



Preparing Children to Read Prepares Children for Life



Language and Literacy Handbook

Sacramento County Office of Education

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Sacramento County Office of Education
Early Learning Department
California Preschool Instructional Network – Region 3
Preparing Children to Read Prepares Children for Life
Sacramento, CA 95826

April, 2015

A decorative border surrounds the page, featuring a repeating pattern of letters (A, B, C, D) and various icons (apple, cup, star, heart, pencil, flower, globe, crayon) in a colorful, hand-drawn style.

CPIN Priorities

Conduct regional network meetings for administrators and professional development for teachers to provide current research-based information and resources that support high-quality instructional practices.

Provide outcome-focused direct preschool program support to early childhood school readiness staff based on California Department of Education (CDE), Early Education and Support Division (EESD) learning and development system of tools. Relationship-based technical support is designed to enhance the quality of preschool programs and includes: training and technical assistance, intensive on-site support, and reflective practice meetings.

Inform program practitioners of resources, events, and opportunities through an established system of communication.

Network to ensure all children have access to high-quality early care and education experiences, including children who are developing dual languages.

California Preschool Instructional Network Region 3 Team

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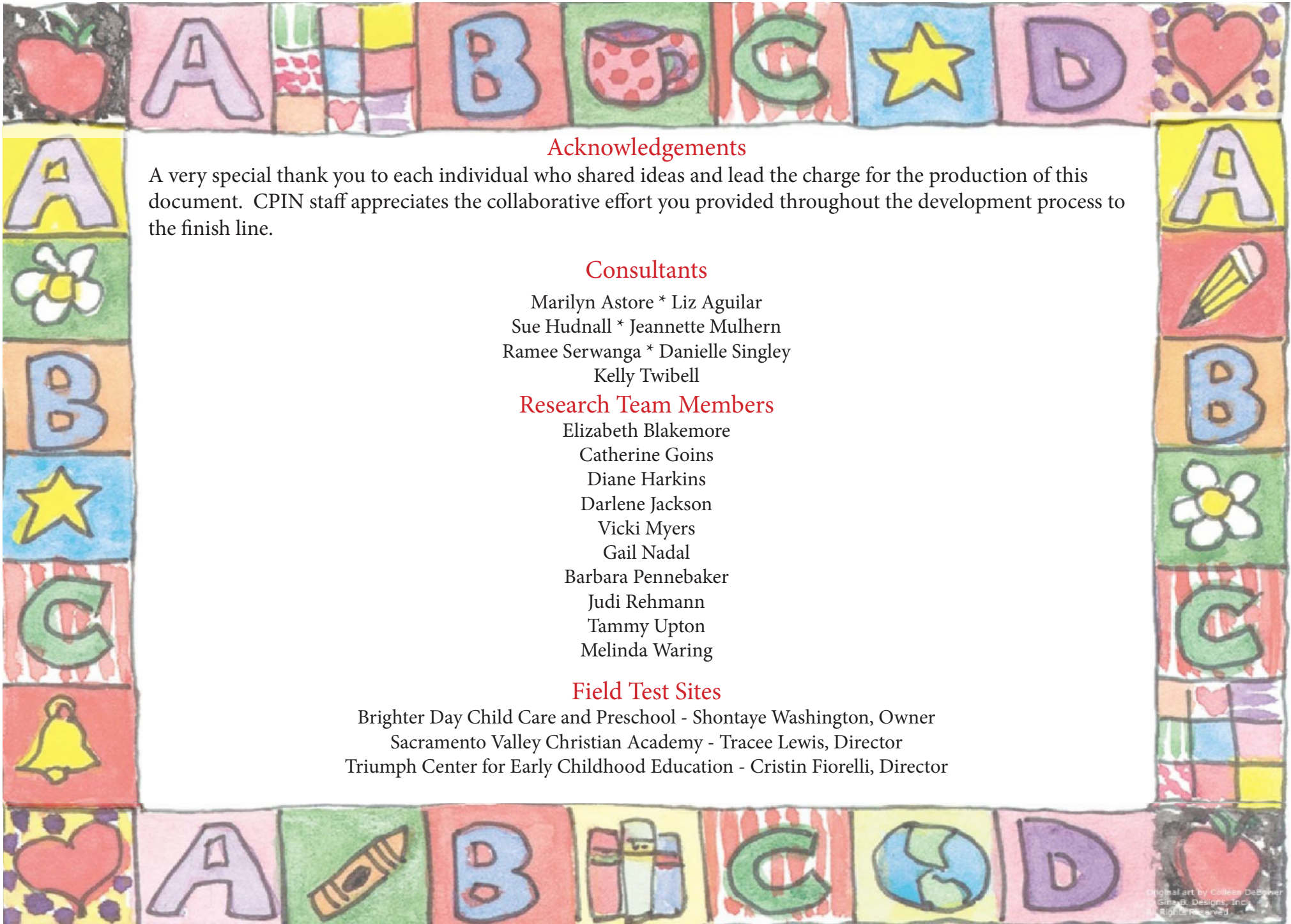
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Dedication

CPIN - Capital Service Region's Literacy Handbook "Preparing Children to Read, Prepares Children for Life" is dedicated to all early childhood educators who seek to create literacy rich environments and to develop engaging relationships with children that provide the foundational experiences for success in school and life.



Acknowledgements

A very special thank you to each individual who shared ideas and lead the charge for the production of this document. CPIN staff appreciates the collaborative effort you provided throughout the development process to the finish line.

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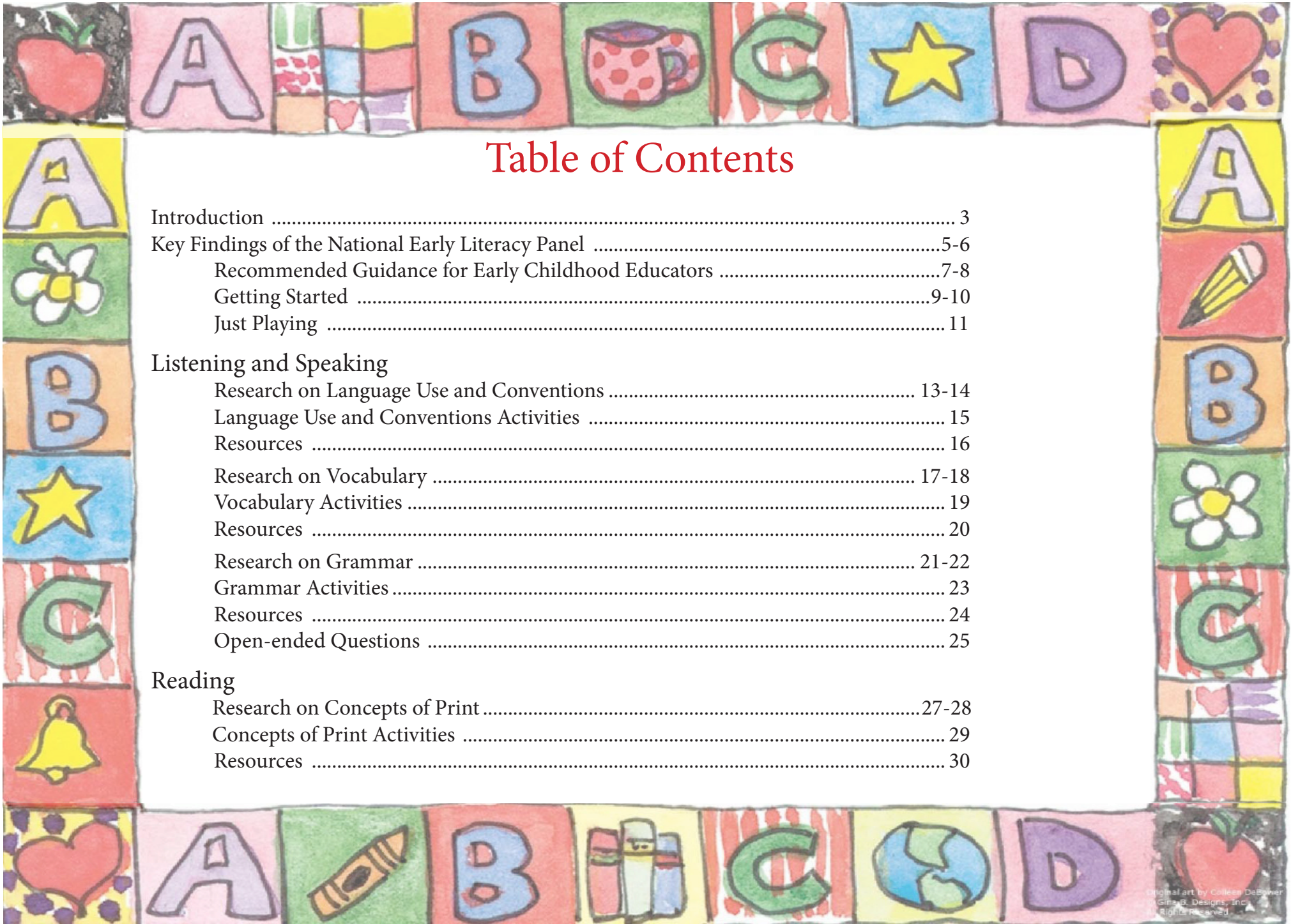


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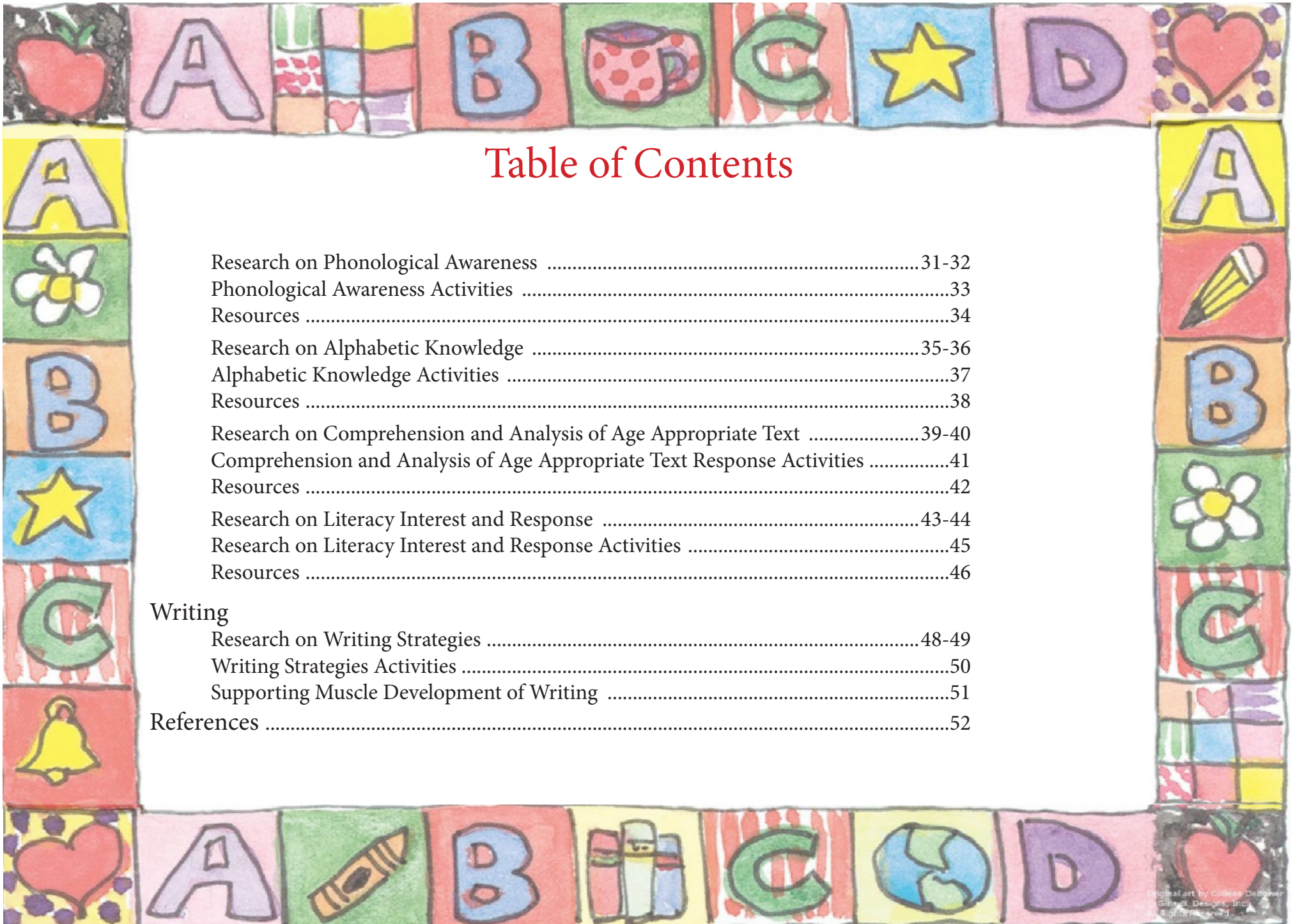


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A decorative border surrounds the text. The top border contains a red apple, the letter 'A', a colorful quilt, the letter 'B', a pink polka-dot mug, the letter 'C', a yellow star, the letter 'D', and a red heart. The left border contains the letter 'A', a white flower, the letter 'B', a yellow star, the letter 'C', and a yellow bell. The right border contains the letter 'A', a pencil, the letter 'B', a white flower, the letter 'C', a colorful quilt, and a red heart. The bottom border contains a red heart, the letter 'A', a yellow crayon, the letter 'B', a white marker, the letter 'C', a globe, the letter 'D', and a red apple.

Introduction

This language and literacy handbook was developed to provide early childhood educators, and family child care providers with research-based early learning experiences focused on the research of the National Early Literacy Panel and the California Preschool Learning Foundations. For more information on California Preschool Learning Foundations and Curriculum Framework, Volume 1 go to www.cde.ca.gov or CPIN.us.

Research has shown when children routinely engage in daily playful emergent literacy experiences that are related to the Preschool Learning Foundation, they are likely to flourish in language and literacy development. The purposeful learning activities contained in this document are designed to support engagement in high quality emergent literacy activities that are essential in learning to read and write. The Preschool Learning Foundations and the California Preschool Curriculum Framework in Language and Literacy are organized in 3 strands: Listening and Speaking (Language Use and Conventions, Vocabulary, Grammar), Reading (Concepts About Print, Phonological Awareness, Alphabetic Knowledge, Comprehension and Analysis of Age Appropriate Text, Literacy Interest and Response) and Writing (Writing Strategies).

Emergent literacy skills are the basic building blocks for learning to read and write. These skills form the foundation for learning to listen, speak, read and write in elementary school and are linked to later outcomes in reading, reading comprehension, writing, and spelling.

Key Findings

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Key Findings of the National Early Literacy Panel

Essential early literacy skills that are fundamental to later literacy growth in decoding, reading, and reading comprehension or spelling are as follows:

Alphabetic Knowledge is the knowledge of the names and sounds associated with printed letters.

Phonological Awareness is the ability to detect, manipulate, or analyze the auditory aspects of spoken language (including the ability to distinguish or segment words, syllables, or phonemes), independent of meaning.

Rapid Automatic Naming (RAN) of letters and digits is the ability to rapidly name a sequence of random letters or digits.

Rapid Automatic Naming (RAN) of objects or colors is the ability to rapidly name a sequence of repeating random sets of pictures of objects (e.g., “car,” “tree,” “house,” “man”) or colors.

Writing or Writing Name is the ability to write letters in isolation on request or to write one’s own name.

Phonological Memory is the ability to remember spoken information for a short period of time.

Developing Early Literacy: Report of the National Early Literacy Panel (2008)

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Key Findings of the National Early Literacy Panel Other Potentially Important Early Literacy Skills

Concepts About Print is the knowledge of print conventions (e.g., left-right, front-back) and concepts (book cover, author, text).

Print Knowledge is a combination of elements of alphabet knowledge, concepts about print, and early decoding.

Reading Readiness is usually a combination of alphabet knowledge, concepts about print, vocabulary, memory, and phonological awareness.

Oral Language Development is the ability to produce or comprehend spoken language, including vocabulary, and grammar.

Visual Processing is the ability to match or discriminate visually presented symbols.

Developing Early Literacy: Report of the National Early Literacy Panel (2008)

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Recommended Guidance for Early Childhood Educators

This document contains research-based hands-on activities and intentional teaching practices aligned with the California Department of Education Preschool Learning Foundations. The recommended activities can supplement existing curriculum and be integrated in any early learning environment to support children's emergent literacy.


Research shows that introducing the emergent literacy practices in brief, interactive, and multi-sensory activities will build children's emergent literacy skills. The activities are fun and offer opportunities to engage children in playful, planned and purposeful learning. The more opportunities children are given to practice language and literacy skills throughout the day, the more prepared they will become for later literacy growth.

Children learn through repetition and will desire to engage in many of the enjoyable activities again and again. Follow their lead and repeat the literacy experiences they enjoy. The more you show enjoyment during the interaction, the more encouraged the children will be to learn.





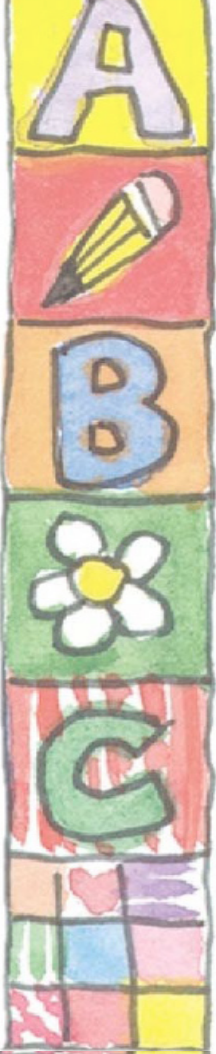
Recommended Guidance for Early Childhood Educators (continued)



The handbook is designed with an easy to follow format. Each section begins with research highlights, and the developmentally appropriate literacy foundation expectations for what children should know and be able to do at or around 48 to 60 months when provided high quality instructional support. The foundations are followed with fun learning activities to engage in with children. Each section ends with highly recommended children's books that support the specific foundation in literacy development. The books were thoughtfully chosen and include multicultural and award winning stories. The writing strategies section ends with activities that play an essential role in the development of children's ability to write. The strategies and ideas can support the necessary muscle development prior to formal handwriting lessons that may occur in elementary school.

The recommended activities are structured in a developmental progression and can be done sequentially; however, the activities may be selected at random. If the activity seems too difficult for children, begin with the recommended progression within each language and literacy area. Choosing activities that are less challenging first makes it easier for children to succeed. The goal is to interact with the children and scaffold their learning. When children are given opportunities to build on their existing background knowledge, it becomes easier to master new skills as they link them to familiar concepts.

All children can engage in the activities in this handbook. Some adaptations and modifications may be needed in order to meet the diverse learning levels of children. Engaging children in the experiences contained in this handbook will expose them to foundational literacy skills, prepare them for kindergarten and success in school.



Getting Started

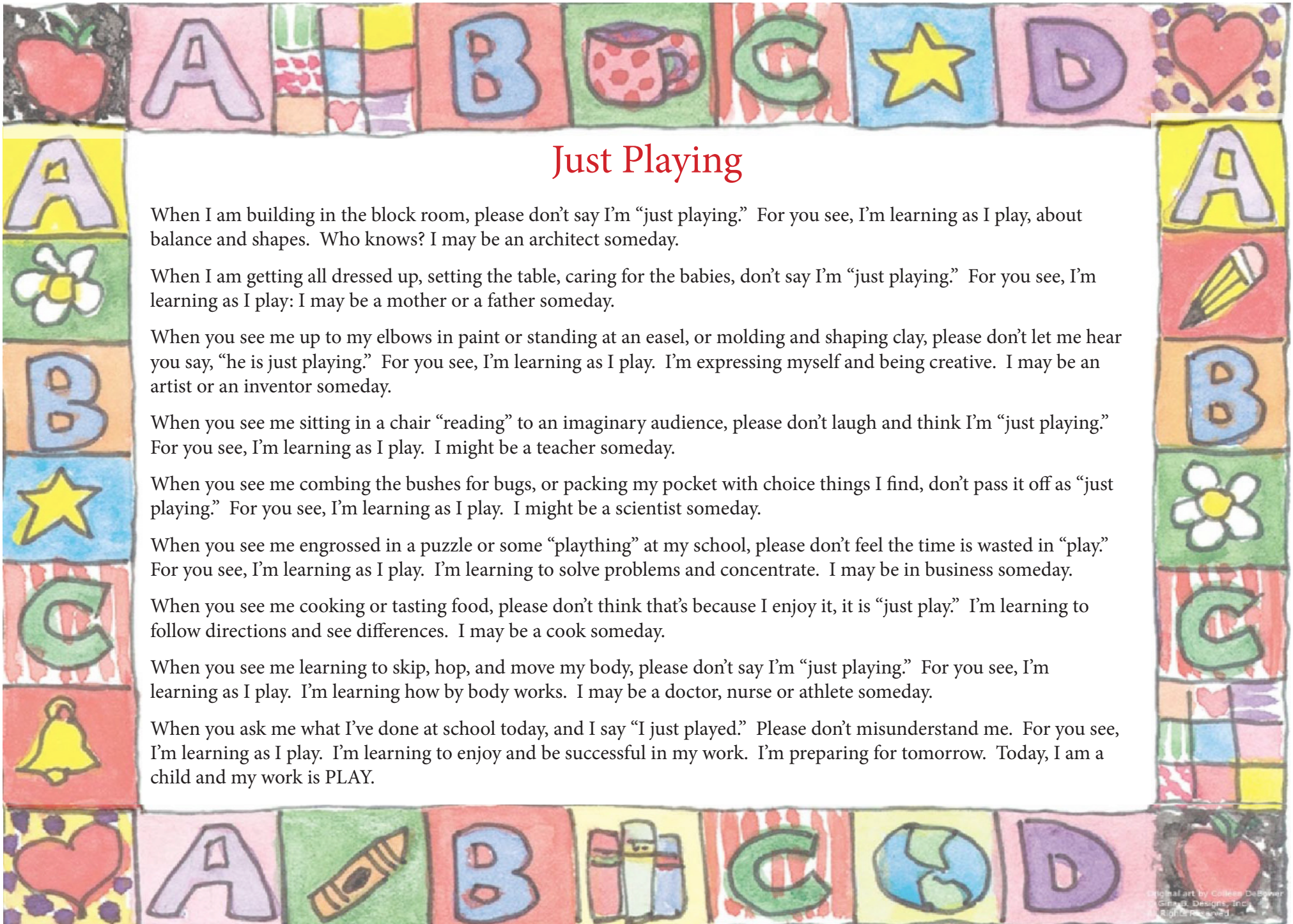
Below is a list of items that you will need to engage in the fun hands-on activities for each essential early literacy skill. The items are common, and you probably already have many of them in your classroom or home. The materials are inexpensive and may be found at a dollar store. You are encouraged to visit the public library to access a wide selection of books.

Language Use and Conventions	Vocabulary	Grammar	Concepts About Print
Books with rich illustrations	Feelings poster	Books	Pencils
Family photos	Picture cards	Story paper	Paper
Markers	Naming books	Sentence strips	Scissors
Stickers	Dual language books	Pocket chart	Crayons
Open ended questions on ring	Spatial word books		Message board
Pillowcase or box	Sentence strips		Tape
			Camera
			Clipboard
			Menus
			Instructions
			Books
			Magazines, flyers
			Cereal box
			Sand

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Getting Started continued...

Phonological Awareness	Alphabetic Knowledge	Comprehension and Analysis is of Age Appropriate Text and Literacy Interest	Writing
Music	Masking tape	Cozy reading area	Pencils
Markers	Sidewalk chalk	Non fiction books	Paper
Ball	Sock	Fiction books	Scissors
Books with rhymes	Alphabet poster	Flannel boards	Crayons
Songs with rhymes	Playdough	Puppets	Message board
Tambourine	Paint brush		Tape
	Magnetic abc letters		Camera
	Shaving cream		Clipboard
	Salt, sandpaper		Menus
	Pipe cleaners		Instructions
	Silly/magnifying glasses		Books
	Alphabet cards		Magazines
	Popsicle sticks		Cereal boxes
	Alphabet books		Sand



Just Playing

When I am building in the block room, please don't say I'm "just playing." For you see, I'm learning as I play, about balance and shapes. Who knows? I may be an architect someday.

When I am getting all dressed up, setting the table, caring for the babies, don't say I'm "just playing." For you see, I'm learning as I play: I may be a mother or a father someday.

When you see me up to my elbows in paint or standing at an easel, or molding and shaping clay, please don't let me hear you say, "he is just playing." For you see, I'm learning as I play. I'm expressing myself and being creative. I may be an artist or an inventor someday.

When you see me sitting in a chair "reading" to an imaginary audience, please don't laugh and think I'm "just playing." For you see, I'm learning as I play. I might be a teacher someday.

When you see me combing the bushes for bugs, or packing my pocket with choice things I find, don't pass it off as "just playing." For you see, I'm learning as I play. I might be a scientist someday.

When you see me engrossed in a puzzle or some "plaything" at my school, please don't feel the time is wasted in "play." For you see, I'm learning as I play. I'm learning to solve problems and concentrate. I may be in business someday.

When you see me cooking or tasting food, please don't think that's because I enjoy it, it is "just play." I'm learning to follow directions and see differences. I may be a cook someday.

When you see me learning to skip, hop, and move my body, please don't say I'm "just playing." For you see, I'm learning as I play. I'm learning how my body works. I may be a doctor, nurse or athlete someday.

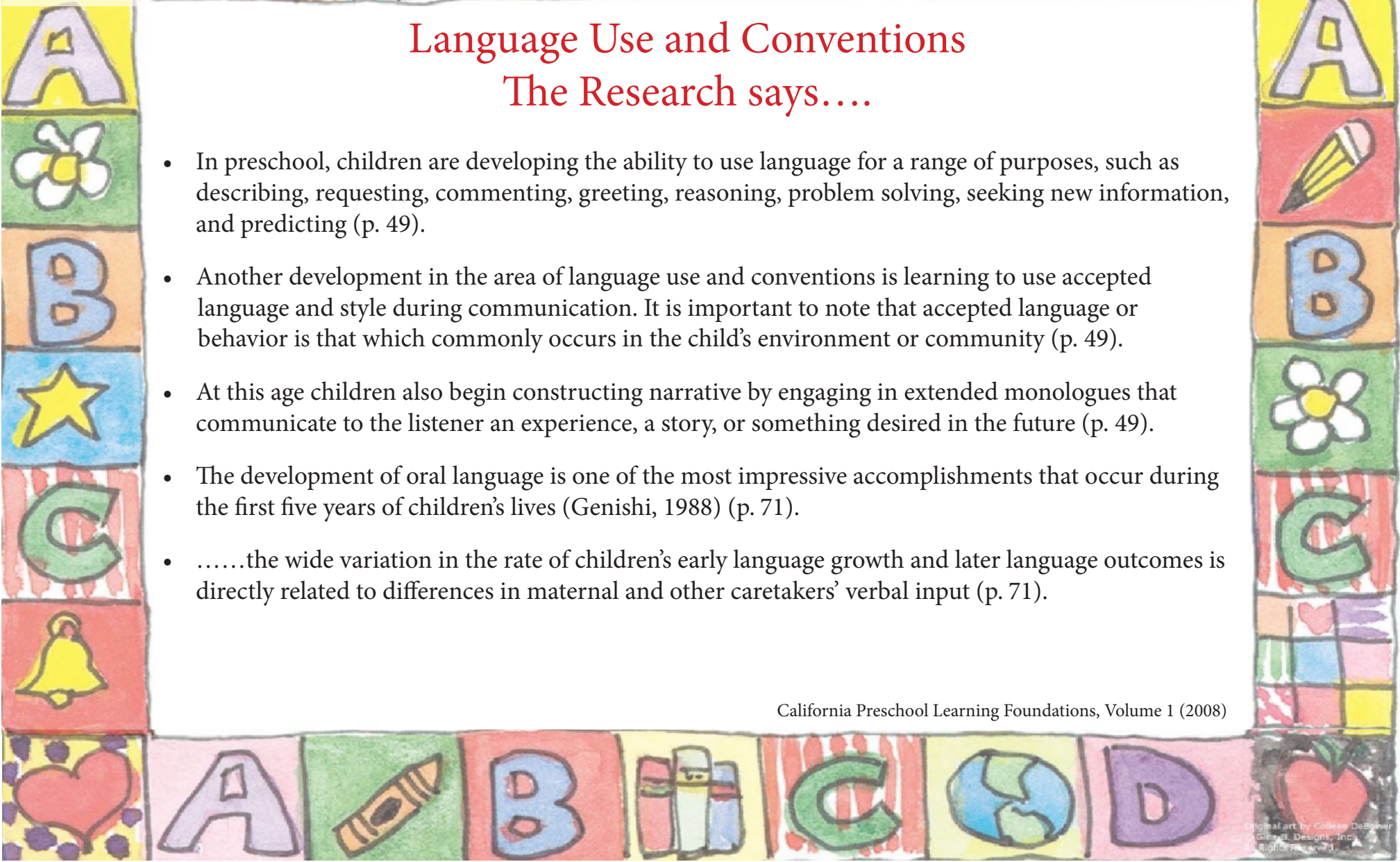
When you ask me what I've done at school today, and I say "I just played." Please don't misunderstand me. For you see, I'm learning as I play. I'm learning to enjoy and be successful in my work. I'm preparing for tomorrow. Today, I am a child and my work is PLAY.

Listening And Speaking



Language Use and Conventions

The Research says....

- In preschool, children are developing the ability to use language for a range of purposes, such as describing, requesting, commenting, greeting, reasoning, problem solving, seeking new information, and predicting (p. 49).
 - Another development in the area of language use and conventions is learning to use accepted language and style during communication. It is important to note that accepted language or behavior is that which commonly occurs in the child's environment or community (p. 49).
 - At this age children also begin constructing narrative by engaging in extended monologues that communicate to the listener an experience, a story, or something desired in the future (p. 49).
 - The development of oral language is one of the most impressive accomplishments that occur during the first five years of children's lives (Genishi, 1988) (p. 71).
 -the wide variation in the rate of children's early language growth and later language outcomes is directly related to differences in maternal and other caretakers' verbal input (p. 71).
- 

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Foundations in Language Use and Conventions

1.0 Language Use and Conventions	
At around 48 months of age	At around 60 months of age
Children understand and use language to communicate with others effectively.	Children extend their understanding and usage of language to communicate with others effectively.
1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.	1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.
1.2 Speak clearly enough to be understood by familiar adults and children.	1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.
1.3 Use accepted language and style during communication with familiar adults and children.	1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.
1.4 Use language and construct short narratives that are real or fictional.	1.4 Use language to construct extended narratives that are real or fictional.

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Activities to Develop Language Use and Conventions

<p>Greet children by their name.</p>		<p>Make eye contact during conversations with children.</p>		<p>Model polite forms of social language (please, thank you and excuse me).</p>	<p>thank you excuse me Please</p>	<p>Speak clearly enough so that messages can be understood.</p>
	<p>Find areas in your classroom where you can have conversations with smaller groups of children.</p>		<p>Give children opportunities to talk by engaging them in individual or group conversations.</p>		<p>During conversations model a variety of volumes and intonation.</p>	
<p>Establish and maintain a topic of mutual interest during conversations with smaller groups of children.</p>		<p>Allow children to share family photos and talk about the event or people in the picture.</p>		<p>Play a guessing game where you hide an item in a bag and have the children ask you questions.</p>		<p>Engage children in problem solving and ask them to think of a solution.</p>
<p>Let children choose a sticker and write down the "story" that they tell you.</p>		<p>Create a new story by having children retell the end of their favorite story.</p>			<p>Use pillow talk -Have conversations with children before they go to sleep.</p>	

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Language Use and Conventions Resources

I Can Share

Karen Katz
Publisher: Grosset & Dunlap
ISBN: 9780448455921

There Was A Tree

Rachel Isadora
Publisher: Nancy Paulsen Books
ISBN: 9780399257414

Today I Feel Silly

Jamie Lee Curtis
Publisher: HarperCollins
ISBN: 9780060245603

I Love Saturdays

Alma Flor Ada
Publisher: Atheneum Books
ISBN: 9780689874093

Polar Bear, Polar Bear What Do You Hear?

Bill Martin Jr. and Eric Carle
Publisher: Henry Holt and Co.
ISBN: 0805053883

Splash

Flora McDonnell
Publisher: Candlewick Press
ISBN: 9780763604813

All Kinds of Children

Norma Simon
Publisher: Albert Whitman & Co.
ISBN: 9780807502815

Mice Squeak, We Speak

Tomie dePaola
Publisher: Penguin Young Readers
ISBN: 9780698118737

Always in Trouble

Corinne Demas
Publisher: Scholastic
ISBN: 9780545024532

There Was an Old Lady Who Swallowed a Fly

Pam Adams
Publisher: Childs Play
ISBN: 9780698118737

Whistle for Willie

Ezra Jack Keats
Publisher: Puffin Books
ISBN: 9780140502022

A Chair for My Mother

Vera B. Williams
Publisher: HarperCollins
ISBN: 9780688040741

Sheila Rae, The Brave


Kevin Henkes
Publisher: HarperCollins
ISBN: 9780688147389

Wemberly Worried

Kevin Henkes
Publisher: HarperCollins
ISBN: 9780061857768

It's Okay to Be Different

Todd Parr
Publisher: Little, Brown Books for Young Readers
ISBN: 9780316043472



Vocabulary

The research says....

- Children with large vocabularies can acquire new words more easily, are more effective readers, and are more proficient in reading comprehension (p. 50).
- Multiple experiences with words across a variety of contexts are critical for children's acquisition and extension of vocabulary (p. 50).
- Children learn much of their vocabulary and basic language concepts indirectly through their interaction with others. They also acquire vocabulary through teacher-guided instructional activities (p. 50).
- The development of vocabulary is one of the most essential, observable, and robust aspects of early language acquisition (p. 73).
- In addition to providing children with a tool that supports peer relationships and their interactions with adults, the size of a child's vocabulary is itself a positive influence on word learning (p. 73).
- This process continues throughout school, where children acquire from 3,000 to 5,000 new words each academic year, with about half of those words learned through reading (Nagy and Herman 1987), (p. 73).
- The development of an extensive vocabulary provides children with more sophisticated and precise ways to represent the world around them through the use of language (p. 74).
- Parents who do not frequently engage in quality conversations with their children can be coached to support their children's language and literacy skills more effectively (p. 75).

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Foundations in Vocabulary Development

2.0 Vocabulary	
At around 48 months of age	At around 60 months of age
Children develop age appropriate vocabulary	Children develop age appropriate vocabulary
2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life.	2.2 Understand and use accepted words for categories of objects encountered in everyday life.
2.3 Understand and use simple words that describe the relations between objects.	2.3 Understand and use both simple and complex words that describe the relations between objects.

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Activities to Develop Vocabulary

<p>Introduce a variety of new vocabulary words everyday.</p>		<p>Connect unfamiliar vocabulary with words children already know.</p>		<p>Choose books that are rich in vocabulary and expose children to new words.</p>		<p>Build on what children say, ask questions to encourage the use of more vocabulary.</p>
	<p>Use "self talk" to describe your actions.</p>		<p>Use "parallel talk" to narrate the children's actions.</p>		<p>Introduce words that build on children's interests</p>	
<p>Play a game and ask children to describe why something is "the same" or "different".</p>		<p>Point out attributes in children's art (color, shape, texture, line, pattern).</p>		<p>Teach children words to express their emotions.</p>	<p>Up, Down Over, Under</p>	<p>Play a game where children use positional words to help another person find an item.</p>
	<p>Help children categorize objects encountered in their environment.</p>		<p>After a field trip or outing make a list of the words you learned.</p>		<p>Create a picture dictionary with the words the children are learning.</p>	



Vocabulary Resources

Merriam-Webster Children's Dictionary

DK Publishing, Inc.

Publisher: DK Publishing, Inc.

ISBN: 9781465424464

Fancy Nancy Collector's Quintet

Jane O'Connor

Publisher: HarperCollins

ISBN: 9780061719059

The Way I Feel

Janan Cain

Publisher: Parenting Press

ISBN: 9781884734717

Passing the Music Down

Sarah Sullivan

Publisher: Candlewick Press

ISBN: 9780763637538

The Bridge is Up

Babs Bell

Publisher: HarperCollins

ISBN: 9780060537944

Perfect Square

Michael Hall

Publisher: HarperCollins

ISBN: 9780061915130

Tumble Bumble

Felicia Bond

Publisher: HarperCollins

ISBN: 9780694013449

Inch by Inch

Leo Lionni

Publisher: HarperCollins

ISBN: 9780688132835

The Tale of Peter Rabbit

Beatrix Potter

Publisher: Penguin Young

ISBN: 9780723247708

I Stink

Kate McMullan

Publisher: HarperCollins

ISBN: 9780064438360

My Heart is Like A Zoo

Michael Hall

Publisher: Greenwillow Books

ISBN: 9780061915109

Giraffes Can't Dance

Giles Andreae

Publisher: Scholastic, Inc.

ISBN: 97808439287197

Wild About Books

Judy Sierra

Publisher: Random House

ISBN: 9780375825385

The Button Box

Margarette S. Reid

Publisher: Penguin Young Readers

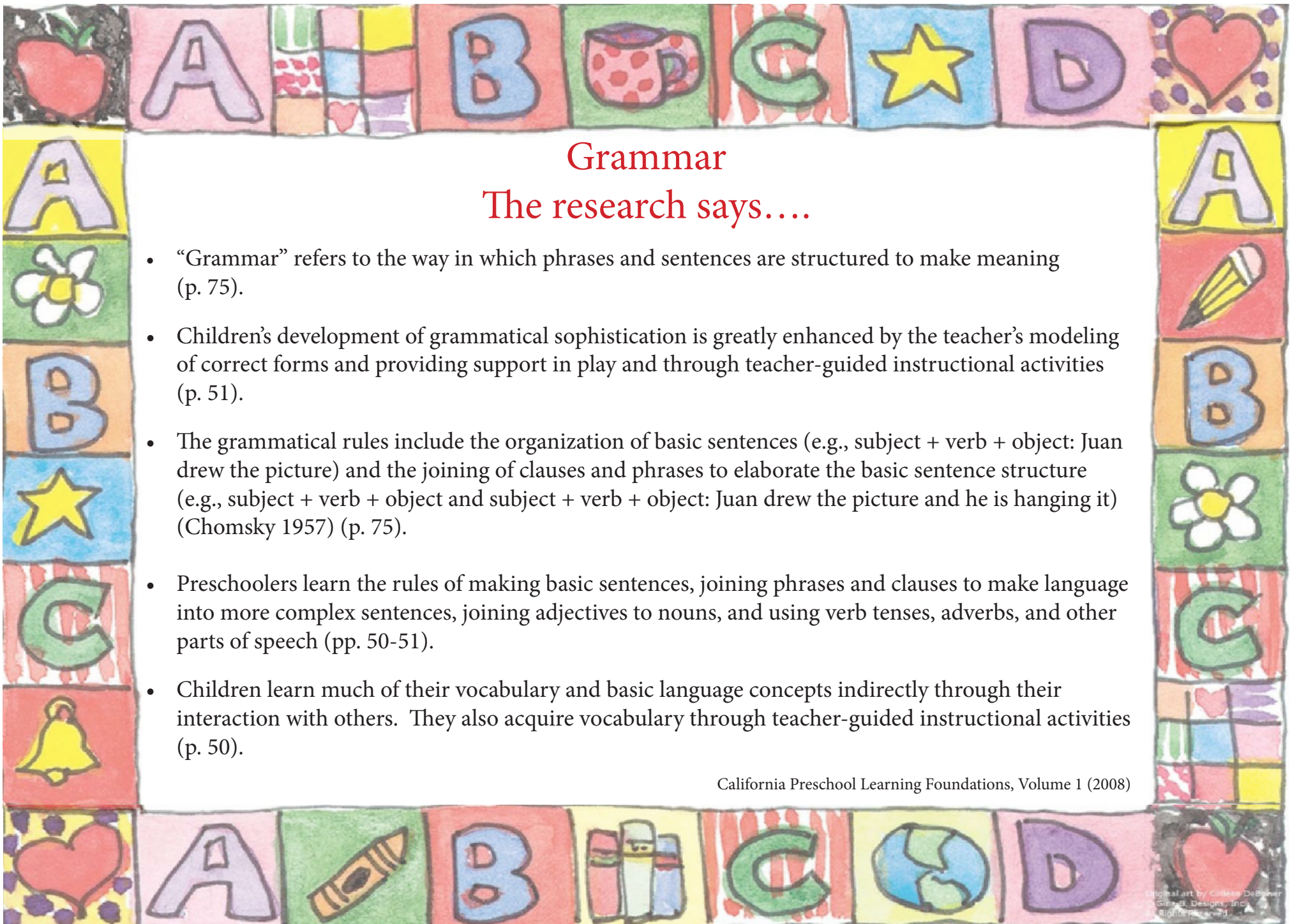
ISBN: 9780140554953

Five Creatures

Emily Jenkins

Publisher: Square Fish

ISBN: 9780374423285



Grammar

The research says....

- “Grammar” refers to the way in which phrases and sentences are structured to make meaning (p. 75).
- Children’s development of grammatical sophistication is greatly enhanced by the teacher’s modeling of correct forms and providing support in play and through teacher-guided instructional activities (p. 51).
- The grammatical rules include the organization of basic sentences (e.g., subject + verb + object: Juan drew the picture) and the joining of clauses and phrases to elaborate the basic sentence structure (e.g., subject + verb + object and subject + verb + object: Juan drew the picture and he is hanging it) (Chomsky 1957) (p. 75).
- Preschoolers learn the rules of making basic sentences, joining phrases and clauses to make language into more complex sentences, joining adjectives to nouns, and using verb tenses, adverbs, and other parts of speech (pp. 50-51).
- Children learn much of their vocabulary and basic language concepts indirectly through their interaction with others. They also acquire vocabulary through teacher-guided instructional activities (p. 50).

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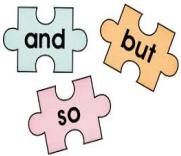



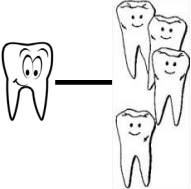
Foundation in Grammar Development

3.0 Grammar	
At around 48 months of age	At around 60 months of age
Children develop age-appropriate grammar.	Children develop age-appropriate grammar.
<p>3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.</p>	<p>3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.</p>
<p>3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.</p>	<p>3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.</p>

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Activities to Develop Grammar

	<p>Use recasting-when children use incorrect speech; restate it with proper grammar.</p>		<p>Help children describe whom items belong to "Sarah's cat" (possessives).</p>		<p>Read a story with the concepts of big, bigger, and biggest.</p>	
<p>Combine two to three steps when giving children directions. "Come to circle, sit down and talk with your friends."</p>		<p>Model a variety of sentences, short and long.</p>		<p>Write stories together and come up with increasingly complex sentences as a group.</p>		<p>Use conjunctions (and, but, however or because) to combine sentences or thoughts.</p>
	<p>Model sentence structure by writing a morning message or letter to the children.</p>		<p>Ask the children to talk about what happened in the past. "When you were a baby..."</p>		<p>Ask children to talk about the future. "What are you doing this weekend?"</p>	
<p>Use different types of pronouns: he, she, they, him, her, them, hers, his, and ours.</p>		<p>Have children expand on their descriptions. "What kind of cookies?" "Chocolate chip cookies."</p>		<p>Talk about irregular plurals: ox-oxen, goose-geese, tooth-teeth, mouse-mice, and foot-feet.</p>		<p>Model correct forms of grammar during teacher-child interactions.</p>

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Grammar Resources

Ella Sarah Gets Dressed

Margaret Chodos-Irvine

Publisher: Houghton Mifflin Harcourt

ISBN: 9780152164133

Big, Bigger, Biggest

Nancy Coffelt

Publisher: Henry Holt and Co.

ISBN: 9780805080896

Fancy Nancy

Jane O'Connor

Publisher: HarperCollins Publishers

ISBN: 9780060542092

How Do Dinosaurs Say Good Night?

Jane Yolen

Publisher: Scholastic, Inc.

ISBN: 9780590316811

The Relatives Came

Cynthia Rylant

Publisher: Atheneum Books for Young Readers

ISBN: 9780689717383

David's Drawings

Cathryn Falwell

Publisher: Lee & Low Books, Inc.

ISBN: 9781584302612

Quinto, Day and Night

Ina Ramirez Cumpiano

Publisher: Lee & Low Books, Inc.

ISBN: 9780892392964

Sweet Music of Harlem

Debbie A. Taylor

Publisher: Lee & Low Books, Inc.

ISBN: 9781620140802

Siesta

Ginger Foglesong Guy

Publisher: HarperCollins

ISBN: 9780060560614

Altoona Baboona

Janie Bynum

Publisher: Houghton Mifflin

ISBN: 9780152018603

Up to 10 and Down Again

Lisa Campbell Ernst

Publisher: HarperCollins Publishers

ISBN: 9780688143916

Little Melba and Her Big Trombone

Katheryn Russell-Brown

Publisher: Lee & Low Books, Inc. ISBN:

9781600608988

My Name is Yoon

Helen Recorvits

Publisher: Square Fish

ISBN: 9781250057112

The Woman Who Outshone The Sun

Alejandro Cruz Martinez

Publisher: Lee & Low Books, Inc.

ISBN: 9780892391011

The Dot

Peter H. Reynolds

Publisher: Candlewick Press

ISBN: 9780763619619



Supporting Oral Language Development Through The Use of Open-ended Questions

- Open-ended questions can stimulate more language, promote problem solving, develop logical reasoning, encourage creative thinking and affirm children's ideas.
- Open-ended questions promote multiple types of responses. There is no right or wrong answer.
- Open-ended questions extend conversations and encourage children to respond thoughtfully.
- Open-ended questions can be used during storybook reading or while having a conversation.

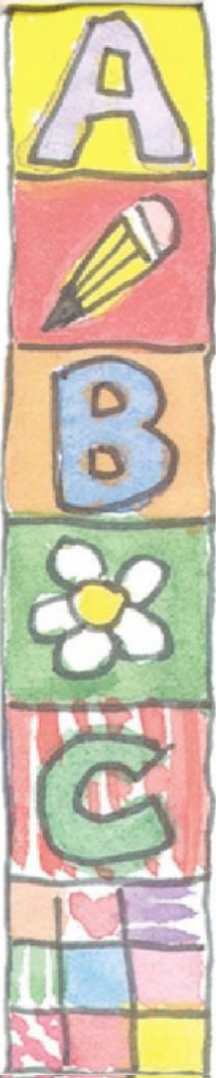
Examples include:

What might happen if . . . ?
Tell me about your . . .
Where could we do that?
What do you think will happen next?
What does this make you think of?
How does this make you feel?
What might you try instead?
How did you think of that?
How are you going to do that?
How did you do that?
What did you do first?
How do you know?

Reading



Concepts About Print The research says....

- People use written language to get things done (Schickedanz, 1999).
 - As children interact with books, they become aware of how books and print are organized, and this knowledge is important for them as they begin learning to read and write (Barone, Mallette & Xu, 2005).
 - Experiences with print can help children learn the value of words for conveying important information, describing people's adventures and feelings and relating their own lives to events in written text (Espinosa & Burns, 2003).
 - Most important, children develop an awareness of concepts of print as they experience people around them using the printed word for many purposes (Preschool Learning Foundation, p. 78).
 - Exposure to and explanations of the different functions of print can help make these symbolic forms meaningful to children (Espinosa and Burns, 2003).
 - Children can cut up familiar signs, labels and logos in magazines, newspapers, catalogs, etc. and paste them in their own books of paper (Barone, 2005).
- 

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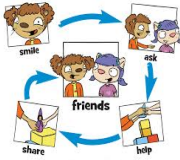



Foundations in Concepts About Print

1.0 Concepts About Print	
At around 48 months of age	At around 60 months of age
Children begin to recognize print conventions and understand that print carries meaning.	Children recognize print conventions and understand that print carries specific meaning.
1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conversations.	1.1 Display appropriate book-handling behaviors and knowledge of print conventions.
1.2 Recognize print as something that can be read.	1.2 Understand that print is something that is read and has specific meaning.

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Activities to Develop Concepts About Print

<p>Print letters of children's name. Say and point to each letter as you write it down.</p>		<p>Draw attention to print in children's environment.</p>		<p>Run your finger along words as you read them from left to right, sweep to the next line.</p>		<p>Show and tell children the title of the book, author and illustrator before you begin to read the story.</p>
	<p>Post a daily schedule with the name of the activity, time, and a picture.</p>		<p>Show the children that the letters in a story make up words.</p>		<p>Engage children in posting purposeful labels in the classroom.</p>	
<p>Use print for everyday purposes- write collective lists, recipes or letters together.</p>		<p>Make a class book where each child contributes a page.</p>		<p>Provide print props for dramatic play- order pads, food menus, telephone books, and magazines.</p>		<p>Intentionally name print forms and functions- numbers, letters, words, sentences and punctuation.</p>
	<p>Display the lyrics of songs and poems for children to follow along.</p>		<p>Provide print materials to support play with blocks and vehicles (traffic signs, maps and blueprints).</p>		<p>Write down the words children say and read them back.</p>	

Concepts About Print Resources

Summer Sun Risin'

W. Nikola-Lisa
 Publisher: Lee & Low Books
 ISBN: 9781584300342

Sam and the Lucky Money

Karen Chinn
 Publisher: Lee & Low Books
 ISBN: 9781880000533

Rainbow Joe and Me

Maria Diaz Strom
 Publisher: Lee & Low Books
 ISBN: 9781584300502

Elizabeth's Doll

Stephanie Stuve-Bodeen
 Publisher: Lee & Low Books
 ISBN: 9781584300816

When This World Was New

D.H. Figueroa
 Publisher: Lee & Low Books
 ISBN: 9781584301738

Amelia's Road

Linda Jacobs Altman
 Publisher: Lee & Low Books
 ISBN: 9781880000274

The Birthday Swap

Loretta Lopez
 Publisher: Lee & Low Books
 ISBN: 9781880000892

The Very Hungry Caterpillar

Eric Carle
 Publisher: Scholastic Books Inc.
 ISBN: 9780399213014

The Doorbell Rang

Pat Hutchins
 Publisher: Scholastic
 ISBN: 9780688092344

Arrorró, Mi Niño: Latino Lullabies and Gentle Games

Lulu Delacre
 Publisher: Lee & Low Books
 ISBN: 9781600604416

Lines That Wiggle

Candace Whitman
 Publisher: Blue Apple
 ISBN: 9781934706541

Pete the Cat & His Magic Sunglasses

James Dean
 Publisher: HarperCollins
 ISBN: 9780062275561

My Many Colored Days

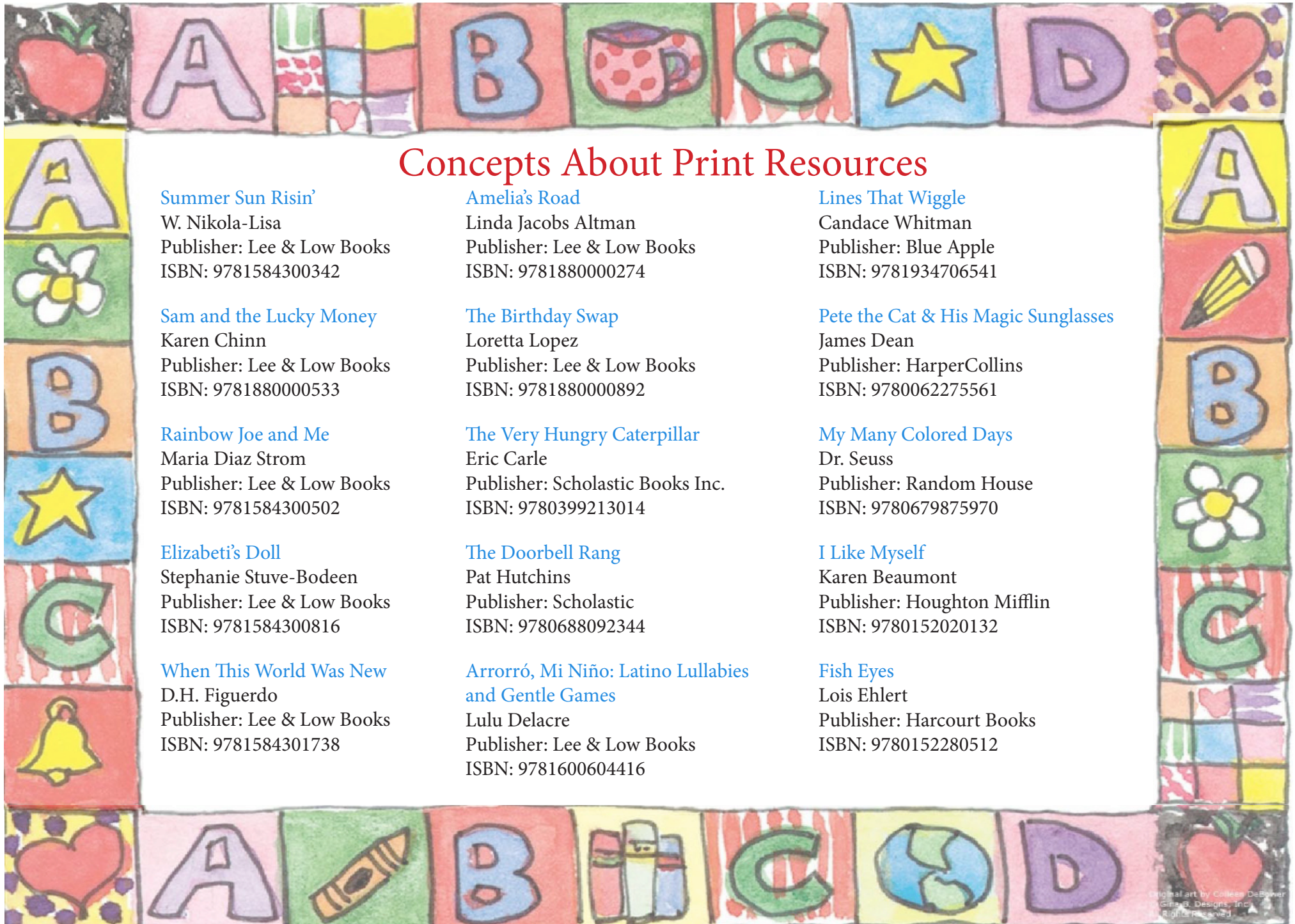
Dr. Seuss
 Publisher: Random House
 ISBN: 9780679875970

I Like Myself

Karen Beaumont
 Publisher: Houghton Mifflin
 ISBN: 9780152020132

Fish Eyes

Lois Ehlert
 Publisher: Harcourt Books
 ISBN: 9780152280512



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Phonological Awareness

The research says....

- Phonological awareness skills play a key role in the acquisition of reading and spelling (Lonigan, 2006).
- Studies identify phonological awareness as one of the key foundational components of later reading success. The studies recommend that the development of phonological awareness be addressed in Pre-kindergarten and kindergarten (Yopp & Yopp, 2000).
- Phonological awareness skills in the home language will transfer to English (Lonigan, 2007).
- Activities with songs and rhymes are among the best techniques for exposing children to the sounds of English (Lonigan, 2007).
- The most common cause of early reading difficulties is a weakness in children's phonological awareness skills (Lonigan, 2005).
- Phonological awareness instruction for young children should be playful and engaging, interactive and social and should stimulate curiosity and experimentation with language (Yopp, 2000).

Foundations in Phonological Awareness

2.0 Phonological Awareness

At around 48 months of age

Note: The Foundations for phonological awareness are written only for older four-year-olds because much of the initial development of phonological awareness occurs between 48 months and 60 months of age. “Phonological awareness” is defined for the Preschool Learning Foundations as an oral language skill: an individual’s sensitivity to the sound (or phonological) structure of spoken language. Phonological awareness is an important skill that children start to acquire during preschool and continue to build in early elementary school as they learn to read.

At around 60 months of age

Children develop age appropriate phonological awareness.








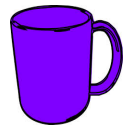
2.1 Orally blend and delete words and syllables without the support of pictures or objects.

2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.

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Activities to Develop Phonological Awareness

<p>Sing songs and read books that play with sounds (<i>The Cat in the Hat</i>).</p>		<p>Expose children to nursery rhymes and poetry.</p>		<p>Play with sounds by adding new words or verses to familiar songs.</p>		<p>Play a funny name game: "Today all of our names will begin with the M or B sound."</p>
	<p>Call attention to spoken words with the same beginning sound.</p>		<p>Play a guessing game where children identify environmental sounds (birds, car horn).</p>		<p>Clap, tap, or jump for each spoken word in short sentences. "I love you." "We are friends."</p>	
<p>Ask children what word they hear when you say "oatmeal" without "oat" or "mailbox" without "box".</p>		<p>Stomp, hop, or use a tambourine to count out each syllable in compound words (oatmeal).</p>		<p>Use activities in transitions that draw attention to syllables in children's names. "Lew-is may be excused."</p>		<p>Clap out syllables in the children's names. "How many do you hear?"</p>
<p>Cat </p> <p>Hat </p>	<p>Play with rhyming words. Introduce children to word families: cat, hat, sat, rat; fig, pig, zig, jig.</p>		<p>Play with the tempo of words: "Say ap-ple slow and ask children to put it together fast".</p>		<p>Play blending games with the children. "I'm going to give you two clues "c" - "up" what's my word? Cup!"</p>	

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Phonological Awareness Resources

The Cat in the Hat

Dr. Seuss
 Publisher: Random House, Inc.
 ISBN: 9780394800011

Mouse Mess

Linnea Riley
 Publisher: Blue Sky/Scholastic
 ISBN: 9780590100489

The Hungry Thing

Jan Slepian
 Publisher: Scholastic, Inc.
 ISBN: 9780439275989

Llama Llama Mad at Mama

Anna Dewdney
 Publisher: Penguin Young Readers
 ISBN: 9780670062409

Call Me Tree

Maya Christina Gonzalez
 Publisher: Lee & Low Books, Inc.
 ISBN: 9780892392940

Each Peach Pear Plum

Janet and Allan Ahlberg
 Publisher: Penguin Young Readers
 ISBN: 9780140506396

The Fox Went Out on a Chilly Night

Peter Spier
 Publisher: Random House
 ISBN: 9780385376167

Down by the Bay

Raffi, Nadine Bernard Westcott
 Publisher: Crown/Random House
 ISBN: 9780517566459

Fox in Socks

Dr. Seuss
 Publisher: Random House, Inc.
 ISBN: 9780394800387

Cock-A-Doodle Moo

Bernard Most
 Publisher: Houghton Mifflin
 ISBN: 9780152012526

Sheep Out to Eat

Margot Apple
 Publisher: Houghton Mifflin Harcourt
 ISBN: 9780395720271

Here's a Little Poem

Jane Yolen
 Publisher: Candlewick Press
 ISBN: 9780763631413

Tikki Tikki Tembo

Arlene Mosel
 Publisher: Square Fish
 ISBN: 9780312367480

In the Tall Tall Grass

Denise Fleming
 Publisher: Square Fish
 ISBN: 9780805039412

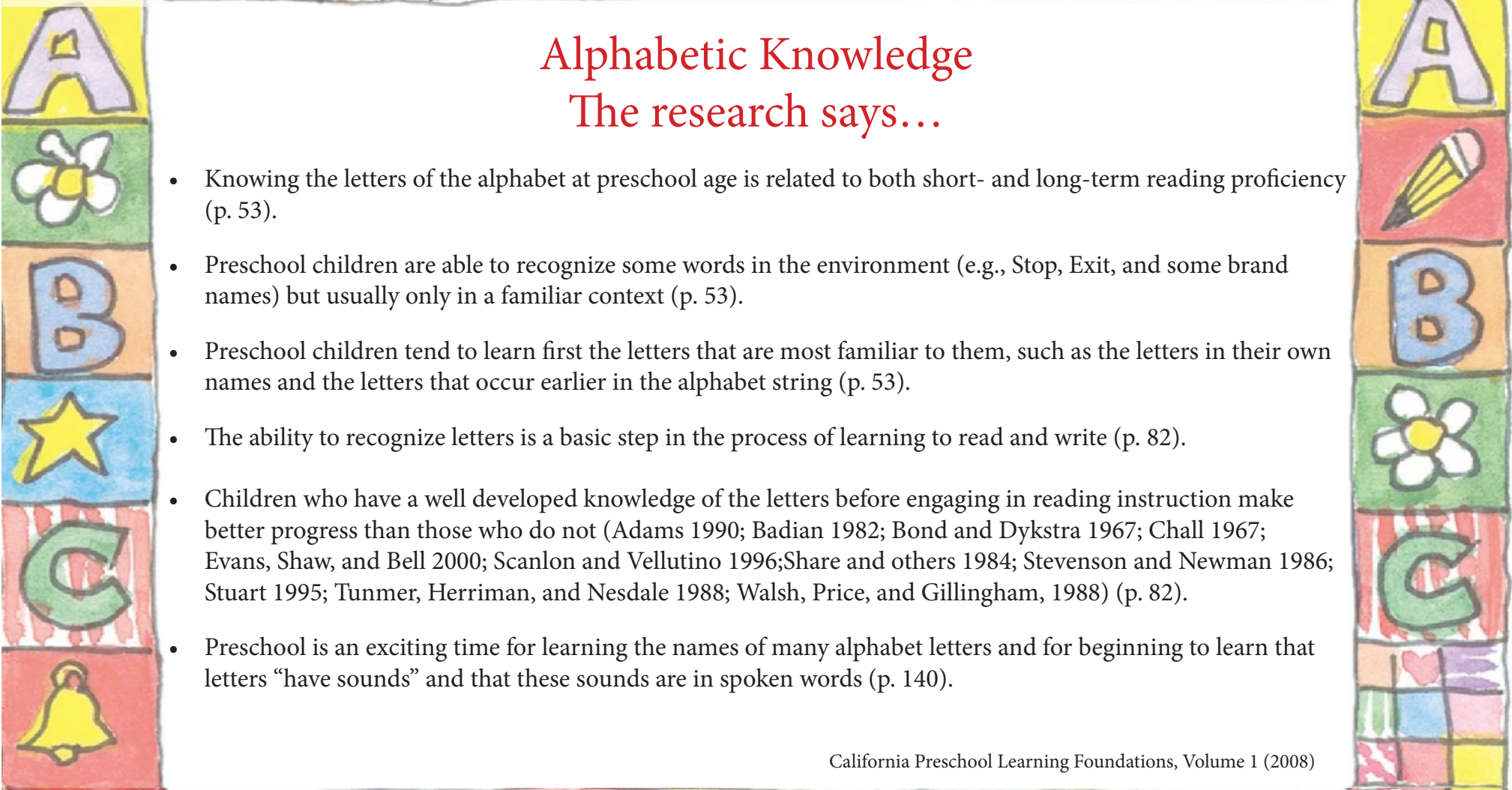
There's A Wocket in My Pocket

Dr. Seuss
 Publisher: Random House
 ISBN: 9780394829203



Alphabetic Knowledge

The research says...

- Knowing the letters of the alphabet at preschool age is related to both short- and long-term reading proficiency (p. 53).
 - Preschool children are able to recognize some words in the environment (e.g., Stop, Exit, and some brand names) but usually only in a familiar context (p. 53).
 - Preschool children tend to learn first the letters that are most familiar to them, such as the letters in their own names and the letters that occur earlier in the alphabet string (p. 53).
 - The ability to recognize letters is a basic step in the process of learning to read and write (p. 82).
 - Children who have a well developed knowledge of the letters before engaging in reading instruction make better progress than those who do not (Adams 1990; Badian 1982; Bond and Dykstra 1967; Chall 1967; Evans, Shaw, and Bell 2000; Scanlon and Vellutino 1996; Share and others 1984; Stevenson and Newman 1986; Stuart 1995; Tunmer, Herriman, and Nesdale 1988; Walsh, Price, and Gillingham, 1988) (p. 82).
 - Preschool is an exciting time for learning the names of many alphabet letters and for beginning to learn that letters “have sounds” and that these sounds are in spoken words (p. 140).
- 

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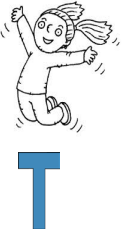












Foundations in Alphabetic Knowledge

3.0 Alphabets and Word/Print Recognition	
At around 48 months of age	At around 60 months of age
Children begin to recognize letters of the alphabets.	Children extend their recognition of letters of the alphabet.
3.1 Recognize the first letter of own name.	3.1 Recognize own name or other common words in print.
3.2 Match some letters name to their printed form.	3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.
	3.3 Begin to recognize that letters have sounds.

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Activities to Develop Alphabetic Knowledge

<p>Sing the alphabet song everyday. Touch each letter as you sing.</p>		<p>Read alphabet books with the children and place the books in their library.</p>		<p>Post the alphabet at children's eye level.</p>		<p>Playfully help children recognize the first letter of their name.</p>						
	<p>Make letters on the floor with masking tape and have the children walk, jump, or stand on the letter you name.</p>		<p>Ask children to paint letters on the sidewalk with water or write them out with chalk.</p>		<p>Help children recognize their name. Write their name on a paper and play Hokey Pokey. "You put your name in..."</p>							
<p>Go on a letter hunt with a magnifying glass.</p>		<p>Make an alphabet dictionary with pictures of the children and familiar objects.</p>		<p>Play letter bingo. Help children match upper and lowercase letters.</p>		<p>Hide letters in sand and have the children dig them up and name them.</p>						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Aa</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Bb</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Cc</td> <td style="padding: 2px;"></td> </tr> </table>	Aa		Bb		Cc		<p>Have a variety of letters in the environment (e.g. puzzles, writing center, magnetic)</p>		<p>Put out three letters and take one away. Ask the children to name which one is missing.</p>	<p>M C ? ? ? ?</p>	<p>Name and model the writing of letters daily.</p>	
Aa												
Bb												
Cc												

A decorative border surrounds the text. The top border features a red apple, the letter 'A', a colorful quilt, the letter 'B', a pink polka-dot mug, the letter 'C', a yellow star, the letter 'D', and a red heart. The left border shows the letter 'A', a white flower, the letter 'B', a yellow star, the letter 'C', a yellow bell, and a red heart. The right border shows the letter 'A', a pencil, the letter 'B', a white flower, the letter 'C', a colorful quilt, and a red apple. The bottom border features a red heart, the letter 'A', a yellow crayon, the letter 'B', a stack of books, the letter 'C', a globe, the letter 'D', and a red apple.

Comprehension and Analysis of Age Appropriate Text

The research says....

- Storybook reading, both of wordless picture books and regular books, when combined with interactive language activities, such as active discussion of stories, before, during, and after reading, enhances children's understanding and recall of stories (p. 53).
- Interaction during shared reading creates opportunities for cognitive processing and problem solving (p. 53).
- Over time, children construct narrative schemes, which include knowledge about the main elements of stories (such as characters and settings) and about the sequence of events (such as time, order, and causal progression) (p. 83).
- Children's comprehension and production of narrative is an important foundation for learning to read (Burns, Griffin, and Snow 1999; Whitehurst and Lonigan 1998) (p. 84).
- Within the classroom, studies conducted with preschool children have shown that intervention-enhanced teacher-child interactions have positive effects on the children's language skills (e.g., syntactic forms at the sentence level) (Arnold and Whitehurst 1994; Karweit 1989; Valdez-Menchaca and Whitehurst 1992) (p. 84).
- Research has shown that such practices as shared reading, when conducted over time, provide children with a sense of the purposes of literacy (Gee 1992; Heath 1983) (p. 84).
- Children entering school from disadvantaged environments often have limited or minimal exposure to complex narrative texts....Fortunately, this exposure gap can be closed through instruction at home and in school (Clay 1979; Leppäen and others 2004; Purcell-Gates, McIntyre, and Freppon 199) (p. 85).

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Foundations in Comprehension and Analysis of Age Appropriate Text

4.0 Comprehension and Analysis of Age Appropriate Text	
At around 48 months of age	At around 60 months of age
Children demonstrate understanding of age-appropriate text read aloud.	Children demonstrate understanding of age-appropriate text read aloud.
4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.	4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
4.2 Demonstrate knowledge from information text through labeling, describing, playing, or creating artwork.	4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.

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Activities in Comprehension and Analysis of Age Appropriate Text

<p>Introduce a book and have children predict what the story will be about.</p>		<p>Draw children's attention to illustrations that support the plot of the story.</p>		<p>Have children predict what will happen next. Help build suspense.</p>		<p>Ask children "why" and "how" questions to encourage critical thinking.</p>
	<p>Have a summary conversation with the children after the story.</p>		<p>Help the children connect parts of the story to their lives.</p>		<p>Plan an art activity based around the story.</p>	
<p>Encourage children to use new vocabulary from the story.</p>		<p>Use a variety of materials/props to help children retell the sequence of the story.</p>		<p>Provide flannel board pieces, puppets or prop boxes for children to reenact the story.</p>		<p>Help children understand character's feelings and motivation in the story.</p>
	<p>Provide and expose children to informational text that builds on children's interests.</p>		<p>Model use of informational text to describe, relate, categorize, compare and contrast.</p>		<p>Use informational text to help children gain knowledge about the world around them.</p>	



Comprehension and Analysis of Age Appropriate Text Resources

The Cat in the Hat Comes Back

Dr. Seuss
Publisher: Ishi Press
ISBN: 9784871876964

The Napping House

Audrey and Don Wood
Publisher: Houghton Mifflin
ISBN: 9780152567088

The Snowy Day

Ezra Jack Keats
Publisher: Penguin Young Readers
ISBN: 9780140501827

The Pot That Juan Built

Nancy Andrews-Goebel
Publisher: Lee & Low Books
ISBN: 9781600608483

Rainbow Fish

Marcus Pfister
Publisher: North-South Books
ISBN: 9781558580091

My Name is Celia

Monica Brown
Publisher: Cooper Square
ISBN: 9780873588720

Once Upon An Alphabet

Oliver Jeffers
Publisher: Penguin Young Readers
ISBN: 9780399167911

What Can You Do With a Paleta

Carmen Tafolla
Publisher: Random House
ISBN: 9781582462219

Owl Babies

Martin Waddel
Publisher: Candlewick Press
ISBN: 9780763617103

Carrot Soup

John Segal
Publisher: Margaret K. McElderry
ISBN: 9780689877025

The Carrot Seed

Ruth Krauss
Publisher: HarperCollins
ISBN: 9780060233501

Cora Cooks Pancit

Dorina Lazo Gilmore
Publisher: Shen's Books
ISBN: 9781885008350

Caps For Sale

Esphyr Slobodkina
Publisher: HarperCollins
ISBN: 9780064431439

Blueberries for Sal

Robert McCloskey
Publisher: Penguin Young Readers
ISBN: 9780140501698

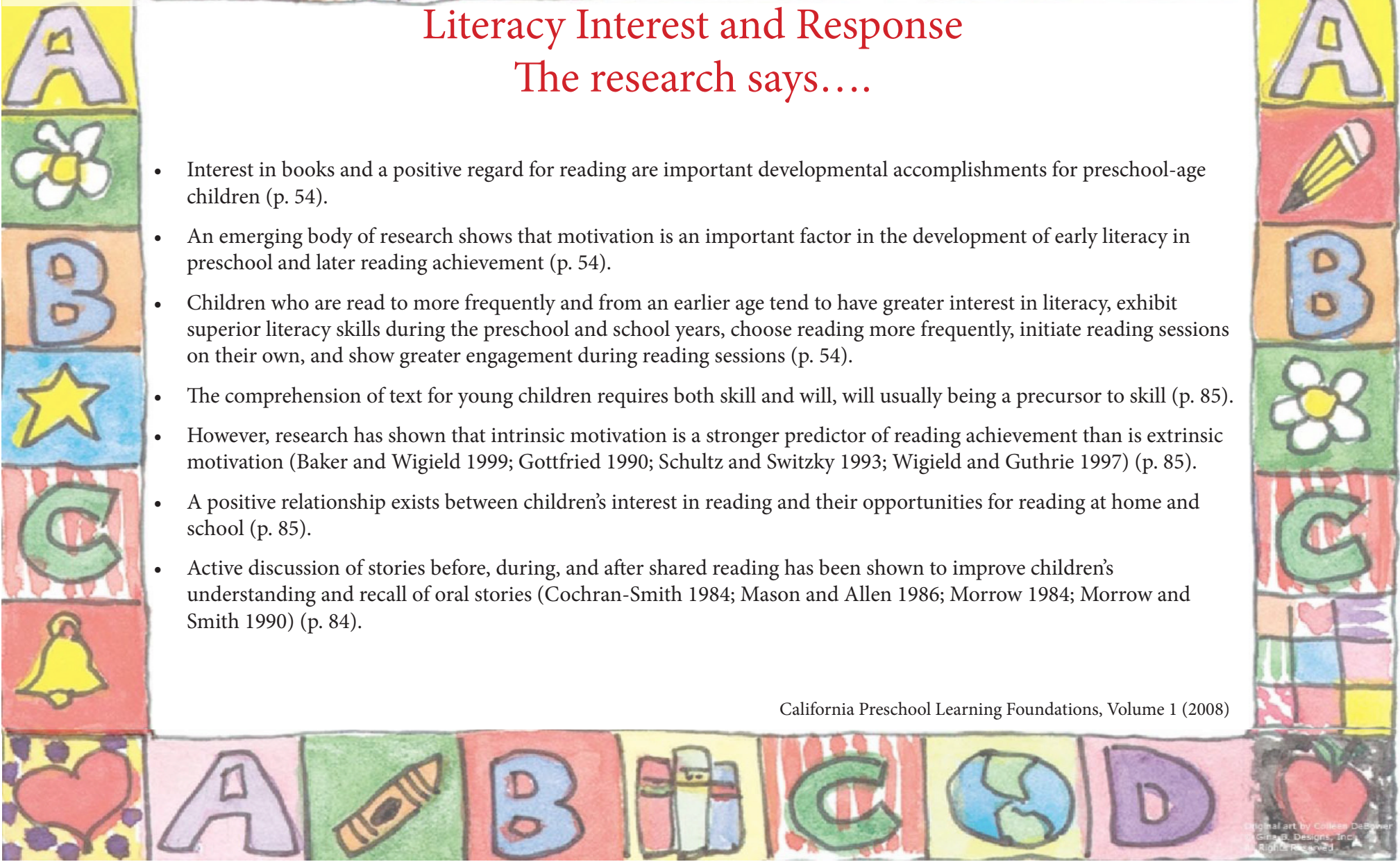
Chicken Sunday

Patricia Polacco
Publisher: Penguin Young Readers
ISBN: 9780698116153



Literacy Interest and Response

The research says....

- Interest in books and a positive regard for reading are important developmental accomplishments for preschool-age children (p. 54).
 - An emerging body of research shows that motivation is an important factor in the development of early literacy in preschool and later reading achievement (p. 54).
 - Children who are read to more frequently and from an earlier age tend to have greater interest in literacy, exhibit superior literacy skills during the preschool and school years, choose reading more frequently, initiate reading sessions on their own, and show greater engagement during reading sessions (p. 54).
 - The comprehension of text for young children requires both skill and will, will usually being a precursor to skill (p. 85).
 - However, research has shown that intrinsic motivation is a stronger predictor of reading achievement than is extrinsic motivation (Baker and Wigfield 1999; Gottfried 1990; Schultz and Switzky 1993; Wigfield and Guthrie 1997) (p. 85).
 - A positive relationship exists between children's interest in reading and their opportunities for reading at home and school (p. 85).
 - Active discussion of stories before, during, and after shared reading has been shown to improve children's understanding and recall of oral stories (Cochran-Smith 1984; Mason and Allen 1986; Morrow 1984; Morrow and Smith 1990) (p. 84).
- 

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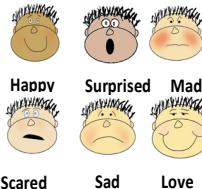





Foundations in Literacy Interest and Response

5.0 Literacy Interest and Response	
At around 48 months of age	At around 60 months of age
Children demonstrate motivation for literacy activities.	Children demonstrate motivation for a broad range of literacy activities.
5.1 Demonstrate enjoyment of literacy and literacy-related activities.	5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.
5.2 Engage in routines associated with literacy activities.	5.2 Engage in more complex routines associated with literacy activities.

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Activities in Literacy Interest and Response

<p>Make sure story time is not too long or too short, but “just right”!</p>		<p>Make stories come alive!</p>		<p>Use different voices and facial expressions while reading a story.</p>		<p>Provide books in all learning centers.</p>
	<p>Visit the library to check out books based on a theme or interest.</p>		<p>Ask the children which books they want to read, take requests.</p>		<p>Have children share books from home based on their interest.</p>	
<p>Allow children to turn the pages in the book as you read the story.</p>		<p>Stock learning centers with literacy-related materials (e.g. menus, maps, blueprints, instructions).</p>		<p>Provide children with journals and time to draw pictures and tell their own stories.</p>		<p>Write a letter with the children, place it in an envelope, write the address, and mail it.</p>
	<p>Make the library comfortable and allow children free time to look at books.</p>		<p>Model your passion for a variety of literacy-related activities.</p>		<p>Encourage children to engage in literacy activities on a daily basis.</p>	

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Literacy Interest and Response Resources

Time for Bed

Mem Fox and Jane Dyer
Publisher: Red Wagon Books
ISBN: 9780152881832

Ten Little Lady Bugs

Melanie Girth
Publisher: Piggy Toes Press
ISBN: 9781581170917

Good Night Gorilla

Peggy Rathman
Publisher: Putnam Juvenile
ISBN: 9780698116498

A Rainbow All Around Me

Sandra Pinkney
Publisher: Scholastic
ISBN: 9780439309288

I am Latino

Sandra Pinkney
Publisher: Little Brown Books
ISBN: 9780316160094

The Moon Cake

Dominie Elementary
Publisher: Pearson
ISBN: 9780768502701

Clack Clack Moo

Doreen Cronin
Publisher: Atheneum Books
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Angela Johnson
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Shades of Black

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Shelley Rotner and Sheila Kelly
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It's Okay To Be Different

Todd Parr
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Press Here

Herve Tullet
Publisher: Chronicle Books
ISBN: 9780811879545

10 Things I Can Do To Help My World

Melanie Walsh
Publisher: Candlewick
ISBN: 9780763659196

Writing



Writing Strategies

The research says....

- Learning to write involves cognitive, social, and physical development (p. 54).
- Preschoolers begin to experiment with writing by pretending to write and by learning to write their names (p. 54).
-invented spelling is an effective vehicle through which many children begin to understand the alphabetic principle (p. 55).
- As young children get more involved with written text by being read to, examining books, and observing others write, they begin to experiment with writing (p. 87).
- Throughout this early stage of learning to write, children begin to realize that writing carries meaning; people should be able to read what you write (Clay 1977; Harste, Woodward, and Burke 1984; Kress 1994) (p. 87).
- Perceptual motor skills in addition to loco motor skills play an essential role in a child's development of writing (p. 59).

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Foundations in Writing Strategies

1.0 Writing Strategies	
At around 48 months of age	At around 60 months of age
Children demonstrate emergent writing skills.	Children demonstrate increasing emergent writing skills.
1.1 Experiment with grasp and body position using a variety of drawing and writing tools.	1.1 Adjust grasp and body position for increased control in drawing and writing.
1.2 Write using scribbles that are different from pictures.	1.2 Writing letters or letter-like shapes to represent words or ideas.
1.3 Write marks to represent own name.	1.3 Write first name nearly correctly.

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Activities in Writing Development

	<p>Engage children in finger plays and provide playdough for kneading.</p>		<p>Invite children to use tongs, eyedroppers, spray bottles, chopsticks, and tweezers.</p>		<p>Allow children to stand while participating in table activities.</p>	
<p>Provide large pieces of paper for children to lay on the floor and write.</p>		<p>Allow children to explore writing in sand or paint.</p>		<p>Be sensitive to emergent writing. Ask children to talk about their picture.</p>		<p>Display children's attempts at writing.</p>
<p>Set up a well-stocked writing center-pencils, markers, stencils, and a variety of paper.</p>		<p>Place interesting items in the writing center-envelopes, notebooks, clipboards, and postcards.</p>		<p>Provide various size writing materials for children to explore.</p>		<p>Model writing by creating lists or a morning message together.</p>
	<p>Help children when they ask how to write letters by giving hints, "First we make a long vertical line".</p>		<p>Embed writing activities into transitions-excuse children as you write a letter on the board.</p>		<p>Have a sign in book or chart for the children to attempt to write their name each day.</p>	

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Supporting Muscle Development for Writing

Perceptual motor skills in addition to locomotor skills play an essential role in a child's development of writing. While every child's needs are different the following are strategies and ideas that teachers can try to facilitate the development of these necessary skills. (Page 59, Volume 2, Physical Development Foundations)

- Have children wake their bodies up by massaging their arms
- Hide crayons in sand and invite children to choose a crayon before writing
- Invite children to explore letters that have dimension
- Invite children to stand while participating in table activities
- Invite children to change positions while sitting on the floor frequently
- Provide obstacle courses that require movement from a standing to sitting, kneeling or crawling position
- Invite children to play write or draw while laying stomach down on the floor
- Invite children to paint with a brush on a vertical surface such as a fence or easel
- Provide equipment that requires pushing and pulling such as toy wagon
- Provide equipment that requires scooping and pouring such as sand, water, gravel
- Invite children to play games involving throwing, catching and rolling a ball
- Provide materials that require pinching such as tongs, chopsticks, tweezers
- Invite children to participate in activities that require pincer grasp such as beading, gluing small objects, or peeling stickers
- Invite children to participate in activities that require squeezing such as using glue bottles, kneading play-dough, or wringing out wet washcloths

A decorative border surrounds the page. The top border features a row of icons: an apple, the letter 'A', a quilt square, the letter 'B', a polka-dot mug, the letter 'C', a yellow star, the letter 'D', and a heart. The left border is a vertical column of icons: the letter 'A', a flower, the letter 'B', a yellow star, the letter 'C', a yellow bell, and a heart. The right border is a vertical column of icons: the letter 'A', a pencil, the letter 'B', a flower, the letter 'C', a quilt square, and an apple. The bottom border features a row of icons: a heart, the letter 'A', a crayon, the letter 'B', a stack of books, the letter 'C', a globe, the letter 'D', and an apple.

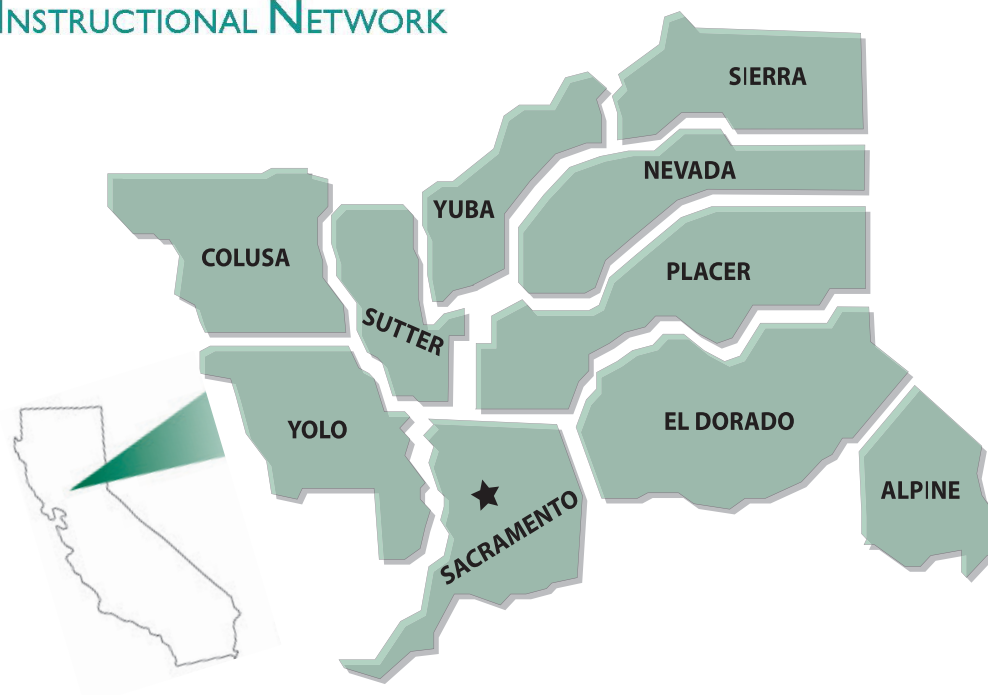
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