

Lectoescritura: eventos de literacidad en preescolar

Literacy: reading and writing literacy events in preschool

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Resumen

El presente trabajo surge de una investigación de posgrado acerca de una serie de actividades de lectoescritura llevadas a cabo por niños de tercer año de nivel preescolar con el fin de iniciar o consolidar su alfabetización. Dichas actividades fueron elaboradas a partir de las características que, según Piaget, poseen los niños en esta etapa pre-operatoria. Dadas las características de los niños que aún no leen ni escriben de manera convencional se llevaron a cabo eventos de lectura y escritura propicios para ellos, dando lugar a un uso social peculiar de la lectoescritura y a la literacidad en preescolar. Esta última se asume como el uso social de la lectoescritura en un determinado contexto y dentro de una *comunidad de práctica*.

Palabras clave: lectoescritura, literacidad en preescolar, niños preescolares, comunidades de práctica.

Abstract

This work stems from research carried out in a process of graduate. It was noted that at the preschool level, with children attending third grade, carried out a series of literacy activities to start or strengthen their literacy. These activities are framed by the recognition that educators have about the features they have children, according to Piaget, they are in the pre-operative stage. Given the characteristics of children who do not even read or write conventionally carried out reading and writing events good to them, which results in a peculiar social use of reading and writing, this encourages literacy in preschool. We assume the literacy as the social use of reading and writing in a specific context, in a community of practice.

Key words: literacy, literacy in preschool, preschoolers, communities of practice.

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Introduction

This article discusses the categories of literacy and literacy. Some authors considered synonymous, but others differ in this regard; for example, Ferreiro (1997: 25) asserts that in Latin America, unlike the United States, reading and writing are induced joint or simultaneous to alphabetize way, so we used the term "literacy" and states dissociate the vision of both activities is inherent in the teaching of writing as a technique of transcription. Kalman (2004, p.49) assumes that "literacy" is the practice of reading and writing literacy.

Meanwhile, Zavala, Child-Murcia and Ames (2004, p. 10) claim that to fill the semantic gap of the term literacy in Castilian the word literacy is used as a technology that is always embedded in social and discursive processes, and representing lawyer practicing what programs not only in school but in any sociocultural context. Also it emphasizes that the term literacy avoids falling into repetitions, because when we talk about literacy we mean both reading and writing. While it comes to different processes, both are intimately connected and constitute part of the experience of the lawyer.

Heat (2004), Barton and Hamilton (2004), Kalman (2004), among others, to take literacy as ways or social uses made of reading and writing in a specific context. For this article, the product of a research paper, is recognized literacy as literacy process is done with preschool children, and literacy as the social use of reading and writing in specific contexts, for example, preschool where the research was conducted.

It should be noted that the focus of the investigation referred to, was to know how the educators of kindergarten -located in a rural location in the State of Mexico considered the sociocultural context of children attending the preschool to third grade closer to the reading and writing. As part of product research, both documentary and field was concluded that at the preschool level there is a kind of literacy, which is framed by the characteristics of the children attending the third grade of that level of education (in appearance cognitive) and literacy activities undertaken

by educators for literacy skills. That is, according to Jean Piaget, they are in the pre-operative stage but also some others are initiating and consolidating its formal literacy process.

In this article will be addressed first, the theoretical framework of Jean Piaget to describe the characteristics of children attending grade said.

Literacy subsequently be analyzed as a conceptual object that build preschool children. According to different authors who have shared their proposals on literacy, children witness various practices in which they are already able to use the written word as a social tool language, and observe countless experiences that allow them to formulate hypothesis which then are corrected or corroborating thanks to its interaction with the already literate.

In the next part of this article an analysis of literacy and literacy preschool categories is done, specifying social practices that promote them. It is recognized that practices related to preschool written language differ from other social environments. The characteristics of preschool children who are starting in the literacy process or possibly consolidating it, foster such practices are peculiar. According to the points made by Zabala et al. (2004, p. 8), technology and literacy are used idiosyncratic way, because depending on the social and cultural contexts where they recreate, preschool presents a different social space. For example, Hernandez, Garcia and Moreno (2012, p. 468) refer to academic literacy in the Autonomous Metropolitan University (UAM) Cuajimalpa, which is an environment where subjects are already literate and are expected not only to develop a thought critical, but also be able to join the academic discourse of the institution. According to the scenario, subjects who interact and interests, there are different types of literacy. That is why we talk about literacy in preschool.

Category communities of practice is also mentioned, which is recognized as an environment or social setting where they perform in the field of preschool and in different spaces, practices that have to do with literacy in preschool.

Finally, as part of the literacy and according to Heath (2004), the events categories of reading and writing events occur. From the position of different authors both analyze and conceptions regarding these arise to encourage in children's literacy, understanding this term, according to Kalman (2004) and Hernandez (2005), as a process in which children, youth or adults, use literacy or literacy tools that enable them to function in different social settings, to communicate or resolve any situation that arises.

Preschool children in pre-operative stage

Children attending the third grade of preschool and whose ages range from four to about six years, are half the stadium Jean Piaget called pre-operative: about 2 to 6 years begin mental representations, ie , objects can be replaced by something that represents them: drawings or oral language that has already begun and is consolidated at this stage. The child may represent objects by naming them, drawing them or recognize them in images, without physically having them; also symbolic play starts (assuming characters representing the play, for example, be a doctor or dad sick child). They take place the first manifestations of the operations of logical-mathematical thinking characterized by reversibility: objects or substances can return to their original state. At this stage, the game has a very important for the development of oral expression place; and they can evoke or represent absent objects, either through drawings or images, also children enjoy assuming representative roles or roles when they play. This period is characterized by the formation of symbols and representative signs as those used in written language that begin to know. Oral language is favored at this stage, begins with egocentric speech, then it has the social place in which through questions you want information about what you know or try to understand. Constantly question: why is it ?, why is it so? It also seeks the recognition of others and likes to Come and celebrate their achievements (cf. Piaget 1969/2008, pp 18-25;.. 1972/1980, pp 17-18;. Piaget and Inhelder, 1969/2007, pp. 97, 131).

When Piaget classified the stages of development in stages and according to ages established for each, he said they are only approximations according to the most recurrent or repetitive behaviors that presented the children studied. That is, a child of less than two years can begin long before that age to communicate verbally, or one out of five can solve complex problems as do children who are already in the third stage to perform specific operations.

A child begins to show more advanced at an earlier age, or vice versa, or remain for long in a stadium without being able to move to the next although you're older than that set out in the classification own a stadium attitudes, depends on their maturation processes, which are different for each child and depend on their perception of the time that has interacted with the object of knowledge and the opportunities it has provided the social context in which it operates. Piaget mentioned these and other factors, such as stimulatory interactions that have to do with the affection of the mother and interconnection has occurred because of his character and the infant (Piaget and Inhelder, 1969/2007, p. 37) .

The perception that the subject has the object, according to Piaget, depends on the maturity of each individual. Therefore, for him perceptual activities develop naturally with age, and number as: "a nine or ten years receive references and addresses (coordinated Perceptual) unnoticed to five to six years, best will explore the figures, anticipate more, etc. "(Piaget and Inhelder, 1969/2007, p. 44).

He also warned about the balance that must be protected, especially when you want to accelerate the development of children by engaging in improper activities for their age or when trying to learn knowledge for which his intellect is not yet ready because of his young age:

I not think I have advantage try to accelerate the development of the child above certain limits. The balance takes time and that time it dispenses each in their own way. Too much acceleration is in danger of breaking the balance. The ideal of education is not to teach the maximum, maximize results, but above all learning to learn; it is taught to develop and teach this development continue after school (Piaget, 1972/1980, p. 37).

For educators it is very important to know how they evolve children, stages of development, the factors involved to make this happen and problems that hinder. This will help to intervene more assertively in the intention of promoting learning in students. Similarly, this information helps guide parents who insist on accelerating the processes of children. At the preschool level it is very common that educators are pressured by parents to children to read and write regardless of whether their mental structures already have sufficient maturity to assimilate knowledge.

Literacy, building a conceptual object preschool children

Traditional practices of teaching literacy to children who begin their schooling have been framed in the use of analytic-synthetic methods such as onomatopoeic, syllabic, trucks, among others. The aim of these methods focused on children learn the sounds of letters or syllables and then form words. No matter if the word had no meaning or significance to them, for example: pampers, pipe, handle, boob, it was written statements in which each word were formed by the consonant reason for learning: "That bear itself ase" or "Mom pampers Memo".

In the decades of the eighties and nineties, researchers (Ferreiro and Teberosky, 1979; Ferreiro, 1997, 1999/2004 (coord), 1989/2007; . Gomez Villarreal Lopez Gonzalez, Adame, 1997) made in

our country and Latin America contributions about the harmfulness of the methods described. They warned by their academic publications or productions that these methods were used for the children to have a passive role to the texts, because hardly understood the contents thereof by playing the role or role of decoders writing.

They proposed to change the paradigm: that the subject was learning from a passive role, now a subject was able to build your learning from an active role at his object of knowledge: the written language. The aforementioned authors studied the proposals of Vygotsky, Piaget, Ausubel, among others, with respect to how children learn, as well as internal and external factors influencing the construction of their knowledge.

Based on Constructivist proposals, and Teberosky Ferreiro (1979); Gomez et al. (1997), among others, they said that children follow a similar development process, and therefore it was possible to observe that by learning about written language often have similar conceptualizations, although their evolutionary pace is different. They recognized that psychologists and talented educators sensed that learning reading and writing could not be reduced to a set of perceptual-motor techniques or "will" or "motivation" thinking it would be a conceptual acquisition:

... We now know that this traditional view not only oversimplifies the problem but deforms: learning code correlation graph-phonics is just one aspect of income to legal culture. Learning to read and write is much more than that: it is to build a new conceptual object (written language) and enter other linguistic and cultural exchanges. Or to put it in beautiful terms of Claude Hagège (1985): A written language is not a transcribed oral language: it is new linguistic and cultural phenomenon (Ferreiro, 1999/2004, p. 77).

The written language is a conceptual object that has been built in a historical, social and cultural process. Children learn it -the make hers and learn from it it is a means to acquire knowledge- thanks to the opportunities that gives them context. Given the events of reading and writing children witness, they build ideas about what is read and written, they establish hypothesis of what is and what he says every written text. Ferreiro and raised in Teberosky 1979:

...let's leave write, albeit in a different system of alphabetic system; let's leave write, not for his own idiosyncratic system is invented, but so you can discover that your system is not ours, and to find valid reasons to replace their own hypotheses for ours (Ferreiro y Teberosky, 1976, en Ferreiro y Teberosky, 1979, p. 352).

Thinking that children learn the sounds of spellings like first activity for literacy, will facilitate this process; It is to conceive as a code written transcription, which is necessary for learning how to learn techniques are deciphered language. So if you know how to decipher and decode it will be easier to read and write. This idea is highly damaging and misleading, warn Ferreiro and Teberosky:

Foucambert It makes the decryption key to all evils of school introduction to reading; not hesitate to say that "decryption is easy ... when you can read" but that "the use of decryption as a means to understand a written word puts the child in a position to fail"; and concludes emphatically that decryption "is a trap, a poisoned gift ... and your perspective decryption is not a reading activity" (Ferreiro y Teberosky, 1976, en Ferreiro y Teberosky, 1979, p. 351).

It is not our objective to propose teaching methods for learning the written language. The arguments presented in space reading and writing, a conceptual object building preschoolers, are intended to show the theoretical arguments of experts in the teaching of literacy, who suggested change based on the translation of codes or relationship paradigm sounds with letters and consider it a literacy process. This is because it is convinced that the written language is learned in the same way you learn to speak. That is, when we are faced with a baby who just babble, we talk and we are not thinking that does not understand us. Nor do we say "today learn all the words beginning with 's' or 't'." Of course we not do that. It is through interaction that children have with adults, which acquires, in this case, verbal language. With it develops its concept formation, which transforms into thoughts; in turn, communicates his ideas through the word. Because language is social, it is also cultural; It is learned and used in acts or events communication.

Literacy, social use of literacy in communities of practice

Reading and writing are characterized by their social use, since both arise and play in the social spaces. The ways in which these tools are used in various social and cultural contexts, are called literacy. Barton and Hamilton (2004) mention that a first step to reconceptualize literacy is the acceptance of the multiple functions that it meets in a given activity, which can replace the oral language, making communication possible, solve a practical problem or act as mnemonic aid. Sometimes it is doing everything at once because, as the authors note, the literacy acts as evidence, as a demonstration, as a threat and as ritual (p. 119).

Kalman (2004, 2005), Heath (2004), Barton and Hamilton (2004), among others, refer to literacy, recognizing that studies of this began in the United States and England, although in the Latin American context has already been booming. In these studies to literacy is recognized as ways or social uses that are given to the written language or, as called Heath (2004), events literate a community performs or shares.

Literacy is learned naturally, and like any human activity is basically social and depends on the interaction with others. Also he realizes how a group of people use reading and writing in everyday life (Barton and Hamilton, 2004, p. 109). Just as children learn their culture practices by natural assimilation of the surrounding environment, the literacy is assimilated or acquires in social spaces where events lawyers make sense.

Mainly in the social practices of lawyers events two elements Kalman (2004) mentions are required: the availability of literacy and accessibility that have it. The first is associated with the possibility of reading materials, but these are not only useful but also will please and interest of those who will use them. Availability refers to the physical presence of printed materials and infrastructure for distribution (libraries, outlets of books, magazines, newspapers, postal services, among others). Meanwhile, accessibility is associated with opportunities to participate in events of the written language, situations where the person is positioned with other readers and writers, as well as opportunities and modalities for learning to read and write (cfr. Kalman 2004, pp. 24-25).

Communities of practice and literacy in preschool

In these practices of lawyers events not only seen and share but also learned. This takes place in what Wenger (2001) calls practice communities. These are social spaces where people or actors are developed; not only they learn, but also interact, solve problems and build. Category communities of practice, like that of literacy, has its origins in social theory.

Both categories are mentioned because they are considered to have much in common. Both arise from social theory, both given or conducive scenarios for the interaction of people but also for learning them, and as its essence is eminently social and cultural development, in both meanings are constructed and meanings are attributed.

Wenger says that communities of practice are given or are located in all areas or social areas: family, school, friends, colleagues, playtime, when a service is provided, and so on. Those involved in these communities of practice develop identities, making them feel attachment and considered part of. With regard to the category of literacy, it is assumed that it appears in those social spaces that can be considered communities of practice.

By combining or linking both categories emphasis is placed on the possibilities offered. In communities of practice you learn naturally they develop skills in problem solving, build something new. In the literacy also learn naturally when lawyers events in which we participate are observed, -by the way problems, knowledge and use given to the tools of reading and writing may say so resolve and is built when we try to communicate with others through the written word. It should be clear that communities of practice are environments and social spaces, and that literacy is an activity that arises in such environments.

In the garden children have different communities of practice: it can be all preschool itself or each of the groups that comprise it: the academic body composed of the principal and educators, each teacher with student group, or parents and their children. All these groups share common goals and interests that unite them, meanings and ideals that bind together. In each of these communities of practice events read or write according to the shared literacy is live, so called literacy in preschool.

To bring children of preschool literacy a number of uses and practices around the written language is made. It is written and read in singular or peculiar way for practices around written

with children who do not conventionally, but whose environment or sociocultural context has provided them with information on what is read and written language are performed. They are starting their formal process of literacy and are now likely to understand the graph-phonetic signs that constitute words; and they learned that every object, animal, event, subject, etc., has its name, now begin to know the letters that make up each of these names. Hence its peculiarity, so it is called literacy in preschool.

In preschool literacy it is necessary to reassure the child to write, without disqualifying what he does, but giving value to correctly interpret what has been built. It should also be read for them and with them, write to them but, above all, encourage them to write and, at all times, respect what they recognize as writing, because for children this production they have done has meaning even do not write in conventional manner.

Ferreiro (1997) mentions the "literacy environment" as a space in which they carried out acts of reading and writing to show children in the school context, how are the social uses of written language. Acts of reading and writing or events and literacy practices are considered synonymous, recognizing that the first (Ferreiro, 1997) are acts of reading and writing, second (Heath, 2004) are events literate, (Barton and Hamilton, 2004) practices lettered or reading and writing events. this clarification is made reference to events because reading and writing events will be made in the following areas therefore reiterates that are considered synonyms for acts and practices of reading and writing.

Reading events

Reading is an action in which the reader brings into play a number of skills that has developed through its environment interact from people close to him, to participate in events and share stories as an actor or receiver reading.

Who give their view on what is read or what is required to be a reader, agree that it is an interactive event that someone makes in relation to another. That other can be the author of the text or reading and share with others what you have read, in such a way that reading and relate those who read social spaces where it is shared and lives.

To start as a reader, they suggest Del Amo (2005, p. 35), Reyes (2003, pp. 39-37), Gonzalez (2007), April (2003, pp. 13-14), and Hernandez (2005), no you only need to interact but also be

surrounded by a loving environment dedicated to young children who begin to prepare as readers, who are beginning to recognize in reading something that is socially constructed and used. Reading stories -on the part of parents, grandparents, uncles or older siblings is an affectionate and effective way to introduce preschoolers in the social world of the written language.

In these spaces is given affection and lives every day, not only are small signs of attention and dedication from their loved ones, but also begin to recognize related practices what Heath (2004, p. 145) calls literate events . In everyday life both reading and writing are present in almost all the activities we do every day; not only is a book, magazine or newspaper, since most of the objects we use have something written -call food, cleaning items, toy, electronic communication tool, tools for self. All or almost all, have something in writing.

Nino and Bruner (1978) emphasize the act of recognizing that reading stories to young children develop in them the ability to name things. However, we must not forget, as Heath emphasizes that not all parents or mothers read stories to infants. For example, a mother of hegemonic culture can read to your little because he knows it is a practice that benefits; but many parents do not because they have a habit or do not know their benefits (cfr. Heath, 2004, p. 46).

Literacy in preschool promotes reading events with educators organized for children, for example, when they read aloud a story or when they invite a member of the community of family-father, grandfather, delegate put it to do the same. It may also be that reading is promoted at home, for example, the teacher provides stories to children to take home and that some competent reader to read with them. O children by imitation take a book and take the position of the reader, that is, hold the book with both hands, open the page of your interest, walking with view from left to right and from top to bottom, and verbally they realize what this text provides them, but not read conventional manner. These and other events are part of reading literacy in preschool.

Writing events

Writing is a complex process that has been called more demanding intellectual activity to be more difficult, because it requires matching different game and varied knowledge, skills and attitudes. Knowledge that is required to know orthographic rules, writing, semantics, and nourished have a varied vocabulary and be consistent. Skills to put into play such knowledge to

use them to communicate ideas or thoughts. Attitudes because it must reflect on why write, why and how, when I write what I feel, what I think of writing (Cassany, 2002, pp. 36-37).

Kalman (2004) emphasizes that appropriate language is deliberately use it, but that this appropriation is mostly reading is done and the family context in which it is performed. He asserts that required "to participate in social conversations that go beyond the intimate space of the individual and his family, into multiple-mediated talks the writing" (Hernandez, 2005, p. 40-41).

The ability to communicate or express what we want through writing demands have knowledge, skills and attitudes. How it achieves a preschooler or adult illiterate? Without intending to give a recipe to learn to write, Heath (2004) thinks that this is achieved naturally when participating in events lawyers. That is, the acts of reading and writing take place in environments or contexts of practices or everyday activities.

With regard to the idea of reading stories to young children, Reyes (2003), Gonzalez (2007), Aranda (2000) and others, mention that this practice facilitates the learning of writing, as they are when they read, they are viewing directionality, signs, graphs beginning to relate their regularity: whenever they find these signs grouped dog, associate and know that there dog says.

Thus, reading and writing are processes that occur in parallel and interrelated. "The exercise of writing it is intersected practice of reading to know what is said, what is communicated, the intent of writing" (Sanchez, 2000, pp. 6-7).

On the idea of reading and writing associated with literacy, Kalman says: "We understand literacy knowledge development and use of written in the social world and culturally valid language activities" (2005, p. 20). He points out that this is not the traditional conception of learning the basics of reading and writing (correspondence between letters and sounds).

When children are read at home or witness these acts of reading or writing by their relatives or people close to them, they begin to gain knowledge of the written language and build hypotheses about it. Ferreiro and Teberosky (1997) used the category hypothesis on the conceptual object under construction, and Aranda (2000) called constructive errors. Both refer to similar facts: the children begin to form ideas about what is read or written. In assessing the regularities of the written language, they make conjectures are confirmed or corrected. They do this when someone

corrects or confirms them in their approach to what they believe there say or write well. That is the accompaniment or care you can provide to those who are starting on their way as readers and writers, in the process of building literacy as a conceptual object.

However, Ferreiro and Teberosky warn both parents and school educators that if they attempt or rush to make children learn to read and write in a conventional manner, tell them what the letters and how they sound when combined, will be marring their construction processes rather than pave the way for their learning. Moreover, they inhibit the social use they make of it, encouraging them to become secondary illiterates, ie those able to decode what is written, but fail to understand what you say and even less to social use of reading and writing.

Lerner (2001) also warns that this problem starts to propitiate or detonate at school. It is where you learn to read and write but to fulfill tasks or school demands, not to use both tools in social settings, in everyday life, to solve problems or simply to express or communicate with others.

When adults, or those who do conventionally, use writing and reading regularly in what has been called literati events, and these are witnessed by those who begin to dabble or know what it is to read and write, it is conducive to the recognized as a tool to act and function in different social settings. That way prevents the secondary illiteracy occurs because according to Heath (2004, pp 143-144.) "By assimilation practices learning culture". In family environments where a common, varied and daily use of both tools is more likely that individuals who not only solve homework, but as mentioned Hernandez, who can identify themselves as speakers and legitimate writers and allowed to form to participate in political, cultural and educational institutions of society (2005, pp. 40-41).

Writing events that encourage educators for preschoolers are, for example: they dictate, educators write on a white board or somewhere visible to all space; foster parents write what children tell them about what they learned at school or help them write what they want to communicate; reviewed or analyzed various carriers text-letters, messages, prescriptions or cooking, stories, legends, among others, and children write some that are of interest; or write their own name and learn to write some companions. These are, among others, the various events and writing for preschoolers who are part of literacy in preschool.

Conclusion

- The preschoolers who are in the pre-operative stage he called Jean Piaget, have the opportunity to develop the semiotic function, ie, to represent by signs. This causes that are able to learn the communication tools of reading and writing.
- Preschool children attending third grade are starting or consolidating their literacy process. Educators perform various actions or activities to bring them to literacy. Among these are reading stories, writing on the white board or on a poster ideas or opinions that children express about something, teach everyone to write their own name, be different carriers text (letter, instructions, recipe invitation etc.), each day write with them and for them date; foster home that parents read to their children or write with them. All these actions are framed by literacy in preschool, because each is carried out keeping in mind that preschool children do not read or write in a conventional way, but it is assumed they will learn to read and write thanks to all those activities that literate and develop for them, besides observing the social use given to reading and writing.
- The lawyers events taking place in literacy in preschool, and are framed in the affective, encourage children in preschool literacy process. Read stories that are to your liking is an ideal means of achieving this.

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