

Kansas Guide to Learning: Literacy **Birth - Five Years of Age**

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

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

- Young children are ready to learn, and their first teachers are their families and caregivers.
- Learning is a lifelong activity, and positive experiences support learning.
- Children, families, schools, and communities are responsible for all children and their success in school and life.
- The whole child should be considered in relation to school readiness involving the following domains: social-emotional, physical, communication and literacy, and cognitive.
- Integrated services should be available to all children.
- Although children enter school with a wide range of cultural backgrounds, learning experiences, and differences in abilities, all children are ready to learn.
- There is a strong and direct connection between early education and later success in school and life.

Further, the Kansas Early Learning Standards were designed to:

- Recognize the value and importance of learning from birth to 5 years.
- Serve as a guide for developing or selecting an appropriate curriculum for young children.
- Serve as a guide for creating high-quality learning environments and experiences.

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

What Children Should Know and Be Able to Do: This column of the table provides teachers, parents, and caregivers with guidelines for what young children should know and be able to do. Some information is based on developmental milestones and provides approximate months when children begin to develop and demonstrate certain skills and abilities. An important caveat is that physical and cognitive development of children can vary considerably. If a child deviates from the norm on a few developmental milestones, this is likely not a problem; however, if a child appears to be delayed across most of the milestones, there is cause for concern and professional advice should be sought.

Instruction: This column of the table provides teachers, parents, and caregivers guidelines for creating enriching language and literacy environments and recommendations for providing developmentally appropriate practice. Instructional practices generally fall on a continuum from teacher-mediated instruction (i.e., instruction is largely teacher-directed with considerable scaffolding) to child-directed play (i.e., learning is largely child-directed and supported through teacher scaffolding).

Critical Questions and Considerations for Teaching and Learning: Education is a dynamic, fluid process. Instruction should not be thought of as taking place in isolation from other events in a child's life. Consequently, a host of factors should be considered when teaching young children. This column provides information supported by research for developing effective instructional practices for young children.

Kansas Early Learning Standards: This column contains the early learning standard number(s) so that educators and caregivers will find corresponding information in the *Kansas Early Learning Standards* documents.

The State Literacy Team and the Expert Literacy Team have created documents or tables for Language, Listening, Speaking, Foundations of Reading, and Foundations of Writing. We know that “the answer is not in the perfect method; it is in the teacher. It has been repeatedly established that the best instruction results when combinations of methods

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are orchestrated by a teacher who decided what to do in light of children's needs" (Duffy & Hoffman, 1999, p. 11). Additional support for early childhood can be found at www.kansasmtss.org and www.ksdetasn.org.

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LANGUAGE, SPEAKING, LISTENING				
	What Children Should Know and Be Able to Do	Instruction	Critical Questions and Considerations for Teaching and Learning	Kansas Early Learning Standards
ORAL LANGUAGE	<p>Infants (0-12 months)</p> <ul style="list-style-type: none"> • Newborn to 3 months: Makes sounds to gain attention of a familiar person. • Newborn to 3 months: Uses different cries to signal various needs. • Newborn to 3 months: Attends to intonation, inflection, and prosody of talk. • 3 months: Responds to and imitates facial expression. • 3 months: Genuine smiles. • 3 months: Can make vowel sounds. • 3 – 6 months: Laughs and squeals with pleasure. • 4 – 8 months: Makes a few consonant sounds with vowel sounds together; may say "dada" or "mama," but does not yet attach them to individuals. • 5 – 6 months: Recognizes own name. • 6 months: Imitates sounds. • 9 months: Jabbers or combines syllables. • 9 - 12 months: Uses gestures and sounds to interact (e.g., waves, shakes head "no," reaches to be lifted up). • 9 – 12 months: Points in response to simple questions, such as "Where's the ball?" • 9 – 12 months: Understands the words "no" and responds to simple requests, such as "Give it to me." • 10 – 12 months: Plays simple imitation games, such as "pat-a-cake" and "peek-a-boo." 	<p>Infants (0-12 months)</p> <ul style="list-style-type: none"> • Hold "conversations" with infants that often consist of the infant staring into the caregiver/educator's eyes and curling his/her fists around the caregiver/educator's fingers. • Talk to an infant then pause, the infant will learn to respond vocally. • Imitate the infant's vocalizations, expressions, and actions. • Touch and name familiar objects, or label familiar actions. <p>Children's language will develop when caregivers:</p> <ul style="list-style-type: none"> • Use more words and more diverse words. • Provide positive and encouraging feedback. • Describe and explain things. • Give choices. • Listen to children and respond (Hart & Risley, 1995). <p>Caregivers/Educators should follow a child's lead/interest and:</p> <ul style="list-style-type: none"> • Expand on the content of a child's utterances. • Add new information to the topic of discussion. • Request that a child clarify his or her utterances. • Answer a child's questions (Snow, 1983). • Respond to a child's cues and utterances. • Talk to and with a child often and use a variety of words (Huttenlocker, Haight, Bryk, Selzter, & Lyons, 1991). • Talk with infants and toddlers throughout the day and in various settings (e.g., daily routines, play, book sharing, mealtimes). • Say nursery rhymes and chants, and sing simple songs and finger plays with a child. • Play simple games (e.g., peek-a-boo). • Interact around books to expose children to this routine early in life. 	<p>Infants – 2-years-old</p> <ul style="list-style-type: none"> • The emotional environment, such as joint attention, tone, guidance, and responsiveness to a child is important to language learning. Parent responsiveness/warmth is related to children's language development and cognition (Dodici et al, 2003; Landry, et al, 2001). • "Motherese" is a type of speech characterized by being simple, redundant, and filled with questions and requests (Snow 1983). "Motherese" uses simplified sentence structure, higher pitch, exaggerated intonation, and a slower tempo. It appears that infants prefer this type of speech over adult-directed speech, mainly because of the high pitch and the extended intonation range (Kuhl 1987). Motherese has the added benefit of enhancing a mother-child bond and of encouraging early language learning in babies. • Caregivers adapt their talk to the age and abilities of children; their talk becomes more syntactically complex and includes more diverse vocabulary, but quantity of talk doesn't change (Huttenlocher, Vasilyeva, Waterfall, Vevea, & Hedges, 2007). However, quantity of talk is important. More talk means that children are exposed to more vocabulary and more grammatical structures, and this helps them learn language. Children who are exposed to more frequent language learn language faster. 	<p>CL 1: USES LANGUAGE IN MANY DIFFERENT WAYS</p> <p>CL Benchmarks 1.1, 1.2, 1.3</p> <p>CL 2: OBSERVES AND RESPONDS TO COMMUNICATION</p> <p>CL Benchmarks 2.1, 2.2</p>

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ORAL LANGUAGE	<p>1-year-olds (12-24 months)</p> <ul style="list-style-type: none"> • 12 months: Uses "mama" or "dada" correctly. • 12 months: Understands about 50 words. • 12 months: Uses objects in functional ways (e.g., puts brush to hair). • 13 months: Uses a few words skillfully. • 13 – 18 months: Practices inflection, raising tone when asking a question. • By 14 or 15 months: Begins to point to objects farther away for caregivers to name. • 15 months: Understands about 120 words. • 17 months: Enjoys pretend games, pretends with toys (e.g., pretends to drink from toy cup). • 18 months: Understands about 200 words. • 18 – 24 months: Uses two-word phrases. • 19 – 24 months: Says about 50 – 100 words. • 19 – 24 months: Understands about 200 words. • 20 months: Can learn words at a rate of 10 per day. • 22 months: Follows familiar two-step directions, such as "Get your coat, and bring it here." • 22 – 24 months: Names six body parts. • 23 months: Names pictures in books. 	<p>1-year-olds (12-24 months)</p> <ul style="list-style-type: none"> • Name objects that are nearby. • Respond to children when they point to objects by naming them and talking about them. • Play games together that involve taking turns, like pushing a ball/car back and forth. This helps young children to learn turn taking. • Encourage turn taking with gestures and vocalizations through routine activities, such as greetings/good-byes, as well as songs and chants. • Emphasize familiar nouns (names of things), common verbs (e.g., kiss, kick, open, sleep), familiar descriptive words (e.g., cold, full, all gone, broken), pronouns (e.g., he, me, mine), and some location words (e.g., down, in). • Look at books together and label pictures. <p>Children's language will develop when caregivers (Hart & Risley, 1995):</p> <ul style="list-style-type: none"> • Use more words and more diverse words. • Provide positive and encouraging feedback. • Describe and explain things. • Give choices. • Listen to children and are responsive. <p>Caregivers/Educators should follow a child's lead/interests and:</p> <ul style="list-style-type: none"> • Expand on the content of a child's utterances. • Add new information to the topic of discussion. • Request that a child clarify his or her utterances. • Answer a child's questions (Snow, 1983). • Respond to a child's cues and utterances. • Talk to and with a child often and use variety of words (Huttenlocker, Haight, Bryk, Selzter, & Lyons, 1991). • Talk with infants and toddlers throughout the day and in various settings (e.g., daily routines, play, book sharing, mealtimes). • Say nursery rhymes and chants, and sing simple songs and finger plays with a child. • Play simple games (e.g., peek-a-boo). • Interact around books to expose children to this routine early in life. 	<p>Continued from page 4</p> <ul style="list-style-type: none"> • When a caregiver divides his/her attention among many toddlers, he/she often ends up dominating conversations, being directive rather than facilitative, reducing one-on-one interactions with the children, and failing to adapt speech to fit the vocabulary and interests of a particular child (Honig, 1986). Therefore, it is important to create opportunities to talk with children one-on-one. It is also important for teachers to build familiar classroom routines that can allow them to decrease the amount of directive talk needed to manage the activity and increase the amount of facilitative and interactive talk with various children. • Between 12 months to 2 years, children use many word approximations, so parents and caregivers need to "translate" for others. • To enhance listening and comprehension: speak slowly and clearly, and minimize background noise, distractions, and interruptions in the class (Jalongo, 2010). • If children don't hear or understand what is being read or discussed, they may become withdrawn in school or become inattentive (Jalongo, 2010). Hearing stories and personal narratives repeatedly may help children to begin to develop strategies for remembering what they have heard (Jalongo, 2010). 	<p>CL 1: USES LANGUAGE IN MANY DIFFERENT WAYS</p> <p>CL Benchmarks 1.1, 1.2, 1.3</p> <p>CL 2: OBSERVES AND RESPONDS TO COMMUNICATION</p> <p>CL Benchmarks 2.1, 2.2</p>

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ORAL LANGUAGE	<p>2-year-olds (24-36 months)</p> <ul style="list-style-type: none"> • 24 months: Uses 200-300 words. • 24 months: Understands 500 to 700 words. • 24 months: Uses 2 – 3 word sentences. • 24 months: Begins to infer meanings of words in the context of adult conversations. • 24 months: Sings simple tunes. • 24 months: Talks about self. • 24 months: Less than 50% of speech may be understandable to an unfamiliar listener. • 24 – 36 months: Uses symbolic play (e.g., feeds a doll) and combines symbolic play behaviors (e.g., pretends to drink from toy bottle, then feeds doll with the bottle). • 27 – 28 months: Begins to understand descriptions (e.g., big, soft). • 30 months: Understands 600 – 900 words. • 33 – 34 months: Carries on a simple conversation. • 35 – 36 months: Describes how two objects are used. • 35 – 36 months: Uses three to four words in a sentence. • 35 – 36 months: Uses most parts of speech to make full and grammatical sentences (e.g., says, "Mommy is getting her coat," instead of, "Mommy coat"). • 35 – 36 months: Follows a two- or three-part command. • Two-year-olds: Have limited turn taking, because developmentally they are centered on their own needs and experiences. • Two-year-olds: Often engage in parallel play with others – plays near others, but each child talks about what he/she is doing. <p>Grammar</p> <ul style="list-style-type: none"> • 27-33 months: Uses plurals (e.g., two cookies, two busses). • 26-40 months: Uses possessives (e.g., daddy's bike). • 24 – 30 months: Uses first-person pronouns (I, me, you). • 19-28 months: Uses present progressive (e.g., Mommy is cooking.) • 30 – 36 months: Uses third-person singular (s) (e.g., He wash<u>es</u> the dishes. She talk<u>s</u> a lot.) • 30 – 50 months: Uses is/are (e.g., He is eating. They are playing.) • 30 – 50 months: Uses contractions (e.g., He's sleeping. She's eating cookies.) • 26-48 months: Uses regular past tense (e.g., She washed the dishes.) • 30 – 36 months: Uses gender pronouns (he, she, they). • 27-30 months: Uses prepositions (in, on) 	<p>2-year-olds (24-36 months)</p> <ul style="list-style-type: none"> • Emphasize more nouns, verbs, descriptive words, pronouns (e.g., he, she, they) and location words (e.g., under, in front, behind). • Model and encourage the use of quantifiers (e.g., more, all, some) and question words (e.g., why, where, who, when). Use them in appropriate contexts. <p>Children's language will develop when caregivers: (Hart & Risley, 1995)</p> <ul style="list-style-type: none"> • Use more words and more diverse words. • Provide positive and encouraging feedback. • Describe and explain things. • Give choices. • Listen to children and are responsive. <p>Caregivers/Educators should follow a child's lead/interests and:</p> <ul style="list-style-type: none"> • Expand on the content of a child's utterances. • Add new information to the topic of discussion. • Request that a child clarify his or her utterances. • Answer a child's questions (Snow, 1983). • Respond to a child's cues and utterances. • Talk to and with a child often and use variety of words (Huttenlocker, Haight, Bryk, Selzter, & Lyons, 1991). • Talk with infants and toddlers throughout the day and in various settings (e.g., daily routines, play, book sharing, mealtimes). • Say nursery rhymes and chants, and sing simple songs and finger plays with a child. • Play simple games (e.g., peek-a-boo). • Interact around books to expose children to this routine early in life. 	<p>Continued from page 5</p> <p>Questions</p> <ul style="list-style-type: none"> • Do you engage toddlers in rich language experiences throughout the day? • Do you use spatial concepts such as under, on top, in front, and behind when giving directions? • Do you expand on the descriptive words the toddlers use (e.g. "Yes that is a <i>big</i> ball, it is a <i>big red</i> ball.")? • Do you respond to children when they point to objects by naming the objects and talking about them? • Do you play simple games that help children learn turn taking? • Do you read books with children daily to establish to book reading routine? 	<p>CL 1: USES LANGUAGE IN MANY DIFFERENT WAYS</p> <p>CL Benchmarks 1.1, 1.2, 1.3</p> <p>CL 2: OBSERVES AND RESPONDS TO COMMUNICATION</p> <p>CL Benchmarks 2.1, 2.2</p>

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ORAL LANGUAGE	<p>3-year-olds</p> <ul style="list-style-type: none"> • Responds to requests for clarification. • Requests objects, actions, assistance, and attention. • Requests and provides information. • Protests. • Responds to requests. • Comments on others' actions. • Makes choices. • Greets others. • Initiates interaction with others. • Narratives are sequences with a theme but no plot. • Takes three turns on a topic. • Begins to repair communication breakdowns. • Understands color words, basic kinship terms, basic spatial terms (in, on, under). <p>Speech</p> <ul style="list-style-type: none"> • 75% of speech is understood by an unfamiliar listener; may have a period of dysfluency. • May reduce consonant clusters (e.g., stop → top). <p>Grammar</p> <ul style="list-style-type: none"> • Uses sentences of three to five words. • Uses 300+ words, including some descriptive words. • Uses most parts of speech in short, mostly correct phrases. • Uses present progressive (-ing), regular plurals, regular past tense (-ed), possessives ('s), third-person singular (e.g., she <u>runs</u>, he walk<u>s</u>). • Uses simple pronouns (I, me, he, she). • Uses simple prepositions (in, on). • Talks about actions of others. • Begins to use conjunctive cohesion (e.g., and, because, so, then). • Asks "who," "what," "where," and "why" questions. 	<p>3-5-year-olds Purposeful Play/Center Time</p> <ul style="list-style-type: none"> • Create opportunities for play routines that include multiple-event sequences and children acting in various roles. Dramatic play themes within centers can provide such opportunities. • Select good themes that allow a variety of play routines and the ability to expand play. Ideally, they allow multiple children to play together, each taking on roles. • Themes might be based on experiences and community helpers, such as firefighter, police officer, vet, doctor, airport, beauty/barber shop, shoe store, grocery store, restaurant, construction, camping, birthday party. • Themes also can be based on familiar stories, like <i>The Three Little Bears</i>, <i>Strega Nona</i>, <i>Mike Mulligan and His Steam Shovel</i>. • A dramatic play theme within a center may last several weeks to a month depending on children's interest. All children benefit from more than one week for a play theme. Several weeks are essential for children with special needs and children who are ELLs. • Children initially benefit from adult support, modeling, and scaffolding of play routines followed by independent opportunities to play. Teachers may need to step in to support negotiation at times. Teachers also may need to continue to support children who have special needs and those who are ELLs. • Visual supports can increase the complexity of play (See note on page 8.) • Adults can model literate-style language, including elaborated noun phrases, elaborated verb phrases, embedded and conjoined sentences, analytic talk, like explanations and how things work. • Adults can model use of literacy props/activities within dramatic play routines (See note on page 8.) (Koppenhaver & Erickson, 2003). 	<p>3-5-year-olds</p> <ul style="list-style-type: none"> • The emotional environment is important to language learning. Responsiveness/warmth is positively related to children's cognition and language development (Landry, et al, 2001). • Well-established and consistent classroom routines support children's language learning. They also reduce the need for teachers to be directive. Children learn more in classrooms where teachers use high amounts of facilitative talk. (See MacDonald & Carroll, 1992). • Planful, intentional caregivers/educators keep in mind key goals for children's learning and development in all domains by creating supportive environments, planning curriculum, and selecting from a variety of teaching strategies that best promote each child's thinking and skills. Effective caregiver/educators combine both "child-guided" and "adult-guided" experiences, in which adults play intentional roles in "child-guided" experiences and children have significant, active roles in "adult-guided" experiences. (Epstein, 2007). 	<p>CL 1: USES LANGUAGE IN MANY DIFFERENT WAYS</p> <p>CL Benchmarks 1.1, 1.2, 1.3</p>

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ORAL LANGUAGE	<p>4-5-year-olds</p> <ul style="list-style-type: none"> Initiates a topic and maintains conversation for four turns. Uses indirect requests. Able to repair a communication breakdown. Reports on past events. Uses language to reason, predict, express empathy. Uses vocabulary related to the subject. Narratives are chains with some plot but may not include high point or resolution. Understands basic shape and size vocabulary. <p>Speech</p> <ul style="list-style-type: none"> An unfamiliar listener should understand 100% of speech. Typically has mastered use of consonant clusters. <p>Grammar</p> <ul style="list-style-type: none"> Uses four- to seven-word sentences, including sentences conjoined using “and.” Uses complex sentences (sentences that contain more than one verb). Uses conjunctions when, so, because, if. Uses third-person singular (e.g., she runs, he walks), regular past tense, and irregular plurals. Uses personal experiences, knowledge, and/or feelings when speaking. Completes simple verbal analogies (e.g., A daddy is big; a baby is ____ (small)). Asks “when” and “how” questions. 	<p>Continued from page 7</p> <ul style="list-style-type: none"> Expand and extend child’s sentences. Expand to fill in missing grammatical structures and/or speech sounds. Repeat and extend child utterances to contain additional information. Provide visual supports that can help children learn to play in more sophisticated ways. For example, during veterinarian theme, have photos showing the following sequence: sign in pet’s name when you arrive, wait in waiting room, vet tech calls you into the office, pet’s vitals are taken and recorded on chart, vet comes in and asks for symptoms, vet checks animal over, gives a shot or medicine or bandages a paw, writes a prescription, pet goes back into cage or on leash, go to pay for the visit, leave office. A short or long sequence can be selected and placed on a Velcro strip for kids to see the order. Initially, teachers can support and scaffold play with a short sequence; later this sequence can be expanded to include many more parts, and the adult can step back and intervene only to help children negotiate problems. Children can take various roles (vet, vet tech, receptionist, person bringing pet into vet). Changing roles will allow children to learn the language associated with each role. Embed literacy tools, props, and routines that are appropriate within each theme. For example, during veterinarian theme, have a sign-in sheet, clipboards and “forms” to fill out about your pet, files for the veterinarian to write down information and vital signs, prescription pad to prescribe medications, directions for care of a pet (e.g., changing bandages), credit cards, checks, play money to pay for the visit, appointment pad to make a follow-up appointment. Model use of these various props at appropriate times within the theme. Other types of literacy props include various writing utensils, paper, books, maps, Etch-a-Sketch, Magna Doodle, peel-erase pads, sticky note pads, wipe off boards/markers, small chalkboards, letter stamps, letter-shaped cookie cutters with play dough, toy laptops. See Koppenhaver & Erickson (2003). Ensure opportunities for children to play with support from an adult and independently. They may need adult help to negotiate and establish the play interaction. 	<p>Continued from page 7</p> <ul style="list-style-type: none"> Teachers’ use of facilitative language stimulation techniques is higher in small-group and child-directed contexts (Turnbull, et al., 2009). Therefore, teachers who interact with children during centers, outdoor play, and other small-group and child-led contexts are more likely to provide high-quality language stimulation. Use syntactically complex sentences to support children’s understanding and use of syntax. Do not shy away from complex sentences or words. Frequent instructive, scaffolded, or helpful interactions encourage higher vocabulary learning. Encourage rich exposure to and practice of the child’s home language. Some parents may believe they should try to speak more English at home, even if they are not proficient themselves. However, children with stronger first language (L1) skills will learn a second language (L2) more rapidly (see Genesee, Paradis, Crago, 2004; Cummins 1991). Thus, encourage parents to engage in rich language experiences, including book reading at home. There is not support for the idea that all children learning English will go through a silent period (Roberts, 2011). Teachers need to encourage children to talk in the classroom with peers and adults. If a child is silent for more than a few weeks, teachers should seek out assistance from a speech language pathologist. <p>Questions</p> <ul style="list-style-type: none"> Do adults model syntactically complete sentences to support children’s understanding and use of syntax? Do classroom themes and topics for instruction yield rich opportunities for discussion? Is play time/center time developmentally appropriate and purposeful? Are there dramatic-play opportunities, books, and literacy props within various centers, so children can create rich play scenarios? Do adults in the classroom engage in play with the children in order to model a variety of play routines? Do adults expand and extend children’s utterances? 	<p>CL 1: USES LANGUAGE IN MANY DIFFERENT WAYS</p> <p>CL Benchmarks 1.1, 1.2, 1.3</p>

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EMERGENT LITERACY	<p>Newborn to 6 months</p> <ul style="list-style-type: none"> • Listens to books read in an engaging manner. • May begin to babble during reading and over time, babbling may resemble the rising and falling intonations of talk or questions. • 4 and 6 months: Begins to show more interest in books. Grabs and hits books, and mouths, chews, and drops them. <p>6 to 12 months</p> <ul style="list-style-type: none"> • Begins to understand that pictures represent objects, and develops preferences for certain pictures, pages, or stories. • 6 months: Are better able to control their movements and interact with books, and respond by grabbing books and mouthing. • 10 months: Enjoys being read to and follows pictures in books. • 12 months: Begins to turn pages, with some help, pats or starts to point to objects on a page, and repeats sounds. 	<p>Reading to Infants (0-12 months)</p> <ul style="list-style-type: none"> • Cuddle with an infant while you read to make him/her feel safe, warm, and connected to you. • Read with expression, pitching your voice higher or lower as appropriate or using different voices for different characters. This helps develop listening skills. • Read portions of text in a book. You can talk about pictures instead of reading. The purpose of reading is to bond with the infant and to encourage language awareness and development. • Read the same books over and over. Infants enjoy and learn from repetition. When you do so, repeat with the same emphasis each time as you would with a familiar song. • Sing nursery rhymes, make funny animal sounds, or bounce the baby on your knee. Show that reading is fun. • Encourage infants to touch the book or hold sturdier vinyl, cloth, or board books. <p>Books for Infants (Dwyer & Neuman, 2008)</p> <ul style="list-style-type: none"> • Format: Stiff cardboard books; soft vinyl that are easy to handle; cloth books. Sturdy books that can withstand chewing, tearing, and drooling. • Features: Pictures prominent; simple large pictures or designs set against a contrasting background. • Content: Imitating sounds; books with animals; familiar subjects about family life, faces, food, toys. • Language: Labeling, sounds of common objects, noises that can be distinguishable, or rhythmic, patterned language. 	<p>Infants – 2-years-old</p> <ul style="list-style-type: none"> • Infants should not be discouraged from behaviors such as hitting, chewing and grabbing books; these are typical developmental behaviors (Bus & van IJzendoorn, 1997). Offer books that will not be damaged by these behaviors. • The affective quality of book reading (positive interactions) is important for infants and toddlers (Bus & van IJzendoorn, 1997). Young children's interest in and enjoyment of books depends on the availability of books and whether caregivers spend time in positive reading interactions. • Build book sharing into your daily routines to ensure you are reading to all infants and toddlers (Honig & Shin, 2001). • Caregivers/teachers will need to change their behaviors with different children to help keep the book-sharing environment enjoyable. It is easier to establish book-sharing routines for some children due to children's temperament, interest, language skills, and attention span (Fletcher & Reese, 2005). • There are individual differences in how children respond to and attend to books, but between 18 months to 24 months, most children's responsiveness and attention increases (Fletcher, Perez, Hooper, & Clauseen, 2005), particularly if they have been read to since they were infants and have had positive experiences with books. • Reading to young children helps them to develop listening skills (Kupetz & Green, 1997). 	<p>CL 3: DEMONSTRATES EARLY READING SKILLS</p> <p>CL Benchmarks 3.1, 3.2, 3.3, 3.4, 3.5</p>

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EMERGENT LITERACY	<p>1-year-olds (12-24 months)</p> <ul style="list-style-type: none"> • Will "read" board book on own. • Holds a book right-side up based on knowledge of objects pictured, inspects pictures. • By late in this year, some children may jabber as if reading while they turn pages in a familiar book. • Some children's "reading" may capture the tone of voice and stress on words that caregivers have when reading the book. • By the end of this year, many children interact with simple picture books by naming pictures that have been named repeatedly for them. • By the end of this year, many children label pictures when asked, "What's that?" Some children may respond when asked, "What happened?" or "What is _____ doing?" • When reading repetitive and predictable books frequently, children begin to anticipate what comes next in a book, even inserting words or phrases from the story. 	<p>1-year-olds (12-24 months)</p> <ul style="list-style-type: none"> • Read to young children one-on-one in an engaging manner, pointing to pictures, and keep the book sharing positive. • Read repetitive and predictable book frequently. Children begin to anticipate what comes next in a book and may begin inserting words or phrases in a story. This reinforces the connection between spoken language and written words, a critical reading skill. • Read nursery rhymes, rhyming books, poetry, and books with alliteration to reinforce a child's phonological awareness. <p>Books for 1-year-olds (Dwyer & Neuman, 2008)</p> <ul style="list-style-type: none"> • Format: Permabound books; cardboard books at standard size; books with elements of surprise. • Features: Simple design with picture on every page (such as a picture of shoes or keys). • Content: Familiar subjects of family; familiar routines, such as dressing, playing, bedtime; familiar topics, such as food, toys, animals. • Language: Rhythm, rhyme and repetition; highly predictable language, humor, and playful language. 		<p>CL 3: DEMONSTRATES EARLY READING SKILLS</p> <p>CL Benchmarks 3.1, 3.2, 3.3, 3.4, 3.5</p>

Kansas Guide to Learning: Literacy Birth - Five Years of Age

LANGUAGE, SPEAKING, LISTENING			
EMERGENT LITERACY	What Children Should Know and Be Able to Do	Instruction	Critical Questions and Considerations for Teaching and Learning
	<p>2-year-olds (24-36 months)</p> <ul style="list-style-type: none"> • Can sustain attention to a story being read. • Points to things they wish to be named, and may use one or two words to convey information. • Draws meaning from pictures, print, and text. • Holds a book right-side up based on knowledge of the objects pictured. • Recognizes some books by the cover and may choose books among toys to entertain self. • Randomly points to familiar pictures in a book. • May name familiar/favorite pictures in books and repeats comments about events and actions depicted. • Asks "What's that?" and "What's he/she doing?" • Answers some "what" and "who" questions posed by caregiver. • By late in this year, many children retell books with simple, predictable stories, while turning the pages and using the pictures to prompt recall. • By the end of this year, looks at book front to back, and page-by-page. • Children may look through picture books, magazines, catalogs, etc. as if reading. • Begins to recognize some frequently seen signs and symbols in the environment that contain print (e.g., stop signs, logos, product packaging, fast food signs). 	<p>2-year-olds (24-36 months)</p> <ul style="list-style-type: none"> • Read to young children one-on-one, in an engaging manner, pointing to pictures. Keep the book sharing positive. • Reading to a small group, compared to whole-class read aloud, allows children to engage in nonverbal participation such as touching and imitating the teacher's actions (Phillips & Twardosz, 2003). • Reading to a small group, compared to whole-class, may increase 2-year-olds questions and comments during storybook reading, particularly focusing on story structure, meaning, and illustration, but not print (Phillips & Twardosz, 2003). <p>Books for 2-year-olds (Dwyer & Neuman, 2008)</p> <ul style="list-style-type: none"> • Format: Permabound books; cardboard books at standard size; books with elements of surprise. • Features: Simple design with picture on every page (such as a picture of shoes or keys). • Content: Familiar subjects of family; familiar routines, such as dressing, playing, bedtime; familiar topics, such as food, toys, animals. • Language: Rhythm, rhyme and repetition; highly predictable language, humor, and playful language. <p>Infants – 2-years-old</p> <p>Support for Parents</p> <p>Encourage parents to include reading in their daily routine. Although there is no "right" time, here are some suggestions:</p> <ul style="list-style-type: none"> • In the car or bus: Keep a few books in the car or in your diaper bag to keep little ones quiet and busy. • Doctor's or dentist's office: Read or tell a soothing story. • Grocery store: Put a few board books in the shopping cart, or tie a cloth book to the shopping cart. • Nap time/ bed time: Familiar routines help infants and toddlers calm down. • Bath time: Read and let toddlers play with plastic bath-time books. • Family book: Create a book with pictures of family members, pets, and familiar locations. • When using technology, such as the computer, video games, smart phones, or electronic toys, include interactive books and educational games. 	<p>Continued from page 10</p> <ul style="list-style-type: none"> • Repeated reading provides additional opportunities for children to learn and develop language. Young children often request repeated readings, which supports vocabulary learning because of children's increased level of participation and how caregivers change how they read/engage children with each repeated reading (Fletcher & Reese, 2005). • A pattern of daily reading over time is related to language and cognitive development, and benefits can be observed as early as 24 months or with ELL at 36 months (Raikes et al, 2006). <p>Questions</p> <ul style="list-style-type: none"> • Do you engage children in interactive book sharing? • Do you use language-enhancing strategies (e.g., expansion, verbal scaffolding, self-talk)? • Do you intentionally incorporate language and literacy into the children's play? • Are you responsive to children's comments and questions? (Crowe et al, 2004). • Parent access to books is a large barrier that prevents them from reading to their infants and toddlers (Harris et al, 2007). Does your program allow parents to borrow books? • What resources are available in your community to support children's access to books? (e.g., story time at the library) <p>Remind parents that...</p> <ul style="list-style-type: none"> • Reading should be an enjoyable activity and that there is no "right" way to read a book. • They don't need to read all the words; they can talk about the book. • They should use an expressive voice. • Children like to participate, and sometimes that means grabbing the book and for infants, mouthing it. • The parent and the child should use technology interactively.
			<p>Kansas Early Learning Standards</p> <p>CL 3: DEMONSTRATES EARLY READING SKILLS</p> <p>CL Benchmarks 3.1, 3.2, 3.3, 3.4, 3.5</p>

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<p>EMERGENT LITERACY</p> <p>3-year-olds</p> <ul style="list-style-type: none"> • Answers adult questions about the pictures. • Completes adult sentences with appropriate word when reading familiar books. • Points to items in illustrations. • Turns pages of books appropriately with support. • Asks simple questions about story content. • Begins to relate content of books to own life. • Can identify and request favorite story(s). • Acts out main events of a familiar story. • Uses pictures and illustrations to tell and retell a story. • May establish character referents. • Begins to use story conventions (e.g., once upon a time). • Tells a relatively coherent account of a past event (a personal narrative) to a person unfamiliar with the event. • Knows role of author and illustrator. • Recognizes various book concepts (cover, title page, author, illustrator, dedication). • Understands that information books are a resource to find answers to questions. • Learns concepts and vocabulary found in books and from science, social studies, and other curriculum topics. 	<p>3-5-year-olds</p> <p>Book Sharing</p> <ul style="list-style-type: none"> • Book sharing provides an ideal opportunity for children to learn rules for interaction in whole-group and small-group contexts. <p>Choosing Books</p> <ul style="list-style-type: none"> • Choose books with culturally-appropriate pictures and content given your class composition (Cazden, 1970). • Choose books that relate to classroom theme, and develop extension activities that support children's understanding of vocabulary and concepts. Choose books that can be read repeatedly (3-5 times). Each time you read the book, expand children's understanding, encourage more child participation (see below), and embed instruction about print form (print concepts, alphabet knowledge, phonological awareness). • Expose children to wide variety of text types (e.g., stories, information books, picture dictionaries, magazines, coupons, lists, poetry, alphabet and counting books, maps, calendars, menus). <p>Narrative Storybooks</p> <ul style="list-style-type: none"> • Stories with multiple episodes and clear narrative structure. • Stories with interesting language and new vocabulary. • Illustrations that are engaging and convey what is expressed in text. • Pair storybooks with information books on same theme or topic (Pollard-Durodola et al., 2011). <p>Read Books in Advance</p> <ul style="list-style-type: none"> • Determine what vocabulary words and concepts you will reinforce during and after readings. Think about how to explain those words/concepts. Find props, pictures to help explain words/concepts. • Determine questions in advance and how you will scaffold children's understanding. • Identify a focus for each repeated reading of the book. 	<p>3-5-year-olds</p> <ul style="list-style-type: none"> • Book reading provides an opportunity for adults to model and scaffold the kinds of comprehension strategies that children will need to use later as independent readers (Vander Woude, van Kleeck, Vander Veen, 2009). • The affective quality of book sharing is important for children's learning from an activity (Bus, van Ijzendoorn, & Pellegrini, 1995). Creating a positive climate might mean reading shorter segments of text, choosing books with simpler text and/or visual features, increasing inflection during reading to create enthusiasm. Do whatever it takes to foster children's enjoyment. • Use of sophisticated vocabulary and analytic talk (e.g., discuss vocabulary, explain how things work) supports children's language and later literacy (decoding and comprehension) (Dickinson & Porche, 2011). • Teachers' efforts to help children attend to group discussions have a direct effect on comprehension in the elementary grades, possibly because children learn self-regulatory capacities (Dickinson & Porche, 2011). • Evidence from upper-elementary students reveals that content-rich discussions led to increased comprehension. Helping children to actively build meaning promotes attention to important ideas and helps children build connections among ideas (McKeown, Beck, & Blake, 2009). Thus, engaging in content-rich discussions in preschool likely builds language comprehension and later reading-comprehension abilities (see also Teale, Paciga & Hoffman, 2007). 	<p>CL 3: DEMONSTRATES EARLY READING SKILLS</p> <p>CL Benchmarks 3.1, 3.5</p>

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EMERGENT LITERACY	What Children Should Know and Be Able to Do	Instruction	Critical Questions and Considerations for Teaching and Learning	Kansas Early Learning Standards
		<p>4-5-year-olds</p> <ul style="list-style-type: none"> • Asks “why” questions about events and characters’ actions, motivations. • Understands increasingly complex story structures. • Begins to make logical predictions about stories. • Can discuss characters’ motivations. • Provides definitions for words. • Retells stories with increasing detail and accuracy. • Pretends to read easy or predictable books. • Recalls information and sequence of a story (e.g., characters, events). • Tells stories based on personal experiences, imagination, dreams, and/or stories from books. • Recognizes and begins to name features in information books: <ul style="list-style-type: none"> ○ Table of contents ○ Glossary ○ Index ○ Labels ○ Diagrams ○ Graphs/maps ○ Speech bubbles • Seeks out information books to find answers to questions. • States a point and attempts to back it up. • Constructs meaning jointly with adults and peers during interactions. 	<p>Continued from page 12</p> <p>Read Books in Advance</p> <ul style="list-style-type: none"> • Determine what vocabulary words and concepts you will reinforce during and after readings. Think about how to explain those words/concepts. Find props, pictures to help explain words/concepts. • Determine questions in advance and how you will scaffold children’s understanding. • Identify a focus for each repeated reading of the book. <p>Considerations when choosing information books:</p> <ul style="list-style-type: none"> • 35-50 sentences that contain 6-10 words each. • Real photographs. • Large clear font located in a consistent place. • 6-18 new vocabulary words. • Simple explanations for new words. • Pictures that support vocabulary teaching. • Hybrid books (i.e., books that contain both story and information text features) can create facilitative context, however, teachers may need to read the story OR the information text rather than attempting to read both during a single read aloud (Price & Bradley, 2011). <p>During Shared Reading</p> <p>Use Text Talk (Beck & McKeown, 2001) Strategies:</p> <ul style="list-style-type: none"> • Intersperse open-ended questions eliciting description and explanations of text ideas. • Follow up children’s responses with questions that scaffold their thinking and encourage elaboration and development of their original idea. • Show pictures after reading the text, because children often use the content of the pictures instead of the linguistic content to formulate responses to questions. • Invite background knowledge, but make clear references/comparisons to the text; that is, reduce surface-level associations that bring forth a hodgepodge of personal anecdotes and instead help students relate background knowledge/experiences meaningfully with the text. • Select sophisticated words for direct attention after reading; provide multiple exposures in variety of contexts. 	<p>Continued from page 12</p> <ul style="list-style-type: none"> • Children’s verbal participation increases with reduced group sizes during book sharing. This improves children’s learning from the activity in part because teachers can provide greater support for individual children’s responses. Therefore, find ways to read every day to small groups of 2-5 children and 1:1 (Phillips & Twardosz, 2003). • Interactive book reading results in greater vocabulary acquisition than performance-oriented reading or book reading without interaction (Brabham & Lynch-Brown, 2002). • Correcting children’s misunderstandings supports their later vocabulary learning (Dickinson & Porche, 2011). • Children need to learn to use and understand complex language, because it helps to prepare them for reading comprehension in later grades. Letter knowledge, phonological awareness, and other early literacy skills are necessary but not sufficient for becoming a successful reader (Juel, 2010; Teale, Paciga, & Hoffman, 2007). Therefore, preschoolers need rich exposure to language and opportunities to develop sophisticated oral-language abilities. Children are not likely to generate elaborate and well-developed responses to open-ended questions on the first try. They need teacher support to help them increase the complexity of their initial response.

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EMERGENT LITERACY	<p>Continued from page 13</p> <p>4-5-year-olds</p> <ul style="list-style-type: none"> • Asks "why" questions about events and characters' actions, motivations. • Understands increasingly complex story structures. • Begins to make logical predictions about stories. • Can discuss characters' motivations. • Provides definitions for words. • Retells stories with increasing detail and accuracy. • Pretends to read easy or predictable books. • Recalls information and sequence of a story (e.g., characters, events). • Tells stories based on personal experiences, imagination, dreams, and/or stories from books. • Recognizes and begins to name features in information books: <ul style="list-style-type: none"> ○ Table of contents ○ Glossary ○ Index ○ Labels ○ Diagrams ○ Graphs/maps ○ Speech bubbles • Seeks out information books to find answers to questions. • States a point and attempts to back it up. • Constructs meaning jointly with adults and peers during interactions. 	<p>Continued from page 13</p> <ul style="list-style-type: none"> • Use Interactive Reading Strategies (McGee & Schickedanz, 2007): <ul style="list-style-type: none"> ○ Insert clear but rich explanations of unfamiliar vocabulary. ○ Point to pictures during read-alouds to show links between illustrations and text. ○ Ask questions that extend comprehension. ○ Use think-alouds to model thinking processes during repeated readings, guide children to reconstruct parts of the text and illustrations. ○ Engage children in labeling or repetition during reading. Children need to say new words aloud. • Use word sorts for items that do or do not belong in a category or have specific features. This can build richer word knowledge. Use semantic word/picture maps to show relationships among words, especially to illustrate taxonomic relationships (Culatta, Hall-Kenyan, & Black, 2010; Dwyer & Neurman, 2011). • Choose certain information book features (e.g., table of contents, glossary, index, diagrams) to highlight during shared reading and explicitly teach the purpose of that feature. <p>Scaffold Vocabulary Development during shared reading:</p> <ul style="list-style-type: none"> • Read the book aloud one time and then target vocabulary words that need explanation (Bradley & Price, 2011). • Teach words explicitly using simple/rich explanations when they occur in the text (Collins, 2005). • Provide repeated opportunities to both hear and use new vocabulary (can be accomplished through repeated reading of the same book and by using target vocabulary from books throughout the day). • Ensure children are engaged and actively participating, because they are more likely to learn vocabulary (Coyne, Simmons, & Kame'enui, 2004). • Provide clear, simple visuals (pictures, gestures, props/toys, videos) to support word learning. 	<p>Continued from page 13</p> <ul style="list-style-type: none"> • Beck & McKeown (2001) propose strategies they call Text Talk. Text Talk strategies resulted in children learning significantly more words. In addition, more frequent exposure to the target words resulted in 2x the growth in oral vocabulary knowledge (Beck & McKeown, 2007). • Shared reading strategies that actively involve young children are most likely to result in positive benefits for children. Strategies that promote active participation include elaborations, expansions, and use of "Wh" questions to broaden both print and linguistic concepts (Trivette & Dunst, 2007). • Reading information texts can be more challenging, because teachers need to explain more and children are often more engaged and ask more questions (Price, Bradley, & Smith, under review). It may take time to develop a comfortable book-reading routine for information books. <p>QUESTIONS</p> <ul style="list-style-type: none"> • Do you engage children in interactive book sharing? Are you responsive to their comments and questions? This is especially effective for children with language delays (Crowe et al, 2004). • Do you create opportunities for small-group and one-on-one book sharing within the classroom? • Do you read books multiple times to give children multiple exposures to the content, vocabulary, and discussion? • Do you integrate a variety of text types into your classroom book-sharing routines? • Do you support children's vocabulary growth during book reading by intentionally selecting vocabulary and using simple/rich explanations when words occur in text? • Do you ask questions that extend children's comprehension and scaffold their thinking? 	<p>CL 3: DEMONSTRATES EARLY READING SKILLS</p> <p>CL Benchmarks 3.1, 3.5</p>