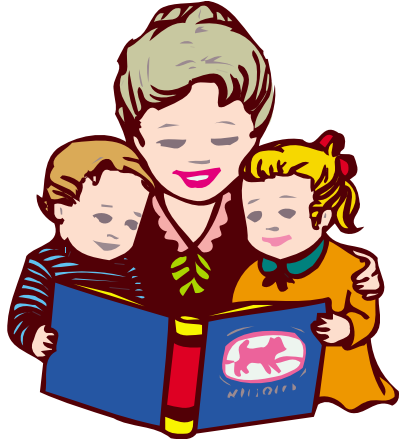
Children develop basic concepts of print and begin to engage in and experiment with reading and writing.

Kindergartners can	What teachers do	What parents and family members can do
<ul style="list-style-type: none">• enjoy being read to and retelling simple narrative stories or informational texts• use descriptive language to explain and explore• recognize letters and letter-sound matches• show familiarity with rhyming and beginning sounds• understand left-to-right and top-to-bottom orientation and familiar concepts of print• match spoken words with written ones• begin to write letters of the alphabet and some high-frequency words	<ul style="list-style-type: none">• encourage children to talk about reading and writing experiences• provide many opportunities for children to explore and identify sound-symbol relationships in meaningful contexts• help children to segment spoken words into individual sounds and blend the sounds into whole words (for example, by slowly writing a word and saying its sound)• frequently read interesting and conceptually rich stories to children• provide daily opportunities for children to write• help children build a sight vocabulary• create a literacy-rich environment for children to engage independently in reading and writing	<ul style="list-style-type: none">• daily read and reread narrative and informational stories to children• encourage children's attempts at reading and writing• allow children to participate in activities that involve writing and reading (for example, cooking, making grocery lists)• play games that involve specific directions (such as "Simon Says")• have conversations with children during mealtimes and throughout the day



Phase 3: Early reading and writing (goals for first grade)

Children begin to read simple stories and can write about a topic that is meaningful to them.

<p>First-graders can</p> <ul style="list-style-type: none">• read and retell familiar stories• use strategies (rereading, predicting, questioning, contextualizing) when comprehension breaks down• use reading and writing for various purposes on their own initiative• orally read with reasonable fluency• use letter-sound associations, word parts, and context to identify new words• identify an increasing number of words by sight• sound out and represent all substantial sounds in spelling a word• write about topics that are personally meaningful• attempt to use some punctuation and capitalization	<p>What teachers do</p> <ul style="list-style-type: none">• support the development of vocabulary by reading daily to the children, transcribing their language, and selecting materials that expand children’s knowledge and language development• model strategies and provide practice for identifying unknown words• give children opportunities for independent reading and writing practice• read, write, and discuss a range of different text types (poems, informational books)• introduce new words and teach strategies for learning to spell new words• demonstrate and model strategies to use when comprehension breaks down• help children build lists of commonly used words from their writing and reading	<p>What parents and family members can do</p> <ul style="list-style-type: none">• talk about favorite storybooks• read to children and encourage them to read to you• suggest that children write to friends and relatives• bring to a parent-teacher conference evidence of what your child can do in writing and reading• encourage children to share what they have learned about their writing and reading 
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Phase 4: Transitional reading and writing (goals for second grade)

Children begin to read more fluently and write various text forms using simple and more complex sentences.

Second-graders can

- read with greater fluency
- use strategies more efficiently (rereading, questioning, and so on) when comprehension breaks down
- use word identification strategies with greater facility to unlock unknown words
- identify an increasing number of words by sight
- write about a range of topics to suit different audiences
- use common letter patterns and critical features to spell words
- punctuate simple sentences correctly and proofread their own work
- spend time reading daily and use reading to research topics

What teachers do

- create a climate that fosters analytic, evaluative, and reflective thinking
- teach children to write in multiple forms (stories, information, poems)
- ensure that children read a range of texts for a variety of purposes
- teach revising, editing, and proofreading skills
- teach strategies for spelling new and difficult words
- model enjoyment of reading

What parents and family members can do

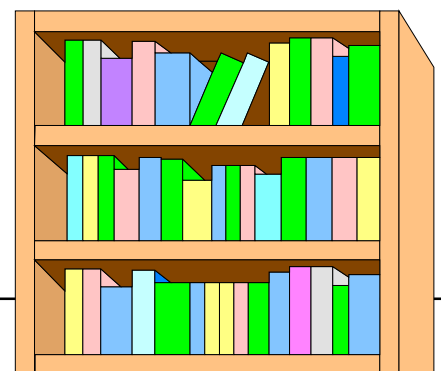
- continue to read to children and encourage them to read to you
- engage children in activities that require reading and writing
- become involved in school activities
- show children your interest in their learning by displaying their written work
- visit the library regularly
- support your child's specific hobby or interest with reading materials and references



Phase 5: Independent and productive reading and writing (goals for third grade)

Children continue to extend and refine their reading and writing to suit varying purposes and audiences.

Third-graders can	What teachers do	What parents and family members can do
<ul style="list-style-type: none"> • read fluently and enjoy reading • use a range of strategies when drawing meaning from the text • use word identification strategies appropriately and automatically when encountering unknown words • recognize and discuss elements of different text structures • make critical connections between texts • write expressively in many different forms (stories, poems, reports) • use a rich variety of vocabulary and sentences appropriate to text forms • revise and edit their own writing during and after composing • spell words correctly in final writing drafts 	<ul style="list-style-type: none"> • provide opportunities daily for children to read, examine, and critically evaluate narrative and expository texts • continue to create a climate that fosters critical reading and personal response • teach children to examine ideas in texts • encourage children to use writing as a tool for thinking and learning • extend children’s knowledge of the correct use of writing conventions • emphasize the importance of correct spelling in finished written products • create a climate that engages all children as a community of literacy learners 	<ul style="list-style-type: none"> • continue to support children’s learning and interest by visiting the library and bookstores with them • find ways to highlight children’s progress in reading and writing • stay in regular contact with your child’s teachers about activities and progress in reading and writing • encourage children to use and enjoy print for many purposes (such as recipes, directions, games, and sports) • build a love of language in all its forms and engage children in conversation



Adapted from:

International Reading Association, & National Association for the Education of Young Children. (1998).

Overview of learning to read and write: Developmentally appropriate practices for young children, a joint position statement. Retrieved October 18, 2001, from http://www.naeyc.org/resources/position_statements/psread0.htm

Schickedanz, J. A. (1999). *Much more than the ABCs: The early stages of reading and writing.* Washington, DC: National Association for the Education of Young Children.

Integrating Literacy into Dramatic Play

Four-year-old Mark's doll is crying. He pretends to change its diaper. "You sit here, I'll get your breakfast" Mark assures the doll as he settles it in the high chair. Mark takes a can out of the refrigerator. He carefully checks the ingredients on the side of the can to be sure the food is good for babies before emptying it into the baby's bowl.

Avril, five years old, is striding around the room with a notebook and pencil in hand. The badge taped to her baseball hat proclaims that she is a REPORTER. She quickly scribbles down letter approximations as she watches the bustle of building in the block corner. She rushes back to the newsroom in the dramatic play area. She goes to the composing table and begins to carefully transcribe her notes in a more readable form to be the basis for her news flash on the block construction work she observed. When the story is done she goes to the set-up room to tape it onto the mock-up of the paper.

Both Mark and Avril are integrating literacy into their play, yet there is a significant difference in the importance that literacy plays in these two incidents. For Mark, the game revolves around baby and Dad. The glance at the ingredients was just a small piece of the play. In Avril's newspaper play, writing is definitely a central part of the activity.

When designing the dramatic play area to enhance literacy, what should teachers strive for? Is the newspaper play, where literacy is central, more valuable than Mark's incidental use of literacy? Is the incidental use of literacy just a chance occurrence, or is this something that adults can enhance and even plan for? How does a teacher know when the dramatic play is providing a rich, literate environment for play?



Different Modes for Integrating Literacy into Dramatic Play

The vignettes at the beginning illustrate two very different modes of integrating literacy into dramatic play. In the first example, Mark spontaneously included literacy in his play. In contrast, Avril was participating in an adult-planned dramatic play activity where literacy was a central component. The differences between the two can be defined by three characteristics.

1. *The importance of literacy to the overall play:* in Mark's play literacy is incidental; in Avril's play it is central.
2. *Whether the use of literacy is child- or adult-initiated:* Mark initiates the use of literacy in his play, while Avril is involved in a writing activity introduced by the adult.

3. *Whether the use of literacy was planned or happened spontaneously:* Mark's reading of the label was spontaneous, while Avril worked at a newspaper office that had been preplanned.

Using these three factors to examine the use of literacy in dramatic play, four general modes of integration emerge.

1. *All-encompassing integration of literacy into dramatic play.* **All-encompassing integration** occurs when literacy is the focus of the dramatic play theme. The newspaper play is a good example of this mode of integration. The adult has planned and initiated a dramatic play that revolves around a theme dependent on written language.
2. *Enrichment integration of literacy into dramatic play.* **Enrichment integration** occurs when the adult adds written language to enrich a dramatic play theme that does not center around literacy. A good example of this is a restaurant dramatic play where the teacher adds menus and notepads to the play. Restaurant play could occur without these props, but the literacy activities enrich the play. The adult plans this dramatic play and initiates the literacy activities, but literacy is NOT central to the play theme.
3. *Incidental integration of literacy into dramatic play.* **Incidental integration** occurs when the teacher initiates literacy activities as a spontaneous response to the unfolding play. As a child is trying to settle down a doll at bedtime, the adult might suggest getting a book from the library corner to read to the baby. This type of integration is not central to the activity.
4. *Child-initiated integration of literacy into dramatic play.* **Child-initiated integration** occurs when children spontaneously incorporate literacy into their play without adult intervention. Mark's reading the can label is a good example of this. The use of literacy is unplanned, child-initiated, and not central to the play theme.

