Chapter 6 Study Guide

Introduction
- The four interrelated areas of language arts
- Why a unified, balanced approach is recommended, and how it is implemented

Visual Literacy
- What the term “visual literacy” refers to
- The seven visual perception skills
- The seven basic visual characteristics
- Alternate terms for visual literacy
- Why the issue of visual literacy has become increasingly important over the last few years
- The elements of the visual perception process
- Why many people feel that visual literacy should be integrated with writing, listening, reading, and speaking
- Why children often have a barrage of questions when introduced to something visually stimulating
- How children are encouraged to express their learning in the Reggio Emilia approach

Literacy Goals—Skill and Knowledge
- The working definition of “literacy”
- The two ways of conceptualizing literacy
- How the definition of “literacy” changes as the world changes
- What the phrase “a knowledge of literacy” refers to
- Cambourne’s definition of literacy
- What cultural literacy is and what it involves

What is Early Literacy?
- What the term “early literacy” refers to
- The conditions under which early literacy happens best
- How early home-life activities start children’s literacy development
- The language arts areas that children’s “knowledge of literacy” can include
- How becoming literate relates to language arts skill
- How most children acquire spoken language
- How literacy is attained, and what it requires
- What a person must have knowledge of to be considered functionally literate
- Where real access to concepts of cultural heritage comes from

Language Arts Instruction—Historical Roots
- The basic theories of:
  - Rene Descartes
Philosophies

• How a child-initiated model of instruction works
• How a program's philosophy is created in an early childhood center
• The approach to teaching language arts supported by the author
• The three components of developmentally appropriate practice
• What developmentally appropriate program planning aims to do
• The basic arguments in favor of developmentally appropriate practice

Federal Legislation Affects Language Arts Curriculum
• What Early Reading First is, and what it is designed to do
• Educators’ concerns related to the implementation Early Reading First
• The description of responsibilities of educators concerning assessment and the indicators of assessment effectiveness listed in the draft position statement created by the NAEYC and the National Association of Early Childhood Specialists in State Departments of Education
• Why it is felt that standardized testing tends to lead to standardized teaching, and why that approach is not preferred
• The primary provision of the No Child Left Behind Act (NCLB) that has led to the widespread implementation of the Act, despite educators’ concerns
• How NCLB has been implemented
• How the implementation of NCLB has affected teachers’ classroom responsibilities
• Why the National Education Association and the American Federation of Teachers (among others) feel that NCLB is underfunded
• What code-related components of early literacy consist of, and why they may create a barrier to offering literacy instruction
• The four factors that may influence teachers’ behaviors (in relation to code-related components)
• General criticisms of NCLB
• Positive comments made about NCLB
• The three principal reasons for the development and use of standards
• The skills and behaviors that should be included among the prerequisites for effective kindergarten performance
• How the standards are used when preparing a school’s program of activities
• What the Head Start Child Outcomes Framework is and how it affects Head Start and Head Start teachers (in regard to literacy and language growth)
• The nine advantages of accepting the use of standards
• The nine disadvantages of accepting the use of standards

Language Use in All Curriculum Areas
• How language is use is included to some degree in all planned preschool activities
• How language is used in spontaneous and unplanned interactions and activities
• How language is used in daily classroom routines
• Why it is important for planned activities to have a purpose children can understand and in some way connect to what they already know
• Why preschool teachers are encouraged to use number and measurement terms in preschool activities involving counting, comparing, adding, or subtracting

Language Arts Programming
• Where preplanned language arts programs develop from
• The 13 views about language learning commonly expressed or implied by staff members involved in planning language arts programs
• The best type of planned literacy-promoting program
• Why the school should support and complement families efforts
• The characteristics of an ideal language arts curriculum
• What an ideal language arts curriculum does
• The influences on the early childhood literacy program a teacher attempts to offer young children
• What to do when looking for program ideas
• The critical teacher behaviors identified through research
• How the U.S. Department of Education defines a linguistically and culturally diverse child
• The recommendations that preschools and early childhood centers enrolling lower-income families need to consider
• The role of music in cultural literacy
• Why musical activities are viewed as language-developing activities
• How classrooms should be designed, in relation to rich literate environments
• The types of classroom activities in which authentic literacy events need to become the focus
• Why teacher observation and assessment instruments are important to determining the degree to which children are meeting educational and developmental goals
• Why teacher observation is preferred over standardized testing for determining whether a child has met a goal
• What a literacy portfolio is and what it is designed to do
• How a literacy portfolio should be used
• The types of behaviors that teachers observe to determine if an activity is relevant
• The types of questions that teachers try to answer as they observe
• How assessment occurs
• How the information obtained through assessment is used in the program

Goal Statements
• The relationship between standards and goals
• Why some privately funded early childhood programs may not incorporate standards into their planned program goals
• The three basic uses of writing
• Why it is important for young children to know and understand how writing is used
• How most schools introduce children to printed words
• The 19 reading goals that will facilitate later reading skills
• Why preschool teachers try to provide a "classic" literary experience, and what that involves
• The benefit of early exposure to and familiarity with literary classics

Sociocultural Language Goals
• The three sociocultural language goals suggested by Powell
• What should be included in a language arts curriculum to help achieve these goals

Language Arts Curricula
• What a curriculum model usually provides, and the underlying foundation
• The two basic approaches to curriculum development, and what each involves
• Factors that affect curriculum planning
• How the thematic inquiry approach to language instruction works
• The three steps involved in the planning strategy for developing topics for a thematic inquiry approach
• The 12 steps generally undertaken in constructing a theme
• The four steps in Williams’ child-teacher interactive process to jointly plan unit (theme) activities for a group of four-year-olds
• What literature-based instruction is, and why it is used in many states
• How a literacy-based approach works
• What webbing is and how it works
• The teacher’s role in the Reggio Emilia approach
• The child’s role in the Reggio Emilia approach
• How Reggio Emilia curriculum develops
• What the project approach is and what it involves
• Why the project approach is valued by teachers
• How the project approach works

Commitment to Goals and Objectives
• The eight factors that determine whether program goals are met
• What lesson plans or activity plans are and how they are used
• The value of planning in regard to implementing language arts activities with young children
• Why group size is an important concern when planning activities
• The influence of young children’s attention spans when planning activities
• How observation of children in action helps aids a teacher’s planning
• Questions that centers ask when evaluating their planned programs

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