

Emergent literacy: Learning about print before learning to read.

Author(s): van Kleeck, A.

Year of Publication: 1990

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Type of Review: Narrative.

Purpose: To review findings on the role of the family environment in early literacy development, and on the kind of knowledge acquired during preliterate years about the form, content, and use of print. Also provides suggestions for assessment and facilitation of emergent literacy skills.

Inclusion Criteria: Not Reported.

Search Method: Not Reported.

Review Method: Not Reported.

Number of Studies: 124

Population of Participants:

- (1) Israel, Russia, Saudi Arabia, and North America (participants from the United States included Eastern and Western European, Jewish, Indian, Filipino, Egyptian, English, African American, and Papago Indian children)
- (2) English, Russian, Spanish, Hebrew, Arabic, and Bengali-speaking children, as well as bilingual children.

Age of Participants: Not explicitly specified; includes preschool.

Concerns Raised: NR

Outcome Measures of Interest: Not Reported.

Conclusion/Results:

- (1) Children learn about print throughout infancy, though they may not learn how to decode print until formally educated.
- (2) Reading and writing are closely related skills that develop simultaneously.
- (3) Children learn about print by encountering it in meaningful real-life contexts.
- (4) While common stages exist in literacy development, ages at which children pass through these stages vary.

Comments: Useful reference list.