

## Moments that Matter: A Qualitative Study to Understand How Young Children Make Sense of Reading Instruction

Dr. Nicole Mancevice and Amanda Giuliano, UCLA graduate student, are working with Early Childhood demonstration teachers to understand reading instruction from the students' perspective. How do young children think about the process of learning to read? Building on the school's practice of pedagogical documentation, the study uses photograph-based interviews to learn about the connections that children are making between learning to read and the instructional activities, classroom resources, and people with whom they interact across the school day.



When talking about their photographs, students shared knowledge about reading and the work of reading in three main areas: knowledge of ways to use words to communicate ideas; knowledge of how to read and write words; ideas about the importance of effort and focus. Related to the ways that words are used to communicate, for example, students talked about how words represent ideas and allow us to communicate with other people, that writers can convey emotions through text, and how words carry important information that helps us navigate our environment. The students' reflections on their photographs demonstrated abstract and sophisticated knowledge about language and reading, which contributes to our understanding of how children learn to read in and beyond a designated literacy period.



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