

## Reading

### 1.0 Children demonstrate an appreciation and enjoyment of reading and literature.

#### Focus: Participate in read-aloud activity

Beginning	Middle	Later
<b>1.1</b> Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.	<b>1.1</b> Begin to participate in reading activities, using books written in English when the language is predictable.	<b>1.1</b> Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).
Examples	Examples	Examples
<ul style="list-style-type: none"> <li>• Moves closer in an attempt to see props as the teacher reviews the English vocabulary before reading a story and then reads the story aloud.</li> <li>• Attends to the story and responds to questions when a storybook written in her home language is read aloud in a small group by a visiting parent who speaks the home language.</li> <li>• Looks at the teacher's hand and pages in the book as teacher uses a mouse puppet during a read-aloud of a book about mice.</li> <li>• Points to familiar objects and names them in the home language while the teacher reads aloud, in English, a book that she read aloud in the child's home language the day before.</li> <li>• Responds in relation to the teacher and peers during a big-book read-aloud at circle time (e.g., laughs along with others).</li> </ul>	<ul style="list-style-type: none"> <li>• Responds with other children to questions in the text, using appropriate animal names during a class read-aloud of <i>Brown Bear, Brown Bear, What Do You See?</i></li> <li>• Communicates, "honk, honk, honk" when the teacher pauses after saying, "The horn on the bus goes . . ." while reading <i>The Wheels on the Bus</i>.</li> <li>• Counts "one, two, three, four" with the group when the teacher counts the number of strawberries illustrated on a page.</li> <li>• Participates in choral response when the teacher invites the children to participate in a class read-aloud of <i>There Was an Old Lady Who Swallowed a Fly</i> or <i>The Three Little Pigs</i>.</li> <li>• Imitates the motions the teacher makes to illustrate a story read aloud in English (e.g., pretends to run like the Gingerbread Man).</li> </ul>	<ul style="list-style-type: none"> <li>• Brings a stack of books to a classroom volunteer and communicates, "First read <i>Rainbow Fish</i>, and then the ABC farm book."</li> <li>• Communicates, "Humpty Dumpty is my favorite! Read that one after the egg book, OK?" during circle time.</li> <li>• Calls out, "I like that one! It has black and white," pointing to the orca whale during a read-aloud of a big book about whales.</li> <li>• Role-plays a simple poem about how plants grow outside after hearing the poem during circle time.</li> <li>• When the teacher asks, "What does the boy see?" during a small group read-aloud, responds, "a dog!" while pointing at a picture of a dog on a page in the book.</li> </ul>



## 1.0 Children demonstrate an appreciation and enjoyment of reading and literature.

### Focus: Interest in books and reading

Beginning	Middle	Later
<b>1.2</b> “Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.	<b>1.2</b> Choose to “read” familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books.	<b>1.2</b> Choose to “read” familiar books written in English with increasing independence and talk about the books in English.
Examples	Examples	Examples
<ul style="list-style-type: none"> <li>When playing in the block corner with cars and trucks, finds a picture book on transportation in a basket and communicates in her home language, “Look! A big truck!”</li> <li>Looks on as a peer “reads,” then selects a book in her home language and sits next to the peer to “read” too.</li> <li>When asked by a bilingual assistant, “What is your favorite book?” picks up <i>La oruga muy hambrienta</i> (<i>The Very Hungry Caterpillar</i>) and asks the assistant to read it to her.</li> </ul>	<ul style="list-style-type: none"> <li>Chooses a book about animals to “read” with another child while playing “zoo” in the block area, pretends to be an elephant, and says, “Look it. My big trunk.”</li> <li>Selects a familiar book written in the home language (e.g., <i>Pío Peep</i>) from the shelf without help and sings the lyrics to a song in Spanish and in English.</li> <li>Chooses to “read” a book that was read aloud by the teacher earlier the same day or on the previous day and talks with a peer about the book in any language.</li> <li>When building a block tower, looks at a book about construction after a teacher prompts, “What a great tower! Do you think you could find a building in this book that looks like yours?” to which he responds by talking about the book in any language.</li> </ul>	<ul style="list-style-type: none"> <li>Chooses a familiar book in English, <i>A Pocket for Corduroy</i>, settles down again on a pile of pillows, turns the pages of the book, and says, “Look, bear want pocket. Girl make pocket.”</li> <li>Selects and “reads” a class book about a recent walk in the neighborhood (with photographs captioned in English) and, using English, talks about the photographs.</li> </ul>



## 2.0 Children show an increasing understanding of book reading.

### Focus: Personal connections to the story

Beginning	Middle	Later
<p><b>2.1</b> Begin to identify and relate to a story from their own life experiences in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p><b>2.1</b> Describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in English.</p>	<p><b>2.1</b> Begin to engage in extended conversations in English about stories.</p>
Examples	Examples	Examples
<ul style="list-style-type: none"> <li>Tells the teacher in Spanish how the story reminds her of an experience she has had: “Mi papá dice que yo soy su princesa.” (My dad says that I am his princess.)</li> <li>Brings items from home to share that are related to a storybook read aloud the previous day.</li> <li>Says to a peer in Vietnamese, “Con vuốt con chó, Cô Cô, một chút xíu.” (I pet a dog, Coco, just a little bit. After that, I washed my hands with soap.) during a read-aloud of a big book about animals (as reported by a bilingual assistant or interpreter).</li> </ul>	<ul style="list-style-type: none"> <li>In response to hearing a book about the zoo, starts her own story with “Mommy zoo” because her mother went on a class trip to the zoo along with a small group and the teacher.</li> <li>Calls out during a read-aloud of a story about the dentist, “Me too! Me too!” while pointing at her mouth.</li> <li>Communicates, “I love cereal — not hot,” after hearing the story <i>Goldilocks and the Three Bears</i>.</li> </ul>	<ul style="list-style-type: none"> <li>After hearing <i>Goodnight Moon</i>, talks about his own house, leading to a conversation with the teacher about bedtime routines and where he lives.</li> <li>When the teacher asks, “Has anyone seen a train? What did it look like?” says, “I saw a train. I saw a big train (emphasizing “big” and using hand gestures). It was blue. I like blue,” after a read-aloud of a storybook about a train ride.</li> </ul>



## 2.0 Children show an increasing understanding of book reading.

### Focus: Story structure

<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
<b>2.2</b> Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	<b>2.2</b> Retell a story using the home language and some English when read or told a story in English.	<b>2.2</b> Retell in English the majority of a story read or told in English.
Examples	Examples	Examples
<ul style="list-style-type: none"> <li>• Begins to put the pictures of a simple story in sequence when told the beginning, middle, and end in the home language as part of a small group activity with a bilingual assistant; retells the story in his home language.</li> <li>• Says to her mother in Spanish while looking at a book at the end of the day, “Primero, la casa de paja se cayó, después la casa de palo, y después la de ladrillo.” (First, the straw house fell, next the stick house, and then the brick one.)</li> </ul>	<ul style="list-style-type: none"> <li>• Says in Spanish and English, “Se sentó en la silla de [she sat in the chair of] Papa Bear, and then Mama Bear, and then Baby Bear” to a peer in the dramatic play area.</li> <li>• Participates in a whole-class reenactment of <i>The Little Red Hen</i>, using such props as a flannel board or finger puppets; retells some of story sequence primarily in his home language, using some key English phrases, such as, “‘Not I,’ said the duck” or “Then I will.”</li> </ul>	<ul style="list-style-type: none"> <li>• Says, “First he go to the house . . . straw. Then the house . . . sticks . . . then the house . . . bricks” in a small group conversation after a read-aloud.</li> <li>• Flips through the pages of a picture book of <i>Goldilocks and The Three Bears</i> and communicates, “Baby, Mama, Papa bear. Food is hot. Go outside. . . . [continues through sequence] Girl see bear and she run. The end.” (This is a story the teacher has told on many occasions.)</li> </ul>



### 3.0 Children demonstrate an understanding of print conventions. Focus: Book handling\*

Beginning	Middle	Later
<p><b>3.1</b> Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages).</p>	<p><b>3.1</b> Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language.</p>	<p><b>3.1</b> Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.</p>
Examples	Examples	Examples
<ul style="list-style-type: none"> <li>Rotates and flips the book over until the picture of George is right side up on the cover of <i>Jorge el curioso</i> (<i>Curious George</i>) and begins to look at the book.</li> <li>A Cantonese-speaking child picks up a book, and flips the pages from left to right, looking at the pictures (the appropriate way to read a book in Chinese).</li> </ul>	<ul style="list-style-type: none"> <li>Turns the pages of a book and talks about illustrations in either English or his home language.</li> <li>Turns the pages of a book, although not necessarily one at a time, talking quietly to herself in Arabic; tracks the print with her finger, moving from top to bottom, right to left (the appropriate way to write and read in Arabic).</li> <li>During circle time, turns the page of a big book written in English in the appropriate direction when the teacher indicates it is time to turn the page.</li> </ul>	<ul style="list-style-type: none"> <li>Turns an upside-down book right side up and says, "Let's start here," when sitting and "reading" with a peer in a rocking chair.</li> <li>Imitates the teacher reading to children by sitting next to a peer, holding up a book written in English that has been read aloud several times; turns the pages and points to words, tracking the print with her finger, moving from left to right and top to bottom.</li> <li>Communicates in Spanish, "Había una vez" (Once upon a time) when looking at the first page of a book, looks through the book, and communicates, "The end" when reaching the last page.</li> </ul>

\* Some children may need assistance in holding a book or turning the pages, either through assistive technology or through the help of an adult or peer. For example, a book can be mounted so it will not have to be held, and sturdy tabs can be placed on the pages so they are easier to turn. Some children may need to have an adult or peer hold the book and turn the pages.



## 4.0 Children demonstrate awareness that print carries meaning.

### Focus: Environmental print

Beginning	Middle	Later
<p><b>4.1</b> Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English.</p>	<p><b>4.1</b> Recognize in the environment (classroom, community, or home) some familiar symbols, words, and print labels in the home language or in English.</p>	<p><b>4.1</b> Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.</p>
Examples	Examples	Examples
<ul style="list-style-type: none"> <li>• Sees the pedestrian-crossing sign at a stoplight signal (showing a green hand) and communicates in his home language, “We can go, teacher!” while on a neighborhood walk.</li> <li>• During cleanup time, finds the shelf with a big block picture label and puts big blocks on the shelf or puts away musical instruments on the shelf that has a label showing musical notes.</li> <li>• Recognizes logos for familiar grocery stores, restaurants, and so forth in the community (as reported by parents or others).</li> <li>• Points to picture labels on a chart representing daily class routines and communicates in her home language, “book” or “blocks.”</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes “stop” signs: Communicates, “Stop!” when seeing a stop sign while walking home from school (as reported by parent); stops the tricycle on the playground and raises his hand to indicate “stop” when a peer holds up a paper stop sign.</li> <li>• Says in Spanish, “¡Mami, cómprame pan dulce!” (Mommy, buy me a pastry) while pointing at the sign for a Mexican bakery that has a picture of a pastry.</li> <li>• Recognizes the label and picture on a package and says, “mac ’n cheese” in the kitchen play area.</li> <li>• Finds more spoons for snack time in a drawer labeled with a picture of spoons and the word “spoons.”</li> <li>• Recognizes her own printed name on signs in the classroom (e.g., on a chart that lists how children get to school or on a label on her cubby).</li> </ul>	<ul style="list-style-type: none"> <li>• Takes a peer’s jacket from the floor, finds the owner’s name label on the cubby, and puts the jacket there.</li> <li>• Moves toward the women’s bathroom, indicates or points at the sign on the door with only the word “Women” labeled on it, and says, “This one is for girls,” while visiting the public library.</li> <li>• Names the exit sign or the signs for various areas, such as “library area,” “science area,” and so forth.</li> <li>• Says, “Teacher, this is my book,” and puts her book in the trunk labeled “Show and Tell” as the children gather for sharing time on the rug.</li> </ul>



## 5.0 Children demonstrate progress in their knowledge of the alphabet in English.

### Focus: Letter awareness

<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
<b>5.1</b> Interact with material representing the letters of the English alphabet.	<b>5.1</b> Begin to talk about the letters of the English alphabet while playing and interacting with them; may code-switch (use the home language and English).	<b>5.1</b> Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.
Examples	Examples	Examples
<ul style="list-style-type: none"> <li>Plays with alphabet puzzles or magnets with a peer.</li> <li>Prints letters on paper, using alphabet stamps.</li> </ul>	<ul style="list-style-type: none"> <li>Names individual letters while tracing them in the sand and says a friend's name that starts with one of the letters.</li> <li>Indicates or points at individual letters in an alphabet book in English and communicates, "That's my letter!" while pointing at the letter "M," the first letter in her name, Minh.</li> <li>Communicates, "C, O, L" as she puts letters into the appropriate spaces in the alphabet puzzle.</li> <li>Communicates, "A, B, C, D" to a peer while indicating or pointing to one of the piles of letters in front of him on the table during a game of ABC Bingo.</li> <li>Says in Spanish, "Maestra, 'T' (says letter name in English) es la mía. ¡Es mi nombre!" (Teacher, 'T' is mine. It's my name.) while pointing at the first letter of the name label for his cubby (his name is Tomás). <i>La</i></li> </ul>	<ul style="list-style-type: none"> <li>Asks the teacher to write the word "tree" on his paper after drawing a tree.</li> <li>Asks, "What letter, teacher?" indicating or pointing at the first letter of the first word in the title of a big book during circle time.</li> <li>Indicates or points to words under a drawing of the sun and says, "That says 'sun'" (even if the text says something else).</li> </ul>



## 5.0 Children demonstrate progress in their knowledge of the alphabet in English.

### *Focus: Letter recognition*

<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
<b>5.2</b> Begin to recognize the first letter in their own name or the character for their own name in the home language or English.	<b>5.2</b> Identify some letters of the alphabet in English.	<b>5.2</b> Identify ten or more letters of the alphabet in English.
Examples	Examples	Examples
<ul style="list-style-type: none"> <li>Shows her parents her cubby and says in Spanish, “Mi nombre empieza con esta letra, la ‘m’.” (My name begins with this letter, ‘m’.) (The child’s name is Manuela.)</li> <li>Indicates or points to her name label written in Mandarin Chinese on her cubby and communicates to her parents in Chinese, “That’s my name.”</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes several letters in his classmates’ names or in his parents’ names.</li> <li>Identifies five letters on an alphabet poster when highlighted by the teacher.</li> <li>When looking through an “alphabet storybook” or children’s illustrated alphabet book, names five or more letters.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies different letters of friends’ names on a name chart.</li> <li>Names ten individual letters as a friend writes them with chalk outside.</li> </ul>





## 6.0 Children demonstrate phonological awareness.

### Focus: Rhyming

<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
<b>6.1</b> Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	<b>6.1</b> Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	<b>6.1</b> Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.
Examples	Examples	Examples
<ul style="list-style-type: none"> <li>Participates in a class chant of “Humpty Dumpty” or class sing-along of “Itsy Bitsy Spider” by making some gestures and smiling with peers.</li> <li>Imitates a frog jumping into water while listening to this rhyme in Mandarin Chinese: “一只青蛙一张嘴,两只眼睛四条腿,扑通一声跳下水。” (One frog has one mouth, two eyes, and four legs. It jumps into the water and makes a “splash” sound.) (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter, if necessary).</li> </ul>	<ul style="list-style-type: none"> <li>Sings some key words and perhaps makes some gestures for the Spanish-language songs “Pimpón” or “Aserrín, Aserrán” with a peer while playing outside (as reported by a bilingual assistant).</li> <li>Participates with a peer who is chanting “One, two buckle my shoe, three, four shut the door . . .” by joining in for the rhyming words, such as “two, shoe” and “four, door” and clapping while playing in the sandbox.</li> <li>Participates in a class sing-along of “Twinkle, Twinkle Little Star,” singing rhyming words and key phrases (e.g., “Twinkle, twinkle, little star” and “what you are,” but not the entire song).</li> </ul>	<ul style="list-style-type: none"> <li>Produces a word that rhymes with the target word during chants, such as “Eddie spaghetti” or “Ana banana.”</li> <li>Participates in a class sing-along of “Down by the Bay,” repeating most of the song and almost all of the rhyming words in phrases (e.g., “a whale with a polka-dot tail” and “a moose kissing a goose”).</li> <li>Plays a word-matching game involving rhyming (e.g., “I say no, you say go,” “I say boo, you say too,” or “I say cat, you say rat”).</li> <li>Says, “Cindy. Bindy. They’re the same!” when talking to a peer about her own name (Bindy) and her peer’s name (Cindy).</li> <li>Says spontaneously to a friend, “Mother and brother sound the same—they rhyme!” while in the dramatic play area.</li> </ul>



## 6.0 Children demonstrate phonological awareness.

### Focus: Onset (initial sound)

<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
<b>6.2</b> Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English.	<b>6.2</b> Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support.	<b>6.2</b> Recognize and produce words that have a similar onset (initial sound) in English.
Examples	Examples	Examples
<ul style="list-style-type: none"> <li>Imitates motions in finger plays, following the teacher's rhythm, such as "Los elefantes" (The Elephants) in Spanish or "This Is the Way We Wash Our Hands" in English.</li> <li>Participates, using appropriate gestures only, in a class sing-along of "Where Is Thumbkin?" or the Spanish version of the song "Pulgarcito."</li> <li>Listens to the "days of the week" song in English, clapping along with peers when the current day of the week is named.</li> <li>Sings along and uses some gestures for a song in Vietnamese (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary): "Kìa con bướm v i. cánh b i. i i." (There's the yellow butterfly. There's the yellow butterfly. Spreads its wings. Spreads its wings. Takes its flight to the sky. Takes its flight to the sky. We contemplate it. We contemplate it.)</li> </ul>	<ul style="list-style-type: none"> <li>During a read-aloud of a big book about bugs, indicates or points to a butterfly or a beetle on a page and says "butterfly" or "beetle" in response to the teacher asking, while pointing to the corresponding images, "Which bugs start with the "b" letter sound? Butterfly, caterpillar, or beetle?"</li> <li>Cuts out pictures of things that begin with the "p" letter sound for a class book on things that begin with the "p" letter sound. The pictures include things that begin with "p" letter sound in Spanish and English (e.g., palo—stick, perro—dog, pencil).</li> </ul>	<ul style="list-style-type: none"> <li>Says words that start with the same sound as her own name (e.g., Sara, sock, scissors).</li> <li>Draws a picture of a cat and tells a child, "That's a cat. Cat is like me. Catalina."</li> <li>Generates words that start with the same initial sound during a word game while being pushed on a swing by the teacher; for example, "m" (letter sound) "mom, man, me, mine," in response to teacher saying, "I'm thinking of a word that begins with "m" (letter sound); mouse begins with "m" (letter sound); what else begins with "m" (letter sound)?"</li> </ul>



## 6.0 Children demonstrate phonological awareness.

### *Focus: Sound differences in the home language and English*

<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
<p><b>6.3</b> Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary.)</p>	<p><b>6.3</b> Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language.</p>	<p><b>6.3</b> Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.</p>
Examples	Examples	Examples
<ul style="list-style-type: none"> <li>Repeats parts of tongue twisters in the home language, such as “Mi mamá me mima mucho” (My mom really pampers me), as reported by the grandmother, with the assistance of an interpreter. (Using tongue twisters is a common practice in Spanish-speaking families.)</li> <li>Recites parts of poems in the home language, such as “小花猫上学校，老师讲课他睡觉。左耳听，右耳冒，你说可笑不可笑。” (Little kitty goes to school, when the teacher talks he goes to sleep. Words spoken by the teacher go into his left ear, but soon come out of his right ear. Don’t you think it’s really silly?) as reported by the father. (Reciting poetry is a common practice in Chinese-speaking families.)</li> <li>Participates in the chant “Uno dos tres cho-, Uno dos tres co-, Uno dos tres la-, Uno dos tres te-. Cho-co-la-te, Cho-co-la-te, Bate, bate, chocolate!” (One two three cho-, one two three co-, one two three la-, one two three te. Chocolate, Chocolate, Whip, Whip the chocolate!) as observed by the teacher when an older sibling picks up the child at the end of the day. (This is a common chant in Spanish that emphasizes syllables.)</li> </ul>	<ul style="list-style-type: none"> <li>Listens as the teacher sounds out words while writing a list on chart paper; mouths letter sounds silently, imitating the teacher.</li> <li>Utters new words with English sounds that do not exist in Mandarin Chinese or Korean, such as “uh oh” when seeing a classmate spill juice or “yum yum” when eating a favorite snack.</li> <li>Participates in activities, such as games and songs, that stress sounds in English (e.g., sings along to “The Ants Go Marching” or “This Old Man” with peers while marching outside).</li> </ul>	<ul style="list-style-type: none"> <li>Sings along with other children during circle time to songs, such as “Willaby Wallaby Woo” or “Apples and Bananas,” that emphasize the oral manipulation of sounds.</li> <li>While pointing at her untied shoelaces, says, “Teacher, tie my shoes [saying “chüz”], please,” to which the teacher responds, “You want me to tie your shoes?” emphasizing the “sh” in the word “shoes,” after which the child nods and responds, “Yes, my shoes [saying “shüz”].”</li> </ul>

