Kansas Guide to Learning: Literacy

BIRTH – FIVE YEARS OF AGE

As mentioned in the introductory section of this document, this plan begins with an updated portion to establish context for current state level work around literacy. It is also inclusive of work done in 2012 on a comprehensive literacy plan called *The Kansas Guide to Learning: Literacy.* What follows is detailed guidance for parents, caretakers, teachers, and administrators on evidence-based practices to support literacy growth and development for Kansans aged Birth through Five.

Introduction

The Kansas Guide to Learning: Literacy was constructed to be an easy-to-read document that administrators, teachers, parents, child-care providers, and others could use to easily find information and guidance regarding literacy development and learning for children birth through high school. For ages birth through preschool, the KGLL Expert Team utilized The *Kansas Early Learning Standards* document, which was developed by a large and diverse group of early-childhood professionals and parents. The Kansas Early Learning Standards provide a consistent, clear understanding of what young children are expected to know and be able to do, so that teachers and parents can support their learning and development. The standards were developed to align with what research says about young children's language and early literacy development.

The guiding principles for the *Kansas Early Learning* documents are:

- Young children are ready to learn, and their first teachers are their families and caregivers.
- Learning is a lifelong activity, and positive experiences support learning.
- Children, families, schools, and communities are responsible for all children and their success in school and life.
- The whole child should be considered in relation to school readiness involving the following domains: social-emotional, physical, communication and literacy, and cognitive.
- Integrated services should be available to all children.
- Although children enter school with a wide range of cultural backgrounds, learning experiences, and differences in abilities, all children are ready to learn.
- There is a strong and direct connection between early education and later success in school and life. Further, the Kansas Early Learning Standards were designed to:
- Recognize the value and importance of learning from birth to 5 years.
- Serve as a guide for developing or selecting an appropriate curriculum for young children.
- Serve as a guide for creating high-quality learning environments and experiences.

The Kansas Early Learning Standards provide the foundation for the Birth through Age Five section of the *Kansas Guide to Learning: Literacy*. To support these standards, four sections were added (What Children Should Know and Be Able to Do, Instruction, Critical Questions and Considerations for Teaching and Learning, and Kansas Early Learning Standards) that will guide educators in determining the instructional needs of young children.

What Children Should Know and Be Able to Do	Instruction	Critical Questions and Considerations for Teaching and Learning:	Kansas Early Learning Standards:
This column of the table provides teachers, parents, and caregivers with guidelines for what young children should know and be able to do. Some information is based on developmental milestones and provides approximate months when children begin to develop and demonstrate certain skills and abilities. An important caveat is that physical and cognitive development of children can vary considerably. If a child deviates from the norm on a few developmental milestones, this is likely not a problem; however, if a child appears to be delayed across most of the milestones, there is cause for concern and professional advice should be sought.	This column of the table provides teachers, parents, and caregivers with guidelines for creating enriching language and literacy environments and recommendations for providing developmentally appropriate practice. Instructional practices generally fall on a continuum from teacher-mediated instruction (i.e., instruction is largely teacher-directed with considerable scaffolding) to child-directed play (i.e., learning is largely child-directed and supported through teacher scaffolding).	Education is a dynamic, fluid process. Instruction should not be thought of as taking place in isolation from other events in a child's life. Consequently, a host of factors should be considered when teaching young children. This column provides information supported by research for developing effective instructional practices for young children.	This column contains the early learning standard number(s) so that educators and caregivers will find corresponding information in the Kansas Early Learning Standards documents.

The State Literacy Team and the Expert Literacy Team have created documents or tables for Language, Listening, Speaking, Foundations of Reading, and Foundations of Writing. We know that "the answer is not in the perfect method; it is in the teacher. It has been repeatedly established that the best instruction results when combinations of methods are orchestrated by a teacher who decided what to do in light of children's needs" (Duffy and Hoffman, 1999, p. 11). Additional support for early childhood can be found at *www.kansasmtss.org* and *www.ksdetasn.org.*

Birth-5

Language, Speaking, Listening

Oral Language

What Children Should Know and Be Able to Do

Infants (0-12 months)

- Newborn to 3 months: Makes sounds to gain attention of a familiar person.
- Newborn to 3 months: Uses different cries to signal various needs.
- Newborn to 3 months: Attends to intonation, inflection, and prosody of talk.
- 3 months: Responds to and imitates facial expression.
- 3 months: Genuine smiles.
- 3 months: Can make vowel sounds.
- 3 – 6 months: Laughs and squeals with pleasure.
- 4 – 8 months: Makes a few con- sonant sounds with vowel sounds together; may say "dada" or "mama," but does not yet attach them to individuals.
- 5 – 6 months: Recognizes own name.
- 6 months: Imitates sounds.
- 9 months: Jabbers or combines syllables.
- 9 - 12 months: Uses gestures and sounds to interact (e.g., waves, shakes head "no," reaches to be lifted up).
- 9 – 12 months: Points in response to simple questions, such as "Where's the ball?"
- 9 – 12 months: Understands the words "no" and responds to simple requests, such as "Give it to me."

Instruction

Infants (0-12 months)

- Hold "conversations" with infants that often consist of the infant staring into the caregiver/ educator's eyes and curling his/her fists around the caregiver/educator's fingers.
- Talk to an infant then pause, the infant will learn to respond vocally.
- Imitate the infant's vocalizations, expressions, and actions.
- Touch and name familiar objects, or label familiar actions.

Children's language will develop when caregivers:

- Use more words and more diverse words.
- Provide positive and encouraging feedback.
- Describe and explain things.
- Give choices.
- Listen to children and respond (Hart & Risley, 1995).

Caregivers/Educators should follow a child's lead/interest and:

- Expand on the content of a child's utterances.
- Add new information to the topic of discussion.
- Request that a child clarify his or her utterances.
- Answer a child's questions (Snow, 1983).
- Respond to a child's cues and utterances.

- Talk to and with a child often and use a variety of words (Huttenlocker, Haight, Bryk, Selzter, & Lyons, 1991).
- Talk with infants and toddlers throughout the day and in various settings (e.g., daily routines, play, book sharing, mealtimes).
- Say nursery rhymes and chants, and sing simple songs and finger plays with a child.
- Play simple games (e.g., peek-a-boo).
- Interact around books to expose children to this routine early in life.

Critical Questions and Considerations for Teaching and Learning

Infants-2 years old
- The emotional environment, such as joint attention, tone, guidance, and responsiveness to a child is important to language learning. Parent responsiveness/warmth is related to children's language development and cognition (Dodici et al, 2003; Landry, et al, 2001).
- "Motherese" is a type of speech characterized by being simple, redundant, and filled with questions and requests (Snow 1983). "Motherese" uses simplified sentence structure, higher pitch, exaggerated intonation, and a slower tempo. It appears that infants prefer this type of speech over adult-directed speech, mainly because of the high pitch and the extended intonation range (Kuhl 1987). Motherese has the added benefit of enhancing a mother–child bond and of encouraging early language learning in babies.
- Caregivers adapt their talk to the age and abilities of children; their talk becomes more syntactically complex and includes more diverse vocabulary, but quantity of talk doesn't change (Huttenlocher, Vasilyeva, Waterfall, Vevea, & Hedges, 2007). However, quantity of talk is important. More talk means that children are exposed to more vocabulary and more grammatical structures, and this helps them learn language. Children who are exposed to more frequent language learn language faster.
- When a caregiver divides his/her attention among many toddlers, he/she often ends up dominating conversations, being directive rather than facilitative, reducing one-on-one interactions with the children, and failing to adapt speech to fit the vocabulary and interests of a particular child (Honig, 1986). Therefore, it is important to create opportunities to talk with children one-on-one. It is also important for teachers to build familiar classroom routines that can allow them to decrease the amount of directive talk needed to manage the activity and increase the amount of facilitative and interactive talk with various children.
- Between 12 months to 2 years, children use many word approximations, so parents and caregivers need to "translate" for others.
- To enhance listening and comprehension: speak slowly and clearly, and minimize back- ground noise, distractions, and interruptions in the class (Jalongo, 2010).
- If children don't hear or understand what is being read or discussed, they may become withdrawn in school or become inattentive (Jalongo, 2010). Hearing stories and personal narratives repeatedly may help children to begin to develop strategies for remembering what they have heard (Jalongo, 2010).
- Do you engage toddlers in rich language experiences throughout the day?
- Do you use spatial concepts such as under, on top, in front, and behind when giving directions?
- Do you expand on the descriptive words the toddlers use (e.g. "Yes that is a big ball, it is a big red ball.")?
- Do you respond to children when they point to objects by naming the objects and talking about them?
- Do you play simple games that help children learn turn taking?
- Do you read books with children daily to establish to book reading routine?

Standards

COMMUNICATIONS AND LITERACY. SPEAKING AND LISTENING
        CL.SL-Comprehension and Collaboration i.1, i.2, i.3, mi.1, mi.2, mi.3
COMMUNICATIONS AND LITERACY. SPEAKING AND LISTENING
        CL.SL- Presentation of Knowledge and Ideas i.4, i.5, i.6, mi.4, mi.5
COMMUNICATIONS AND LITERACY. LANGUAGE STANDARDS
        CL.LS-Vocabulary Acquisition and Use i.1, mi.1

Birth-5

Language, Speaking, Listening

Oral Language

What Children Should Know and Be Able to Do
1-year-olds (12-24 months)

- 12 months: Uses "mama" or "dada" correctly.
- 12 months: Understands about 50 words.
- 12 months: Uses objects in functional ways (e.g., puts brush to hair).
- 13 months: Uses a few words skillfully.
- 13 – 18 months: Practices inflection, raising tone when asking a question.
- By 14 or 15 months: Begins to point to objects farther away for caregivers to name.
- 15 months: Understands about 120 words.
- 17 months: Enjoys pretend games, pretends with toys (e.g., pretends to drink from toy cup).
- 18 months: Understands about 200 words.
- 18 – 24 months: Uses two-word phrases.
- 19 – 24 months: Says about 50 – 100 words.
- 19 – 24 months: Understands about 200 words.
- 20 months: Can learn words at a rate of 10 per day.
- 22 months: Follows familiar two-step directions, such as "Get your coat, and bring it here."
- 22 – 24 months: Names six body parts.
- 23 months: Names pictures in books.

Instruction
1-year-olds (12-24 months)

- Name objects that are nearby.
- Respond to children when they point to objects by naming them and talking about them.
- Play games together that involve taking turns, like pushing a ball/car back and forth. This helps young children to learn turn taking.
- Encourage turn taking with gestures and vocalizations through routine activities, such as greetings/good-byes, as well as songs and chants.
- Emphasize familiar nouns (names of things), common verbs (e.g., kiss, kick, open, sleep), familiar descriptive words (e.g., cold, full, all gone, broken), pronouns (e.g., he, me, mine), and some location words (e.g., down, in).
- Look at books together and label pictures.

Children's language will develop when caregivers (Hart & Risley, 1995):

- Use more words and more diverse words.
- Provide positive and encouraging feedback.
- Describe and explain things.
- Give choices.
- Listen to children and are responsive.

Caregivers/Educators should follow a child's lead/interests and:

- Expand on the content of a child's utterances.
- Add new information to the topic of discussion.

- Request that a child clarify his or her utterances.
- Answer a child's questions (Snow, 1983).
- Respond to a child's cues and utterances.
- Talk to and with a child often and use variety of words (Huttenlocker, Haight, Bryk, Selzter, & Lyons, 1991).
- Talk with infants and toddlers throughout the day and in various settings (e.g., daily routines, play, book sharing, mealtimes).
- Say nursery rhymes and chants, and sing simple songs and finger plays with a child.
- Play simple games (e.g., peek-a-boo).
- Interact around books to expose children to this routine early in life.

Critical Questions and Considerations for Teaching and Learning

Infants-2 years old
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- Caregivers adapt their talk to the age and abilities of children; their talk becomes more syntactically complex and includes more diverse vocabulary, but quantity of talk doesn't change (Huttenlocher, Vasilyeva, Waterfall, Vevea, & Hedges, 2007). However, quantity of talk is important. More talk means that children are exposed to more vocabulary and more grammatical structures, and this helps them learn language. Children who are exposed to more frequent language learn language faster.
- When a caregiver divides his/her attention among many toddlers, he/she often ends up dominating conversations, being directive rather than facilitative, reducing one-on-one interactions with the children, and failing to adapt speech to fit the vocabulary and interests of a particular child (Honig, 1986). Therefore, it is important to create opportunities to talk with children one-on-one. It is also important for teachers to build familiar classroom routines that can allow them to decrease the amount of directive talk needed to manage the activity and increase the amount of facilitative and interactive talk with various children.
- Between 12 months to 2 years, children use many word approximations, so parents and caregivers need to "translate" for others.
- To enhance listening and comprehension: speak slowly and clearly, and minimize back- ground noise, distractions, and interruptions in the class (Jalongo, 2010).
- If children don't hear or understand what is being read or discussed, they may become withdrawn in school or become inattentive (Jalongo, 2010). Hearing stories and personal narratives repeatedly may help children to begin to develop strategies for remembering what they have heard (Jalongo, 2010).
- Do you engage toddlers in rich language experiences throughout the day?
- Do you use spatial concepts such as under, on top, in front, and behind when giving directions?
- Do you expand on the descriptive words the toddlers use (e.g. "Yes that is a big ball, it is a big red ball.")?
- Do you respond to children when they point to objects by naming the objects and talking about them?
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Standards

COMMUNICATIONS AND LITERACY STANDARD: SPEAKING AND LISTENING
    CL.SL-Comprehension and Collaboration mi.1, mi.2, mi.3
COMMUNICATIONS AND LITERACY STANDARD: SPEAKING AND LISTENING
    CL.SL- Presentation of Knowledge and Ideas i.4,i.5,i.6, mi.4, mi.5
COMMUNICATIONS AND LITERACY. LANGUAGE STANDARDS:
    CL.LS-Vocabulary Acquisition and Use mi.1, t.1

Birth-5

Language, Speaking, Listening

Oral Language

What Children Should Know and Be Able to Do

2-year-olds (24-36 months)

- 24 months: Uses 200-300 words.
- 24 months: Understands 500 to 700 words.
- 24 months: Uses 2 – 3 word sentences.
- 24 months: Begins to infer meanings of words in the context of adult conversations.
- 24 months: Sings simple tunes.
- 24 months: Talks about self.
- 24 months: Less than 50% of speech may be understandable to an unfamiliar listener.
- 24 – 36 months: Uses symbolic play (e.g., feeds a doll) and combines symbolic play behaviors (e.g., pretends to drink from toy bottle, then feeds doll with the bottle).
- 27 – 28 months: Begins to under- stand descriptions (e.g., big, soft).
- 30 months: Understands 600 – 900 words.
- 33 – 34 months: Carries on a simple conversation.
- 35 – 36 months: Describes how two objects are used.
- 35 – 36 months: Uses three to four words in a sentence.
- 35 – 36 months: Uses most parts of speech to make full and grammatical sentences (e.g., says, "Mommy is getting her coat," instead of, "Mommy coat").
- 35 – 36 months: Follows a two- or three-part command.
- Two-year-olds: Have limited turn taking, because developmentally they are centered on their own needs and experiences.
- Two-year-olds: Often engage in parallel play with others – plays near others, but each child talks about what he/she is doing.

Grammar

- 27-33 months: Uses plurals (e.g., two cookies, two busses).
- 26-40 months: Uses possessives (e.g., daddy's bike).
- 24 – 30 months: Uses first-person pronouns (I, me, you).
- 19-28 months: Uses present progressive (e.g., Mommy is cooking.)
- 30 – 36 months: Uses third-person singular (s) (e.g., He washes the dishes. She talks a lot.)
- 30 – 50 months: Uses is/are (e.g., He is eating. They are playing.)
- 30 – 50 months: Uses contractions (e.g., He's sleeping. She's eating cookies.)
- 26-48 months: Uses regular past tense (e.g., She washed the dishes.)
- 30 – 36 months: Uses gender pronouns (he, she, they).
- 27-30 months: Uses prepositions (in, on)

Instruction

2-year-olds (24-36 months)

- Emphasize more nouns, verbs, descriptive words, pronouns (e.g., he, she, they) and location words (e.g., under, in front, behind).

- Model and encourage the use of quantifiers (e.g., more, all, some) and question words (e.g., why, where, who, when). Use them in appropriate contexts.

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- Provide positive and encouraging feedback.
- Describe and explain things.
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• Between 12 months to 2 years, children use many word approximations, so parents and caregivers need to "translate" for others.

• To enhance listening and comprehension: speak slowly and clearly, and minimize back- ground noise, distractions, and interruptions in the class (Jalongo, 2010).

• If children don't hear or understand what is being read or discussed, they may become withdrawn in school or become inattentive (Jalongo, 2010). Hearing stories and personal narratives repeatedly may help children to begin to develop strategies for remembering what they have heard (Jalongo, 2010).

•Do you engage toddlers in rich language experiences throughout the day?

• Do you use spatial concepts such as under, on top, in front, and behind when giving directions?

• Do you expand on the descriptive words the toddlers use (e.g. "Yes that is a big ball, it is a big red ball.")?

• Do you respond to children when they point to objects by naming the objects and talking about them?

• Do you play simple games that help children learn turn taking?

• Do you read books with children daily to establish to book reading routine?

Standards
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COMMUNICATIONS AND LITERACY STANDARD: SPEAKING AND LISTENING
      CL.SL- Presentation of Knowledge and Ideas mi.4, mi.5, t.4, t.5, t.6
COMMUNICATIONS AND LITERACY. LANGUAGE STANDARDS:
      CL.LS-Vocabulary Acquisition and Use mi.1, t.1

Birth-5

Language, Speaking, Listening

Oral Language

What Children Should Know and Be Able to Do

3-year-olds

- Responds to requests for clarification.
- Requests objects, actions, assistance, and attention.
- Requests and provides information.
- Protests.
- Responds to requests.
- Comments on others' actions.
- Makes choices.
- Greets others.
- Initiates interaction with others.
- Narratives are sequences with a theme but no plot.
- Takes three turns on a topic.
- Begins to repair communication breakdowns.
- Understands color words, basic kinship terms, basic spatial terms (in, on, under).

Speech

- 75% of speech is understood by an unfamiliar listener; may have a period of dysfluency.
- May reduce consonant clusters (e.g., stop → top).

Grammar

- Uses sentences of three to five words.
- Uses 300+ words, including some descriptive words.
- Uses most parts of speech in short, mostly correct phrases.
- Uses present progressive (-ing), regular plurals, regular past tense (- ed), possessives ('s), third-person singular (e.g., she runs, he walks).
- Uses simple pronouns (I, me, he, she).
- Uses simple prepositions (in, on).
- Talks about actions of others.
- Begins to use conjunctive cohesion (e.g., and, because, so, then).
- Asks "who," "what," "where," and "why" questions.

Instruction

Purposeful Play/Center Time

- Create opportunities for play routines that include multiple-event sequences and children acting in various roles. Dramatic play themes within centers can provide such opportunities.

- Select good themes that allow a variety of play routines and the ability to expand play. Ideally, they allow multiple children to play together, each taking on roles.

• Themes might be based on experiences and community helpers, such as firefighter, police officer, vet, doctor, airport, beauty/barber shop, shoe store, grocery store, restaurant, construction, camping, and birthday party.

• Themes also can be based on familiar stories, like The Three Little Bears, Strega Nona, Mike Mulligan and His Steam Shovel.

• A dramatic play theme within a center may last several weeks to a month depending on children's interest. All children benefit from more than one week for a play theme. Several weeks are essential for children with special needs and children who are ELLs.

• Children initially benefit from adult support, modeling, and scaffolding of play routines followed by independent opportunities to play. Teachers may need to step in to support negotiation at times. Teachers also may need to continue to support children who have special needs and those who are ELLs.

• Visual supports can increase the complexity of play.

• Adults can model literate-style language, including elaborated noun phrases, elaborated verb phrases, embedded and conjoined sentences, analytic talk, like explanations and how things work.

• Adults can model use of literacy props/activities within dramatic play routines (Koppenhaver & Erickson, 2003).

• Expand and extend child's sentences. Expand to fill in missing grammatical structures and/or speech sounds. Repeat and extend child utterances to contain additional information.

• Provide visual supports that can help children learn to play in more sophisticated ways. For example, during veterinarian theme, have photos showing the following sequence: sign in pet's name when you arrive, wait in waiting room, vet tech calls you into the office, pet's vitals are taken and recorded on chart, vet comes in and asks for symptoms, vet checks animal over, gives a shot or medicine or bandages a paw, writes a prescription, pet goes back into cage or on leash, go to pay for the visit, leave office. A short or long sequence can be selected and placed on a Velcro strip for kids to see the order. Initially, teachers can support and scaffold play with a short sequence; later this sequence can be expanded to include many more parts, and the adult can step back and intervene only to help children negotiate problems. Children can take various roles (vet, vet tech, receptionist, and person bringing pet into vet). Changing roles will allow children to learn the language associated with each role.

• Embed literacy tools, props, and routines that are appropriate within each theme. For example, during veterinarian theme, have a sign-in sheet, clipboards and "forms" to fill out about your pet, files for the veterinarian to write down information and vital signs, prescription pad to prescribe medications, directions for care of a pet (e.g., changing bandages), credit cards, checks, play money to pay for the visit, appointment pad to make a follow-up appointment. Model use of these various props at appropriate times within the theme. Other types of literacy props include various writing utensils, paper, books, maps, Etch-a-Sketch, Magna Doodle, peel-erase pads, sticky note pads, wipe off boards/markers, small chalkboards, letter stamps, letter-shaped cookie cutters with play dough, toy laptops. See Koppenhaver & Erickson (2003). Ensure opportunities for children to play with support from an adult and independently. They may need adult help to negotiate and establish the play interaction.

- The emotional environment is important to language learning. Responsiveness/warmth is positively related to children's cognition and language development (Landry, et al, 2001).

- Well-established and consistent classroom routines support children's language learning. They also reduce the need for teachers to be directive. Children learn more in classrooms where teachers use high amounts of facilitative talk. (See MacDonald & Carroll, 1992).

- Playful, intentional caregivers/educators keep in mind key goals for children's learning and development in all domains by creating supportive environments, planning curriculum, and selecting from a variety of teaching strategies that best promote each child's thinking and skills. Effective caregiver/educators combine both "child-guided" and "adult-guided" experiences, in which adults play intentional roles in "child-guided" experiences and children have significant, active roles in "adult-guided" experiences. (Epstein, 2007).

- Teachers' use of facilitative language stimulation techniques is higher in small group and child-directed contexts (Turnbull, et al., 2009). Therefore, teachers who interact with children during centers, outdoor play, and other small- group and child-led contexts are more likely to provide high-quality language stimulation.

- Use syntactically complex sentences to support children's understanding and use of syntax. Do not shy away from complex sentences or words.

- Frequent instructive, scaffolded, or helpful inter- actions encourage higher vocabulary learning.

- Encourage rich exposure to and practice of the child's home language. Some parents may believe they should try to speak more English at home, even if they are not proficient themselves. However, children with stronger first language (L1) skills will learn a second language (L2) more rapidly (see Genesee, Paradis, Crago, 2004; Cummins 1991). Thus, encourage parents to engage in rich language experiences, including book reading at home.

- There is not support for the idea that all children learning English will go through a silent period (Roberts, 2011). Teachers need to encourage children to talk in the classroom with peers and adults. If a child is silent for more than a few weeks, teachers should seek out assistance from a speech language pathologist.

- Do adults model syntactically complete sentences to support children's understanding and use of syntax?

- Do classroom themes and topics for instruction yield rich opportunities for discussion?

- Is play time/center time developmentally appropriate and purposeful?

- Are there dramatic-play opportunities, books, and literacy props within various centers, so children can create rich play scenarios?

- Do adults in the classroom engage in play with the children in order to model a variety of play routines?

- Do adults expand and extend children's utterances?

Standards

COMMUNICATIONS AND LITERACY STANDARD: SPEAKING AND LISTENING
    CL.SL-Comprehension and Collaboration p3.1, p3.1a, p3.1b, p3.2
COMMUNICATIONS AND LITERACY STANDARD: SPEAKING AND LISTENING
    CL.SL- Presentation of Knowledge and Ideas p3.3, p3.4, p3.5
COMMUNICATIONS AND LITERACY. LANGUAGE STANDARDS:
    CL.LS- Conventions of Standard English p3.1, p3.1a, p3.1b, p3.1c, p3.1d, p3.1e, p3.1f, p3.2
COMMUNICATIONS AND LITERACY. LANGUAGE STANDARDS:
    CL.LS-Vocabulary Acquisition and Use p3.3, p3.4, p3.4a, p3.4b, p3.5

Birth-5

Language, Speaking, Listening

Oral Language

What Children Should Know and Be Able to Do

4-5-year-olds

- Initiates a topic and maintains conversation for four turns.
- Uses indirect requests.
- Able to repair a communication breakdown.
- Reports on past events.
- Uses language to reason, predict, and express empathy.
- Uses vocabulary related to the subject.
- Narratives are chains with some plot but may not include high point or resolution.
- Understands basic shape and size vocabulary.

Speech

- An unfamiliar listener should understand 100% of speech.
- Typically has mastered use of consonant clusters.

Grammar

- Uses four- to seven-word sentences, including sentences conjoined using "and."
- Uses complex sentences (sentences that contain more than one verb).
- Uses conjunctions when, so, because, if.
- Uses third-person singular (e.g., she runs, he walks), regular past tense, and irregular plurals.
- Uses personal experiences, knowledge, and/or feelings when speaking.
- Completes simple verbal analogies (e.g., A daddy is big; a baby is (small).
- Asks "when" and "how" questions.

Instruction

Purposeful Play/Center Time

- Create opportunities for play routines that include multiple-event sequences and children acting in various roles. Dramatic play themes within centers can provide such opportunities.

- Select good themes that allow a variety of play routines and the ability to expand play. Ideally, they allow multiple children to play together, each taking on roles.

- Themes might be based on experiences and community helpers, such as firefighter, police officer, vet, doctor, airport, beauty/barber shop, shoe store, grocery store, restaurant, construction, camping, and birthday party.

- Themes also can be based on familiar stories, like The Three Little Bears, Strega Nona, Mike Mulligan and His Steam Shovel.

• A dramatic play theme within a center may last several weeks to a month depending on children's interest. All children benefit from more than one week for a play theme. Several weeks are essential for children with special needs and children who are ELLs.

• Children initially benefit from adult support, modeling, and scaffolding of play routines followed by independent opportunities to play. Teachers may need to step in to support negotiation at times. Teachers also may need to continue to support children who have special needs and those who are ELLs.

• Visual supports can increase the complexity of play.

• Adults can model literate-style language, including elaborated noun phrases, elaborated verb phrases, embedded and conjoined sentences, analytic talk, like explanations and how things work.

• Adults can model use of literacy props/activities within dramatic play routines (Koppenhaver & Erickson, 2003).

• Expand and extend child's sentences. Expand to fill in missing grammatical structures and/or speech sounds. Repeat and extend child utterances to contain additional information.

• Provide visual supports that can help children learn to play in more sophisticated ways. For example, during veterinarian theme, have photos showing the following sequence: sign in pet's name when you arrive, wait in waiting room, vet tech calls you into the office, pet's vitals are taken and recorded on chart, vet comes in and asks for symptoms, vet checks animal over, gives a shot or medicine or bandages a paw, writes a prescription, pet goes back into cage or on leash, go to pay for the visit, leave office. A short or long sequence can be selected and placed on a Velcro strip for kids to see the order. Initially, teachers can support and scaffold play with a short sequence; later this sequence can be expanded to include many more parts, and the adult can step back and intervene only to help children negotiate problems. Children can take various roles (vet, vet tech, receptionist, and person bringing pet into vet). Changing roles will allow children to learn the language associated with each role.

• Embed literacy tools, props, and routines that are appropriate within each theme. For example, during veterinarian theme, have a sign-in sheet, clipboards and "forms" to fill out about your pet, files for the veterinarian to write down information and vital signs, prescription pad to prescribe medications, directions for care of a pet (e.g., changing bandages), credit cards, checks, play money to pay for the visit, appointment pad to make a follow-up appointment. Model use of these various props at appropriate times within the theme. Other types of literacy props include various writing utensils, paper, books, maps, Etch-a-Sketch, Magna Doodle, peel-erase pads, sticky note pads, wipe off boards/markers, small chalkboards, letter stamps, letter-shaped cookie cutters with play dough, toy laptops. See Koppenhaver & Erickson (2003). Ensure opportunities for children to play with support from an adult and independently. They may need adult help to negotiate and establish the play interaction.

Critical Questions and Considerations for Teaching and Learning

•The emotional environment is important to language learning. Responsiveness/warmth is positively related to children's cognition and language development (Landry, et al, 2001).

• Well-established and consistent classroom routines support children's language learning. They also reduce the need for teachers to be directive. Children learn more in classrooms where teachers use high amounts of facilitative talk. (See MacDonald & Carroll, 1992).

- Playful, intentional caregivers/educators keep in mind key goals for children's learning and development in all domains by creating supportive environments, planning curriculum, and selecting from a variety of teaching strategies that best promote each child's thinking and skills. Effective caregiver/educators combine both "child-guided" and "adult-guided" experiences, in which adults play intentional roles in "child-guided" experiences and children have significant, active roles in "adult-guided" experiences. (Epstein, 2007).

- Teachers' use of facilitative language stimulation techniques is higher in small group and child-directed contexts (Turnbull, et al., 2009). Therefore, teachers who interact with children during centers, outdoor play, and other small- group and child-led contexts are more likely to provide high-quality language stimulation.

- Use syntactically complex sentences to support children's understanding and use of syntax. Do not shy away from complex sentences or words.

- Frequent instructive, scaffolded, or helpful inter- actions encourage higher vocabulary learning.

- Encourage rich exposure to and practice of the child's home language. Some parents may believe they should try to speak more English at home, even if they are not proficient themselves. However, children with stronger first language (L1) skills will learn a second language (L2) more rapidly (see Genesee, Paradis, Crago, 2004; Cummins 1991). Thus, encourage parents to engage in rich language experiences, including book reading at home.

- There is not support for the idea that all children learning English will go through a silent period (Roberts, 2011). Teachers need to encourage children to talk in the classroom with peers and adults. If a child is silent for more than a few weeks, teachers should seek out assistance from a speech language pathologist.

- Do adults model syntactically complete sentences to support children's understanding and use of syntax?

- Do classroom themes and topics for instruction yield rich opportunities for discussion?

- Is play time/center time developmentally appropriate and purposeful?

- Are there dramatic-play opportunities, books, and literacy props within various centers, so children can create rich play scenarios?

- Do adults in the classroom engage in play with the children in order to model a variety of play routines?

- Do adults expand and extend children's utterances?

Standards
COMMUNICATIONS AND LITERACY STANDARD: SPEAKING AND LISTENING
     CL.SL-Comprehension and Collaboration p4.1, p4.1a, p4.1b, p4.2
COMMUNICATIONS AND LITERACY STANDARD: SPEAKING AND LISTENING
     CL.SL- Presentation of Knowledge and Ideas p4.3, p4.4, p4.5
COMMUNICATIONS AND LITERACY. LANGUAGE STANDARDS:
     CL.LS- Conventions of Standard English p4.1, p4.1a, p4.1b, p4.1c, p4.1d, p4.1, p4.1f, p4.2
COMMUNICATIONS AND LITERACY. LANGUAGE STANDARDS:
     CL.LS-Vocabulary Acquisition and Use p4.3, p4.4, p4.4a, p4.4b, p4.5

Birth-5

Language, Speaking, Listening

Emergent Literacy

What Children Should Know and Be Able to Do

Newborn to 1-year-old

Newborn to 6 months
- Listens to books read in an engaging manner.
- May begin to babble during reading and over time, babbling may resemble the rising and falling intonations of talk or questions.
- 4 and 6 months: Begins to show more interest in books. Grabs and hits books, and mouths, chews, and drops them.

6 to 12 months
- Begins to understand that pictures represent objects, and develops preferences for certain pictures, pages, or stories.
- 6 months: Are better able to control their movements and interact with books, and respond by grabbing books and mouthing.
- 10 months: Enjoys being read to and follows pictures in books.
- 12 months: Begins to turn pages, with some help, pats or starts to point to objects on a page, and repeats sounds.

1-year-olds (12-24months)
- Will "read" board book on own.
- Holds a book right-side up based on knowledge of objects pictured, inspects pictures.
- By late in this year, some children may jabber as if reading while they turn pages in a familiar book.
- Some children's "reading" may capture the tone of voice and stress on words that caregivers have when reading the book.
- By the end of this year, many children interact with simple picture books by naming pictures that have been named repeatedly for them.
- By the end of this year, many children label pictures when asked, "What's that?" Some children may respond when asked, "What happened?" or "What is doing?"
- When reading repetitive and predictable books frequently, children begin to anticipate what comes next in a book, even inserting words or phrases from the story.

Instruction

Reading to Infants (0-12months)
- Cuddle with an infant while you read to make him/her feel safe, warm, and connected to you.
- Read with expression, pitching your voice higher or lower as appropriate or using different voices for different characters. This helps develop listening skills.
- Read portions of text in a book. You can talk about pictures instead of reading. The purpose of reading is to bond with the infant and to encourage language awareness and development.
- Read the same books over and over. Infants enjoy and learn from repetition. When you do so, repeat with the same emphasis each time as you would with a familiar song.
- Sing nursery rhymes, make funny animal sounds, or bounce the baby on your knee. Show that reading is fun.

- Encourage infants to touch the book or hold sturdier vinyl, cloth, or board books.

Books for Infants (Dwyer & Neuman, 2008)
- Format: Stiff cardboard books; soft vinyl that are easy to handle; cloth books. Sturdy books that can withstand chewing, tearing, and drooling.
- Features: Pictures prominent; simple large pictures or designs set against a contrasting background.
- Content: Imitating sounds; books with animals; familiar subjects about family life, faces, food, toys.
- Language: Labeling, sounds of common objects, noises that can be distinguishable, or rhythmic, patterned language.

Critical Questions and Considerations for Teaching and Learning

Infants – 2-years-old
- Infants should not to be discouraged from behaviors such as hitting, chewing and grabbing books; these are typical developmental behaviors (Bus & van IJzendoorn, 1997). Offer books that will not be damaged by these behaviors.
- The affective quality of book reading (positive interactions) is important for infants and toddlers (Bus & van IJzendoorn, 1997). Young children's interest in and enjoyment of books depends on the availability of books and whether caregivers spend time in positive reading interactions.
- Build book sharing into your daily routines to ensure you are reading to all infants and toddlers (Honig & Shin, 2001).
- Caregivers/teachers will need to change their behaviors with different children to help keep the book-sharing environment enjoyable. It is easier to establish book-sharing routines for some children due to children's temperament, interest, language skills, and attention span (Fletcher & Reese, 2005).
- There are individual differences in how children respond to and attend to books, but between 18 months to 24 months, most children's responsiveness and attention increases (Fletcher, Perez, Hooper, & Clauseen, 2005), particularly if they have been read to since they were infants and have had positive experiences with books.
- Reading to young children helps them to develop listening skills (Kupetz & Green, 1997).
- Repeated reading provides additional opportunities for children to learn and develop language. Young children often request repeated readings, which supports vocabulary learning because of children's increased level of participation and how caregivers change how they read/engage children with each repeated reading (Fletcher & Reese, 2005).
- A pattern of daily reading over time is related to language and cognitive development, and benefits can be observed as early as 24 months or with ELL at 36 months (Raikes et al, 2006).

Questions
- Do you engage children in interactive book sharing?
- Do you use language-enhancing strategies (e.g., expansion, verbal scaffolding, self-talk)?
- Do you intentionally incorporate language and literacy into the children's play?
- Are you responsive to children's comments and questions? (Crowe et al, 2004).
- Parent access to books is a large barrier that prevents them from reading to their infants and toddlers (Harris et al, 2007).
- Does your program allow parents to borrow books?
- What resources are available in your community to support children's access to books? (e.g., story time at the library)

Remind parents that…
- Reading should be an enjoyable activity and that there is no "right" way to read a book.

- They don't need to read all the words; they can talk about the book.
- They should use an expressive voice.
- Children like to participate, and sometimes that means grabbing the book and for infants, mouthing it.
- The parent and the child should use technology interactively.

Standards

COMMUNICATIONS AND LITERACY STANDARDS. LITERATURE
     CL.L Key Ideas and Details i.1, mi.1
     CL.L Craft and Structure i.2, mi.2
     CL.L Integration of Knowledge and Ideas i.3, mi.3, mi.4
     CL.L Range of Reading and Level of Text Complexity i.4, mi.5
COMMUNICATIONS AND LITERACY STANDARDS. INFORMATIONAL TEXT (NON-FICTION)
     CL.IT Key Ideas and Details mi.1
     CL.IT Craft and Structure i.2, mi.2
     CL.IT Integration of Knowledge and Ideas i.3, mi.3
     CL.IT Range of Reading and Level of Text Complexity i.4, mi.4

Birth-5

Language, Speaking, Listening

Emergent Literacy

What Children Should Know and Be Able to Do

2-year-old

- Can sustain attention to a story being read.
- Points to things they wish to be named, and may use one or two words to convey information.
- Draws meaning from pictures, print, and text.
- Holds a book right-side up based on knowledge of the objects pictured.
- Recognizes some books by the cover and may choose books among toys to entertain self.
- Randomly points to familiar pictures in a book.
- May name familiar/favorite pictures in books and repeats comments about events and actions depicted.
- Asks "What's that?" and "What's he/ she doing?"
- Answers some "what" and "who" questions posed by caregiver.
- By late in this year, many children retell books with simple, predictable stories, while turning the pages and using the pictures to prompt recall.
- By the end of this year, looks at book front to back, and page-by-page.
- Children may look through picture books, magazines, catalogs, etc. as if reading.
- Begins to recognize some frequently seen signs and symbols in the environment that contain print (e.g., stop signs, logos, product packaging, and fast food signs).

Instruction

- Read to young children one-on-one, in an engaging manner, pointing to pictures. Keep the book sharing positive.
- Reading to a small group, compared to whole class read aloud, allows children to engage in nonverbal participation such as touching and imitating the teacher's actions (Phillips & Twardosz, 2003).
- Reading to a small group, compared to whole class, may increase 2-year-olds questions and comments during storybook reading, particularly focusing on story structure, meaning, and illustration, but not print (Phillips & Twardosz, 2003).

Books for Infants (Dwyer & Neuman, 2008)
- Format: Perma-bound books; cardboard books at standard size; books with elements of surprise.
- Features: Simple design with picture on every page (such as a picture of shoes or keys).
- Content: Familiar subjects of family; familiar routines, such as dressing, playing, bedtime; familiar topics, such as food, toys, animals.
- Language: Rhythm, rhyme and repetition; highly predictable language, humor, and playful language.

Support for Parents
Encourage parents to include reading in their daily routine. Although there is no "right" time, here are some suggestions:
- In the car or bus: Keep a few books in the car or in your diaper bag to keep little ones quiet and busy.
- Doctor's or dentist's office: Read or tell a soothing story.
- Grocery store: Put a few board books in the shopping cart, or tie a cloth book to the shopping cart.
- Nap time/ bed time: Familiar routines help infants and toddlers calm down.

- Bath time: Read and let toddlers play with plastic bath-time books.
- Family book: Create a book with pictures of family members, pets, and familiar locations.
- When using technology, such as the computer, video games, smart phones, or electronic toys, include interactive books and educational games.

Critical Questions and Considerations for Teaching and Learning

Infants – 2-years-old

- Infants should not to be discouraged from behaviors such as hitting, chewing and grabbing books; these are typical developmental behaviors (Bus & van IJzendoorn, 1997). Offer books that will not be damaged by these behaviors.
- The affective quality of book reading (positive interactions) is important for infants and toddlers (Bus & van IJzendoorn, 1997). Young children's interest in and enjoyment of books depends on the availability of books and whether caregivers spend time in positive reading interactions.
- Build book sharing into your daily routines to ensure you are reading to all infants and toddlers (Honig & Shin, 2001).
- Caregivers/teachers will need to change their behaviors with different children to help keep the book-sharing environment enjoyable. It is easier to establish book-sharing routines for some children due to children's temperament, interest, language skills, and attention span (Fletcher & Reese, 2005).
- There are individual differences in how children respond to and attend to books, but between 18 months to 24 months, most children's responsiveness and attention increases (Fletcher, Perez, Hooper, & Clauseen, 2005), particularly if they have been read to since they were infants and have had positive experiences with books.
- Reading to young children helps them to develop listening skills (Kupetz & Green, 1997).
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- A pattern of daily reading over time is related to language and cognitive development, and benefits can be observed as early as 24 months or with ELL at 36 months (Raikes et al, 2006).

Questions

- Do you engage children in interactive book sharing?
- Do you use language-enhancing strategies (e.g., expansion, verbal scaffolding, self-talk)?
- Do you intentionally incorporate language and literacy into the children's play?
- Are you responsive to children's comments and questions? (Crowe et al, 2004).
- Parent access to books is a large barrier that prevents them from reading to their infants and toddlers (Harris et al, 2007).
- Does your program allow parents to borrow books?
- What resources are available in your community to support children's access to books? (e.g., story time at the library)

Remind parents that…

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- They don't need to read all the words; they can talk about the book.
- They should use an expressive voice.
- Children like to participate, and sometimes that means grabbing the book and for infants, mouthing it.
- The parent and the child should use technology interactively.

Standards

COMMUNICATIONS AND LITERACY STANDARDS. LITERATURE

    CL.L Key Ideas and Details mi.1, t.1, t.2

    CL.L Craft and Structure mi.2, t.3

    CL.L Integration of Knowledge and Ideas mi.3, mi.4, t.4, t.5

    CL.L Range of Reading and Level of Text Complexity mi.5, t.6

COMMUNICATIONS AND LITERACY STANDARDS. INFORMATIONAL TEXT (NON-FICTION)

    CL.IT Key Ideas and Details mi.1, t.1, t.2

    CL.IT Craft and Structure mi.2, t.3, t.4

    CL.IT Integration of Knowledge and Ideas mi.3, t.5

    CL.IT Range of Reading and Level of Text Complexity mi.4

Birth-5

Language, Speaking, Listening

Emergent Literacy

What Children Should Know and Be Able to Do

3-year-old

- Answers adult questions about the pictures.
- Completes adult sentences with appropriate word when reading familiar books.
- Points to items in illustrations.
- Turns pages of books appropriately with support.
- Asks simple questions about story content.
- Begins to relate content of books to own life.
- Can identify and request favorite story(s).
- Acts out main events of a familiar story.
- Uses pictures and illustrations to tell and retell a story.
- May establish character referents.
- Begins to use story conventions (e.g., once upon a time).
- Tells a relatively coherent account of a past event (a personal narrative) to a person unfamiliar with the event.
- Knows role of author and illustrator.
- Recognizes various book concepts (cover, title page, author, illustrator, dedication).
- Understands that information books are a resource to find answers to questions.
- Learns concepts and vocabulary found in books and from science, social studies, and other curriculum topics

Instruction

Book Sharing

- Book sharing provides an ideal opportunity for children to learn rules for interaction in whole group and small-group contexts.
- Choosing Books
- Choose books with culturally-appropriate pictures and content given your class composition (Cazden, 1970).
- Choose books that relate to classroom theme, and develop extension activities that support children's understanding of vocabulary and concepts. Choose books that can be read repeatedly (3-5 times). Each time you read the book, expand children's understanding, encourage more child participation (see below), and embed instruction about print form (print concepts, alphabet knowledge, phonological awareness).
- Expose children to wide variety of text types (e.g., stories, information books, picture dictionaries, magazines, coupons, lists, poetry, alphabet and counting books, maps, calendars, menus).
- Narrative Storybooks
- Stories with multiple episodes and clear narrative structure.
- Stories with interesting language and new vocabulary.
- Illustrations that are engaging and convey what is expressed in text.
- Pair storybooks with information books on same theme or topic (Pollard-Durodola et al., 2011).

Read Books in Advance
- Determine what vocabulary words and concepts you will reinforce during and after readings. Think about how to explain those words/concepts. Find props, pictures to help explain words/concepts.
- Determine questions in advance and how you will scaffold children's understanding.
- Identify a focus for each repeated reading of the book.
- Determine what vocabulary words and concepts you will reinforce during and after readings. Think about how to explain those words/concepts. Find props, pictures to help explain words/concepts.
- Determine questions in advance and how you will scaffold children's understanding.
- Identify a focus for each repeated reading of the book.

Considerations when choosing information books:
- 35-50 sentences that contain 6-10 words each.
- Real photographs.
- Large clear font located in a consistent place.
- 6-18 new vocabulary words.
- Simple explanations for new words.
- Pictures that support vocabulary teaching.
- Hybrid books (i.e., books that contain both story and information text features) can create facilitative context, however, teachers may need to read the story OR the information text rather than attempting to read both during a single read aloud (Price & Bradley, 2011).

During Shared Reading
Use Text Talk (Beck & McKeown, 2001) Strategies:
- Intersperse open-ended questions eliciting description and explanations of text ideas.
- Follow up children's responses with questions that scaffold their thinking and encourage elaboration and development of their original idea.
- Show pictures after reading the text, because children often use the content of the pictures instead of the linguistic content to formulate responses to questions.
- Invite background knowledge, but make clear references/comparisons to the text; that is, reduce surface-level associations that bring forth a hodgepodge of personal anecdotes and instead help students relate background knowledge/experiences meaningfully with the text.
- Select sophisticated words for direct attention after reading; provide multiple exposures in variety of contexts.
- Use Interactive Reading Strategies (McGee & Schickedanz, 2007):
  - ☐ Insert clear but rich explanations of unfamiliar vocabulary.
  - ☐ Point to pictures during read-alouds to show links between illustrations and text.
  - ☐ Ask questions that extend comprehension.
  - ☐ Use think-alouds to model thinking processes during repeated readings, guide children to reconstruct parts of the text and illustrations.
  - ☐ Engage children in labeling or repetition during reading. Children need to say new words aloud.
- Use word sorts for items that do or do not belong in a category or have specific features. This can build richer word knowledge. Use se- mantic word/picture maps to show relationships among words, especially to illustrate taxonomic relationships (Culatta, Hall-Kenyan, & Black, 2010; Dwyer & Neurman, 2011).
- Choose certain information book features (e.g., table of contents, glossary, index, diagrams) to highlight during shared reading and explicitly teach the purpose of that feature.

Scaffold Vocabulary Development during shared reading:
- Read the book aloud one time and then target vocabulary words that need explanation (Bradley & Price, 2011).

- Teach words explicitly using simple/rich explanations when they occur in the text (Collins, 2005).
- Provide repeated opportunities to both hear and use new vocabulary (can be accomplished through repeated reading of the same book and by using target vocabulary from books throughout the day).
- Ensure children are engaged and actively participating, because they are more likely to learn vocabulary (Coyne, Simmons, & Kame'enui, 2004).
- Provide clear, simple visuals (pictures, gestures, props/toys, and videos) to support word learning.

Critical Questions and Considerations for Teaching and Learning

- Book reading provides an opportunity for adults to model and scaffold the kinds of comprehension strategies that children will need to use later as independent readers (Vander Woude, van Kleeck, Vander Veen, 2009).
- The affective quality of book sharing is important for children's learning from an activity (Bus, van IJzendoorn, & Pellegrini, 1995). Creating a positive climate might mean reading shorter segments of text, choosing books with simpler text and/or visual features, increasing inflection during reading to create enthusiasm. Do what- ever it takes to foster children's enjoyment.
- Use of sophisticated vocabulary and analytic talk (e.g., discuss vocabulary, explain how things work) supports childrens' language and later literacy (decoding and comprehension) (Dickinson & Porche, 2011).
- Teachers' efforts to help children attend to group discussions have a direct effect on comprehension in the elementary grades, possibly because children learn self-regulatory capacities (Dickinson & Porche, 2011).
- Evidence from upper-elementary students reveals that content-rich discussions led to increased comprehension. Helping children to actively build meaning promotes attention to important ideas and helps children build connections among ideas (McKeown, Beck, & Blake, 2009). Thus, engaging in content-rich discussions in preschool likely builds language comprehension and later reading comprehension abilities (see also Teale, Paciga & Hoffman, 2007).
- Children's verbal participation increases with reduced group sizes during book sharing. This improves children's learning from the activity in part because teachers can provide greater support for individual children's responses.
- Therefore, find ways to read every day to small groups of 2-5 children and 1:1 (Phillips & Twardosz, 2003).
- Interactive book reading results in greater vocabulary acquisition than performance oriented reading or book reading without interaction (Brabham & Lynch-Brown, 2002).
- Correcting children's misunderstandings supports their later vocabulary learning (Dickinson & Porche, 2011).
- Children need to learn to use and understand complex language, because it helps to prepare them for reading comprehension in later grades. Letter knowledge, phonological awareness, and other early literacy skills are necessary but not sufficient for becoming a successful reader (Juel, 2010; Teale, Paciga, & Hoffman, 2007). Therefore, preschoolers need rich exposure to language and opportunities to develop sophisticated oral language abilities. Children are not likely to generate elaborate and well-developed responses to open-ended questions on the first try. They need teacher support to help them increase the complexity of their initial response.
- Beck & McKeown (2001) propose strategies they call Text Talk. Text Talk strategies resulted in children learning significantly more words. In addition, more frequent exposure to the target words resulted in 2x the growth in oral vocabulary knowledge (Beck & McKeown, 2007).
- Shared reading strategies that actively involve young children are most likely to result in positive benefits for children. Strategies that promote active participation include elaborations, expansions, and use of "Wh" questions to broaden both print and linguistic concepts (Trivette & Dunst, 2007).

- Reading information texts can be more challenging, because teachers need to explain more and children are often more engaged and ask more questions (Price, Bradley, & Smith, under re- view). It may take time to develop a comfortable book-reading routine for information books.

Questions

- Do you engage children in interactive book sharing? Are you responsive to their comments and questions? This is especially effective for children with language delays (Crowe et al, 2004).
- Do you create opportunities for small-group and one-on-one book sharing within the classroom?
- Do you read books multiple times to give children multiple exposures to the content, vocabulary, and discussion?
- Do you integrate a variety of text types into your classroom book- sharing routines?
- Do you support children's vocabulary growth during book reading by intentionally selecting vocabulary and using simple/rich explanations when words occur in text?
- Do you ask questions that extend children's comprehension and scaffold their thinking?

Standards

COMMUNICATIONS AND LITERACY STANDARDS. LITERATURE
> CL.L Key Ideas and Details p3.1, p3.2
> CL.L Craft and Structure p3.3, p3.4
> CL.L Integration of Knowledge and Ideas p3.6, p3.7
> CL.L Range of Reading and Level of Text Complexity p3.8

COMMUNICATIONS AND LITERACY STANDARDS. INFORMATIONAL TEXT (NON-FICTION)
> CL.IT Key Ideas and Details p3.1, p3.2
> CL.IT Craft and Structure p3.3, p3.4, p3.5
> CL.IT Integration of Knowledge and Ideas p3.6, p3.7, p3.8
> CL.IT Range of Reading and Level of Text Complexity p3.9

Birth-5

Language, Speaking, Listening

Emergent Literacy

What Children Should Know and Be Able to Do

4-5-year-old

- Asks "why" questions about events and characters' actions, motivations.
- Understands increasingly complex story structures.
- Begins to make logical predictions about stories.
- Can discuss characters' motivations.
- Provides definitions for words.
- Retells stories with increasing detail and accuracy.
- Pretends to read easy or predictable books.
- Recalls information and sequence of a story (e.g., characters, events).
- Tells stories based on personal experiences, imagination, dreams, and/or stories from books.
- Recognizes and begins to name features in information books:
    - Table of contents
    - Glossary
    - Index
    - Labels
    - Diagrams
    - Graphs/maps
    - Speech bubbles
- Seeks out information books to find answers to questions.
- States a point and attempts to back it up.
- Constructs meaning jointly with adults and peers during interactions.

Instruction

Book Sharing

- Book sharing provides an ideal opportunity for children to learn rules for interaction in whole group and small-group contexts.
- Choosing Books
- Choose books with culturally-appropriate pictures and content given your class composition (Cazden, 1970).
- Choose books that relate to classroom theme, and develop extension activities that support children's understanding of vocabulary and concepts. Choose books that can be read repeatedly (3-5 times). Each time you read the book, expand children's understanding, encourage more child participation (see below), and embed instruction about print form (print concepts, alphabet knowledge, phonological awareness).
- Expose children to wide variety of text types (e.g., stories, information books, picture dictionaries, magazines, coupons, lists, poetry, alphabet and counting books, maps, calendars, menus).
- Narrative Storybooks
- Stories with multiple episodes and clear narrative structure.
- Stories with interesting language and new vocabulary.
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- Pair storybooks with information books on same theme or topic (Pollard-Durodola et al., 2011).

Read Books in Advance
- Determine what vocabulary words and concepts you will reinforce during and after readings. Think about how to explain those words/concepts. Find props, pictures to help explain words/concepts.
- Determine questions in advance and how you will scaffold children's understanding.
- Identify a focus for each repeated reading of the book.
- Determine what vocabulary words and concepts you will reinforce during and after readings. Think about how to explain those words/concepts. Find props, pictures to help explain words/concepts.
- Determine questions in advance and how you will scaffold children's understanding.
- Identify a focus for each repeated reading of the book.

Considerations when choosing information books:
- 35-50 sentences that contain 6-10 words each.
- Real photographs.
- Large clear font located in a consistent place.
- 6-18 new vocabulary words.
- Simple explanations for new words.
- Pictures that support vocabulary teaching.
- Hybrid books (i.e., books that contain both story and information text features) can create facilitative context, however, teachers may need to read the story OR the information text rather than attempting to read both during a single read aloud (Price & Bradley, 2011).

During Shared Reading
Use Text Talk (Beck & McKeown, 2001) Strategies:
- Intersperse open-ended questions eliciting description and explanations of text ideas.
- Follow up children's responses with questions that scaffold their thinking and encourage elaboration and development of their original idea.
- Show pictures after reading the text, because children often use the content of the pictures instead of the linguistic content to formulate responses to questions.
- Invite background knowledge, but make clear references/comparisons to the text; that is, reduce surface-level associations that bring forth a hodgepodge of personal anecdotes and instead help students relate background knowledge/experiences meaningfully with the text.
- Select sophisticated words for direct attention after reading; provide multiple exposures in variety of contexts.
- Use Interactive Reading Strategies (McGee & Schickedanz, 2007):
    - ☐ Insert clear but rich explanations of unfamiliar vocabulary.
    - ☐ Point to pictures during read-alouds to show links between illustrations and text.
    - ☐ Ask questions that extend comprehension.
    - ☐ Use think-alouds to model thinking processes during repeated readings, guide children to reconstruct parts of the text and illustrations.
    - ☐ Engage children in labeling or repetition during reading. Children need to say new words aloud.
- Use word sorts for items that do or do not belong in a category or have specific features. This can build richer word knowledge. Use se- mantic word/picture maps to show relationships among words, especially to illustrate taxonomic relationships (Culatta, Hall-Kenyan, & Black, 2010; Dwyer & Neurman, 2011).
- Choose certain information book features (e.g., table of contents, glossary, index, diagrams) to highlight during shared reading and explicitly teach the purpose of that feature.

Scaffold Vocabulary Development during shared reading:

- Read the book aloud one time and then target vocabulary words that need explanation (Bradley & Price, 2011).
- Teach words explicitly using simple/rich explanations when they occur in the text (Collins, 2005).
- Provide repeated opportunities to both hear and use new vocabulary (can be accomplished through repeated reading of the same book and by using target vocabulary from books throughout the day).
- Ensure children are engaged and actively participating, because they are more likely to learn vocabulary (Coyne, Simmons, & Kame'enui, 2004).
- Provide clear, simple visuals (pictures, gestures, props/toys, and videos) to support word learning.

Critical Questions and Considerations for Teaching and Learning

- Book reading provides an opportunity for adults to model and scaffold the kinds of comprehension strategies that children will need to use later as independent readers (Vander Woude, van Kleeck, Vander Veen, 2009).
- The affective quality of book sharing is important for children's learning from an activity (Bus, van IJzendoorn, & Pellegrini, 1995). Creating a positive climate might mean reading shorter segments of text, choosing books with simpler text and/or visual features, increasing inflection during reading to create enthusiasm. Do what- ever it takes to foster children's enjoyment.
- Use of sophisticated vocabulary and analytic talk (e.g., discuss vocabulary, explain how things work) supports childrens' language and later literacy (decoding and comprehension) (Dickinson & Porche, 2011).
- Teachers' efforts to help children attend to group discussions have a direct effect on comprehension in the elementary grades, possibly because children learn self-regulatory capacities (Dickinson & Porche, 2011).
- Evidence from upper-elementary students reveals that content-rich discussions led to increased comprehension. Helping children to actively build meaning promotes attention to important ideas and helps children build connections among ideas (McKeown, Beck, & Blake, 2009). Thus, engaging in content-rich discussions in preschool likely builds language comprehension and later reading comprehension abilities (see also Teale, Paciga & Hoffman, 2007).
- Children's verbal participation increases with reduced group sizes during book sharing. This improves children's learning from the activity in part because teachers can provide greater support for individual children's responses.
- Therefore, find ways to read every day to small groups of 2-5 children and 1:1 (Phillips & Twardosz, 2003).
- Interactive book reading results in greater vocabulary acquisition than performance oriented reading or book reading without interaction (Brabham & Lynch-Brown, 2002).
- Correcting children's misunderstandings supports their later vocabulary learning (Dickinson & Porche, 2011).
- Children need to learn to use and understand complex language, because it helps to prepare them for reading comprehension in later grades. Letter knowledge, phonological awareness, and other early literacy skills are necessary but not sufficient for becoming a successful reader (Juel, 2010; Teale, Paciga, & Hoffman, 2007). Therefore, preschoolers need rich exposure to language and opportunities to develop sophisticated oral language abilities. Children are not likely to generate elaborate and well-developed responses to open-ended questions on the first try. They need teacher support to help them increase the complexity of their initial response.
- Beck & McKeown (2001) propose strategies they call Text Talk. Text Talk strategies resulted in children learning significantly more words. In addition, more frequent exposure to the target words resulted in 2x the growth in oral vocabulary knowledge (Beck & McKeown, 2007).

- Shared reading strategies that actively involve young children are most likely to result in positive benefits for children. Strategies that promote active participation include elaborations, expansions, and use of "Wh" questions to broaden both print and linguistic concepts (Trivette & Dunst, 2007).
- Reading information texts can be more challenging, because teachers need to explain more and children are often more engaged and ask more questions (Price, Bradley, & Smith, under re- view). It may take time to develop a comfortable book-reading routine for information books.

Questions

- Do you engage children in interactive book sharing? Are you responsive to their comments and questions? This is especially effective for children with language delays (Crowe et al, 2004).
- Do you create opportunities for small-group and one-on-one book sharing within the classroom?
- Do you read books multiple times to give children multiple exposures to the content, vocabulary, and discussion?
- Do you integrate a variety of text types into your classroom book- sharing routines?
- Do you support children's vocabulary growth during book reading by intentionally selecting vocabulary and using simple/rich explanations when words occur in text?
- Do you ask questions that extend children's comprehension and scaffold their thinking?

Standards
COMMUNICATIONS AND LITERACY STANDARDS. LITERATURE
    CL.L Key Ideas and Details p4.1, p4.2, p4.3
    CL.L Craft and Structure p4.4, p4.5, p4.6
    CL.L Integration of Knowledge and Ideas p4.7, p4.8
    CL.L Range of Reading and Level of Text Complexity p4.9
COMMUNICATIONS AND LITERACY STANDARDS. INFORMATIONAL TEXT (NON-FICTION)
    CL.IT Key Ideas and Details p4.1, p4.2, p4.3
    CL.IT Craft and Structure p4.4, p4.5, p6
    CL.IT Integration of Knowledge and Ideas p4.7, p4.8, p4.9
    CL.IT Range of Reading and Level of Text Complexity p4.10

Birth-5

Foundations of Reading
Print Functions and Conventions
What Children Should Know and Be Able to Do

Newborn-1-year-old

Newborns to 6 months
- Listens to books when read in an engaging manner.
- May begin to babble, and over time babbling may resemble the rising and falling intonations of talk or questions.
- 4 and 6 months: Infants begin to show more interest in books. They will grab and hold books, but will mouth, chew, and drop them.

6 to 12 months
- Infants begin to understand that pictures represent objects, and develop preferences for certain pictures, pages, or stories.
- 6 months: Infants are better able to control their movements and interact with books, and respond by grabbing books.
- 10 months: Enjoys being read to and follows pictures in books.
- 12 months: Infants begin to turn pages with some help, pat or point to objects on a page, and repeat your sounds.

Instruction
- Read to infants to develop their listening skills.
- Cuddle with an infant while you read to make him/her feel safe, warm, and connected to you.
- Read with expression, pitching your voice higher or lower as appropriate or using different voices for different characters.
- Read portions of the text. You don't need to read all the text in a book and can talk about pictures instead of reading. The purpose of reading is to bond with the infant and to encourage language awareness and development. As the child is able, add in more and more of the text.
- Read the same books over and over, because infants enjoy and learn from repetition. When you do so, repeat the same emphasis each time as you would with a familiar song.
- Sing nursery rhymes, make funny animal sounds, or bounce your baby on your knee — anything that shows that reading is fun.
- Encourage infants to touch the book or hold sturdier vinyl, cloth, or board books.
- Help infants feel various textures, lift flaps, push buttons.
- Alternate pointing to pictures and pointing to the text as you read. Point to pictures that help the child comprehend the text.

Books for Infants (0-12 months) (Dwyer & Neuman, 2008)
- Format: Stiff cardboard books; soft vinyl that are easy to handle; cloth books; bath books. Sturdy books that can withstand chewing, tearing, and drooling.
- Features: Pictures prominent; simple large pictures or designs set against a contrasting background.
- Content: Imitating sounds; books with animals; familiar subjects about family life, faces, food, toys. Books with textures, flaps, zippers, wheels, snaps, or buttons that make noises or say words.
- Language: Labeling, sounds of common objects, noises that can be distinguishable, or rhythmic, patterned language

• The affective quality of book reading (positive interactions) is important for infants and toddlers (Bus & van IJzendoorn, 1997). Young children's interest in and enjoyment of books depends on the availability of books and whether caregivers share them with children in positive ways.

• Build book sharing into your daily routines (Honig & Shin, 2001).

• It is easier to establish book-sharing routines for some children rather than others due to children's temperament, interest, language skills, and attention span (Fletcher & Reese, 2005). Caregivers/educators need to adjust book sharing routines based on children's temperament, interests, languages, and attention span to keep the book sharing enjoyable.

• Infants should not be discouraged from behaviors such as hitting, chewing and grabbing books. These are typical developmental behaviors (Bus & van IJzendoorn, 1997). Instead, give them books that will not be damaged by these behaviors.

• There are individual differences in how children respond to and attend to books, but between 18 months to 24 months, most children's responsiveness and attention increases (Fletcher, Perez, Hooper, & Clauseen, 2005), particularly if they have been read to since they were infants and have had positive experiences with books.

• Young children request repeated readings, and this supports vocabulary learning because of children's increased level of participation; also, care-givers change how they read/engage children with each repeated reading (Fletcher & Reese, 2005). Therefore, repeated reading provides additional opportunities for children to learn and develop language.

• A pattern of daily reading over time is related to language and cognitive development, and benefits can be observed as early as 24 months and with ELL at 36 months (Raikes et al, 2006).

• Caregivers/educators of 2-year-olds use more questions, labeling, and positive feedback when reading informational books compared to storybooks (Potter & Haynes, 2000). Be sure to include information books (e.g., books about animals, nature) when sharing books with young children.

Questions

• Do you engage children in interactive book sharing?

• Are you responsive to children's comments and questions? (Crowe et al, 2004)

• Does your program allow parents to borrow books? Parents' lack of access to books is a large barrier that prevents them from reading to their infants and toddlers (Harris et al, 2007).

• Are there resources for access to books in your community?

• Do you read with children daily?

• Do you vary your book-sharing style to match the needs of children and make the experience enjoyable?

• Do you give children an opportunity to talk about the pictures/action in the story?

• Do you include both storybook and informational texts in your book-reading routines?

Standards

COMMUNICATIONS AND LITERACY STANDARDS. FOUNDATIONAL SKILLS
CL.F Print Concepts i.1, mi.1, mi.2
CL.F Fluency mi.5

Birth-5

Foundations of Reading

Print Functions and Conventions

What Children Should Know and Be Able to Do

1-year-old

- When reading repetitive and predictable books frequently, children begin to anticipate what comes next in a book, even inserting words or phrases from the story.
- Will "read" board book independently.
- Holds a book right-side up based on knowledge of objects pictured, inspects pictures.
- By late in this year, some children may jabber as if reading while they turn pages in a familiar book.
- Some children's "reading" may capture the tone of voice and stress on words that caregivers have when reading the book.
- By the end of this year, many children interact with simple picture books by naming pictures that have been named repeatedly for them.
- By the end of this year, many children label pictures when asked, "What's that?" Some children may respond when asked, "What happened?" or "What is doing?"

Instruction

- Read to young children one-on-one in an engaging manner, pointing to pictures, and keeping the book sharing positive.
- Read repetitive and predictable books frequently, so that children will begin to anticipate what comes next in a book, even inserting words or phrases from the story. This reinforces the connection between spoken language and written words, which is¬ a critical reading skill.
- Read repetitive and predictable books that will reinforce the connection between spoken language and written words.
- Read nursery rhymes, rhyming books, poetry, and books with alliteration to reinforce the child's phonemic awareness.

Books for 1-year-olds (12-24 months) (Dwyer & Neuman, 2008)

- Format: Perma-bound books; cardboard books at standard size; engineered books with elements of surprise; cloth books; bath books; books with flaps and textures.
- Features: Simple design with picture on every page (such as a picture of shoes or keys).
- Content: Familiar subjects of family; familiar routines, such as dressing, playing, bedtime; familiar topics, such as food, toys, animals.
- Language: Rhythm, rhyme and repetition, highly predictable language, humor, and playful language.

Critical Questions and Considerations for Teaching and Learning

- The affective quality of book reading (positive interactions) is important for infants and toddlers (Bus & van IJzendoorn, 1997). Young children's interest in and enjoyment of books depends on the availability of books and whether caregivers share them with children in positive ways.
- Build book sharing into your daily routines (Honig & Shin, 2001).
- It is easier to establish book-sharing routines for some children rather than others due to children's temperament, interest, language skills, and attention span (Fletcher & Reese, 2005). Caregivers/educators

need to adjust book sharing routines based on children's temperament, interests, languages, and attention span to keep the book sharing enjoyable.

• Infants should not be discouraged from behaviors such as hitting, chewing and grabbing books. These are typical developmental behaviors (Bus & van IJzendoorn, 1997). Instead, give them books that will not be damaged by these behaviors.

• There are individual differences in how children respond to and attend to books, but between 18 months to 24 months, most children's responsiveness and attention increases (Fletcher, Perez, Hooper, & Clauseen, 2005), particularly if they have been read to since they were infants and have had positive experiences with books.

• Young children request repeated readings, and this supports vocabulary learning because of children's increased level of participation; also, care-givers change how they read/engage children with each repeated reading (Fletcher & Reese, 2005). Therefore, repeated reading provides additional opportunities for children to learn and develop language.

• A pattern of daily reading over time is related to language and cognitive development, and benefits can be observed as early as 24 months and with ELL at 36 months (Raikes et al, 2006).

• Caregivers/educators of 2-year-olds use more questions, labeling, and positive feedback when reading informational books compared to storybooks (Potter & Haynes, 2000). Be sure to include information books (e.g., books about animals, nature) when sharing books with young children.

Questions

- Do you engage children in interactive book sharing?
- Are you responsive to children's comments and questions? (Crowe et al, 2004)
- Does your program allow parents to borrow books? Parents' lack of access to books is a large barrier that prevents them from reading to their infants and toddlers (Harris et al, 2007).
- Are there resources for access to books in your community?
- Do you read with children daily?
- Do you vary your book-sharing style to match the needs of children and make the experience enjoyable?
- Do you give children an opportunity to talk about the pictures/action in the story?
- Do you include both storybook and informational texts in your book-reading routines?

Standards

COMMUNICATIONS AND LITERACY STANDARDS. FOUNDATIONAL SKILLS
    CL.F Print Concepts mi.1, mi.2, t.1, t.2
    CL.F Fluency mi.5, t.5

Birth-5

Foundations of Reading

Print Functions and Conventions

What Children Should Know and Be Able to Do

2-year-old

- Can sustain attention to a story being read.
- Points to things they wish to be named, and may use one or two words ('telegraphic speech') to convey information.
- Draws meaning from pictures, print, and text.
- Holds a book right-side up based on knowledge of the objects pictured.
- Recognizes some books by the cover and may choose books among toys to entertain self.
- Randomly points to familiar pictures in a book.
- May name familiar/favorite pictures in books and repeat comments about events and actions depicted.
- Asks "What's that?" and "What's he/ she doing?"
- Answers some "what" and "who" questions posed by caregiver.
- By late in this year, many children retell books with simple, predictable stories, while turning the pages and using the pictures to prompt recall.
- By the end of this year, looks at familiar books front to back, and page-by-page.
- May look through picture books, magazines, catalogs, etc., as if reading.
- Begins to recognize some frequently seen signs and symbols in the environment that contain print (e.g., stop signs, logos, product packaging, and fast-food signs).

Instruction

- Read to young children one-on-one in an engaging manner, pointing to pictures. Keep the book sharing positive.
- Utilize small groups that allow children to engage in nonverbal participation, such as touching pages and imitating the teacher's actions (Phillips & Twardosz, 2003) more so than whole-class read aloud. Compared to whole-class read alouds, small groups may increase 2-year-olds questions and comments during storybook reading, particularly focusing on story structure, meaning, and illustration but not print (Phillips & Twardosz, 2003).
- Provide independent reading time for young children right after story time. Children are eager to have the books that their caregivers have read to them during story time (Lee, 2011).

Books for 2-Year-Olds (24-36 months) (Dwyer & Neuman, 2008)

- Format: Perma-bound books; cardboard books at standard size; engineered books with elements of surprise; cloth books; bath books; books with flaps and textures.
- Features: Simple design with picture on every page (such as a picture of shoes or keys).
- Content: Familiar subjects of family; familiar routines, such as dressing, playing, bedtime; familiar topics, such as food, toys, animals.
- Language: Rhythm, rhyme and repetition, highly predictable language, humor, and playful language.

• The affective quality of book reading (positive interactions) is important for infants and toddlers (Bus & van IJzendoorn, 1997). Young children's interest in and enjoyment of books depends on the availability of books and whether caregivers share them with children in positive ways.

• Build book sharing into your daily routines (Honig & Shin, 2001).

• It is easier to establish book-sharing routines for some children rather than others due to children's temperament, interest, language skills, and attention span (Fletcher & Reese, 2005). Caregivers/educators need to adjust book sharing routines based on children's temperament, interests, languages, and attention span to keep the book sharing enjoyable.

• Infants should not be discouraged from behaviors such as hitting, chewing and grabbing books. These are typical developmental behaviors (Bus & van IJzendoorn, 1997). Instead, give them books that will not be damaged by these behaviors.

• There are individual differences in how children respond to and attend to books, but between 18 months to 24 months, most children's responsiveness and attention increases (Fletcher, Perez, Hooper, & Clauseen, 2005), particularly if they have been read to since they were infants and have had positive experiences with books.

• Young children request repeated readings, and this supports vocabulary learning because of children's increased level of participation; also, care-givers change how they read/engage children with each repeated reading (Fletcher & Reese, 2005). Therefore, repeated reading provides additional opportunities for children to learn and develop language.

• A pattern of daily reading over time is related to language and cognitive development, and benefits can be observed as early as 24 months and with ELL at 36 months (Raikes et al, 2006).

• Caregivers/educators of 2-year-olds use more questions, labeling, and positive feedback when reading informational books compared to storybooks (Potter & Haynes, 2000). Be sure to include information books (e.g., books about animals, nature) when sharing books with young children.

Questions

• Do you engage children in interactive book sharing?

• Are you responsive to children's comments and questions? (Crowe et al, 2004)

• Does your program allow parents to borrow books? Parents' lack of access to books is a large barrier that prevents them from reading to their infants and toddlers (Harris et al, 2007).

• Are there resources for access to books in your community?

• Do you read with children daily?

• Do you vary your book-sharing style to match the needs of children and make the experience enjoyable?

• Do you give children an opportunity to talk about the pictures/action in the story?

• Do you include both storybook and informational texts in your book-reading routines?

COMMUNICATIONS AND LITERACY STANDARDS. FOUNDATIONAL SKILLS

CL.F Print Concepts t.1, t.2
CL.F Fluency t.5

Birth-5

Foundations of Reading
Print Functions and Conventions
What Children Should Know and Be Able to Do
3-year-old
Print Functions
> • Recognizes environmental print, like signs and logos.

Print Conventions
> • Holds a book and looks at one page at a time.
> • In writing, may reveal knowledge of print organization depending on type (e.g., grocery list versus story).

Instruction
Purposeful Play/Center Time
> • Ensure natural opportunities to use print during dramatic play and centers. Include literacy props in all centers, not just writing/art centers (e.g., various writing utensils, paper, books, maps, Etch-a-Sketch, Magna Doodle, peel-erase pads, sticky note pads, wipe off boards/ markers, small chalkboards, letter stamps, letter-shaped cookie cutters with play dough, toy laptops).
> • Model use of reading for authentic purposes and use of literacy props in various centers during play and support children's use (e.g., reading road signs, reading labels on toy shelves, reading to a baby doll, reading a grocery list).

Shared Reading
Choosing Books
> • Format:
>> ☐ Big books.
>> ☐ Books that contain flaps.
>> ☐ Books that children can spread out and read with their friends.
> • Story Books:
>> ☐ Text that is salient (large, clear font), located where it will be noticed on the page. Embedded print can increase chances that children will focus on it.
>> ☐ Stories that have multiple episodes and clear narrative structure.
>> ☐ Include interesting language that continues to introduce children to new vocabulary, word patterns, and rhyme and rhythm books.
>> ☐ Books that contain single-syllable words for segmenting.
>> ☐ Books with rich and interesting rhythms and alliteration (Alphabet books often include these features.)
>> ☐ Books that include songs.
>> ☐ Books with predictable text and word substitutions (e.g., Five Little Monkeys).
> • Informational books:
>> ☐ Books that use different structures to convey information.
>> ☐ Books that contain embedded print, because this draws children to focus on it.

☐ Books that generate interest and invoke imagination; choose familiar topics and also topics beyond children's personal experiences.

☐ Books that contain print features typical of this genre, including tables of contents, labels, storyboards (pictures showing a sequence), picture glossaries, scale diagrams (e.g., showing object to scale), cutaways, cross section diagrams, flow diagrams, tree and web diagrams, graphs, maps, tables, captions, and speech bubbles (Kamberelis, 1999; Pappas, 1991, 2006).

- Big books:

☐ Model and teach print concepts.

☐ Provide opportunities for children to demonstrate print knowledge.

☐ Focus on meaning not print during the first few readings of a book; upon repeated readings, embed references to print within the activity (van Kleeck, 2006).

☐ During Shared Reading

☐ Focus on the meaning/content of the book (Vander Woude et al., 2009) initially. With repeated readings, use embedded "sound talk" (McFadden, 1998) (e.g., Listen for the rhyming words on this page. What word starts with /t/?)

During Shared Reading

- Focus on the meaning/content of the book (Vander Woude et al., 2009) initially. With repeated readings, use embedded "sound talk" (McFadden, 1998) (e.g., Listen for the rhyming words on this page. What word starts with /t/?)

Critical Questions and Considerations for Teaching and Learning

Concepts of print:

- Orientation of books, such as front to back; top to bottom of page; title, author, illustrator.

- Directionality, such as reading text from left-to-right and return sweep; read page-by-page.

- Letter and word concepts, such as words are made up of letters, words are long and short, words are separated by spaces, some words begin with a capital letter.

- Individual instruction and small-group learning opportunities provide a chance for teachers to scaffold learning for each child. Individual instruction is particularly beneficial for children from low-socioeconomic status backgrounds to help them develop skills valued in school settings.

• It is important for caregivers/educators to be conscious of making print references (e.g., letter names, sounds) while sharing books. Use sticky notes or other means as reminders. Remember to use a variety of print references, not just a reference to the author or illustrator (Hindman, Connor, Jewkes, & Morrison, 2008).

• During book reading, focus on meaning/content first; upon repeated readings, introduce talk/ instruction about print concepts (van Kleeck, 2006).

Questions

- Do you include literacy props in all centers?
- Do you regularly promote or include concepts of print during shared reading?
- Do you choose from a variety of text types during shared reading?
- Do display/reference environmental print?
- Do you model reading for authentic purposes?
- Is print prominently displayed in the child's environment?

Standards

COMMUNICATIONS AND LITERACY STANDARDS. FOUNDATIONAL SKILLS

      CL.F Print Concepts p3.1, p3.1a, p3.1b, p3.1c

      CL.F Phonics and Word Recognition p3.3, p3.3a, p3.3b

      CL.F Fluency p3.4

Birth-5

Foundations of Reading

Print Functions and Conventions

What Children Should Know and Be Able to Do

4-5-year-old

Print Functions

- Points to words in a book or runs finger along text from top to bottom while pretending to read.

Print Conventions

- Follows words from left to right, top to bottom, and page-by-page.
- Knows that books have titles, authors, and often illustrators.
- In writing, reveals knowledge of print organization depending on type (e.g., grocery list versus story).

Instruction

Purposeful Play/Center Time

- Ensure natural opportunities to use print during dramatic play and centers. Include literacy props in all centers, not just writing/art centers (e.g., various writing utensils, paper, books, maps, Etch-a-Sketch, Magna Doodle, peel-erase pads, sticky note pads, wipe off boards/ markers, small chalkboards, letter stamps, letter-shaped cookie cutters with play dough, toy laptops).
- Model use of reading for authentic purposes and use of literacy props in various centers during play and support children's use (e.g., reading road signs, reading labels on toy shelves, reading to a baby doll, reading a grocery list).

Shared Reading
Choosing Books

- Format:
  - Big books.
  - Books that contain flaps.
  - Books that children can spread out and read with their friends.
- Story Books:
  - Text that is salient (large, clear font), located where it will be noticed on the page. Embedded print can increase chances that children will focus on it.
  - Stories that have multiple episodes and clear narrative structure.
  - Include interesting language that continues to introduce children to new vocabulary, word patterns, and rhyme and rhythm books.
  - Books that contain single-syllable words for segmenting.
  - Books with rich and interesting rhythms and alliteration (Alphabet books often include these features.)
  - Books that include songs.
  - Books with predictable text and word substitutions (e.g., Five Little Monkeys).
- Informational books:
  - Books that use different structures to convey information.
  - Books that contain embedded print, because this draws children to focus on it.

□ Books that generate interest and invoke imagination; choose familiar topics and also topics beyond children's personal experiences.

□ Books that contain print features typical of this genre, including tables of contents, labels, storyboards (pictures showing a sequence), picture glossaries, scale diagrams (e.g., showing object to scale), cutaways, cross section diagrams, flow diagrams, tree and web diagrams, graphs, maps, tables, captions, and speech bubbles (Kamberelis, 1999; Pappas, 1991, 2006).

- Big books:
  □ Model and teach print concepts.

  □ Provide opportunities for children to demonstrate print knowledge.

  □ Focus on meaning not print during the first few readings of a book; upon repeated readings, embed references to print within the activity (van Kleeck, 2006).

  □ During Shared Reading

  □ Focus on the meaning/content of the book (Vander Woude et al., 2009) initially. With repeated readings, use embedded "sound talk" (McFadden, 1998) (e.g., Listen for the rhyming words on this page. What word starts with /t/?)

During Shared Reading

- Focus on the meaning/content of the book (Vander Woude et al., 2009) initially. With repeated readings, use embedded "sound talk" (McFadden, 1998) (e.g., Listen for the rhyming words on this page. What word starts with /t/?)

Critical Questions and Considerations for Teaching and Learning

Concepts of print:

- Orientation of books, such as front to back; top to bottom of page; title, author, illustrator.
- Directionality, such as reading text from left-to-right and return sweep; read page-by-page.
- Letter and word concepts, such as words are made up of letters, words are long and short, words are separated by spaces, some words begin with a capital letter.
- Individual instruction and small-group learning opportunities provide a chance for teachers to scaffold learning for each child. Individual instruction is particularly beneficial for children from low-socioeconomic status backgrounds to help them develop skills valued in school settings.
- It is important for caregivers/educators to be conscious of making print references (e.g., letter names, sounds) while sharing books. Use sticky notes or other means as reminders. Remember to use a variety of print references, not just a reference to the author or illustrator (Hindman, Connor, Jewkes, & Morrison, 2008).
- During book reading, focus on meaning/content first; upon repeated readings, introduce talk/ instruction about print concepts (van Kleeck, 2006).

Questions

- Do you include literacy props in all centers?
- Do you regularly promote or include concepts of print during shared reading?
- Do you choose from a variety of text types during shared reading?
- Do display/reference environmental print?
- Do you model reading for authentic purposes?
- Is print prominently displayed in the child's environment?

Standards

COMMUNICATIONS AND LITERACY STANDARDS. FOUNDATIONAL SKILLS

CL.F Print Concepts p4.1, p4.1a, p4.1b, p4.1c, p4.1d

CL.F Phonics and Word Recognition p4.3, p4.3a, p4.3b, p4.3c

Birth-5

Foundations of Reading

Phonological Awareness

What Children Should Know and Be Able to Do

Newborn-1-year-old

Infants (0-12 months)

- Turns toward speaker or loud sound.
- 1 month: Perceives some speech sounds. Infants up to 10–12 months can distinguish not only native sounds but also nonnative contrasts.
- 4 months: Prefers infant-directed speech or "motherese" to adult-directed speech. Begins to engage in vocal play.
- 5 - 6 months: Prefers to hear their own name to similar sounding words. This indicates that they have associated the meaning "me" with their name.
- 6 months: Stops paying attention to sound distinctions that are not meaningful in their native language. Begins to babble, repeating consonant-vowel (CV) syllables.
- 9 months: Distinguishes native from nonnative language input. Use jargon babbling that has the intonation of their native language.
- Imitates some consonants and inflections.

1-year-olds (12-24 months)

- Perceives individual speech sounds in native language
- Imitates sounds.
- Develops a wider repertoire of consonant and vowel sounds (First 50 words are mostly Consonant-Vowel – e.g., "hi").
- Commonly deletes final consonants (hat → ha) and even whole syllables in longer words (banana→ nana)

Instruction

Infants (0-12 months)

- Talk often with young children and use diverse words.
- Nurture phonological awareness by frequent exposure to nursery rhymes, songs, chants, and a variety of books, particularly books that rhyme or include alliteration (e.g., Alligators All Around).
- Sing songs and do finger plays, such as "Teensy-Weensy Spider" or "This Little Piggy Went to Market."
- Read or sing nursery rhymes.
- Read books that are rhythmic and rhyming, such as Mr. Brown Can Moo, Can You?

1-year-olds (12-24 months)

- Talk about sounds and/or ask what made the sound.
- Engage children in language play by singing silly songs, chants, and finger plays.
- Teach sounds associated with animals and vehicles (e.g., moo-moo, baaa baaa, choo choo) when playing with toys or reading books.
- Encourage children to imitate sounds (e.g, boo- boo, beep-beep) when reading nursery rhymes and simple books and when singing songs and chants.
- Clap simple rhythms together, such as clap, clap, and clap or clap pause clap.

Phonological awareness is ability to listen to, recognize, and manipulate sounds of spoken language. This includes sentences, words, rhymes, syllables, onsets and rimes, and individual sounds or phonemes.

- Words are strung together to create sentences. Rhyming words are an example of phonological awareness at the word level.
- Syllables are parts of a spoken word that contains a vowel or vowel sound. For example: the word "baby" has two syllables: 'ba' and 'by'.
- Onset and rime is a way to break syllables into two parts: the part before the vowel and the part with the vowel and everything after it. For example, bat - /b/ /at/ and frog - /fr/ /og/.

Phonemic awareness is part of phonological awareness; specifically it refers to the ability to listen to, recognize, and manipulate individual sounds of a spoken word.

- Phonemes are the individual sounds of spoken words. This does not refer to individual letters, since sometimes a combination of letters makes only one sound. For example, the word phone has five letters but only three phonemes (/f/ /o//n/) and the word box has three letters but four phonemes (/b/ /o/ /k/ /s/).
- The emotional environment such as joint attention, tone, guidance, and responsiveness to a child is important to language learning.
- Parent responsiveness/warmth is related to children's language development and cognition (Dodici et al., 2003; Landry, et al., 2001).
- Lexical Restructuring Hypothesis: As children learn new words, they implicitly develop phonological awareness (Metsala & Walley, 1998).
- A child's ability to perceive speech sounds that aren't used in the child's native language continues to decrease during the 2nd – 3rd year of life. Exposure to a second or a third language can help children to continue to perceive a wider range of speech sounds, making learning a second language easier.

Questions

- Do you talk about sounds in the environment?
- Do you engage children in sound play?
- Do you read books that highlight rhyme/alliteration?
- Do you use rhythm to help children key into different aspects of phonological awareness (slow, fast, syllable, etc.)?
- Do you use strategies that build vocabulary and language skills?
- Do you encourage children to repeat familiar nursery rhymes?

Standards

COMMUNICATIONS AND LITERACY STANDARDS. FOUNDATIONAL SKILLS
> CL.F Phonological Awareness i.2, mi.3, mi.4

Birth-5

Foundations of Reading

Phonological Awareness

What Children Should Know and Be Able to Do

2-year-old
- Begins to mimic the spoken language styles of familiar adults.
- Uses 9-10 initial consonants and 5-6 final consonant sounds.
- About 50% of speech is understood by an unfamiliar listener.
- 70% of consonant sounds are correct.
- CVC and 2-syllable words emerge.
- Begins to be aware of rhyme.

Instruction
- Talk about sounds and/or ask what made the sound.
- Tap a rhythm like a drum beat on a table or on your lap. Do one rhythm that is very fast and one that is very slow. Talk about the difference in the sound--fast and slow. Then tap more rhythms, and encourage your child to label them either fast or slow.
- Teach sounds associated with animals and vehicles (e.g., moo-moo, baaa baaa, choo choo) when playing with toys or reading books.
- Play a sound-guessing game. Make a familiar sound, and let your child guess what made the sound.
- Clap simple rhythms together, such as clap, clap, and clap or clap pause clap.
- Read rhyming books together. Repeat nursery rhymes and sing songs that include rhyming words.
- Encourage children to recite familiar phrases of rhymes, books, songs, and chants.
- Read books or repeat tongue twisters with alliteration. For example: Peter Piper picked a peck of pickled peppers.

Examples of Songs
- Teddy Bear, Teddy Bear Turn Around
- Apples and Banana
- Willaby Wallaby Woo Examples of Books with Rhymes
- Goodnight Moon by M.W. Brown
- Time for Bed by Mem Fox
- Mother Goose by Tomie de Paola
- Books by Sandra Boyton
- Books by Nancy Shaw – Sheep in a Shop, Sheep in a Jeep, etc
- Books by Dr. Seuss

Examples of Books with Alliteration
- Dr. Seuss's ABC by Dr. Suess
- Animals A to Z by David McPhail
- Alligators All Around by Maurice Sendak
- Some Smug Slug by Pamela Duncan Edwards

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Standards
COMMUNICATIONS AND LITERACY STANDARDS. FOUNDATIONAL SKILLS
CL.F Phonological Awareness t.3, t.4

Birth-5

Foundations of Reading

Phonological Awareness

What Children Should Know and Be Able to Do

3-5-year-old

3-year-olds

- Engages in and shows enjoyment of language play (e.g., alliterative language, rhyming, sound patterns).
- Begins to segment and count syllables in words.
- Recognizes and enjoys words that rhyme.

4-year-olds

- Begins to blend, segment and count separate syllables in words.
- Recognizes sounds (phonemes) that match.
- With support, blends and segments onset and rimes of single-syllable words.
- With support and prompting, isolates and pronounces initial sounds in words.

5-year-olds

- Blends, segments, counts, and deletes separate syllables in words.
- Blends, segments, and counts individual sounds in CV, VC, and CVC words.
- Segments and counts individual sounds in single-syllable words that include a blend (consonant cluster, e.g., CCVC, CVCC).
- Begins to develop the ability to delete the beginning or ending sound from a word (e.g., What is mat without /m/? What is meat without /t/?).

Instruction

- Provide children opportunities to construct parts of a written message.
- Model and teach print concepts.
- Provide writing activities.
- Provide explicit instruction about sounds during writing activities.
- Provide repeated/ daily opportunities for practice (McGinty et al., 2006).
- Provide daily opportunities for self-generated writing during which children can be supported at their individual levels.
- Use nursery rhymes, finger plays, songs, books – but only provide conscious attention to PA after focusing on meaning/content.
- Use an embedded-explicit approach (McFadden, 1998; Price & Ruscher, 2006):
    - ☐ Explicit instruction teaches the actual skills. Explicit instruction: model, scaffold students' attempts; provide immediate and unambiguous feedback; use targeted elicitation (including imitation).
    - ☐ Embedded instruction is important in order for children to learn how to apply those skills within authentic literacy activities. Collabo- rate with the speech-language pathologist for instruction.
    - ☐ Systematic instruction is organized in a logical order from easier to more difficult skills (Anthony et al., 2003). Instruction should follow the developmental sequence, however, do not wait for mastery of each task before progressing. Provide exposure to instruction for syllables, rhyming, and sound/phoneme manipulation, and then cycle back through.

- Provide opportunities for self-generated writing. Children need to practice invented spelling. Providing support while writing can create successful encounters with print that help the child "self-teach."

Critical Questions and Considerations for Teaching and Learning

- It is important for caregivers/educators to be conscious of making print references (e.g., letter names, sounds) while book sharing. Use sticky notes or other means as reminders. Remember to use a variety of print references, not just a reference to the author or illustrator (Hindman, Connor, Jewkes, & Morrison, 2008).
- Children who are given explicit (rather than implicit) instruction are more likely to respond to that instruction (Al Otaiba, 2003). Always focus on meaning first during book-reading activities. During repeated readings thereafter, embed explicit instruction in phonological awareness following the developmental sequence.
- Self-teaching hypothesis: a little phonological awareness plus some letter knowledge allows a child to self-teach with each successful encounter with print (Share & Stanovich, 1995). Provide instruction at each level (syllables, rhymes, individual sounds) without waiting for mastery.
- Instruction works best when it:
  - ☐ Is provided in small groups rather than 1:1 or whole class.
  - ☐ Begins in Pre-K.
  - ☐ Focuses on a small set of skills.
  - ☐ Includes the use of letters.
  - ☐ Is systematic and explicit (Bus & van IJzendoorn, 1999; Ehri et al., 2001).
- Writing integrates the important skills of phonological awareness and letter knowledge. It provides an avenue for learning about letters/ sounds (Whitehurst & Lonigan, 2001).
- To accelerate English literacy development, help English language learners make the connection between what they know in their first language (L1) and what they need to know in English (Helman, 2004). For example, if L1 has some of the same phonemes as English, start with those phonemes for rhyme or beginning-sound activities, because those are sounds the child already knows.
- The National Early Literacy Panel found phonological awareness was moderately related to later decoding, spelling, and reading comprehension abilities (NELP, 2009).

Questions

- Do you provide multiple opportunities for children to play with the sounds of language across the day, including transitions?
- Do you provide explicit, embedded, and systematic instruction when teaching phonological awareness?
- Do you monitor children's phonological awareness growth?
- For English Learners, do you consider sounds that occur in their native language?

Standards

COMMUNICATIONS AND LITERACY STANDARDS. FOUNDATIONAL SKILLS
CL.F Phonological Awareness p3.2, p3.2a, p3.2b, p3.2c, p3.2d, p4.2, p4.2a, p4.2b, p4.2c, p4.2d

Birth-5

Foundations of Reading

Alphabet Knowledge

What Children Should Know and Be Able to Do

2-year-old
- Becomes familiar with the ABC song, but does not point to and name letters.
- A few children may recognize and label a few letters, especially the first letter in their own name, but most children do not know the names of any letters.

Instruction
- Sing the alphabet song.
- Create a print-rich environment (e.g., variety of books, props for dramatic play that include print).
- Talk about letters, letter-sound correspondences, and words occasionally when writing in front of and with young children (e.g., notes to parents).
- Name letters when writing a child's name.

Book Reading
- Read simple alphabet books. Note: Caregiver/ educators should focus on the content of books (e.g., learning vocabulary) rather than learning letter names and sounds. However, after repeated readings, caregivers may begin to talk more about letters and sounds.

Purposeful Play/Center Time
- Include literacy props (e.g., play money, cereal boxes and other foods with labels) in dramatic play to help young children understand and interact with print in authentic ways.
- Provide play materials with alphabet letters (e.g., magnetic letters, alphabet puzzles, and alphabet-shaped cookie cutters).
- Provide opportunities for children to engage in art with easy-to-grip crayons, pencils, and washable markers. Let children play and explore with different mediums. Providing young children opportunities to scribble naturally will lead to attempts to "write" as children develop fine-motor control.

Critical Questions and Considerations for Teaching and Learning
- The emotional environmental such as joint attention, tone, guidance, and responsiveness to a child is important to language learning. Parent responsiveness/warmth is related to children's language development and cognition (Dodici et al., 2003; Landry, et al., 2001).
- Writing helps children learn the alphabet and letter-sound correspondence, so encourage "writing" (e.g., scribbling) (Teale & Sulzby, 1986).
- Children are most interested in the letters in their names, particularly the first letter, because it is capitalized and most salient. Salient letters in environmental print also are of interest (e.g., M in McDonalds, K in Kmart). In addition, children tend to learn letters for sounds that appear earlier in development (e.g., m, b) rather than sounds learned later (e.g., l, r) (Justice, Pence, Bowles, & Wiggins, 2006).

Questions
- Do you talk about letters and sounds?

- Have you created a print-rich environment?
- Do you have toys that contain alphabet letters?

Standards
n/a

Birth-5

Foundations of Reading

Alphabet Knowledge
What Children Should Know and Be Able to Do
3-5-year-old
3-year-olds

- Discriminates letters and numbers from scribbling and pictures.
- Begins to recognize letters, especially those in own name.

4-5-year-olds
Print Forms

- Differentiates letters from numerals.
- Recognizes and names some upper/ lowercase letters of the alphabet, especially those in own name.
- Recognizes that letters are grouped to form words.
- Uses print-related terms like writing, reading, wording, lettering, uppercase and lowercase.

Alphabet Knowledge

- With prompting and support, demonstrates one-to-one letter sound correspondence by producing the primary sound of some consonants.
- Recognizes own name and common signs and labels in the environment.
- Begins to use letters in invented spelling.

Instruction
Purposeful Play/Center Time

- Natural writing opportunities should be incorporated throughout the day. Purposeful play/centers should include literacy props in all centers (e.g., various writing utensils, paper, books, maps, Etch-a-Sketch, Magna Doodle, peel-erase pads, sticky note pads, wipe off boards/markers, small chalkboards, letter stamps, letter-shaped cookie cutters with play dough, toy laptops).
- Model use of literacy props, reading, and writing in various centers during play and support children's use (e.g., use of map in car and block center, writing down someone's order from a menu in housekeeping, writing out a ticket while playing police officer, signing in by writing your name while playing doctor's office or vet). Environment
- There is considerable variability in the order in which children learn letters of the alphabet.
- Children tend to learn letters that have meaning for them.
- Practice writing a child's first name, names of peers and family members, preferably in meaningful contexts (e.g., sign in when they arrive at school, signing up for time on the computer that day).
- Include labels within the environment (first letter can be upper, then lower case) –must USE labels for meaningful purpose, otherwise they are just "visual" noise.
- Avoid rote activities, such as copying or tracing words or art activities (e.g., filling the letter B with beans). Learning about the alphabet should occur during reading and writing activities, including brief but explicit instruction in letter shapes, names, and sounds.

Big books

- Model and teach letter names and sounds.

Shared Reading
- Choosing Alphabet Books
    - ☐ Books with familiar and novel vocabulary – use to teach less familiar words (e.g., toad vs. frog).
    - ☐ Books with upper- and lower-case letters.
    - ☐ Books with rich and interesting rhythms and alliteration.
- Focus on the meaning/content of the book initially (Vander Woude et al., 2009). With repeated readings, use embedded "sound talk" (McFadden, 1998) (e.g., What letter is this? Find the uppercase T.)

Morning message
- Provide opportunities for children to construct parts of message.
- Model and teach letter names and sounds.

Writing activities
- Provide explicit instruction during writing activities.
- Provide repeated/ daily opportunities for practice (McGinty et al., 2006).
- Provide daily opportunities for self-generated writing so the child can be supported at his or her level.

Critical Questions and Considerations for Teaching and Learning
- It is important for children to learn four pieces of information about letters: their shapes, their names, the sounds they represent, and how to write letters.
- Letter names help children learn letter sounds (McBride-Chang, 1999).
- Writing integrates the important early-literacy skills of phonological awareness and letter knowledge and provides an avenue for learning about letters and sounds (Whitehurst & Lonigan, 2001). There is a bi-directional relationship between writing and alphabet knowledge (Diamond et al, 2008). Therefore, daily opportunities to write are important for preschoolers.
- Self-teaching hypothesis: a little phonological awareness plus some letter knowledge allows a child to self-teach with each successful encounter with print (Share & Stanovich, 1995). Provide instruction at each level (syllables, rhymes, sounds) without waiting for mastery.
- Even with alphabet books, teachers do not necessarily focus on letters and print (Bradley & Jones, 2007). Therefore, it is important for teachers to be conscious of making print references and intentionally embedding discussions about the print while sharing books. This is best done upon repeated readings, not during the first reading of a book, when a focus on content is more appropriate. During successive readings, however, use sticky notes or other means as reminders to talk about print. Remember to use a variety of print references, not just a reference to the author or illustrator.
- The National Early Literacy Panel found a number of variables that were consistently related to later outcomes for conventional literacy. Alphabet knowledge was strongly related to later decoding and spelling abilities and moderately related to later reading comprehension, even after controlling for a number of other literacy variables (NELP, 2009). Thus, alphabet knowledge for preschool children can serve as a predictor of later conventional literacy, and it can be the target of instruction with the expectation that it can make a difference in later outcomes.

Questions
- Do you model and teach letter names and sounds?
- Do you provide opportunities for children to use letters and sounds in meaningful activities?
- Do you avoid rote activities, such as copying or tracing words and art activities, such as gluing objects on a precut letter?
- Do you highlight letters during shared reading and in environmental print?

- Do you select letters for teaching based on their importance to the child (e.g., teach letters in child's name vs. in order of the alphabet)?
- Does your home/class library include alphabet books?

Standards

COMMUNICATIONS AND LITERACY STANDARDS. FOUNDATIONAL SKILLS

    CL.F Print Concepts p3.1c, p4.1d

Birth-5

Foundations of Writing

Emergent Writing Skills

What Children Should Know and Be Able to Do

1-2-year-olds

1-year-olds (12-24months)
- Makes circular, continuous scribbles.
- 18 months: Scribbles well.
- 22 months: begins to draw straight lines.

2-year-olds (24-36 months)
- Begins to gain control of drawing and writing tools.
- More variety of marks; begins to make zigzags or looped scribbles.
- 27 – 30 months: Draws a vertical line.
- 29 – 32 months: Draws a circle.
- 34 – 36 months: Some children's scribbles begin to demonstrate general features of writing, and they may mark on a paper and say, "A letter for you," or "My name."
- 34 – 36 months: A few children may try to write the first letter of their name (mock letter).
- 34 – 36 months: May recognize some labels in the classroom, if referred to frequently/consistently in class.

Instruction

Infants– 2-year-olds
- Write in front of young children (e.g., notes home to parents).
- Provide opportunities for children to engage in art with easy-to-grip crayons, pencils, and washable markers. Let children play and explore with different mediums, such as pudding. Opportunities to scribble naturally will lead to attempts to "write" as children develop fine-motor control.
- Provide opportunities to "write," so that children begin to understand the differences between writing and art (Rowe, 2008). Encourage writing in play (e.g., scribbling a grocery list, making signs, writing a note).
- Guide young children to keep their writing/ drawings on paper (Rowe, 2008).

Critical Questions and Considerations for Teaching and Learning

Infants- 2-year-olds
- A child's immature grasp of a writing tool requires that movements be made by moving the upper arm, and this type of movement causes scribbles to be quite large. It is best to let young children scribble on large paper.
- A 1-year-old has no understanding of marks as "writing."
- A 1-year-old has no awareness of the organization of writing versus drawing.
- As a child develops a more mature grasp, he/ she will be better able to control marks.
- A child's ability to "write" depends on his/her fine-motor development and opportunities to engage in scribbling/ writing activities.
- A child's ability to begin to make mock letters or letter-like shapes depends on his/her familiarity with the alphabet, as well as experience with scribbling/writing activities.

Questions

- Do you provide multiple opportunities throughout the day for children to use writing tools?
- Do children have opportunities to develop fine motor skills using writing tools and art?
- Do you provide a variety of mediums (e.g., pudding, paint, markers) for children to play with and explore?
- Do you model writing for children?

Standards

COMMUNICATIONS AND LITERACY STANDARDS. Writing
CL.W Text Types and Purpose i.2, mi.1, mi.2, t.1, t.2

Stages of Scribbling and Writing

(Schickedanz & Casbergue, 2009)

- Random scribbling for pleasure.
- Scribbling with the understanding that symbols can convey meaning.
- Creating mock messages, in which mock letters and beginning letter forms appear.
- Writing alphabet letters.
- Writing with invented spelling, starting with the first letter of words then the first and last letters.
- Children typically use consonants in their emergent writing before they use vowels.

Birth-5

Foundations of Writing

Emergent Writing Skills

What Children Should Know and Be Able to Do

3-5-year-olds

3-year-olds
- Demonstrates an understanding of the relationships between spoken words and written language (makes pretend lists, participates in the dictation of oral stories).
- Writes or draws separated scribbles, shapes, pictures, to convey a story.
- Demonstrates an understanding that drawings can represent ideas, stories, or events.
- Explores a variety of tools for writing.
- Demonstrates an understanding that letters are combined to make words.
- Demonstrates an understanding that words are separated by spaces.
- Demonstrates an understanding that once an oral message is written, it reads the same way every time (recognizes signs, messages from the teacher).

4-5-year-olds
- Recognizes that print represents spoken words (i.e., first name in print, environmental labels).
- Writes some recognizable letters.
- Copies or writes familiar words or drawings.
- Uses writing for authentic purposes (e.g., note to friend, lists, signs, name on artwork).
- Begins to use invented spelling to write intended message.
- Writes name, simple words from memory or with model, uses upper and lower- case letters.
- Write some recognizable letters.

Instruction

Purposeful Play/Center Time
- Model use of writing for authentic purposes and use of writing tools in various centers during play, and support children to use them independently. Writing within dramatic play activities provides children with authentic purposes for writing. For example, they use writing for sharing information (e.g., showing another child how to write), business transactions (e.g., writing a bill at a restaurant), organizing activities (e.g., working together to write and address a letter at the post office), and as a memory device (e.g., writing down an order) (Neuman & Roskos, 1997).
- Provide opportunities for children to engage in writing with a variety of tools, such pencils, colored pencils, pens, crayons, stamps, sand, shaving cream, and pudding along with a variety of paper, such as unlined, lined, different sized, and envelopes. Also, dry erase markers and white boards, and chalk and chalkboards.

Environment
- Establish an organizational structure for instruction:
  - ☐ Place for writing.
  - ☐ Time for shared writing.
  - ☐ Time for semi-structured writing (e.g., labeling, drawing, writing name).

- Direct children's attention to letters and words outside of writing, as when teachers use name cards to assign "classroom helpers" during circle time. This supports children's developing understanding of words and letters.
- Provide repeated/daily opportunities to write, using a variety of written materials. Provide opportunities for self-generated writing.
- Provide opportunities for children to write their name in the context of functional classroom activities (e.g., sign-in), and include instruction to children on how to write their names.
- Model writing for authentic purposes through the morning message. Morning messages can provide an opportunity for children to write through helping to construct parts of a message. This might be generating the first letter for a word, generating an invented spelling for a missing word, or identifying whether an uppercase or lowercase letter is needed.
- Provide opportunities for self-generated writing, which lets children practice invented spelling. Support provided while writing can create successful encounters with print that help the child "self-teach."

Standards

COMMUNICATIONS AND LITERACY STANDARDS. Writing

CL.W Text Types and Purpose p3.1, p4.1
CL.W Production and Distribution of Writing p3.2, p3.3, p3.4, p4.2, p4.3, p4.4
CL.W Research to Build and Present Knowledge p3.5, p3.6, p4.5, p4.6

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