Emergent literacy is a term that is used to explain a child's knowledge of reading and writing skills before they learn how to read and write words. It signals a belief that, in literate society, young children—even one- and two-year-olds—are in the process of becoming literate. Through the support of parents, caregivers, and educators, a child can successfully progress from emergent to conventional reading. The basic components of emergent literacy include Developmental Reading - Four Pronged Approach. Teale described emergent literacy as the early signs of reading and writing demonstrated by young children, even before they begin to take formal instruction to reading and writing and such early signs and ways are recognized by most adults. Sulzby defines literacy. Early literacy development is a continuous developmental process that begins in the first years of life. Language, reading, and writing skills develop at the same time and are intimately linked. Recyclable papers Workbook for beginning readers and writers Coloring books Activity books for alphabet, numbers, shapes and sizes Big pencils Non-toxic crayons Colored pencils Markers. Whiteboards/blackboards Clay Manipulative toys blocks. Emergent Literacy - 1 PRE-SCHOOL AND KINDERGARTEN LITERACY INSTRUCTION Andrew P. Johnson, Ph.D. Minnesota State University, Mankato www.OPDT-Johnson.com andrew.johnson@mnsu.edu Helping young humans learn to read and write should look much different from teaching chickens to dance. APPROACHES TO EARLY LITERACY INSTRUCTION There are two general approaches to early literacy instruction (ages 3, 4, and 5): a skills-based approach and a child-centered approach (Morrow & Dougherty, 2011). More of something does not mean better. From a developmental standpoint, educational experiences must fit students' social, emotional, cognitive, and physical developmental levels.