



## Lesson 4

# Lesson Highlights

- Reading and writing are reciprocal processes.
- Literacy learning begins with language development. Language is made up of three interrelated systems: the semantic system, the syntactic system, and the phonological system.
- There are two types of teacher behaviors related to literacy environments: (a) what teachers decide about how they will structure the environment and (b) what they do in the environment.
- Teachers should:
  - Provide appropriate literacy props to enrich literacy learning (e.g., books, pamphlets, magazines, clipboards, stationery, note cards, pens, pencils, markers, notepads, bookmarks, posters of children's books, and a wide variety of children's books).
  - Organize the classroom to inform students in specific and personal ways.
  - Incorporate language-rich environmental features and activities into reading and writing instruction.
- Students must be given a wealth of feedback regarding their progress as literacy learners.
- Students must be immersed in a print-rich environment that encourages language learning. A print-rich environment that is supportive and inviting can help motivate students to read.
- Classroom libraries should contain a wide variety of literature topics and genres with a broad range of leveled books.
- Word walls are powerful tools for empowering students to become responsible for their own spelling and vocabulary as they express themselves in writing.



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