



English
Language Arts
Guidance



Introduction

Families, caregivers, and early educators all work together to help children grow and learn. This guidance is intended to be a resource for educators to support and enhance children's learning and development while using the Foundations, Indiana's Early Learning Development Framework. While this is not an exhaustive list, this guidance is meant to serve as a suggestion for practice from birth to age five including the transition into kindergarten. It can be used to support a child's development at different levels of learning and promotes fluid movement between developmental stages. The Foundations are not intended to be a curriculum, but what children should know and be able to do throughout developmental stages. Curricula is content that children should learn and methods to teach the content whereas lesson plans are intended to demonstrate how the content is conveyed to children. This guidance is a resource for educators to use while developing an intentional lesson plan.

Looking Ahead to Kindergarten

High quality early experiences help a child become ready for kindergarten and beyond. The Foundations show early educators the developmental progression that typically developing young children should experience as they grow toward kindergarten readiness. In 2014, Indiana's Early Learning Advisory Committee approved the following definition of kindergarten readiness: "In Indiana, we work together so that every child can develop to his or her fullest potential socially, emotionally, physically, cognitively, and academically. Through growth in all of these domains, the child will become a healthy, capable, competent, and powerful learner."

Family Engagement

Indiana's Early Learning Advisory Committee (2016) has approved the following definition for family engagement:

- Families actively supporting their children's learning and development, and sharing the responsibility with early care and education providers who are committed to engaging with families in meaningful, culturally respectful ways;
- Continuous across a child's life, beginning in infancy and extending through college and career preparation programs;
- Occurring across the various early care and learning settings where children play and grow."

Children develop in the context of their environments, which includes family, culture, and community. Family engagement is a strong predictor of children's development, wellness, educational attainment, and success later in school and life. Early educators can use the Family Engagement sections and the Powerful Practices throughout this guidance for strategies that they can encourage family members to use at home. Children and their families also face a number of complex challenges and situations. Communities are strengthened when there are strong partnerships between organizations. Educators and program administrators are encouraged to refer families to agencies that have the most in depth knowledge to meet their needs.

Special Populations

The Indiana Core Knowledge and Competencies encourage educators to see children as unique individuals within a family and community and to be sensitive to individual developmental needs. This guidance supports special populations including dual language (DLL), exceptional, and high ability learners; however, many of the recommended strategies are appropriate and beneficial to all children. It's encouraged that educators use a flexible approach when designing curriculum and keep the needs of all children in mind. The use of the Universal Design for Learning (UDL) provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone (See Appendix B for additional information). Additionally, with family/parental consent, we encourage educators to engage and collaborate with other professionals in closely related sectors supporting the child and family to further inform and align services. This could include professionals from education, health, and social services (e.g. First Steps/Early intervention, public schools, therapists, and physicians).



ELA Foundation 1: Communication Process

Early learners develop foundational skills to communicate effectively for a variety of purposes.

ELA1.1: Demonstrate receptive communication

Receptive language is the ability to understand the input of language, words, and gestures. The development of receptive language skills is foundational for literacy. Acquiring receptive language leads to the ability to:

- Verbally and non-verbally respond to sounds, words, and gestures
- Follow one and two step directions
- Engage in conversation
- Answer age-appropriate questions
- Listen for understanding
- Focus on and attend to discussion
- Discover that speech has patterns
- Build vocabulary

Looking Ahead to Kindergarten

In kindergarten, students, with support, will work to build understanding of topics using various sources. Additionally, they will identify relevant pictures, charts, grade appropriate texts, personal experiences or people as sources of information on a topic (K.W.5). Lastly, students will use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary (K.RV.1).

Family Engagement

Encourage families to:

- Model talking about their day and share their thoughts.
- Ask their child about their day (e.g. "Tell me about your drawing/picture/art from school today!").
- Talk about the daily schedule or routines.
- Try making books a part of their daily routine (e.g. read a bedtime story together).
- Talk frequently with their children starting at birth.

Special Populations¹

Educators can:

- Use gestures and visual cues to aid in understanding the meaning of words.
- Reinforce and review vocabulary that has been taught or discussed.
- Speak with clarity and provide small amounts of information at a time to allow time for processing.
- Give opportunities for the child to repeat given directions to demonstrate understanding of verbal language.

¹ With familial consent, we encourage early educators to collaborate with other service providers.

Powerful Practices

Examples of ways adults can support young learners' receptive communication:

ELA1.1: Demonstrates receptive communication

Across all developmental stages, educators can:

- Read a book many times.
- Talk and sing to children, using complex grammar and rich vocabulary when appropriate (e.g. introduce vocabulary as it relates to the environment, on walks, or field trips).
- Engage children in listening activities.
- Pose questions to determine understanding.
- Provide one-on-one, face-to-face verbal and non-verbal interactions to support engaging a child in communication.
- Offer opportunities to engage in two-way conversations with adults and peers.

Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool
<p>Talk with infant during and about daily routines and prepare them for transitions (e.g. "I am going to wipe your nose now!")</p> <p>Talk with infant, using their name often in the conversation (e.g. "Sarah, are you hungry?")</p> <p>Verbally respond to infant's vocalizations (e.g. Respond to a infant by saying, "Is that so?" "You don't say?")</p> <p>Point to objects while talking about them</p> <p>Repeat familiar words and gestures that accompany your actions (i.e. play-by-play announcing to their actions and yours)</p> <p>Change tone of voice when reading aloud to show emotion</p>	<p>Talk with child during and about daily routines like meals, personal care, and read alouds (e.g. "It is time brush our teeth." "Today, we are having green beans for lunch.")</p> <p>Talk with child about what you or they are doing. (e.g. "I'm helping Susie clean up the blocks." "You are walking to the playground.")</p> <p>Engage in conversation using simple words, signs and/or gestures</p> <p>Match your facial expressions to the tone of the child's voice</p> <p>Provide and read aloud books with predictable and repeated language</p>	<p>Talk with child during and about daily routines like meals, personal care, and read alouds (e.g. "Before we eat our snack, we will wash our hands.")</p> <p>Repeat and rephrase questions or requests if the child does not understand the first time</p> <p>Pose simple who, what and where questions and provide adequate time for a response (e.g. "Do you know who is visiting you today?" "What can we use to draw this picture?")</p> <p>Give one-step directions (e.g. "Time to go outside! Let's get our coats." or "It's time to pick up all the cars!")</p>	<p>Reinforce child's vocabulary usage (e.g. Child: "There is a dog out there." Adult: "You are right. There is a big, brown dog in our backyard.")</p> <p>Play listening games with children (e.g. <i>I Spy</i>)</p> <p>Use positional words when giving simple directions to a child (e.g. "Put the ball on the shelf.")</p> <p>Model "if then" statements (e.g. "If it is snowing, then we need gloves.")</p> <p>Give simple two step directions (e.g. "Find your crayon box and take it to the table.")</p>	<p>Extend child's vocabulary (e.g. highlight the similarities and differences between words while playing games and reading books)</p> <p>Play more complex listening games (e.g. <i>Simon Says</i>)</p> <p>Provide new, different, varied and diverse experiences that expand vocabulary (e.g. field trips or objects to explore)</p> <p>Give multi-step directions, providing support and/or reminders to assist the child with completion of the task</p>



ELA Foundation 1: Communication Process

Early learners develop foundational skills to communicate effectively for a variety of purposes.

ELA1.2: Demonstrate expressive communication

Expressive communication is the ability to put thoughts into words and sentences in a way that has meaning. Expressive communication refers to how one conveys a message to a communication partner by gesturing, speaking, writing, or signing. Expressive communication includes using body language or vocals and leads to the ability to:

- Develop foundational skills for reading and writing
- Express individual needs, wants and feelings
- Collaborate with others

Looking Ahead to Kindergarten

In kindergarten, students will begin to ask questions to seek help, get information, or clarify something that is not understood (K.SL.2.4). Additionally, they will use words, phrases, and strategies through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary (K.RV.1).

Family Engagement

Encourage families to:

- Use descriptive language (e.g. instead of “big” use the word “gigantic”).
- Demonstrate sentence structure and conversational cues by using simple language and complete sentences when talking to their child.
- Model communication skills while playing (e.g. talk/ask questions about what their dolls are doing).
- Repeat incorrect phrases correctly (e.g. child says, “We goed to the store today!” and the parent responds, “Yes! We went to the store today.”).
- Ask their child to predict what will happen next when reading.

Special Populations²

Educators can:

- Provide children with pictures or objects and nonverbal cues that communicate their interests, wants, and/or needs.
- For DLLs, use labels with pictures and words. When possible, include English and small key phrases in their native language to make connections.

² With familial consent, we encourage early educators to collaborate with other service providers.

Powerful Practices

Examples of ways adults can support young learners' expressive communication:

ELA1.2: Demonstrate expressive communication

Across all developmental stages, educators can:

- Model appropriate verbal and non-verbal communications to expand on a child's thoughts, interests, and vocabulary.
- Support two way communications with children by talking and sharing life experiences and individual interests.
- Encourage and allow children to elaborate on stories and conversations that prompt use of vocabulary by asking questions that require a full answer, and not a simple yes or no.

Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool
Engage infant in back-and-forth vocal play (e.g. imitate and repeat an infant's babbling while using different tones)	Engage child in familiar books, songs, and fingerplays	Engage child in familiar books, songs, and fingerplays and encourage participation with familiar words and phrases	Encourage child to role play or retell familiar portions of a story or experience (may be inaccurate or not in sequence)	Encourage child to role play or retell familiar portions of a story or experience with increased accuracy
Label facial expressions and emotions when talking with infant	Encourage child to identify familiar objects, people, and self by pointing	Encourage child to verbally identify familiar objects, people, and self	Repeat and expand on child's verbal identification of familiar objects, people, and self with increased detail	Encourage child to give detailed descriptions of familiar objects, people, and self
Incorporate familiar and interesting objects and photographs in the environment	Model proper use of pronouns (e.g. you, me, mine, and I)	Model proper use of word tense (e.g. "It snowed yesterday." "I had carrots for lunch.")	Model and support proper use of word tense	Model and support proper use of word tense (e.g. child: "I goed to school yesterday." Educator response: "Yes. You went to school yesterday.")
Model varied pitch, length, and volume of vocalizations to express wants and needs	Repeat and expand on what child says without correcting their speech (e.g. "Cookie" can be expanded back to the child as, "Do you want a cookie?")	Encourage child to label actions with words (e.g. "What are you doing with the paint?")	When reading with child, ask simple questions about the story (e.g. "Why is the bear happy?")	When reading with child, ask them to predict what will happen next in the story
Acknowledge and encourage infant's vocalizations and communicative gestures including early sign language (e.g. during feeding, infant turns their head when they don't want the food on the spoon headed for their mouth)	Model verbalizing and using sign language to determine wants and needs (e.g. "I see that you want the toy.")	Encourage child to verbalize wants and needs (e.g. asking for help)		



ELA Foundation 1: Communication Process

Early learners develop foundational skills to communicate effectively for a variety of purposes.

ELA1.3: Demonstrate ability to engage in conversations

Conversations are back and forth verbal exchanges between at least two people, where one person starts speaking while the other person is actively listening and then responds to the first person. Two-way conversations are how children communicate their needs, wants, emotions and interests. Respectful two way communications are how children and educators build a mutually trusting relationship.

Looking Ahead to Kindergarten

In kindergarten, students will listen actively and communicate effectively with a variety of audiences and for difference purposes (K.SL.1) and participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and large groups (K.SL.2.1). Additionally, students will ask appropriate questions about what a speaker says (K.SL.3.2). Lastly, students will continue a conversation through multiple exchanges (K.SL.2.5) and they will listen to others, take turns speaking, and add their own ideas to small group discussions or tasks (K.SL.2.3).

Family Engagement

Encourage families to:

- Have frequent conversations with their child and use rich vocabulary while making eye contact and listening actively.
- Ask their child questions that require more than a yes/no response.
- Consider using informal times to talk to their child (i.e. meal times, driving in the car, etc.).
- Problem solve with their child (e.g. "What do you think we should do about...?").
- Use their child's stuffed animals or sock puppets to demonstrate conversations.

Special Populations³

Educators can:

- Model respectful conversations by allowing children time to process and observe how language is used by others (e.g. learning to pause, attentively listening).
- Look for nonverbal cues as when to encourage children to participate in conversations and when to let them observe.

³With familial consent, we encourage early educators to collaborate with other service providers.

Powerful Practices

Examples of ways adults can support young learners' engagement in conversations:

ELA1.3 Demonstrate ability to engage in conversations

Across all developmental stages, educators can:

- Frequently label and point out objects, and build on children's interests to introduce new vocabulary.
- Demonstrate active listening skills by making eye contact and being on the child's level.
- Frequently describe what is happening around them including routines, sounds, objects and other people.
- Give children time to express their thoughts, ideas and interests.
- Ask open ended questions (i.e. questions requiring more than a yes/no answer) and provide time for children to respond before asking additional questions.
- Consistently respond to and repeat children's responses and extend their statements including additional or more complex vocabulary.
- Attend to children's needs and non-verbal cues to model the back and forth flow of conversations, while building children's trust to engage in conversations.

Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool
Engage infant in back-and-forth vocalizations	Be aware of child's nonverbal cues (e.g. head shaking or pointing)	Ask simple open ended questions and allow child time to process and respond	Engage child in conversation on topics of their interest	Give child opportunities to initiate and lead conversations
Model conversation patterns, pausing for verbal or nonverbal responses (e.g. "Do you see the puppy?" Pause for response. Infant smiles or coos. "The puppy has brown ears.")	Respond to nonverbal cues and/or gestures by giving words to actions and extending child's communication attempts (e.g. "I see you are pointing to the milk. Would you like more?")	When asking questions or talking with child, give options for response if needed (e.g. "Would you like to color or paint?")	Model typical conversation patterns	Provide opportunities for child to actively participate in group conversations in an age-appropriate manner (e.g. staying on topic with the conversation)
Model eye contact and other non-verbal conversation skills, while respecting cultural differences	Support peer-to-peer communication by giving words to use during play particularly during conflicts	Support child in taking turns during conversations with peers	Provide materials that encourage conversation (e.g. telephones, puppets)	Provide materials that encourage expanded conversation skills (e.g. puppets, story props, board games)
Play simple back-and-forth games (e.g. Peek-a-Boo, Pat-a-Cake)	Model listening to children without interruption	Sit with children during mealtimes and engage them in meaningful conversations	Provide opportunities for peer-to-peer conversations (e.g. cooperative play experiences like dramatic play area or block area)	Offer support to children when they are solving a problem or conflict through peer-to-peer communication
	Sit with children during mealtimes and engage them in meaningful conversations		Sit with children during mealtimes and engage them in meaningful conversations	Sit with children during mealtimes and engage them in meaningful conversations



ELA Foundation 2: Early Reading

Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.

ELA2.1: Demonstrate awareness of alphabet

Awareness of the alphabet is the ability to understand that the alphabet is made up of different letters and to distinguish those letters from numbers or other symbols. The development of awareness of the alphabet leads to:

- Foundational skills for reading and writing
- Foundational skills for phonological awareness

Looking Ahead to Kindergarten

In kindergarten, students will work to identify and name all uppercase (capital) and lowercase letters of the alphabet (K.R.2.4)

Family Engagement

Encourage families to:

- Create their own simple literacy corner/area at home with books, pencils, and paper.
- Make letters at home out of playdough, string, or sticks.
- Point out print to their children during their regular routines (e.g. “Can you find a sign with the first letter in your name?”) or go on a letter hunt with their child.
- Talk about the alphabet (e.g. “I am using the letters of the alphabet to write this letter”).

Special Populations⁴

Educators can:

- Use texture letters such as playdough, felt, or magnets to support in how the letters are made.
- Encourage children to trace letters as they say them using various mediums (e.g. using a salt tray). This allows them to feel the parts of the letter.

⁴ With familial consent, we encourage early educators to collaborate with other service providers.

Powerful Practices

Examples of ways adults can support young learners' awareness of the alphabet:

ELA2.1 Demonstrate awareness of alphabet

Across all developmental stages, educators can:

- Create an environment filled with print materials to increase their skills for alphabet awareness.
- Introduce the alphabet in meaningful ways as it relates to children's everyday experiences within the environment.
- Use materials across all interest areas that are geared toward letters (e.g. using magnetic letters, letters in the sensory table, sandpaper letters to trace in the art area, and letters on blocks in the block area).
- Add print to the environment to encourage the child to find letters that they can recognize.
- Provide daily opportunities for children to interact with various books, magazines, menus, and charts in order to become aware of the different letters that make up the alphabet.
- Encourage children to manipulate letters and to become familiar with them.

Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool
<p>Frequently engage infant in books by reading, looking at pictures, and providing opportunities to handle books on their own</p> <p>Consistently provide infant with board or cloth books (that can be cleaned and mouthed) with a variety of real pictures and textures</p>	<p>Point to pictures, words, letters, symbols, and labels while engaging with books</p> <p>Consistently provide child with board or cloth books (that can be cleaned and mouthed) with a variety of real pictures and textures</p>	<p>Display and point out each child's name throughout the environment</p> <p>Intentionally incorporate letters, words, and common symbols in the environment</p>	<p>Use songs and rhymes to increase name awareness</p> <p>Write, display, and point out child's name often</p> <p>Provide many types of reading materials, including informational, poetry, alphabet, counting, and wordless picture books</p> <p>Offer opportunities to create letters out of different materials (e.g., pipe cleaners, playdough, yarn etc.)</p> <p>Create space in interest areas where children can make letters with paint, sand, shaving cream, etc.</p>	<p>Model and support using letters for meaning (e.g. writing an agenda for the day or making a card)</p> <p>Assist child in identifying their own first name in print</p> <p>When reading to a child, point out upper and lower case letters</p> <p>Read books that also have numerals, and talk about the distinctions between numerals and letters</p>



ELA Foundation 2: Early Reading

Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.

ELA2.2: Demonstrate phonological awareness

Phonological awareness is a broad skill that includes the ability to hear, identify, and manipulate phonemes in spoken words. The most difficult of these and last to develop is called phonemic awareness. This skill lets kids focus on individual sounds (phonemes) in a word. It allows children to separate a word into the sounds that make it up, as well as blend single sounds into words. Finally, it also incorporates the ability to add, remove or substitute new sounds in words. Children who demonstrate phonological awareness are able to identify and make oral rhymes, clap out the number of syllables in a word, and recognize initial sounds.

Looking Ahead to Kindergarten

In kindergarten, students will be able to identify and produce rhyming words (K.RF.3.2). Additionally, students will orally pronounce blend and segment words into syllables (K.RF.3.2), blend the onset and rime (K.RF.3.3). Lastly, students will identify similarities and differences in words when spoken or written (K.RF.4.5).

Family Engagement

Encourage families to:

- Read books that are rich in rhyming words.
- Play a rhyming game (e.g. “What words sound alike . . . cat, bat or cat, pop?”).
- Clap out syllables of their child’s name (Han-nah = clap, clap), as well as other familiar names and objects.
- Use “robot talk” for blending syllables. Say, “Ap - ple” with pauses at each syllable. Ask child what word was said in robot talk.
- Use “robot talk” for blending Consonant-Vowel-Consonant (CVC) words. Say “/d/ - /o/ - /g/”. Ask child what word they heard in robot talk.

Special Populations⁵

Educators can:

- Provide children with visuals and manipulatives of letters when asking them to segment or blend words, identify onset or rime, or identifying when words rhyme. (e.g. Show the child the letter C, followed by a picture of a cat).

⁵With familial consent, we encourage early educators to collaborate with other service providers.

Powerful Practices

Examples of ways adults can support young learners' phonological awareness:

ELA.2.2 Demonstrate phonological awareness

Across all developmental stages, educators can:

- Break words down into syllables (e.g. “ba-by”).
- Be aware of onset and rimes (e.g. “Dog starts with d. What other words start that sound duh-duh? Do any of our friends’ names start with that sound?”, Spoken rhyme recognition - “Do these words rhyme: dish – fish?” , “Which word does not rhyme: dish – dog -- fish?” , “What is a word that rhymes with *dish*?”
- Segment and blend sounds (e.g. “Sky: /s/ /k/ /y/” or Replace/sk/ with /b/ to create the word “by”).
- Use alliteration (e.g. ball, boy, bat, by, baby) to help children identify the onset or beginning sounds of words.
- Focus on beginning sounds (e.g. “What is the beginning sound you hear in pencil?” “/p/”).

Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool
<p>Frequently talk to infant, describe surroundings and experiences throughout the day</p> <p>Explain environmental sounds to infant (e.g. “Oh! That was loud. The door slammed shut.”)</p> <p>Consistently provide infant with board or cloth books (that can be cleaned and mouthed) with a variety of real pictures and textures</p> <p>Speak to infant using a simplified, sing-song form of language characterized by repetition, simple sentence structure, and expressive voice</p>	<p>Acknowledge when sounds are similar or different (e.g. loud vs. quiet noises, animal sounds)</p> <p>Read books and sing songs that repeat sounds and encourage child to join in</p> <p>Consistently provide child with board or cloth books (that can be cleaned and mouthed) with a variety of real pictures and textures</p>	<p>Acknowledge and encourage participation in sound play (e.g. rhyming games and creating nonsense words)</p> <p>Read books and sing songs that repeat sounds and encourage child to actively participate (e.g. pause periodically for child to complete familiar phrases)</p> <p>Provide child with books that have interesting language, rhythm, and sounds</p>	<p>Expose child to letter sounds in the environment (e.g. songs, fingerplays, interest area labels)</p> <p>Model sound play to help child begin to discriminate sounds</p> <p>Offer opportunities for child to engage in reading books, singing songs and doing finger plays that repeat sounds, have rhymes and manipulate sounds (e.g. <i>I Like to Eat Apples and Bananas</i>)</p>	<p>When reading to a child, call attention to letters and the sounds they make</p> <p>Encourage participation in sound discrimination</p> <p>Offer opportunities for child to engage in reading books, singing songs and doing finger plays that repeat sounds, have rhymes and manipulate sounds (e.g. encourage child to create silly songs and listen to and experiment with nonsense words)</p>



ELA Foundation 2: Early Reading

Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.

ELA2.3: Demonstrate awareness and understanding of concepts of print

Concepts of print is the ability to demonstrate awareness and understanding of the function of print. The development of concepts of print leads to the ability to:

- Understand how print is read
- Demonstrate how print is read
- Understand that print carries meaning

Looking Ahead to Kindergarten

In kindergarten, students will recognize that written words are made up of sequences of letters (K.RF.2.2). They will also read emergent reader texts, maintaining an appropriate pace and using self-correcting strategies while reading (K.RF.5). Lastly, students will demonstrate understanding that print moves from left to right, across the page, and from top to bottom (K.RF.2.1).

Family Engagement

Encourage families to:

- Visit their public library as a family.
- Talk to their child about what they are reading and why (e.g. "I am reading the directions on this box to know how to make this cake.").
- Read to their children at home and ask their children questions while reading (e.g. "What do you think will happen?").
- Take advantage of neighborhood locations they frequent and point out words (e.g. "Here is the cheese we want. This is the word 'cheese' on the package.").
- Consider using magnetic capital and lowercase letters on the fridge or a cookie sheet message board (e.g. their name, "I love you!" "See you later").

Special Populations⁶

Educators can:

- Provide print in different textures, sounds, interesting vocabulary, and in different languages.

⁶With familial consent, we encourage early educators to collaborate with other service providers.

Powerful Practices

Examples of ways adults can support young learners' awareness and understanding of concepts of print:

ELA.2.3 Demonstrate awareness and understanding of concepts of print

Across all developmental stages, educators can:

- Create an environment that is rich in print materials.
- Label the environment in a variety of ways using pictures and words that are familiar to children (e.g. their names).
- Rotate books in the environment.
- Provide daily access to books for individual use.
- Model how print is read.
- Give ample opportunity for children to encounter different types of print.
- Provide opportunities for children to look at print independently, one-on-one, and in a whole group setting.

Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool
Consistently provide infant with board or cloth books (that can be cleaned and mouthed) with a variety of real pictures and textures	Consistently provide child with board or cloth books (that can be cleaned and mouthed) with a variety of real pictures and textures	Provide child with books that have interesting language, rhythms, and sounds	Engage child in reading books that have interesting language, rhythm, and sounds (e.g. pointing to print as it's read)	Engage child in reading books that have interesting language, rhythm, and sounds (e.g. pointing to print as it's read)
Model how print is read (e.g. how book is held and pages are turned)	Model how print is read (e.g. how book is held and pages are turned)	Model how print is read (e.g. left to right, top to bottom) by following along with your finger as you read	Model how print is read (e.g. talk about front cover, spine, author, illustrator)	Encourage child to talk about and demonstrate how print is read (e.g. left to right, top to bottom, front cover, spine, author, illustrator)
Draw awareness to what you are reading and writing during the day (e.g. "I am writing down what you ate for lunch.")	Draw awareness to what you are reading and writing during the day (e.g. "I am writing down what you ate for lunch.")	Display and point out each child's name in a variety of places for a variety of purposes in the environment	Track words in a book from left to right, top to bottom, and page to page when reading to child individually	
		Draw awareness to what you are reading and writing during the day (e.g. "I am writing down what you ate for lunch.")		



ELA Foundation 2: Early Reading

Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.

ELA2.4: Demonstrate comprehension

The ability to **comprehend** text allows readers to absorb, analyze, and make sense of what they are reading. As the child grows, so does their language and vocabulary, and they can become more engaged in books through talking about illustrations, answering questions about the story, role playing their favorite book, and retelling their favorite story.

Looking Ahead to Kindergarten

In kindergarten, students will actively engage in group reading activities with purpose and understanding (K.RL.1). With support, students will ask and answer questions about main topics, and key details in a text heard or read (K.RL.2.1). Lastly, with support, students will retell familiar stories, poems, and nursery rhymes, including key details (K.RL.2.2).

Family Engagement

Encourage families to:

- Read books selected by their child together and ask questions about what is happening in the book.
- Ask their child to retell stories in their own words.
- Provide a reading area for their child.
- Listen to their child lead a picture walk of the book or make up a new ending.
- Visit the public library for storytelling events.
- Create a book for or with their child and include familiar people and experiences.
- Share culturally-diverse books or books in their native language with their child's program.

Special Populations ⁷

Educators can:

- Give children the opportunity to preview new vocabulary with picture cards that may or may not have labels.
- Provide story pictures for summary and sequencing.
- For DLL, share a book in their native language to build community within the environment.

⁷ With familial consent, we encourage early educators to collaborate with other service providers.

Powerful Practices

Examples of ways adults can support young learners' comprehension:

ELA2.4 Demonstrate comprehension

Across all developmental stages, educators can:

- Create environments that promote reading.
- Give children the opportunity to preview new vocabulary.
- Retell stories with pictures and other manipulatives (e.g. puppets or flannel boards).
- Provide picture summaries of events for children to verbalize.
- Connect information from story to life experiences.
- Engage children in conversation about books.
- Ask families to share culturally-diverse books or books in their native language with the program.

Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool
<p>Frequently engage infant in books (e.g. while reading call attention to parts of the story such as, "Oh! The cat stepped in blueberries.")</p> <p>Engage infant in back-and-forth vocal play (i.e. serve and return)</p> <p>Label facial expressions and emotions when talking with infant</p>	<p>Frequently read and reread familiar books with predictable and repeated language</p> <p>While reading to a child, ask simple open-ended questions about books (e.g. "What do you think will happen?")</p> <p>Engage in one-on-one reading with child</p>	<p>Frequently read and reread familiar books and encourage child to engage with the predictable and repeated language</p> <p>While reading to child, ask simple questions about books</p> <p>Engage in one-on-one reading with child</p>	<p>Encourage child to role play or retell familiar portions of a story or experience (may be inaccurate or not in sequence)</p> <p>During and after reading a book, ask child who, what, when, where and why questions about the story</p> <p>Support child's interest in reading (e.g. rotate books according to child's interest, have books that are connected to learning experience such as engineering books in the block center)</p>	<p>Encourage child to role play or retell familiar portions of a story or experience with increased accuracy</p> <p>During or after reading a book, ask child to recall portions of the story and answer comprehension questions about the story</p> <p>Support child's interest in reading (e.g. rotate books according to child's interest, have books that are connected to specific learning experiences such as engineering books in the block center)</p>



ELA Foundation 3: Early Writing

Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.

ELA3.1: Demonstrate mechanics of writing

Writing requires us to engage physically, cognitively and emotionally to convey our thought process on paper. The beginning stages of emergent writing are the experiences that children have with many art materials. Children learn that the random marks on paper have meaning, and then they learn how to control and create symbols that have meaning. Children gain knowledge of and interest in writing as they are continually exposed to print and writing in their environment.

Looking Ahead to Kindergarten

In kindergarten, students will be able to write most uppercase and lowercase letters (K.W.2.1) and write by moving from left to right and top to bottom (K.W.2.2). Students will also use words and pictures to narrate a single event or simple story in order (K.W.3.3). Lastly, with support, students will apply the writing process to revise writing by adding simple details and review writing (K.W.4).

Family Engagement

Encourage families to:

- Provide opportunities for their child to work with playdough, scribble, draw and create.
- Provide various writing materials in the home (e.g. markers, pencils, crayons, or chalk).
- Take time to write a letter to someone or model journaling alongside their child using a variety of mediums.
- Work with their child to create books using stapled sheets of paper.
- Engage their child in making lists of tasks or items needed from the store.
- Incorporate writing in pretend play (e.g. write out food order when playing restaurant or make a grocery list when playing grocery store).

Special Populations⁸

Educators can:

- Provide materials to meet their individual needs including larger or smaller crayons, pencils, or stamps (e.g. offering a variety of pencil grips is an additional support to meet individual needs)

⁸With familial consent, we encourage early educators to collaborate with other service providers.

Powerful Practices

Examples of ways adults can support young learners' writing:

ELA3.1 Demonstrate mechanics of writing

Across all developmental stages, educators can:

- Create environments that foster a child's independent ability to explore and write freely.
- Provide a variety of materials for children to hold, grasp, pinch and manipulate in order to develop fine motor skills.
- Model writing and talk with children about the meaning of their writing.
- Provide children with many opportunities to see their name in print.
- Create daily individual and group opportunities for children to participate in a variety of writing activities.
- Label and model writing.
- Label and write for children and dictate their work as children recite it.
- Encourage children to write as part of play experiences with writing tools available for children to explore in all areas of the environment.
- Ensure that children's writing is valued and respected by adults.

Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool
<p>Expose and offer opportunities for infant to explore a variety of writing materials (e.g. thick crayons and paint)</p> <p>Give infant the opportunity to grasp and manipulate objects</p>	<p>Expose and offer opportunities for child to explore a variety of writing materials (e.g. thick crayons and paint)</p> <p>Demonstrate drawing and writing as a way to communicate (e.g. simple labels of child's work as dictated by the child)</p> <p>Provide many activities that foster fine motor skills (e.g. fingerplays, use of tools, and playdough)</p>	<p>Expose and offer opportunities for child to explore a variety of writing materials</p> <p>Demonstrate writing as a way to communicate (e.g. write down what child says about their work)</p> <p>Provide daily play opportunities for child to write at their developmental level (e.g. have writing materials connected to learning experiences throughout the environment)</p> <p>Provide many activities that foster fine motor skills (e.g. fingerplays, use of tools, and playdough)</p>	<p>Encourage child to use a variety of traditional and non-traditional writing materials</p> <p>Demonstrate writing as a way to communicate (e.g. write daily schedule during class meeting)</p> <p>Provide daily play opportunities for child to write at their developmental level (e.g. have writing materials connected to learning experiences throughout the environment)</p> <p>Provide many activities that foster fine motor skills (e.g. lacing beads, proper pencil grip)</p>	<p>Encourage child to use a variety of traditional and non-traditional writing materials</p> <p>Demonstrate writing as a way to communicate (e.g. educator writes story as children tell it)</p> <p>Provide daily play opportunities for child to write at their developmental level (e.g. have writing materials connected to learning experiences throughout the environment)</p> <p>Provide many activities that foster fine motor skills (e.g. lacing beads, proper pencil grip)</p>



ELA Foundation 3: Early Writing

Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.

ELA3.2: Demonstrate ability to communicate a story

Communicating a story is the ability to respond to a story and verbalize understanding. This instills a love of language in children and motivates them to read. Communicating a story leads to the ability to:

- Demonstrate drawing and writing as a way to communicate stories
- Engage in genuine and meaningful communication
- Discuss topics that are of interest to them
- Hold conversations with adults and peers in both small and large groups

Looking Ahead to Kindergarten

Kindergarten students are expected to write for specific purposes and audiences (K.W.1). Students use words and pictures to narrate a single event or simple story (K.W.3.3). With support, students will apply the writing process to revise writing by adding simple details and review writing (K.W.4).

Family Engagement

Encourage families to:

- Ask their child to tell them about their art, writing, etc.
- After reading a story, ask their child to tell or draw their favorite part of the story.
- Make books with their child using various instruments (markers, crayons, pencils, etc). As they create, ask questions (e.g. "What is going to happen next?").
- Ask their child to rewrite/retell the ending of one of their favorite stories.

Special Populations⁹

Educators can:

- Recognize and respond to children's use of drawings or symbols to engage in conversation, or when responding to a story.
- Consider using a speech to text device to visually demonstrate understanding.
- For DLL, respond in their native language when possible and allow time for a child to process and respond during conversation.

⁹With familial consent, we encourage early educators to collaborate with other service providers.

Powerful Practices

Examples of ways adults can support young learners' ability to communicate a story:

ELA3.2 Demonstrate ability to communicate story

Across all developmental stages, educators can:

- Design environments to encourage children's natural development of communication skills.
- Frequently engage children in books.
- Provide opportunities for children to use pictures, letters, and symbols to share ideas.
- Frequently engage children in conversation.
- Respond to a child's vocalization and communicative gestures.
- Encourage children to use letters, numbers, and symbols without the expectation of accuracy.
- Display and point out environmental print all around children (signs, labels, logos).
- Prompt children to talk about their writing (picture(s), scribbling, letter approximations, etc.) and take dictation.
- Observe children's interest during play and prompt meaningful conversations around the topic.

Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool
<p>Attend to and encourage infant's vocalizations and communicative gestures</p> <p>Frequently engage infant in books</p> <p>Change the tone of voice when reading aloud to show emotion and excitement</p>	<p>Repeat and expand on what the child says</p> <p>Model verbalizing and using simple signs to express wants and needs</p> <p>Frequently engage child in books (i.e. allow children to touch books, turn pages, etc.)</p> <p>Demonstrate drawing and writing as a way to communicate (e.g. simple labels of child's work as dictated by the child)</p>	<p>Engage in genuine and meaningful conversations with child (e.g. prompting conversations about child's family or interests)</p> <p>Demonstrate writing as a way to communicate (e.g. write down what child says about their work)</p> <p>Connect conversations with child to previous experiences (e.g. what the child did at home that weekend, the experiences at school from earlier in the day, a book or story that was read/told, etc.)</p>	<p>Engage in genuine and meaningful conversations with child (e.g. prompt child to tell more)</p> <p>Demonstrate writing as a way to communicate (e.g. write down what the child says about their work)</p> <p>Provide opportunities for child to use pictures, letters, and symbols to communicate a story (e.g. felt boards)</p> <p>Provide opportunities for children to write creatively using inventive spelling</p> <p>Consider a class journaling project where an item travels between home and school</p>	<p>Engage in genuine and meaningful conversations with child (e.g. encourage detailed description of familiar objects or activities)</p> <p>Demonstrate writing as a way to communicate (e.g. educator writes story as children tell it)</p> <p>Provide opportunities for child to use pictures, letters, and symbols to share an idea (e.g. writing letters to peers)</p> <p>Provide opportunities for children to write creatively using inventive spelling</p> <p>Consider a class journaling project where an item travels between home and school</p>

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For additional resources, please see the Early Learning Foundations Guidance Online Tool at www.doe.in.gov/earlylearning.