Functional Literacy in Early Education

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**BACKGROUND**

Functional literacy is an important component in a child’s educational development. Functional literacy in children involves play including activities such as coloring, writing stories, pretend play, and indoor and outdoor games. There is also the social aspect of play to consider which includes understanding rules, communicating, expressing emotions, and establishing and maintaining relationships. Functional literacy involves the use of written communication in the means of communication with everyday reading such as books, signs, directions, and social media (Clark, 2016).

**PROBLEM**

The lack of literacy skills is a barrier to the development of daily living skills, resulting in occupational performance dysfunction. Low literacy can lead to an accessibility limitation of resources in their life and community, and subsequently can cause occupational deprivation. Third-grade students who cannot read proficiently have been four times more likely to drop out of school prior to receiving their diploma (Hernandez, 2012). Thirty-six million adults in the United States cannot read above a third-grade level (Proliteracy, 2019).

**PURPOSE**

The significance of this project is to promote, adapt, and incorporate occupational functional literacy components in the current reading program in second grade. By educating professionals inside the school system to establish a mindset that literacy is not just reading books it will also develop skills to improve functional activities and instrumental activities of daily living in the classroom with the second-grade students.

**REFERENCES**

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