

PREPARING YOUNG LEARNERS FOR HIGHER LITERARY: A TOOL FOR OPTIMAL LEARNING DEVELOPMENT

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Preparing young learners for advanced literacy starts by surrounding them with language-rich environments from infancy through early elementary school. This early exposure helps children become skilled and fluent readers. Each child's path is unique, influenced by their home environment, preschool experiences, and personal growth. While there is no single route to literacy, educators and caregivers can track progress using key skills and milestones (Kelley, 2021).

Literacy is more than just reading and writing; it includes skills that help access knowledge and information. This broader view sees literacy as an active learning process where children use language to read, discuss, and apply concepts, enhancing their understanding and critical thinking (Marrero-Colón, 2019).

A strong early education is crucial for long-term academic success. Children need to understand the importance of reading and writing to be motivated. Engaging in reading activities helps them apply their growing knowledge across different areas. By providing appropriate settings, materials, experiences, and support, educators can foster early reading and writing skills in preschool children, laying the foundation for conventional literacy (Brown, 2014).

Moreover, fostering a love for reading and writing at an early age can profoundly impact a child's future academic and personal growth. When children see literacy as a means to explore the world, express themselves, and connect with others, they are more

likely to embrace it as a lifelong pursuit. This intrinsic motivation is crucial for navigating higher education's challenges and opportunities.

Indeed, preparing young learners for higher literacy involves creating an environment where language and learning are intertwined. By supporting children's natural curiosity and providing the tools they need to engage with the written word, we can set them on a path to academic success and personal fulfillment.

References:

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