

Emergent literacy: Reading and writing development in early childhood.

Author(s):	Teale, W. H.
Year of Publication:	1987
Publication Information:	<i>National Reading Conference Yearbook, 36, 45-74.</i>
Type of Review:	Narrative.
Purpose:	To review research on emerging literacy.
Inclusion Criteria:	Not Reported.
Search Method:	Not Reported.
Review Method:	Research reviewed broken into research areas: Early Reader Studies, Environmental Print Studies, Acquisition of Reading and Writing Concepts, Storybook Reading, and Classroom Applications of Emergent Literacy Research.
Number of Studies:	Approximately 100.
Population of Participants:	(1) Normally developing children. (2) Preschool children who have not received any formal reading instruction.
Age of Participants:	Preschool.
Concerns Raised:	Not Reported.
Outcome Measures of Interest:	(1) Measures of decoding. (2) Reading comprehension measures. (3) Measures of active use of language.
Conclusion/Results:	Early reader studies revolved around parental assistance and gave strong indications of the significance of providing a literate environment for the child. Environmental Print studies suggest that general literacy knowledge develops out of children's interactions with print, however, the nature of this significance remains unclear. In acquisition of reading and writing concepts research, the child is characterized as an active constructor of knowledge, not always employing adult-like thinking or strategies. Storybook reading research emphasizes the significance of repetitive routines such as repeated story book reading in the development of early literacy. Classroom applications of emergent literacy research shows that insights from emergent literacy research can be successfully applied to classroom teaching practices.
Comments:	A good review on emergent literacy. Useful for parents and early childhood educators. Comprehensive reference list.