

HANDOUT 1

Alphabets and Word/Print Recognition and English-Language Development Foundation Maps

3.0 Alphabets and Word/Print Recognition

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
Children begin to recognize letters of the alphabet.*	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.
Examples	Examples
<ul style="list-style-type: none"> • Kavita communicates, "That's my name" while indicating the letter <i>K</i> on Karen's name card on the helper chart. • Bobby indicates a word beginning with the letter <i>B</i> and says, "That's my letter." • The child responds appropriately when the teacher holds up a card with the first letter of his or her name and says, "Everyone whose name begins with this letter (the first letter of the child's name), put on your jacket." 	<ul style="list-style-type: none"> • The child recognizes his or her name on a sign-in sheet, helper chart, artwork, or name tag (e.g., name tag, label for the cubby, or place at the table). • The child recognizes common or familiar words (e.g., mom or friends' names) in print.
3.2 Match some letter names 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.
Examples	Examples
<ul style="list-style-type: none"> • When putting the "T" puzzle piece into the alphabet puzzle, the child says, "That's a <i>T</i>." • The child traces over sandpaper letters, saying the matching letter name for some letters. • The child names some letters in storybooks, logos, or on artwork. • The child says, "I want all the <i>A</i>'s," when sorting through a container of letters, picking out the <i>A</i> shapes. 	<ul style="list-style-type: none"> • When shown an upper- or lowercase letter, the child can say its name. • The child says letter names when attending to different words, such as own name, friends' names, or frequently seen signs. • During circle time the child indicates or points to the correct letter on a chart when the teacher prompts with the name of the letter.
	3.3 Begin to recognize that letters have sounds.
	Examples
	<ul style="list-style-type: none"> • The child makes the correct sound for the first letter in his name. • The child says the correct letter sound while pointing to the letter in a book. • The child indicates the correct picture when presented with four pictures—dog barking, car horn honking, letter <i>k</i>, and letter <i>n</i>—and asked, "Which of these make these sounds: bow-wow, honk, "k" (letter sound), "n" (letter sound)?"

* Children with oral motor involvement, who may have difficulty in saying words or syllables as they learn to match, synthesize, or analyze syllables and sounds, may demonstrate their knowledge by indicating yes or no in response to an adult's production of sounds or words or by identifying pictures that represent the products of these manipulations. It should be understood that children can learn letters of the alphabet and about print without being able to see typical print. Multiple means of recognizing print include the use of tactile letters, large print, color contrast or lighting, braille, and any other means of representing letters and print.



5.0 Children demonstrate progress in their knowledge of the alphabet in English.
Focus: Letter awareness

Beginning	Middle	Later
<p>5.1 Interact with material representing the letters of the English alphabet.</p>	<p>5.1 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).</p>	<p>5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.</p>
Examples	Examples	Examples
<ul style="list-style-type: none"> Plays with alphabet puzzles or magnets with a peer. Prints letters on paper, using alphabet stamps. 	<ul style="list-style-type: none"> Names individual letters while tracing them in the sand and says a friend's name that starts with one of the letters. 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. Communicates, "C, O, L" as she puts letters into the appropriate spaces in the alphabet puzzle. 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. 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> 	<ul style="list-style-type: none"> Asks the teacher to write the word "tree" on his paper after drawing a tree. 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. Indicates or points to words under a drawing of the sun and says, "That says 'sun'" (even if the text says something else).

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