

**English/Language Arts**

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## Foundations of English/Language Arts

Perhaps the most significant accomplishment a child makes during the first five years of life is acquiring language and using it to communicate. Infants first begin to communicate through crying, body movements, gestures, and facial expressions. As babies grow into toddlers and preschoolers, they attain a vocabulary of hundreds of words, and they learn how to use them to get what they need or want, to express their feelings, or to simply make conversation.

While children do have the predisposition to learn languages, this does not happen without external intervention and support. Adults play a vital and irreplaceable role in a young child's speech development and literacy knowledge. Frequent interactions with young children, as well as providing opportunities to use (and witness the use of) written language in daily life, enable children to become competent readers, writers, speakers, and listeners.

Recent research has extended our understanding of how and when language is acquired and the critical importance of the early years. We have also gained a heightened appreciation of the adult's role in the success—or failure—of a child in becoming literate. It is of utmost importance that we as parents, teachers, and caregivers of young children gain an appreciation of the role we play as models and teachers of the language arts: speaking, listening, writing, and reading.

Young children must have the opportunity to do more than simply “learn to read and write;” they need adults who provide experiences that make literacy enjoyable. Children should develop skills but should also have the disposition to become readers and writers. They must desire books. They must love words. Adults can help make this happen by making language pleasurable through reading aloud, singing songs, reciting playful poetry, and purposefully expose language for what it is – an important and enjoyable part of our world.

Research has demonstrated that children with foundational skills of familiarity with print and books, the purposes of writing, and listening and speaking will be ready to benefit from reading instruction in school, learn to read sooner, and will be better readers than children with fewer of these skills (Strickland & Morrow, 2000; Whitehurst & Longman, 1998).

## KEY FINDINGS

**Infants are born “hard-wired” for language development because the ability to communicate is needed for their survival, but reading and writing must be taught** (Snow & Burns, 1998).

**Children learn to talk, read, and write in progressive steps beginning at birth.**

**Research studies indicate that what children learn from listening and talking will enhance or impede their emerging skills in reading and writing** (Dickinson & Tabor, 2001; Head Start Bureau 2003; Strickland, 2004).

**Research on parents talking to their children suggests that the quantity of words, as well as the quality of word choice, influence children’s language use, vocabulary development, and learning** (Hart & Risley, 1995, 1999, 2004).

**There is increasing recognition that literacy development starts long before children begin formal instruction in school and that later reading success is powerfully affected by the skills children acquire during these formative years.** (NICHD, 2005).

**Research suggests that high quality preschool care and education can narrow the literacy achievement gap that is prevalent in many of our schools** (Nisbett, 2010).

**Young children who demonstrate oral language skills and an understanding of print concepts have more success learning to read in kindergarten, first, second, and third grades** (Scarborough, 2001).

**Adults who live and interact regularly with children can profoundly influence the quality and quantity of their literacy experiences.**

*[National Research Council, 1998]*

**Reading and writing are inseparable processes.**

*[Ministry of Education, 1996; McCarrier, A. Pinnell, G., & Fountas, I., 2000; National Research Council, 1999]*

**Reading, writing, speaking, listening, and thinking develop simultaneously as learners grow into literacy.**

*[McCarrier, A. Pinnell, G., & Fountas, I., 2000; International Reading Association (IRA)/National Association for the Education of Young People (NAEYC) 1998; National Research Council, 1999]*

**Speaking and listening are the foundation skills for reading and writing.**

*[National Center on Education and the Economy, 2001]*

**A strong basis in a first language promotes school achievement in a second language.**

*[Neuman, S.B., Copple, C., & Bredekamp, S., (Eds.), 1999]*

## GLOSSARY

**Alphabetic principle:** The understanding that there is a relationship between letters and sounds (e.g., the word *dog* contains three letters and three corresponding sounds or phonemes).

**Comprehension:** Understanding. Listening comprehension refers to spoken language, reading comprehension refers to written language.

**Decode:** The ability to translate the alphabet letters into recognizable sounds (e.g., the letter *f* makes the /f/ sound) and words. NOTE: /r/ - This symbol refers to the letter sound, not the letter name.

**Emerging Reading:** The acquisition of those concepts concerning print, language, and the activities of reading and writing that provide the foundation for learning the skills of literacy.

**Expressive language:** Children’s accurate and fluent use and knowledge of words in the spoken language.

**Fluency:** The ability to identify letters and words automatically and with speed.

**Letter Knowledge:** The ability to identify the letters of the alphabet.

**Literacy:** The ability to read and write and use language proficiently.

**Phoneme:** The smallest part of spoken language that makes a difference in the meaning of words. English has about 41 phonemes. Most words have more than one sound or phoneme (e.g., *big* has three phonemes /b/ /i/ /g/). Sometimes one phoneme is represented by more than one letter (e.g., *ck* = /k/).

**Phonemic awareness** is a subcategory of phonological awareness (see below). The focus of phonemic awareness is narrow—identifying and manipulating the individual sounds in words.

**Phonological Awareness** The whole spectrum from an awareness of speech sounds: identifying and making oral rhymes; identifying and working with syllables in words; identifying and working with the beginning sound (onset) of a word and the part of the word following the beginning sound (rime); and identifying and working with individual phonemes in words (phonemic awareness).

**Phonics:** The relation between letters and sounds in written words or an instructional method that teaches children these connections.

**Print-Rich Environment:** an environment in which reading and writing are used for a wide variety of authentic, everyday purposes.

**Receptive Language:** Children’s listening vocabulary and knowledge of spoken words.

**Symbol:** Something visible that by association represents something else, e.g. restaurant logo.

**Vocabulary:** The words of which one has listening and speaking knowledge.

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## English/Language Arts Standard Area

### ❖ COMMON CORE STATE STANDARD: Reading Standards: Foundational Skills Phonological Awareness

### ❖ ISTAR-KR: Demonstrates Awareness of Sounds

Phonological awareness is an “ear” skill. It is the ability to hear and manipulate the sounds of words, recognize that speech is composed of sounds, that some words rhyme, and that sounds can be manipulated. This is a foundation for phonemic awareness. Phonemic awareness is the ability to recognize the smallest units of sounds in words (the word pink begins with the sound /p/).

Learning to read requires that children have considerable awareness of the sound structure of spoken language. Few young children acquire phonemic awareness unless teachers and other adults take the opportunity to draw attention to the sounds and phonemes of spoken words. The developmentally progressive steps to mastering awareness of sounds are: responds to sounds in the environment; produces a variety of sounds; produces an blends the sounds of letter patterns into recognizable words; compares sounds of different words; distinguishes sounds within words.

#### Young Children are Learning When They:

- ELA.1.1 Emulate sounds in the environment (e.g., animal, motor).
- ELA.1.2 Actively attend to things that an adult is showing.
- ELA.1.3 Anticipate actions, sounds, or phrases from a predictable story.
- ELA.1.4 Imitate sounds in environment (e.g., animal, motor).
- ELA.1.5 Associate writing with sounds.
- ELA.1.6 Vary pitch, length, and volume of vocalizations to express wants/needs
- ELA.1.7 Use jargon (expressive sounds) in conversational manner.
- ELA.1.8 Match the sound that begins own name with the sound that begins another word or name.
- ELA.1.9 Generate and blend the sounds of letter patterns into recognizable words.
- ELA.1.10 Recognize that words that look alike may sound alike.
- ELA.1.11 Name sounds heard in familiar environment.

#### A child can be supported by an adult who:

- Changes the tone of voice when reading to show emotion and excitement.
- Provides the child with books that are manipulative, with interactive features such as sounds or textures, and that can be explored with the child’s mouth.
- Provides the child with books that have interesting language, rhythm, and sounds.
- Provides child with books with predictable patterns and repeated language.
- Attends to and encourages young child vocalizations and communicative gestures.
- Matches facial expressions to the tone of the voice.
- Varies tone of voice and level of voice.
- Repeats phrases over and over.
- Provides opportunity to listen to sounds in the environment.
- Reads rhymes with interesting sounds, especially those accompanied by actions or pictures.
- Encourages and models verbal interaction with other children and adults. (EL)

### **Young Children are Learning When They:**

- ELA.1.12 Follow printed words as a story is read or caption as a video is played.
- ELA.1.13 Write using phonetically spelled words.
- ELA.1.14 Use different combinations of letters to achieve sounds.
- ELA.1.15 Imitate simple rhymes.
- ELA.1.16 Repeat simple sentences as presented.
- ELA.1.17 Talk without repeating sounds and syllables in words.
- ELA.1.18 Alerts to and locates sounds in the environment.
- ELA.1.19 Finds hidden sound above and behind another object.

### **A child can be supported by an adult who:**

- Talks with the child using language in a naturalistic, real-life context.
- Uses storytelling to encourage the use of new and interesting words.
- Introduces a variety of rhymes, silly verses, chants, and songs.
- Records the child in a variety of speaking situations and allows the child to hear how he actually sounds.
- Explores letter/sound associations with the child.
- Gives the child opportunities to write for real purpose and explore using invented spelling.

### **How it looks in everyday activities:**

Mrs. Hinkley smiles at her 10-month old son James as she carefully buckles him into his car seat for a trip to the grocery store. She talks to him while she checks the straps, telling him what she is doing. Mr. and Mrs. Hinkley sit in front seat and discuss the grocery list on the way to the store.

James shakes a toy and vocalizes, “Da-da-dad-da!” He pauses briefly, as Mrs. Hinkley looks back at him and repeats “Da-da-da-dal!” James smiles a big smile. Mr. Hinkley looks at James in the rear view mirror and takes his turn with the phrase. Then, James repeats his sounds, again pausing afterward with an expectant look. Mrs. Hinkley takes her turn, but Mr. Hinkley is busy looking for a parking spot and does not reply immediately. James waits a moment then says, “Da!” Mrs. Hinkley nudges her husband, who smiles a smile as big as his son’s and loudly says, “Da-da-dad-da!” James smiles back, and the echo game continues as the family enters the store.

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Natalia is a preschool student whose first language is Spanish. Her father, Mr. Bowen, is a fluent English speaker and her mother is learning English. On the first day of school, Mr. Bowen accompanies Natalia to Mr. Gomez’ class and helps her get settled. Mr. Bowen says, “Natalia understands everything, but she is shy in new places. She may not talk very much at first, even though she talks all the time at home.”

Mr. Gomez thinks about what he knows about English learners. His research tells him that it may take students about 6 months before they start to use their new language. He decides to support Natalia’s understanding and scaffold her expressive use of English throughout the day. Mr. Gomez watches Natalia during free time to see what interests her. He notices that she likes playing with a doll house, so he moves the house so that she needs to ask for help to get the house down. Natalia, motivated to play with the house, at first asks for it by pointing, then by saying the word “house” and later by asking in a sentence. Mr. Gomez supports and reinforces all of Natalia’s efforts to communicate.

As the spring semester begins, Natalia seems more confident about using words. Mr. Gomez is excited to tell Mr. Bowen that Natalia has even started to volunteer her own ideas about what she liked about a book or to tell about a picture. At the end of the school year, Natalia is a regular contributor to classroom discussion.

## ❖ COMMON CORE STATE STANDARD: Reading Standards Foundational Skills – Print Concepts; Phonics and Word Recognition

### ❖ ISTAR-KR: Demonstrates Awareness of Symbols

There is a continual connection between early language development and learning to read. The early choices adults make for young children determine whether a child will achieve success as a future reader. To help promote early reading development, adults should provide many pleasurable experiences with books and other reading material.

Print awareness is a child's earliest understanding that written language carries meaning. Young children may begin 'reading' by pointing to the pictures and talking about them. Later, they will begin to put the pictures together to tell a story. Print awareness occurs when a child attempts to attend to the print while 'reading.' Print awareness is a major predictor of a child's future reading achievement and serves as the foundation upon which phonological and conceptual skills are built.

Reading decoding skills is the ability to make sense of printed words. Decoding and word recognition begin when a child understands that there is a relationship between letters and sounds, and that letters put together form words. Children observe adults as they model ways to use the words. Adults have a critical role in discerning when experiences with language and reading prepare a child to enter into another level of literacy development. Adults also create and utilize the "teachable moments" when the child begins to see how letters form words. The developmentally progressive steps to mastering the awareness of symbols are: responds to familiar pictures; labels familiar pictures; recognizes familiar symbols; compares, combines, and orders letters and letter sounds; recognizes that letters makes words and words make sentences.

#### Young Children are Learning When They:

- ELA.2.1 Point to pictures in a picture book.
- ELA.2.2 Visually engage with a book.
- ELA.2.3 Pretend to read a book aloud.
- ELA.2.4 Match pictures to actual objects.
- ELA.2.5 Distinguish print from pictures.
- ELA.2.6 Point to a letter when asked.
- ELA.2.7 Actively attend to things that an adult is showing.
- ELA.2.8 Enjoy looking at books.
- ELA.2.9 Find named pictures or textures in book.
- ELA.2.10 Anticipate actions, sounds, or phrases from a predictable story.
- ELA.2.11 Name actions from pictures or a story.
- ELA.2.12 Identify where he/she is currently located.
- ELA.2.13 Recognize a favorite character.

#### A child can be supported by an adult who:

- Creates a daily reading routine, whether it is before bedtime, after lunch, or in the morning.
- Provides the child with books that are manipulative, with interactive features such as sounds or textures, and that can be explored with the child's mouth.
- Provides the child with books that have interesting language, rhythm, and sounds.
- Provides child with books with predictable patterns and repeated language.
- Points to words, letters, labels, and reads or names them.
- Shows children that we read print moving left to right and top to bottom.
- Helps the child to recognize and write name if initiated by the child.

## Young Children are Learning When They:

- ELA.2.14 Use symbols or objects to communicate.
- ELA.2.15 Attempt to write and draw.
- ELA.2.16 Use drawings or pictures to represent objects.
- ELA.2.17 Scribble a message on a card or picture.
- ELA.2.18 Make marks with writing tools.
- ELA.2.19 Mark on paper rather than other surfaces.
- ELA.2.20 Imitate drawing a vertical line.
- ELA.2.21 Imitate drawing a horizontal line.
- ELA.2.22 Imitate drawing a circle.
- ELA.2.23 Associate writing with sounds.
- ELA.2.24 Jointly attend to pictures and books for several minutes.
- ELA.2.25 Use two-word vocalizations, signs, symbols, or gestures to tell about objects or events in the present.
- ELA.2.26 Name objects from a picture book.
- ELA.2.27 Hold book right side up, looking at pages and pictures.
- ELA.2.28 Identify five common signs or symbols.
- ELA.2.29 Follow printed words as a story is read or caption as a video is played.
- ELA.2.30 Tell a story while holding a book.
- ELA.2.31 Read own writing (gives meaning to own writing by “reading what it says”).
- ELA.2.32 Name 13 uppercase letters.
- ELA.2.33 Point to and name six letters.
- ELA.2.34 Watch and listen to a story to completion or for ten or more minutes.
- ELA.2.35 Recognize own name in isolated print.
- ELA.2.36 Match like letters.
- ELA.2.37 Match the same letter in different styles (e.g., signs, books, newspaper).
- ELA.2.38 Recognize that words that look alike may sound alike.
- ELA.2.39 Point to a title of a book.
- ELA.2.40 Match upper to lower case letters.

## A child can be supported by an adult who:

- Provides developmentally appropriate and adaptive writing and drawing materials for children of different ability levels such as large crayons or pencils.
- Models writing in front of their children through everyday situations, such as making a grocery list, writing down a recipe, or writing a thank-you note.
- Writes, displays, and points out children’s names often.
- Labels objects and areas in the child’s setting.
- Writes down toddler stories and labels their drawings.
- Displays children’s drawing, scribbling, or writing efforts at the children’s eye level and rotates the items frequently.
- Reads and rereads predictable texts to the child.
- Exposes the child to a variety of books by visiting the library, bookstores, or joining a book club.
- Provides many types of reading material, including information books, stories, poetry, alphabet and counting books, and wordless picture books.
- While reading with the child, asks questions to help initiate thinking about the plot and characters.
- Provides opportunities for the child to respond to stories in a variety of ways (e.g., acting, talking, dancing, creating a picture).
- Shares many different types of literature with the child and discusses the main parts (characters, setting, etc.).
- Includes non-English books and stories to help support a child whose first language is not English.

## **How it looks in everyday activities:**

Dinner is over and bath time is almost finished. Dad bundles his wiggling son in a towel and heads for his bedroom. “No sleep, NO SLEEP,” he protests. “I want MOMMY!” “Mommy’s working, but she’ll be home soon,” says Dad. “Time to get your jammies on so we can read our bedtime book,” Dad sighed with relief as this bedtime routine works its magic in calming his child.

Settling in for the story, the toddler picks up his copy of Owl Babies. “Great!” says Dad. “Let’s read and see when the mommy owl comes home.” After the toddler snuggles up on Dad’s lap, Dad and son look at the pictures of the snowy owls. The son points to his favorite character, “Little Bill.” Listening intently, the little boy waits in anticipation for the picture of Mother Owl. Together, Dad and son cry “and she came!” when the mother owl flies back to the nest.

“See!” Dad says, “Mommies do come back!”

## ***Development of a skill in one area is related to and influences other developmental areas:***

### **Social/Emotional:**

- The child follows a routine.

### **Communication/Literacy:**

- Listens intently and responds verbally to a book being read.



### Young Children are Learning When They:

- ELA.2.41 Put letter shapes or tiles in alphabetical order.
- ELA.2.42 Ask adult to read printed information.
- ELA.2.43 Talk about action pictures of family, pets, or self.
- ELA.2.44 Tell simple story from pictures and books.
- ELA.2.45 Express what might happen after the action in a picture.
- ELA.2.46 Follow pages that accompany a story on audiotape or CD.
- ELA.2.47 Describe a picture in a book.
- ELA.2.48 Talk about the cover and illustrations prior to the story being read.
- ELA.2.49 Recognize print in media other than a book.
- ELA.2.50 Draw pictures and scribble to generate and express ideas.
- ELA.2.51 Follow dictated writing read by an adult.
- ELA.2.52 Associate writing with words.
- ELA.2.53 Give writing to someone as a means of communicating.
- ELA.2.54 Use writing or symbols to share an idea with someone.
- ELA.2.55 Use known letters or approximations of letters to represent written language.
- ELA.2.56 Add writing to a picture story.
- ELA.2.57 Use writing to label drawings.
- ELA.2.58 Draw name or a message on a card or picture.

### A child can be supported by an adult who:

- Models and discusses writing conventions: left to right, top to bottom.
- Provides the child with access to a variety of writing materials (alphabet blocks, magnetic letters, pencils, crayons, chalk, paint, rubber stamps).
- Provides daily opportunities for children to “write” at their developmental level.
- Exposes the child to a wide selection of children’s literature through multiple daily read-alouds.
- Models the writing process through adult led **language experience** (adult records the child’s exact words).
- Models the writing process through **shared writing** (adult acts as a scribe, but more emphasis is placed on the composing process and constructing a text the children can read later).
- Models the writing process through **interactive writing** (children actively compose together, considering appropriate words, phrases, organization of text, and layout. At points selected by the adult, individual children take over or “share the pen”).
- Prompts the child to talk about their writing (picture(s), scribbling, letter approximations, etc.).
- Provides opportunities for the child to put his/her thoughts on paper by writing the words the child dictates to them.
- Transcribes the child’s words and takes the opportunity to demonstrate ordinary conventions like: top to bottom; left to write; spaces between words; upper and lower case letters.
- Writes, displays, and points out the child’s name often.
- Labels some of the important things in the child’s universe.
- Uses observational assessment of children’s progress and examination of children’s writing to guide future activities.

## Young Children are Learning When They:

- ELA.2.59 Write more than word correctly.
- ELA.2.60 Represent action with drawing.
- ELA.2.61 Combine strokes and shapes to represent letters.
- ELA.2.62 Copy a vertical line.
- ELA.2.63 Copy a horizontal line.
- ELA.2.64 Copy a circle.
- ELA.2.65 Write letters in strings.
- ELA.2.66 Write using phonetically spelled words.
- ELA.2.67 Use different combinations of letters to achieve sounds.
- ELA.2.68 Use the correct grasp of writing tool.
- ELA.2.69 Imitate drawing a cross.
- ELA.2.70 Copy a cross.
- ELA.2.71 Copy an “X”.
- ELA.2.72 Copy a square.
- ELA.2.73 Follow two-step spoken directions with prompts.
- ELA.2.74 Imitate a series of three numbers or unrelated words.
- ELA.2.75 Use six word vocalizations, signs, symbols, or gestures to communicate.
- ELA.2.76 Use four word vocalization signs, symbols, or gestures to tell about objects and events.

## A child can be supported by an adult who:

- Provides many activities that foster the development of fine motor skills and strength such as finger plays, use of tools, play dough, scissors, stringing beads, lacing and manipulation of small items.
- Provides letters for the child to see, feel, and copy.
- Explores letter/sound associations with the child.
- Gives the child opportunities to use environmental print to copy when writing lists or notes.
- Gives the child opportunities to write for real purpose and explore using invented spelling.



## ❖ COMMON CORE STATE STANDARD: Reading Standards Foundational Skills – Informational Texts

### ❖ ISTAR-KR: Uses print for pleasure and information

Children love the intimacy of reading with an adult. Teachers, parents, and caregivers should find time daily to read with every child. Being read to as an infant or young child is a pleasant memory for many of us. The pleasure that is experienced between an adult and a child when they read together contributes to the child’s interest in repeating that experience on their own. Quickly, children learn that information is contained first in the pictures of a book, but soon that words on a page convey meaning, too. Holding a book upright is often the beginning of using a book for pleasure, not just imitating what an adult does with a book. Favorite books of a child are often memorized by the adult who is asked to read it repeatedly. The child imitates “reading” the story from their memory long before they can actually read the words.

Preschool children will learn to orient to a title, author and the print of a book and be able to select a book based on the content inside. In building a foundation for reading and understanding a variety of materials, young children need experiences with language and a variety of reading materials. They need to see adults obtaining and using information from many different printed sources: recipes, manuals, newspapers, Websites, books, encyclopedias, and many others. Young children learn that books and technical materials are a major source of needed and useful information. They also begin to recognize the different formats in which informational materials come.

The developmentally progressive steps to mastering the use of print for pleasure and information are: engages with a book; imitates proper handling of books; distinguishes print from pictures; orients to print in books; chooses reading activities for meaning.

#### Young Children are Learning When They:

- ELA.3.1 Track movement.
- ELA.3.2 Open a book.
- ELA.3.3 Explore a book.
- ELA.3.4 Point to pictures in a picture book.
- ELA.3.5 Turn several pages of a book at a time.
- ELA.3.6 Look at books for one minute.
- ELA.3.7 Visually engage with a book.
- ELA.3.8 Pretend to read a book aloud.
- ELA.3.9 Match pictures to actual objects.
- ELA.3.10 Distinguish print from pictures.
- ELA.3.11 Point to a letter when asked to “point to a letter.”
- ELA.3.12 Actively attend to things that an adult is showing.
- ELA.3.13 Enjoy looking at books.

#### A child can be supported by an adult who:

- Provides the child with books that are manipulative, with interactive features such as sounds or textures, and that can be explored with the child’s mouth.
- Provides the child with books that have interesting language, rhythm, and sounds.
- Provides child with books with predictable patterns and repeated language.
- Points to words, letters, labels, and reads or names them.
- Asks the child to follow simple requests while looking at a book (e.g., point to the cow).

## **How it looks in everyday activities:**

Miguel and his grandfather, Abuelo Luis, are enjoying a walk through a local park. Abuelo Luis says in Spanish, “Miguel, look! A bird’s nest.” Miguel is interested in the nest, which is in a small tree. He asks if he can see the chicken that lives in the nest. Abuelo Luis laughs kindly and then explains that chickens do not have nests in trees. He tells Miguel that different birds have different kinds of nests. As they peer into the nest, Miguel and Abuelo Luis see that the eggs are blue. Abuelo Luis sees a robin in another nearby tree and points her out to Miguel. He explains using both Spanish and English words that the eggs belong to the robin.

Miguel and his grandfather continue their walk. When a cardinal flies by, Miguel asks, “It is a red robin?” Abuelo Luis smiles and explains that there are many different kinds of birds with different colors, shapes, and nests. He asks Miguel if he would like to visit the library to learn more about different birds.

## ***Development of a skill in one area is related to and influences other developmental areas:***

### **Social/Emotional:**

- Interacts easily with familiar adults.
- Bonds with grandfather through conversation and exploration.
- Enjoys and appreciates nature.

### **Cognitive:**

- Learns new words and concepts with real life observations and experiences.
- Learns the new words in primary language as well as in English.

### **Physical:**

- Moves with balance and control to perform large motor tasks (walking).

### **Self-help:**

- Learns the library can be utilized as a resource to find more information about a concept.

### **Communication/Literacy:**

- Develops communication abilities through conversation in primary and secondary languages.
- Uses language for a variety of purposes.
- Begins to use information books to learn more about a topic.

## Young Children are Learning When They:

- ELA.3.14 Find named pictures or textures in book.
- ELA.3.15 Anticipate actions, sounds, or phrases from a predictable story.
- ELA.3.16 Recognize pictures of family members.
- ELA.3.17 Name actions from pictures or a story.
- ELA.3.18 Recognize a favorite character.
- ELA.3.19 Use symbols or objects to communicate.
- ELA.3.20 Attempt to write and draw.
- ELA.3.21 Use drawings or pictures to represent objects.
- ELA.3.22 Scribble a message on a card or picture.
- ELA.3.23 Make marks with writing tools.
- ELA.3.24 Mark on paper rather than other surfaces.
- ELA.3.25 Imitate drawing a vertical line.
- ELA.3.26 Imitate drawing a circle.
- ELA.3.27 Associate writing with sounds.
- ELA.3.28 Jointly attend to object of interest to self.
- ELA.3.29 Jointly attend to pictures and books for several minutes.
- ELA.3.30 Use two-word vocalizations, signs, symbols, or gestures to tell about objects or events in the present.
- ELA.3.31 Turn one page at a time.
- ELA.3.32 Name objects from a picture book.
- ELA.3.33 Hold book right side up, looking at pages and pictures.
- ELA.3.34 Turn pages from front to back.
- ELA.3.35 Identify five common signs or symbols.
- ELA.3.36 Tell something that a favorite character does in a story.
- ELA.3.37 Follow printed words as a story is read or caption as a video is played.
- ELA.3.38 Read own writing (e.g., gives meaning to own writing by “reading what it says”).

## A child can be supported by an adult who:

- Exposes the child to rhymes and poems such as nursery rhymes and finger plays.
- Attends to and encourages young child vocalizations and communicative gestures.
- Provides the child with a wide range of books and appropriate printed materials.
- Points out print common in the child’s environment: storefronts, trucks, billboards, signs, tags, food, coins, cans, etc.
- Models reading and writing for different purposes.
- Reads to child daily in such a way that the child can examine the pictures, discuss all aspects of meaning, and become aware of the format of print.
- Encourages child to discuss what has been read.
- Reads a book many times and points out repeated words and length of words and their sounds.
- Points out individual letters and names them as the opportunity arises.
- Demonstrates the written form of the child’s name throughout the environment.
- Draws attention to letters and words and their relationship.
- Reads alphabet books.
- Matches sounds with printed letters, beginning with the letters found in the child’s name or other familiar words.
- Helps the child decipher the similarities and differences in letter formation.
- Helps the child explore different styles and ways letters and words are written (e.g., *Sam*, **Sam**).
- Draws attention to the relationship between words and pictures.
- Demonstrates that letters grouped together make words by pointing to the words as they read or write a story, a label, a letter, and a sign.

## How it looks in everyday activities:

Each month, Mrs. Garcia, the preschool teacher, cuts out paper shapes and prints each student's name on the shape. These shapes will be on a table each morning when the students enter the classroom. Each student locates their own name and pins their shape on the board. This activity helps the children build recognition of their own and other's names. For October, Mrs. Garcia chooses a ghost shape.

Mrs. Garcia held up one shape and said, "What does this look like?" The students eagerly raise their hands to answer. "Does anyone know whose name is on this ghost?" she asks. Several children raise their hands, and Mrs. Garcia then lets each child find their own name.

The teaching assistant, Ping, passes out glue sticks and with Mrs. Garcia helps the children trace over their names on the ghosts. Some of the children say the letter names and sounds as they trace. Cameron and Tristin have trouble controlling their fine motor movements, so they are helped with a hand over hand strategy. Next Ping provides colored sand to pour over the glue. Mrs. Garcia encourages the students to touch the sand and feel the shape of the letters in their names.

### Young Children are Learning When They:

- ELA.3.39 Name 13 uppercase letters.
- ELA.3.40 Point to and name six letters.
- ELA.3.41 Watch and listen to a story to completion or for ten or more minutes.
- ELA.3.42 Recognize own name in isolated print.
- ELA.3.43 Recognize that words that look alike may sound alike.
- ELA.3.44 Point to words in a book while telling a story.
- ELA.3.45 Point to a title of a book.
- ELA.3.46 Match upper to lower case letters.
- ELA.3.47 Put letter shapes or tiles in alphabetical order.
- ELA.3.48 Ask adult to read printed information.
- ELA.3.49 Talk about action pictures of family, pets, or self.
- ELA.3.50 Tell simple story from pictures and books.
- ELA.3.51 Request or select a story by the title of the book.

### A child can be supported by an adult who:

- Reads to and with the child daily.
- Reads and rereads predictable texts to the child.
- Exposes the child to a variety of books by visiting the library, bookstores, or joining a book club.
- Provides many types of reading material, including information books, stories, poetry, alphabet and counting books, and wordless picture books.
- Maintains a comfortable, cozy place where the child can read alone, with the adult, or with a friend.
- While reading with the child, asks questions to help initiate thinking about the plot and characters.
- Provides opportunities for the child to respond to stories in a variety of ways (e.g., acting, talking, dancing, creating a picture).
- Shares many different types of literature with the child and discusses the main parts (characters, setting, etc.).
- Includes non-English books and stories to help support a child whose first language is not English.

### Young Children are Learning When They:

- ELA.3.52 Express what might happen after the action in a picture.
- ELA.3.53 Follow pages that accompany a story on audiotape or CD.
- ELA.3.54 Tell a story while holding a book.
- ELA.3.55 Talk about the cover and illustrations prior to the story being read.
- ELA.3.56 Recognize print in media other than a book.
- ELA.3.57 Draw pictures and scribbles to generate and express ideas.
- ELA.3.58 Associate writing with words.
- ELA.3.59 Give writing to someone as a means of communicating.
- ELA.3.60 Use writing or symbols to share an idea with someone.
- ELA.3.61 Use known letters or approximations of letters to represent written language.
- ELA.3.62 Add writing to a picture story.
- ELA.3.63 Use writing to label drawings.
- ELA.3.64 Draw name or a message on a card or picture.
- ELA.3.65 Write more than word correctly.
- ELA.3.66 Represent action with drawing.
- ELA.3.67 Combine strokes and shapes to represent letters.
- ELA.3.68 Write letters in strings.
- ELA.3.69 Write using phonetically spelled words.

### A child can be supported by an adult who:

- Models and discusses writing conventions: left to right, top to bottom.
- Provides the child with access to a variety of writing materials (alphabet blocks, magnetic letters, pencils, crayons, chalk, paint, rubber stamps).
- Provides daily opportunities for children to “write” at their developmental level.
- Exposes the child to a wide selection of children’s literature through multiple daily read-alouds.
- Models the writing process through adult led **language experience** (adult records the child’s exact words).
- Models the writing process through **shared writing** (adult acts as a scribe, but more emphasis is placed on the composing process and constructing a text the children can read later).
- Models the writing process through **interactive writing** (children actively compose together, considering appropriate words, phrases, organization of text, and layout. At points selected by the adult, individual children take over or “share the pen”).
- Prompts the child to talk about their writing (picture(s), scribbling, letter approximations, etc.).
- Prompts the child to “tell me more” to encourage extensions of the child’s original writing.

## ❖ COMMON CORE STATE STANDARD: Reading - Literature: Stories, Novels, Drama, and Poetry

### ❖ ISTAR-KR: Comprehends details of events and main ideas

Lullabies and nursery rhymes are often the young infant's first stories. The repeated use of a song or nursery rhyme develops memory in the young infant as they anticipate a key phrase or action. Photos and picture books are compelling to toddlers who look with great interest as an adult describes who and what is in the picture. The older toddler will then begin to participate in "reading" or telling a story in a picture or book when they point to details in recognition. Later comprehension of events, stories, and main ideas is demonstrated by preschool children as they retell that story and later answers questions about the story.

The developmentally progressive steps to mastering the skill of comprehension of details are: reacts to a story or event; identifies details from a story or picture; talks about characters and settings; retells familiar stories; comprehends and responds to stories.

#### Young Children are Learning When They:

- ELA.4.1 Track movement.
- ELA.4.2 Open a book.
- ELA.4.3 Explore a book.
- ELA.4.4 Point to pictures in a picture book..
- ELA.4.5 React to a story or event.
- ELA.4.6 React to new situations based on the memory of a previous event.
- ELA.4.7 Recognize when a caregiver is not present.
- ELA.4.8 Show affection to a caregiver, character, or plaything.
- ELA.4.9 Turn several pages of a book at a time.
- ELA.4.10 Look at books for one minute.
- ELA.4.11 Visually engage with a book.
- ELA.4.12 Pretend to read a book aloud.
- ELA.4.13 Match pictures to actual objects.
- ELA.4.14 Distinguish print from pictures.
- ELA.4.15 Point to a letter when asked to "point to a letter."
- ELA.4.16 Actively attend to things that an adult is showing.
- ELA.4.17 Enjoy looking at books.
- ELA.4.18 Find named pictures or textures in book.
- ELA.4.19 Anticipate actions, sounds, or phrases from a predictable story.

#### A child can be supported by an adult who:

- Provides child with books with predictable patterns and repeated language.
- Points to words, letters, labels, and reads or names them.
- Asks the child to follow simple requests while looking at a book (e.g., point to the cow).
- Shows children that we read print moving left to right and top to bottom.
- Helps the child to recognize and write name if initiated by the child.
- Exposes the child to rhymes and poems such as nursery rhymes and finger plays.
- Reads some books over and over again and encourages the toddler to join in with the words he knows. Toddlers like to hear the same story many times.
- Encourages the child to reenact a story through play.
- Provides developmentally appropriate and adaptive writing and drawing materials for children of different ability levels such as large crayons or pencils.

## Young Children are Learning When They:

- ELA.4.20 Recognize pictures of family members.
- ELA.4.21 Name actions from pictures or a story.
- ELA.4.22 Identify where he/she is currently located.
- ELA.4.23 Recognize a favorite character.
- ELA.4.24 Pretend to do something or be someone.
- ELA.4.25 Use eye gaze to communicate.
- ELA.4.26 Use proximity to communicate.
- ELA.4.27 Use gestures to communicate.
- ELA.4.28 Show affection for an imaginary character or plaything.
- ELA.4.29 Use symbols or objects to communicate.
- ELA.4.30 Imitate sounds in environment (e.g., animal, motor).
- ELA.4.31 Engage someone else to record ideas in words, drawings, or symbols.
- ELA.4.32 Listen to others tell about their writing.
- ELA.4.33 Mark on paper rather than other surfaces.
- ELA.4.34 Imitate drawing a vertical line.
- ELA.4.35 Imitate drawing a horizontal line.
- ELA.4.36 Imitate drawing a circle.
- ELA.4.37 Associate writing with sounds.
- ELA.4.38 Vocalize while looking at a book.
- ELA.4.39 Respond to arrival of a familiar person.
- ELA.4.40 Smile or laugh when looked at or spoken to.
- ELA.4.41 Respond to own name, words, or short phrases (e.g., “Stop!” “Where’s Mommy?”).
- ELA.4.42 Vary pitch, length, and volume of vocalizations to express wants and needs.
- ELA.4.43 Use jargon (expressive sounds) in conversational manner.
- ELA.4.44 Give an object when asked.
- ELA.4.45 Engage in turn-taking vocalizations.

## A child can be supported by an adult who:

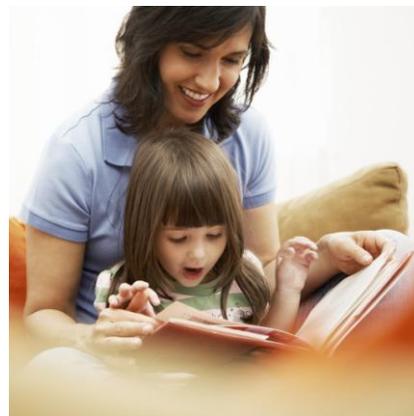
- Models writing in front of their children through everyday situations, such as making a grocery list, writing down a recipe, or writing a thank-you note.
- Writes, displays, and points out children’s names often.
- Labels objects and areas in the child’s setting.
- Is responsive to children who seek help in their attempt to write and draw.
- Writes down toddler stories and labels their drawings.
- Prompts the child to “tell me more” to encourage extensions of the child’s picture or writing.
- Displays children’s drawing, scribbling, or writing efforts at the children’s eye level and rotates the items frequently.
- Does not try to interpret the child’s work or criticize it.
- Maintains eye contact.
- Imitates child’s sounds and gestures.
- Matches facial expressions to the tone of the voice.
- Varies tone of voice and level of voice.
- Varies gestures and facial expressions.
- Repeats phrases over and over.
- Provides opportunity to listen to sounds in the environment.
- Uses child’s name frequently.
- Keeps language simple.
- Points to objects being talked about.
- Uses descriptive words.
- Places familiar pictures where children can see them.
- Has and reads books with repetition.
- Gives one-step directions (e.g., “show me your nose” or “give me a diaper”).
- Interprets and gives names to child’s emotions.
- Repeats and expands on what child says.
- Uses all forms of nonverbal communication when speaking to a child.

## Young Children are Learning When They:

- ELA.4.46 Jointly attend to object of interest to self.
- ELA.4.47 Jointly attend to pictures and books for several minutes.
- ELA.4.48 Shift attention along with communication partner.
- ELA.4.49 Follow simple directions with prompts.
- ELA.4.50 Pretend to read a book.
- ELA.4.51 Turn one page at a time.
- ELA.4.52 Name objects from a picture book.
- ELA.4.53 Hold book right side up, looking at pages and pictures.
- ELA.4.54 Turn pages from front to back.
- ELA.4.55 Identify five common signs or symbols.
- ELA.4.56 Tell something that a favorite character does in a story.
- ELA.4.57 Follow printed words as a story is read or caption as a video is played.
- ELA.4.58 Distinguish print from pictures.
- ELA.4.59 Tell a story while holding a book.
- ELA.4.60 Name 13 uppercase letters.
- ELA.4.61 Point to and name six letters.
- ELA.4.62 Point to words in a book while telling a story.
- ELA.4.63 Point to a title of a book.
- ELA.4.64 Match upper to lower case letters.
- ELA.4.65 Put letter shapes or tiles in alphabetical order.
- ELA.4.66 Name sounds heard in the environment.
- ELA.4.67 Ask and answer simple questions about a story being read.
- ELA.4.68 Tell one thing that happens in a familiar story.
- ELA.4.69 Tell simple story from pictures and books.

## A child can be supported by an adult who:

- Provides the child with a wide range of books and appropriate printed materials.
- Points out print common in the child's environment: storefronts, trucks, billboards, signs, tags, food, cans, etc.
- Models reading and writing for different purposes.
- Reads to child daily in such a way that the child can examine the pictures, discuss all aspects of meaning, and become aware of the format of print.
- Encourages child to discuss what has been read.
- Reads a book many times and points out repeated words and length of words and their sounds.
- Points out individual letters and names them as the opportunity arises.
- When reading familiar rhymes, stops before a rhyming word and encourages the child to fill in the rhyme.



### **Young Children are Learning When They:**

- ELA.4.70 Use new vocabulary learned from experiences.
- ELA.4.71 Act out familiar, scripted events and routines.
- ELA.4.72 Identify a favorite story.
- ELA.4.73 Request or select a story by the title of the book.
- ELA.4.74 Express what might happen after the action in a picture.
- ELA.4.75 Use personal experiences to answer questions about stories.
- ELA.4.76 Follow pages that accompany a story on audiotape or CD.
- ELA.4.77 Identify the beginning, middle, and end of the story.
- ELA.4.78 Actively look for or keep attending to things that an adult points to, shows, or talks about.
- ELA.4.79 Ask questions and make comments about a story being read.
- ELA.4.80 Describe a picture in a book.
- ELA.4.81 Follow reader's finger as a story is read.
- ELA.4.82 Talk about the cover and illustrations prior to the story being read.
- ELA.4.83 Identify a location where he/she is going or has been.
- ELA.4.84 Identify a location of a caregiver if not present.

### **A child can be supported by an adult who:**

- Models finding, organizing, and using information from books and other technical materials.
- Observes the child's interests and supports this through books, audiotapes, videotapes, and other materials.
- Takes the child to the library and introduces the child to how and where materials are located and used.
- Provides books, computers, tapes, and music related to the interests of the child.
- Learns to select software and Internet Websites that are appropriate for young children.
- While reading with the child, asks questions to help initiate thinking about the plot and characters.
- Provides opportunities for the child to respond to stories in a variety of ways (e.g., acting, talking, dancing, creating a picture).
- Shares many different types of literature with the child and discusses the main parts (characters, setting, etc.).

### **Young Children are Learning When They:**

- ELA.4.85 Recognize print in media other than a book.
- ELA.4.86 Identify two characters that interact in a story.
- ELA.4.87 Recall if something truly happened.
- ELA.4.88 Draw pictures and scribble to generate and express ideas.
- ELA.4.89 Follow dictated writing read by an adult.
- ELA.4.90 Draw at the top or bottom of the page, when requested.
- ELA.4.91 Use known letters or approximations of letters to represent written language.
- ELA.4.92 Read own writing (e.g., give meaning to own writing by “reading what it says”).
- ELA.4.93 Dictate something for an adult to write down.
- ELA.4.94 Add writing to a picture story.
- ELA.4.95 Use writing to label drawings.
- ELA.4.96 Scribble a message on a card or picture.
- ELA.4.97 Write more than word correctly.
- ELA.4.98 Represent action with drawing.
- ELA.4.99 Write from left to right.
- ELA.4.100 Combine strokes and shapes to represent letters.
- ELA.4.101 Copy a vertical line.
- ELA.4.102 Copy a horizontal line.
- ELA.4.103 Copy a circle.
- ELA.4.104 Write letters in strings.
- ELA.4.105 Write using phonetically spelled words.
- ELA.4.106 Use different combinations of letters to achieve sounds.
- ELA.4.107 Imitate drawing a cross.
- ELA.4.108 Copy a cross.

### **A child can be supported by an adult who:**

- Prompts the child to talk about their writing (picture(s), scribbling, letter approximations, etc.).
- Prompts the child to “tell me more” to encourage extensions of the child’s original writing.
- Provides opportunities for the child to put his/her thoughts on paper by writing the words the child dictates to them.
- Transcribes the child’s words and takes the opportunity to demonstrate ordinary conventions like: top to bottom; left to write; spaces between words; upper and lower case letters.
- Uses observational assessment of children’s progress and examination of children’s writing to guide future activities.
- Provides many activities that foster the development of fine motor skills and strength such as finger plays, use of tools, play dough, scissors, stringing beads, lacing and manipulation of small items.
- Provides letters for the child to see, feel, and copy.
- Explores letter/sound associations with the child.
- Gives the child opportunities to use environmental print to copy when writing lists or notes.
- Gives the child opportunities to write for real purpose and explore using invented spelling.
- Makes time every day to stop and listen to the child without interruptions.
- Talks to the child in the way the child should be learning to speak.
- Talks with the child using language in a naturalistic, real-life context.
- Uses storytelling to encourage the use of new and interesting words.

## **Young Children are Learning When They:**

- ELA.4.110 Copy an “X”.
- ELA.4.111 Copy a square.
- ELA.4.112 Watch and listen to a story to completion for ten minutes or more.
- ELA.4.113 Stay with an adult-directed activity or story for 10-15 minutes.
- ELA.4.114 Follow one-step spoken directions without prompts (e.g., Get your shoe).
- ELA.4.115 Ask and answer simple questions.
- ELA.4.116 Follow commands containing two familiar attributes (e.g., Get the big, red sock).
- ELA.4.117 Follow two-step spoken directions with prompts.
- ELA.4.118 Use trial and error to solve a simple problem.
- ELA.4.119 Generalize a solution to a new situation.
- ELA.4.120 Imitate a series of three numbers or unrelated words.
- ELA.4.121 Imitate simple rhymes.
- ELA.4.122 Repeat simple sentences as presented.
- ELA.4.123 Use six word vocalizations, signs, symbols, or gestures to communicate.
- ELA.4.124 Use four word vocalization signs, symbols, or gestures to tell about objects and events in the recent past and near future.
- ELA.4.125 Pick from two ideas to talk about.
- ELA.4.126 Understand and follow a one-step direction.

## **A child can be supported by an adult who:**

- Introduces a variety of rhymes, silly verses, chants, and songs.
- Talks with the child and listens to the child frequently, encouraging sharing experiences and ideas.
- Encourages the use of words with other children and with adults to express ideas, desires, feelings, and to resolve conflicts.
- Talks with the child using language in a naturalistic, real-life context.
- Responds to the child’s language explorations as if intending to mean something and provides feedback to clarify meaning (e.g., “Mommy come home?” Answer: “Yes, mommy is coming home”).
- Engages the child in conversations about real experiences and events and responds to the child’s verbal cues.

❖ **COMMON CORE STATE STANDARD: Writing Standards**  
❖ **ISTAR-KR: Writes for a specific purpose and audience**

Various components of literacy, including writing, develop early in life in an interrelated manner. Children who see themselves as readers and writers engage in a variety of literacy-related behaviors. Early attempts and approximations at standard writing (often viewed as “just scribbles” by adults) are legitimate elements of literacy development. Children’s acquisition of writing typically follows general developmental stages, and individual children will become writers at different rates and through a variety of activities. Learning to write involves much more than learning to form alphabet letters. It involves understanding:

- The level of speech alphabet letters represent.
- The ways in which print is organized on a page.
- The purposes for which writing is used.
- The various conventions associated with various purposes.
- That the writer must think about the reader’s reaction to the writing. (Schickedanz, 1999)

Access to writing materials and adults who give encouragement and positive feedback are critical to children experimenting with and gaining facility in writing. Early writing experiences foster the development of key aspects of literacy such as print awareness, functions of print, and phonological awareness in young children.

Young children extend their acquisition of literacy into writing much as they did learning to talk, by seeing it used by the adults and older children in their lives and by using, initially, rudimentary forms of writing. Children need to experience the writing of oral language into symbols and the decoding of written language into speech in many different contexts and for many different purposes. They also need to see themselves and others engaging in this process in ordinary daily activities. Adults need to accept their early attempts as valid expressions.

The developmentally progressive steps to mastering using writing for a purpose and specific audience are: intentionally makes marks or scribbles; associates writing with a purpose; creates writing with the intention of communicating; produces recognizable writing that conveys meaning; gathers ideas for writing for a purpose.

**Young Children are Learning When They:**

- ELA.5.1 Grasp tools.
- ELA.5.2 Intentionally make marks in substances.
- ELA.5.3 Read own writing (e.g., gives meaning to own writing by “reading what it says”).
- ELA.5.4 Draw pictures and scribble to generate and express ideas.
- ELA.5.5 Give writing to someone as a means of communicating.

**A child can be supported by an adult who:**

- Displays children’s drawing, scribbling, or writing efforts at the children’s eye level and rotates the items frequently.
- Reads to child daily in such a way that the child can examine the pictures, discuss all aspects of meaning, and become aware of the format of print.
- Models and discusses writing conventions: left to right, top to bottom.

## **How it looks in everyday activities:**

Yasmina carefully chooses a red crayon as she draws a picture of herself and her father coming to school. Her teacher, Mrs. Grady, asks Yasmina to tell about her picture.

Yasmina explains “It was windy when we walked to school, and I almost fell down! My Daddy helped me walk.” Mrs. Grady says, “That’s such a good story, we should write it down.” She gets lined paper and a pencil for Yasmina to use.

Yasmina starts writing her story, writing a mixture of letters, lines, and shapes, formed into several horizontal lines and using a left to right motion across the page. Mrs. Grady is pleased that Yasmina is showing some awareness of many writing conventions. She thinks about how she can support Yasmina’s interest in writing, such as by providing alphabet books, games, and puzzles.

When Yasmina’s father arrives to take her home, she happily shows him her picture and reads him her story. Mrs. Grady says, “Yasmina is doing great learning about letters and writing. Maybe she would like to show you how she can write at home.” Yasmina’s dad feels proud of her work and says on the way home, “Let’s show Mommy how you can write. Maybe you can write a note to Grandma Teresa.”

## ***Development of a skill in one area is related to and influences other developmental areas:***

### **Social/Emotional:**

- Reflects on being together with an adult.
- Expresses the events and/or feelings of coming, parting, and being at school.
- Feels competent to engage tasks.

### **Cognitive:**

- Reproduces the picture in her memory into a two-dimensional representation.
- Uses correct direction while writing.

### **Physical:**

- Uses eye-hand coordination and fine-motor development to draw and write.

### **Self-help:**

- Realizes that union and separation and anticipated reunion are a normal part of human interactions.

### **Communication/Literacy:**

- Uses drawing and writing to express a meaningful experience.
- Demonstrates beginning movement out of initial stages of writing.

## Young Children are Learning When They:

- ELA.5.6 Draw at the top or bottom of the page, when requested.
- ELA.5.7 Write from left to right.
- ELA.5.8 Write using pictures, letters, and words.
- ELA.5.9 Use writing or symbols to share an idea with someone.
- ELA.5.10 Dictate something for an adult to write down.
- ELA.5.11 Add writing to a picture story.
- ELA.5.12 Use writing to label drawings.
- ELA.5.13 Draw name or a message on a card or picture.
- ELA.5.14 Scribble a message on a card or picture.
- ELA.5.15 Write more than word correctly.
- ELA.5.16 Represent action with drawing.
- ELA.5.17 Copy a vertical line.
- ELA.5.18 Copy a horizontal line.
- ELA.5.19 Copy a circle.
- ELA.5.20 Classify categories of words.
- ELA.5.21 Identify attributes of objects.
- ELA.5.22 Identify categories of objects in pictures (e.g., animals).
- ELA.5.23 Use trial and error to solve a simple problem.

## A child can be supported by an adult who:

- Provides the child with access to a variety of writing materials (alphabet blocks, magnetic letters, pencils, crayons, chalk, paint, rubber stamps).
- Provides daily opportunities for children to “write” at their developmental level.
- Exposes the child to a wide selection of children’s literature through multiple daily read-alouds.
- Models the writing process through adult led **language experience** (adult records the child’s exact words).
- Models the writing process through **shared writing** (adult acts as a scribe, but more emphasis is placed on the composing process and constructing a text the children can read later).
- Models the writing process through **interactive writing** (children actively compose together, considering appropriate words, phrases, organization of text, and layout. At points selected by the adult, individual children take over or “share the pen”).
- Prompts the child to talk about their writing (picture(s), scribbling, letter approximations, etc.).
- Has topics to talk about (e.g., toys, books, blocks, dress-up clothing, art supplies, puppets).
- Asks many open-ended questions.

❖ **COMMON CORE STATE STANDARD: Language**  
**Conventions - printing, punctuation, capitalization**

❖ **ISTAR-KR: Uses writing implements**

Children make their first artistic gestures and attempts at writing the first time they flail their hands in the air. Infants and toddlers use these experimentations as well as large motions, a variety of materials and differing levels of intent to develop in the area of writing. Children need to experiment with a variety of “writing” techniques such as scribbling, drawing, and finally developing actual writing skills. Instead of worrying about the finished product adults should promote the child’s experimentation and effort in using materials in their own creative manner.

By using the knowledge of letter names and sounds and unconventional (invented) spellings, young children develop an impressive appreciation of the phonemic structure of the English language. Children gain confidence in their growing ability to translate their communication into writing if the adults in their environment are more interested in what they are trying to say, than on their use of conventional letter formation and/or spellings. Observation may reveal that the child is actually representing what she hears adults saying. Children who are learning English or who have language delays need to have their early attempts accepted and encouraged. It is better to build confidence than correctness at this stage of writing.

The developmentally progressive skills of using writing implements are: grasps writing tools; imitates specific writing strokes to make a picture; copies specific writing marks; approximates writing strings of letters; writes from left to right, spacing letters correctly.

**Young Children are Learning When They:**

- ELA.6.1 Attempt to write and draw.
- ELA.6.2 Scribble a message on a card or picture.
- ELA.6.3 Make marks with writing tools.
- ELA.6.4 Imitate drawing a vertical line.
- ELA.6.5 Imitate drawing a horizontal line.
- ELA.6.6 Imitate drawing a circle.
- ELA.6.7 Draw pictures and scribble to generate and express ideas.
- ELA.6.8 Draw at the top or bottom of the page, when requested.
- ELA.6.9 Position paper for writing.
- ELA.6.10 Write from left to right.
- ELA.6.11 Use writing or symbols to share an idea with someone.
- ELA.6.12 Use known letters or approximations of letters to represent written language.

**A child can be supported by an adult who:**

- Models and discusses writing conventions: left to right, top to bottom.
- Provides the child with access to a variety of writing materials (alphabet blocks, magnetic letters, pencils, crayons, chalk, paint, rubber stamps).
- Provides daily opportunities for children to “write” at their developmental level.
- Prompts the child to talk about their writing (picture(s), scribbling, letter approximations, etc.).
- Prompts the child to “tell me more” to encourage extensions of the child’s original writing.
- Provides letters for the child to see, feel, and copy.
- Explores letter/sound associations with the child.

## Young Children are Learning When They:

- ELA.6.13 Read own writing (e.g., give meaning to own writing by “reading what it says”).
- ELA.6.14 Combine strokes and shapes to represent letters.
- ELA.6.15 Copy a vertical line.
- ELA.6.16 Copy a horizontal line.
- ELA.6.17 Copy a circle.
- ELA.6.18 Write letters in strings.
- ELA.6.19 Write using phonetically spelled words.
- ELA.6.20 Use different combinations of letters to achieve sounds.
- ELA.6.21 Write more than one word correctly.
- ELA.6.22 Use the correct grasp of writing tool.
- ELA.6.23 Imitate drawing a cross.
- ELA.6.24 Copy a cross.
- ELA.6.25 Copy an “X”.
- ELA.6.26 Copy a square.

ELA.6.27 Imitate a series of three numbers or unrelated words.

## A child can be supported by an adult who:

- Gives the child opportunities to use environmental print to copy when writing lists or notes.
- Gives the child opportunities to write for real purpose and explore using invented spelling.
- Answers the child’s questions concerning words and meanings.
- Engages the child in conversations about real experiences and events and responds to the child’s verbal cues.

## How it looks in everyday activities:

### Supporting the use of different types of writing

Ricardo, Gwen, and Pablo are playing in the housekeeping center in the Head Start classroom. Gwen’s first language is English, and Ricardo and Pablo are fluent Spanish speakers and English language learners. Their teacher, Ms. Brenda, has provided many interesting props to support their use of writing in this play. For example, the children find a written poster menu with Spanish and English labels, pictures of many food choices with costs, paper and pencils for order taking, play money, and pretend food.

Gwen says she wants to be a waiter. Pablo tells Ricardo he will be the cook and so Ricardo decides to be a customer. Gwen shows Ricardo a menu and says, “What do you want?” Ricardo replies in Spanish, pointing to the pictures as he does so. As Ricardo shows that he wants hamburger, fries, and ice cream, Gwen imitates waiters she has seen when visiting restaurants with her parents by scribbling letters and shapes on a pad of paper. Then she says, “Coming up!” and hands the paper with the “order” to Pablo. She points to her writing, saying “He wants hamburger, fries, and ice cream”.

Pablo puts the pretend food on the plate and gives it to Gwen, who returns to her customer. Gwen lays the order paper on the table and says, “This is your bill.” Ricardo looks at the paper and then gives Gwen some play money. After giving Ricardo some change, Gwen shouts to some friends across the way, “Who else wants to eat?”

## ❖ COMMON CORE STATE STANDARD: Speaking and Listening – Comprehend and Collaborate

### ❖ ISTAR-KR: Demonstrates Receptive Language

Young children need an environment filled with rich language and many opportunities to hear language being used for different purposes. Talking makes children familiar with words and ideas that they need to enjoy and understand fiction and nonfiction books, including math, science, history, art, and other academic subjects that they will encounter later. The process of acquiring language is complex. During the infant and toddler years, children need relationships with caring adults who engage in many one-on-one, face-to-face interactions with them to support their oral language development and lay the foundation for later literacy acquisition (Newman, S.B., Copple, C. & Bredekamp, S.,2000).

Children learn to communicate long before they speak. They use sounds, gestures, and facial expressions to communicate what they want and need. The caregiver or parent can facilitate communication by being attentive to an infant’s signals such as babbling and cooing. Their speech development is facilitated by an encouraging partner who responds to their beginning communications, repeats their sounds, offers sounds for them to imitate, and explains events to the infant while they are taking place. As the toddler grows and develops, there is a wide range of normal language development. Adults can communicate actively with toddlers by modeling good speech, listening carefully, making use of and expanding on what they say, and helping them with new words and phrases. The developmentally progressive steps to mastering the skills of understanding language are: responds to cues in the environment; responds to familiar gestures and words; follows a familiar verbal or signed direction; follows and unfamiliar direction; follows directions with steps and descriptors.

#### Young Children are Learning When They:

- ELA.7.1 React to a story or event.
- ELA.7.2 React to new situations based on the memory of a previous event.
- ELA.7.3 Match pictures to actual objects.
- ELA.7.4 Point to a letter when asked.
- ELA.7.5 Actively attend to things that an adult is showing.
- ELA.7.6 Find named pictures or textures in book.
- ELA.7.7 Anticipate actions, sounds, or phrases from a predictable story.
- ELA.7.8 Recognize pictures of family members.
- ELA.7.9 Name actions from pictures or a story.

#### A child can be supported by an adult who:

- Changes the tone of voice when reading to show emotion and excitement.
- Provides the child with books that have interesting language, rhythm, and sounds.
- Provides child with books with predictable patterns and repeated language.
- Asks the child to follow simple requests while looking at a book (e.g., point to the cow).
- Exposes the child to rhymes and poems such as nursery rhymes and finger plays.
- Reads some books over and over again and encourages the toddler to join in with the words he knows. Toddlers like to hear the same story many times.

## Young Children are Learning When They:

- ELA.7.10 Recognize a favorite character.
- ELA.7.11 Pretend to do something or be someone.
- ELA.7.12 Imitate sounds in environment (e.g., animal, motor).
- ELA.7.13 Listen to others tell about their writing.
- ELA.7.14 Respond to arrival of a familiar person.
- ELA.7.15 Smile or laugh when looked at or spoken to.
- ELA.7.16 Respond to own name, words, or short phrases (e.g., “Stop!” “Where’s Mommy?”).
- ELA.7.17 Vary pitch, length, and volume of vocalizations to express wants and needs.
- ELA.7.18 Use jargon (expressive sounds) in conversational manner.
- ELA.7.19 Give an object when asked.
- ELA.7.20 Engage in turn-taking vocalizations.
- ELA.7.21 Jointly attend to object of interest to self.
- ELA.7.22 Jointly attend to pictures and books for several minutes.
- ELA.7.23 Shift attention along with communication partner.
- ELA.7.24 Use action words.
- ELA.7.25 Follow simple directions with prompts.
- ELA.7.26 Identify five common signs or symbols.
- ELA.7.27 Tell something that a favorite character does in a story.
- ELA.7.28 Follow printed words as a story is read or caption as a video is played.
- ELA.7.29 Watch and listen to a story to completion or for ten or more minutes.
- ELA.7.30 Name sounds heard in familiar environment.

## A child can be supported by an adult who:

- Encourages the child to reenact a story through play.
- Matches facial expressions to the tone of the voice.
- Varies tone of voice and level of voice.
- Varies gestures and facial expressions.
- Repeats phrases over and over.
- Keeps language simple.
- Initiates games, such as the echo game or word games.
- Points to objects being talked about.
- Gives one-step directions (e.g., “show me your nose” or “give me a diaper”).
- Points out print common in the child’s environment: storefronts, trucks, billboards, signs, tags, food, cans, etc.
- Reads to child daily in such a way that the child can examine the pictures, discuss all aspects of meaning, and become aware of the format of print.
- Reads a book many times and points out repeated words and length of words and their sounds.
- Points out individual letters and names them as the opportunity arises.
- Helps the child explore different styles and ways letters and words are written (e.g., *Sam*, **Sam**).
- During daily routines, like reading and eating, takes time to talk with the child.
- Reinforces and extends the child’s vocabulary usage. (e.g., Child: “There’s a dog out there.” Adult: “You’re right, there is a big, black dog in our back yard.”)
- Reads with the child in a way that makes the child become an active participant by asking the child to respond to questions about the story and the pictures.
- Encourages and models verbal interaction with other children and adults. (EL)
- Talks with the child about trips to libraries, museums, movies, and parks.

## **How it looks in everyday activities:**

During circle time, preschool teacher Mr. Jeffers says, “Boys and girls, let’s see whose name begins with the same sound as mine, Jeffers.” He exaggerates the “J” sound so the students can hear it and shows a card with the letter “J” printed on it as he talks. Mr. Jeffers starts with Jamal, saying “Jamal. Jeffers. Does Jamal’s name start with the same sound as Jeffers?” Several students shout out “Yes” but others seem unsure. Mr. Jeffers sees some students talking together and hears others repeating “Jamal” to themselves as they think about the answer. To encourage more students to participate, Mr. Jeffers says, “Show thumbs up if you think that Jamal’s name starts with the same sound as Jeffers.”

While Mr. Jeffers talks, Linda, an interpreter who helps Sarah, signs his words. Sarah attends closely to Linda, imitating the sign for “J” and raising a “thumbs up” along with her classmates. Linda smiles when she notices some of the hearing children are signing “J” as well.

Mr. Jeffers goes around the room saying each student’s name, followed by his own. The students answer each time until they find all of the children whose names have the same beginning sound as Jeffers.

## ***Development of a skill in one area is related to and influences other developmental areas:***

### **Social/Emotional:**

- Participates in group activities.

### **Cognitive:**

- Learns to identify matching beginning sounds.
- Connects a letter with its beginning sound.

### **Physical:**

- Engages in small motor movement.

### **Communication/Literacy:**

- Begins to recognize consonant sounds and words beginning with the same sound.

### **Young Children are Learning When They:**

- ELA.7.31 Ask and answer simple questions about a story being read.
- ELA.7.32 Ask adult to read printed information.
- ELA.7.33 Tell one thing that happens in a familiar story.
- ELA.7.34 Tell simple story from pictures and books.
- ELA.7.35 Use new vocabulary learned from experiences.
- ELA.7.36 Act out familiar, scripted events and routines.
- ELA.7.37 Identify a favorite story.
- ELA.7.38 Request or select a story by the title of the book.
- ELA.7.39 Tell simple stories from pictures and books.
- ELA.7.40 Express what might happen after the action in a picture.
- ELA.7.41 Tell one thing that happens in a familiar story.
- ELA.7.42 Use personal experiences to answer questions about stories.
- ELA.7.43 Follow pages that accompany a story on audiotape or CD.
- ELA.7.44 Identify the beginning, middle, and end of the story.
- ELA.7.45 Actively look for or keep attending to things that an adult points to, shows, or talks about.
- ELA.7.46 Ask questions and make comments about a story being read.
- ELA.7.47 Use personal information to answer questions about a story.
- ELA.7.48 Describe a picture in a book.
- ELA.7.49 Talk about the cover and illustrations prior to the story being read.

### **A child can be supported by an adult who:**

- Models finding, organizing, and using information from books and other technical materials.
- Observes the child's interests and supports this through books, audiotapes, videotapes, and other materials.
- Takes the child to the library and introduces the child to how and where materials are located and used.
- Provides books, computers, tapes, and music related to the interests of the child.
- Learns to select software and Internet Websites that are appropriate for young children.
- Reads and rereads predictable texts to the child.
- Provides many types of reading material, including information books, stories, poetry, alphabet and counting books, and wordless picture books.
- Maintains a comfortable, cozy place where the child can read alone, with the adult, or with a friend.
- While reading with the child, asks questions to help initiate thinking about the plot and characters.
- Provides opportunities for the child to respond to stories in a variety of ways (e.g., acting, talking, dancing, creating a picture).
- Shares many different types of literature with the child and discusses the main parts (characters, setting, etc.).
- Includes non-English books and stories to help support a child whose first language is not English.

### **Young Children are Learning When They:**

- ELA.7.50 Identify a favorite story.
- ELA.7.51 Identify a location of a caregiver if not present.
- ELA.7.52 Follow dictated writing read by an adult.
- ELA.7.53 Represent action with drawing.
- ELA.7.54 Name sounds heard in the environment.
- ELA.7.55 Watch and listen to a story to completion for ten minutes or more.
- ELA.7.56 Follow one-step spoken directions without prompts (e.g., Get your shoe).
- ELA.7.57 Ask and answer simple questions.
- ELA.7.58 Classify categories of words.
- ELA.7.59 Identify attributes of objects.
- ELA.7.60 Identify categories of objects in pictures (e.g., animals).
- ELA.7.61 Follow commands containing two familiar attributes (e.g., Get the big, red sock).
- ELA.7.62 Follow two-step spoken directions with prompts.
- ELA.7.63 Use trial and error to solve a simple problem.
- ELA.7.64 Generalize a solution to a new situation.
- ELA.7.65 Imitate simple rhymes.
- ELA.7.66 Repeat simple sentences as presented.
- ELA.7.67 Engage in reciprocal conversations for two to three exchanges.
- ELA.7.68 Imitate four to five word sentences.
- ELA.7.69 Talk without repeating sounds and syllables in words.
- ELA.7.70 Use six word vocalizations, signs, symbols, or gestures to communicate.
- ELA.7.71 Use four word vocalization signs, symbols, or gestures to tell about objects.

### **A child can be supported by an adult who:**

- Talks with the child using language in a naturalistic, real-life context.
- Provides a wide variety of materials for the child to hold, touch, play with, and manipulate.
- Encourages the child to share ideas and experiences to expand understanding.
- Asks many open-ended questions.
- Answers the child's questions concerning words and meanings.
- Engages the child in conversations about real experiences and events and responds to the child's verbal cues.
- Introduces a variety of rhymes, silly verses, chants, and songs.
- Records the child in a variety of speaking situations and allows the child to hear how he actually sounds.
- Engages the child in many varied activities and experiences.
- Exposes the child to new concepts and words.
- Continually listens and responds to the child in order to assess language use, fluency, complexity, and imaginativeness.
- Uses story telling to encourage the use of new and interesting words.
- Encourages the child to share his/her ideas and experiences and expand their understanding by asking many open-ended questions.
- Answers the child's questions concerning words and meanings.
- Engages the child in conversations about real experiences and events and responds to the child's verbal cues.
- Provides supportive opportunities for the child to learn "school talk."

## ❖ COMMON CORE STATE STANDARD: Speaking and Listening – Comprehend and Collaborate

### ❖ ISTAR-KR: Demonstrates Expressive Language

Children learn to communicate expressively when an adult talks with them. As older infants coo and later begin to babble, the adult who talks back to that child begins the reciprocal interchange that helps a young child learn to communicate.

Young children first use single words to help adults and others to understand their needs, ask questions, express feelings, and solve problems. Later they learn to put two words together and advance to phrases. Grammar comes a bit later, but practicing talking teaches children how to communicate.

In building a foundation for speaking for a variety of purposes, young children need many opportunities to formulate language rules and communicate their ideas to adults and children.

Adults who care about the child's self-esteem and development of oral communication, respond to information, questions, or requests with respect, interest, and eye-contact.

Young children need an environment filled with rich language and many opportunities to hear language being used for different purposes.

The developmentally progressive steps to mastering expressive language are: uses gestures or sounds to communicate; uses single words to communicate; uses two-word phrases and sentences with simple grammatical rules; uses varied grammar in expression; shares information and ideas to describe, explain, predict.

#### Young Children are Learning When They:

- ELA.8.1 Emulate sounds in the environment (e.g., animal, motor).
- ELA.8.2 Show affection to a caregiver, character, or plaything.
- ELA.8.3 Pretend to read a book aloud.
- ELA.8.4 Anticipate actions, sounds, or phrases from a predictable story.
- ELA.8.5 Recognize pictures of family members.
- ELA.8.6 Name actions from pictures or a story.
- ELA.8.7 Recognize a favorite character.
- ELA.8.8 Pretend to do something or be someone.
- ELA.8.9 Use eye gaze to communicate.
- ELA.8.10 Use proximity to communicate.
- ELA.8.11 Use gestures to communicate.
- ELA.8.12 Show affection for an imaginary character or plaything.

#### A child can be supported by an adult who:

- Changes the tone of voice when reading to show emotion and excitement.
- Provides the child with books that have interesting language, rhythm, and sounds.
- Attends to and encourages young child vocalizations and communicative gestures.
- Take turns “talking” with the child.
- Reads some books over and over again and encourages the toddler to join in with the words he knows. Toddlers like to hear the same story many times.
- Provides many activities that foster the development of fine motor skills and strength such as rattles, finger plays, use of tools, play dough, scissors, stringing beads, lacing and manipulation of small items.

## **Young Children are Learning When They:**

- ELA.8.13 Use symbols or objects to communicate.
- ELA.8.14 Imitate sounds in environment (e.g., animal, motor).
- ELA.8.15 Engage someone else to record ideas in words, drawings, or symbols.
- ELA.8.16 Vocalize while looking at a book.
- ELA.8.17 Respond to arrival of a familiar person.
- ELA.8.18 Smile or laugh when looked at or spoken to.
- ELA.8.19 Respond to own name, words, or short phrases (e.g., “Stop!” “Where’s mom?”).
- ELA.8.20 Imitate one-word vocalization.
- ELA.8.21 Vary pitch, length, and volume of vocalizations to express wants and needs.
- ELA.8.22 Use jargon (expressive sounds) in conversational manner.
- ELA.8.23 Give an object when asked.
- ELA.8.24 Engage in turn-taking vocalizations.
- ELA.8.25 Jointly attend to object of interest to self.
- ELA.8.26 Jointly attend to pictures and books for several minutes.
- ELA.8.27 Use action words.
- ELA.8.28 Use appropriate intonations for questions.
- ELA.8.29 Use two-word vocalizations, signs, symbols, or gestures to tell about objects or events in the present.
- ELA.8.30 Name objects from a picture book.
- ELA.8.31 Identify five common signs or symbols.
- ELA.8.32 Tell something that a favorite character does in a story.
- ELA.8.33 Tell a story while holding a book.
- ELA.8.34 Read own writing (e.g., gives meaning to own writing by “reading what it says”).
- ELA.8.35 Name 13 uppercase letters.
- ELA.8.36 Point to and name six letters.
- ELA.8.37 Match the sound that begins own name with the sound that begins another word or name.

## **A child can be supported by an adult who:**

- Displays children’s drawing, scribbling, or writing efforts at the children’s eye level and rotates the items frequently.
- Does not try to interpret the child’s work or criticize it.
- Varies tone of voice and level of voice.
- Varies gestures and facial expressions.
- Utilizes routines such as diapering, feeding, etc., to talk to the child about what is being done.
- Repeats phrases over and over.
- Provides opportunity to listen to sounds in the environment.
- Uses child’s name frequently.
- Keeps language simple.
- Initiates games, such as the echo game or word games.
- Points to objects being talked about.
- Uses descriptive words.
- Places familiar pictures where children can see them.
- Has and reads books with repetition.
- Gives one-step directions (e.g., “show me your nose” or “give me a diaper”).
- Interprets and gives names to child’s emotions.
- Repeats and expands on what child says.
- Uses all forms of nonverbal communication when speaking to a child.
- Reads rhymes with interesting sounds, especially those accompanied by actions or pictures.
- Provides the child with a wide range of books and appropriate printed materials.
- Points out print common in the child’s environment: storefronts, trucks, billboards, signs, tags, food, cans, etc.
- Encourages child to discuss what has been read.
- Points out individual letters and names them as the opportunity arises.
- When reading familiar rhymes, stops before a rhyming word and encourages the child to fill in the rhyme.

## **How it looks in everyday activities:**

Mrs. Smith surprises her preschool class with a new pet: a rabbit. The children are very interested in everything about the rabbit. Mrs. Smith asks questions that help the children use different vocabulary words to describe the rabbit's color, ear and eye shape, foot size, softness, and many other characteristics. Mrs. Smith models using these new words with the rabbit and later during other lessons.

Monica is worried that the rabbit is hungry and offers to feed it part of her peanut butter sandwich. Bill says, "No, rabbits only like carrots, like Bugs Bunny!" Mrs. Smith helps the class find out that rabbits like lots of different vegetables by looking in a book about small animals. Bill wonders what rabbits drink, and says, "Let's check in the book!" When they learn that rabbits need to drink water, but not milk or juice like children, Monica says "That is like my kitty."

Each day, Mrs. Smith shows the children another way to find information about the rabbit, including reading in books and magazines and using the Internet. The children enjoy collecting information about where rabbits live and sleep and are surprised to learn that some rabbits are wild. . They also read with the teacher that rabbits prefer a clean home and the teacher shows them how to clean the rabbit's cage. The teacher and students make a schedule so that each can take a turn giving the rabbit water and food and keep the cage clean.

## ***Development of a skill in one area is related to and influences other developmental areas:***

### **Social/Emotional:**

- Works with others to learn and exchange information.
- Uses inquiry techniques to discover and use new concepts and vocabulary.

### **Cognitive:**

- Increases vocabulary and appropriate usage of words.
- Uses information for a practical purpose: care of the rabbit.

### **Physical:**

- Uses sensory abilities.
- Adjusts touch and handling to the needs of the animal.

### **Self-help:**

- Learns that animals need special food and balanced diets just as they do.

### **Communication/Literacy:**

- Uses computer literacy, with adult support as needed, in finding more information about a topic.

### **Young Children are Learning When They:**

- ELA.8.38 Identify first letter of own name.
- ELA.8.39 Generate sounds from letters.
- ELA.8.40 Recognize that words that look alike and may sound alike.
- ELA.8.41 Imitate simple rhymes.
- ELA.8.42 Sing the alphabet song.
- ELA.8.43 Recite/sing one rhyme or song.
- ELA.8.44 Generate and blend the sounds of letter patterns into recognizable words.
- ELA.8.45 Clap out syllables in word songs.
- ELA.8.46 Point to words in a book while telling a story.
- ELA.8.47 Name sounds heard in familiar environment.
- ELA.8.48 Ask and answer simple questions about a story being read.
- ELA.8.49 Ask adult to read printed information.
- ELA.8.50 Talk about action pictures of family, pets, or self.
- ELA.8.51 Tell one thing that happens in a familiar story.
- ELA.8.52 Tell simple story from pictures and books.
- ELA.8.53 Use new vocabulary learned from experiences.
- ELA.8.54 Act out familiar, scripted events and routines.
- ELA.8.55 Identify a favorite story.
- ELA.8.56 Request or select a story by the title of the book.
- ELA.8.57 Tell simple stories from pictures and books.
- ELA.8.58 Express what might happen after the action in a picture.
- ELA.8.59 Use personal experiences to answer questions about stories.
- ELA.8.60 Identify the beginning, middle, and end of the story.

### **A child can be supported by an adult who:**

- Supports the child's early attempts to write, as a way to focus on the sounds that make up the words.
- Draws attention to the relationship between words and pictures.
- Demonstrates that letters grouped together make words by pointing to the words as they read or write a story, a label, a letter, and a sign.
- During daily routines, like reading and eating, takes time to talk with the child.
- Reads with the child in a way that makes the child become an active participant by asking the child to respond to questions about the story and the pictures.
- Talks with the child about trips to libraries, museums, movies, and parks.
- Models finding, organizing, and using information from books and other technical materials.
- Observes the child's interests and supports this through books, audiotapes, videotapes, and other materials.
- Provides books, computers, tapes, and music related to the interests of the child.
- Learns to select software and Websites that are appropriate for young children.
- Provides many types of reading material, including information books, stories, poetry, alphabet and counting books, and wordless picture books.
- While reading with the child, asks questions to help initiate thinking about the plot and characters.
- Provides opportunities for the child to respond to stories in a variety of ways (e.g., acting, talking, dancing, creating a picture).
- Shares many different types of literature with the child and discusses the main parts (characters, setting, etc.).
- Includes non-English books and stories to help support a child whose first language is not English.

### **Young Children are Learning When They:**

- ELA.8.61 Describe a picture in a book.
- ELA.8.62 Identify a location where he/she is going or has been.
- ELA.8.63 Identify a location of a caregiver if not present.
- ELA.8.64 Identify two characters that interact in a story.
- ELA.8.65 Recall if something truly happened.
- ELA.8.66 Draw pictures and scribble to generate and express ideas.
- ELA.8.67 Give writing to someone as a means of communicating.
- ELA.8.68 Write using pictures, letters, and words.
- ELA.8.69 Use writing or symbols to share an idea with someone.
- ELA.8.70 Use known letters or approximations of letters to represent written language.
- ELA.8.71 Dictate something for an adult to write down.
- ELA.8.72 Add writing to a picture story.
- ELA.8.73 Use writing to label drawings.
- ELA.8.74 Draw name or a message on a card or picture.
- ELA.8.75 Scribble a message on a card or picture.
- ELA.8.76 Write more than word correctly.
- ELA.8.77 Represent action with drawing.
- ELA.8.78 Ask and answer simple questions.
- ELA.8.79 Classify categories of words.
- ELA.8.80 Identify attributes of objects.
- ELA.8.81 Identify categories of objects in pictures (e.g., animals).

### **A child can be supported by an adult who:**

- Models and discusses writing conventions: left to right, top to bottom.
- Provides the child with access to a variety of writing materials (alphabet blocks, magnetic letters, pencils, crayons, chalk, paint, rubber stamps).
- Provides daily opportunities for children to “write” at their developmental level.
- Exposes the child to a wide selection of children’s literature through multiple daily read-alouds.
- Prompts the child to talk about their writing (picture(s), scribbling, letter approximations, etc.).
- Prompts the child to “tell me more” to encourage extensions of the child’s original writing.
- Provides opportunities for the child to put his/her thoughts on paper by writing the words the child dictates to them.
- Transcribes the child’s words and takes the opportunity to demonstrate ordinary conventions like: top to bottom; left to write; spaces between words; upper and lower case letters.
- Writes, displays, and points out the child’s name often.
- Labels some of the important things in the child’s world.
- Has topics to talk about (e.g., toys, books, blocks, dress-up clothing, art supplies, puppets).
- Encourages the child to share ideas and experiences to expand understanding.
- Asks many open-ended questions.
- Answers the child’s questions concerning words and meanings.
- Engages the child in conversations about real experiences and events and responds to the child’s verbal cues.
- Introduces a variety of rhymes, silly verses, chants, and songs.

## **How it looks in everyday activities:**

Each night at 8 p.m. Leah and her mother Olivia start their bedtime routine. Olivia knows that repeating the same actions every day builds Leah’s cognitive skills such as sequencing and time sense and emotional skills such as trust and security. Olivia says, “Come on sweetie, it’s time for a bath.” Leah shows she has learned the routine when she says, “Then pajamas and snack!”

Once she is in bed, Leah is ready for her favorite part of the routine, a story about herself. Olivia asks, “What is Leah going to do in the story tonight?” and Leah says, “Visit grandma.” So Olivia begins, “Once upon a time there was a little girl named Leah who got up extra early to go to her grandma’s house!” Olivia stops at times and lets Leah add to the story. She makes sure that the story has a clear beginning, middle, and end. The story is about ordinary things that Leah likes doing. When Olivia closes the story with, “The end,” Leah closes her eyes, sighs, snuggles into her blankets, and says, “That was a good story!”

## ***Development of a skill in one area is related to and influences other developmental areas:***

### **Social/Emotional:**

- Experiences a warm, caring relationship with parent.
- Hopes, fears, happenings, legitimized by hearing them in a story.

### **Cognitive:**

- Exercises ability to remember and order meaningful events.

### **Physical:**

- Patterns routines to make the transition from active play to quiet.

### **Self-help:**

- Learns to accept rituals as signals of the transition from active to quiet and social to personal.

### **Communication/Literacy:**

- Distinguishes between events of her life and the language in stories and books.
- Recognizes correct and appropriate words for events and objects.

### **Young Children are Learning When They:**

- ELA.8.82 Use new vocabulary learned from experiences
- ELA.8.83 Repeat simple sentences as presented.
- ELA.8.84 Request permission.
- ELA.8.85 Use language instead of physical force to resolve conflicts, with assistance.
- ELA.8.86 Imitate four to five word sentences.
- ELA.8.87 Talk without repeating sounds and syllables in words.
- ELA.8.88 Use auxiliary verbs (e.g., am, is, are).
- ELA.8.89 Use nouns, plurals, prepositions, and verb forms frequently.
- ELA.8.90 Use pronouns correctly.
- ELA.8.91 Use six word vocalizations, signs, symbols, or gestures to communicate.
- ELA.8.92 Use four word vocalization signs, symbols, or gestures to tell about objects and events in the recent past and near future.
- ELA.8.93 Pick from two ideas to talk about.
- ELA.8.94 Understand and follow a one-step direction.
- ELA.8.95 Communicate recent experiences.
- ELA.8.96 Give name, age, and gender upon request.
- ELA.8.97 Give address upon request.
- ELA.8.98 Tell three events in chronological order.

### **A child can be supported by an adult who:**

- Talks with the child and listens to the child frequently, encouraging sharing experiences and ideas.
- Encourages the use of words with other children and with adults to express ideas, desires, feelings, and to resolve conflicts.
- Provides opportunities for dramatic play.
- Records the child in a variety of speaking situations and allows the child to hear how he actually sounds.
- Provides opportunities for the child to interact and communicate with other children.
- Engages the child in many varied activities and experiences.
- Exposes the child to new concepts and words.
- Talks with the child using language in a naturalistic, real-life context.
- Uses storytelling to encourage the use of new and interesting words.
- Responds to the child's language explorations as if intending to mean something and provides feedback to clarify meaning (e.g., "Mommy come home?" Answer: "Yes, mommy is coming home").
- Answers the child's questions concerning words and meanings.
- Engages the child in conversations about real experiences and events and responds to the child's verbal cues.