

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

FOUNDATIONS of READING				
PRINT FUNCTIONS AND CONVENTIONS	What Children Should Know and Be Able to Do	Instruction	Critical Questions and Considerations for Teaching and Learning	Kansas Early Learning Standards
		<p><u>Newborn to 6 months</u></p> <ul style="list-style-type: none"> • Listens to books when read in an engaging manner. • May begin to babble, and over time babbling may resemble the rising and falling intonations of talk or questions. • 4 and 6 months: Infants begin to show more interest in books. They will grab and hold books, but will mouth, chew, and drop them. <p><u>6 to 12 months</u></p> <ul style="list-style-type: none"> • Infants begin to understand that pictures represent objects, and develop preferences for certain pictures, pages, or stories. • 6 months: Infants are better able to control their movements and interact with books, and respond by grabbing books. • 10 months: Enjoys being read to and follows pictures in books. • 12 months: Infants begin to turn pages with some help, pat or point to objects on a page, and repeat your sounds. 	<p><u>Reading to Infants (0-12 months)</u></p> <ul style="list-style-type: none"> • Read to infants to develop their listening skills. • Cuddle with an infant while you read to make him/her feel safe, warm, and connected to you. • Read with expression, pitching your voice higher or lower as appropriate or using different voices for different characters. • Read portions of the text. You don't need to read all the text in a book and can talk about pictures instead of reading. The purpose of reading is to bond with the infant and to encourage language awareness and development. As the child is able, add in more and more of the text. • Read the same books over and over, because infants enjoy and learn from repetition. When you do so, repeat the same emphasis each time as you would with a familiar song. • Sing nursery rhymes, make funny animal sounds, or bounce your baby on your knee — anything that shows that reading is fun. • Encourage infants to touch the book or hold sturdier vinyl, cloth, or board books. • Help infants feel various textures, lift flaps, push buttons. • Alternate pointing to pictures and pointing to the text as you read. Point to pictures that help the child comprehend the text. <p><u>Books for Infants (0-12 months)</u> (Dwyer & Neuman, 2008)</p> <ul style="list-style-type: none"> • <u>Format:</u> Stiff cardboard books; soft vinyl that are easy to handle; cloth books; bath books. Sturdy books that can withstand chewing, tearing, and drooling. • <u>Features:</u> Pictures prominent; simple large pictures or designs set against a contrasting background. • <u>Content:</u> Imitating sounds; books with animals; familiar subjects about family life, faces, food, toys. Books with textures, flaps, zippers, wheels, snaps, or buttons that make noises or say words. • <u>Language:</u> Labeling, sounds of common objects, noises that can be distinguishable, or rhythmic, patterned language. 	<p><u>Infants – 2-years-old</u></p> <ul style="list-style-type: none"> • The affective quality of book reading (positive interactions) is important for infants and toddlers (Bus & van IJzendoorn, 1997). Young children's interest in and enjoyment of books depends on the availability of books and whether caregivers share them with children in positive ways. • Build book sharing into your daily routines (Honig & Shin, 2001). • It is easier to establish book-sharing routines for some children rather than others due to children's temperament, interest, language skills, and attention span (Fletcher & Reese, 2005). Caregivers/educators need to adjust book-sharing routines based on children's temperament, interests, languages, and attention span to keep the book-sharing enjoyable. • Infants should not be discouraged from behaviors such as hitting, chewing and grabbing books. These are typical developmental behaviors (Bus & van IJzendoorn, 1997). Instead, give them books that will not be damaged by these behaviors.

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		<p>1-year-olds (12-24 months)</p> <ul style="list-style-type: none"> When reading repetitive and predictable books frequently, children begin to anticipate what comes next in a book, even inserting words or phrases from the story. Will "read" board book independently. Holds a book right-side up based on knowledge of objects pictured, inspects pictures. By late in this year, some children may jabber as if reading while they turn pages in a familiar book. Some children's "reading" may capture the tone of voice and stress on words that caregivers have when reading the book. By the end of this year, many children interact with simple picture books by naming pictures that have been named repeatedly for them. By the end of this year, many children label pictures when asked, "What's that?" Some children may respond when asked, "What happened?" or "What is _____ doing?" 	<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 keeping the book sharing positive. Read repetitive and predictable books frequently, so that children will begin to anticipate what comes next in a book, even inserting words or phrases from the story. This reinforces the connection between spoken language and written words, which is a critical reading skill. Read repetitive and predictable books that will reinforce the connection between spoken language and written words. Read nursery rhymes, rhyming books, poetry, and books with alliteration to reinforce the child's phonemic awareness. <p>Books for 1-year-olds (12-24 months) (Dwyer & Neuman, 2008)</p> <ul style="list-style-type: none"> Format: Permabound books; cardboard books at standard size; engineered books with elements of surprise; cloth books; bath books; books with flaps and textures. Features: Simple design with picture on every page (such as a picture of shoes or keys). Content: Familiar subjects of family; familiar routines, such as dressing, playing, bedtime; familiar topics, such as food, toys, animals. Language: Rhythm, rhyme and repetition, highly predictable language, humor, and playful language. 	<p>Continued from page 15</p> <ul style="list-style-type: none"> There are individual differences in how children respond to and attend to books, but between 18 months to 24 months, most children's responsiveness and attention increases (Fletcher, Perez, Hooper, & Clauseen, 2005), particularly if they have been read to since they were infants and have had positive experiences with books. Young children request repeated readings, and this supports vocabulary learning because of children's increased level of participation; also, caregivers change how they read/engage children with each repeated reading (Fletcher & Reese, 2005). Therefore, repeated reading provides additional opportunities for children to learn and develop language. A pattern of daily reading over time is related to language and cognitive development, and benefits can be observed as early as 24 months and with ELL at 36 months (Raikes et al, 2006). Caregivers/educators of 2-year-olds use more questions, labeling, and positive feedback when reading informational books compared to storybooks (Potter & Haynes, 2000). Be sure to include information books (e.g., books about animals, nature) when sharing books with young children.

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		<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 ('telegraphic speech') to convey information. • Draws meaning from pictures, print, and text. • Holds a book right-side up based on knowledge of the objects pictured. • Recognizes some books by the cover and may choose books among toys to entertain self. • Randomly points to familiar pictures in a book. • May name familiar/favorite pictures in books and repeat comments about events and actions depicted. • Asks "What's that?" and "What's he/she doing?" • Answers some "what" and "who" questions posed by caregiver. • By late in this year, many children retell books with simple, predictable stories, while turning the pages and using the pictures to prompt recall. • By the end of this year, looks at familiar books front to back, and page-by-page. • May look through picture books, magazines, catalogs, etc., as if reading. • Begins to recognize some frequently seen signs and symbols in the environment that contain print (e.g., stop signs, logos, product packaging, 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. • Utilize small groups that allow children to engage in nonverbal participation, such as touching pages and imitating the teacher's actions (Phillips & Twardosz, 2003) more so than whole-class read aloud. Compared to whole-class read alouds, small groups may increase 2-year-olds questions and comments during storybook reading, particularly focusing on story structure, meaning, and illustration but not print (Phillips & Twardosz, 2003). • Provide independent reading time for young children right after story time. Children are eager to have the books that their caregivers have read to them during story time (Lee, 2011). <p>Books for 2-Year-Olds (24-36 months) (Dwyer & Neuman, 2008)</p> <ul style="list-style-type: none"> • Format: Permabound books; cardboard books at standard size; engineered books with elements of surprise; cloth books; bath books; books with flaps and textures. • Features: Simple design with picture on every page (such as a picture of shoes or keys). • Content: Familiar subjects of family; familiar routines, such as dressing, playing, bedtime; familiar topics, such as food, toys, animals. • Language: Rhythm, rhyme and repetition, highly predictable language, humor, and playful language. 	<p>Continued from page 16</p> <p>Questions</p> <ul style="list-style-type: none"> • Do you engage children in interactive book sharing? • Are you responsive to children's comments and questions? (Crowe et al, 2004) • Does your program allow parents to borrow books? Parents' lack of access to books is a large barrier that prevents them from reading to their infants and toddlers (Harris et al, 2007). • Are there resources for access to books in your community? • Do you read with children daily? • Do you vary your book-sharing style to match the needs of children and make the experience enjoyable? • Do you give children an opportunity to talk about the pictures/action in the story? • Do you include both storybook and informational texts in your book-reading routines?

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		<p>3-year-olds</p> <p>Print Functions</p> <ul style="list-style-type: none"> Recognizes environmental print, like signs and logos. <p>Print Conventions</p> <ul style="list-style-type: none"> Holds a book and looks at one page at a time. In writing, may reveal knowledge of print organization depending on type (e.g., grocery list versus story). 	<p>3-5-year-olds</p> <p>Purposeful Play/Center Time</p> <ul style="list-style-type: none"> Ensure natural opportunities to use print during dramatic play and centers. Include literacy props in all centers, not just writing/art centers (e.g., various writing utensils, paper, books, maps, Etch-a-Sketch, Magna Doodle, peel-erase pads, sticky note pads, wipe off boards/markers, small chalkboards, letter stamps, letter-shaped cookie cutters with play dough, toy laptops). Model use of reading for authentic purposes and use of literacy props in various centers during play and support children's use (e.g., reading road signs, reading labels on toy shelves, reading to a baby doll, reading a grocery list). <p>Shared Reading</p> <p><u>Choosing Books</u></p> <ul style="list-style-type: none"> Format: <ul style="list-style-type: none"> Big books. Books that contain flaps. Books that children can spread out and read with their friends. Story Books: <ul style="list-style-type: none"> Text that is salient (large, clear font), located where it will be noticed on the page. Embedded print can increase chances that children will focus on it. Stories that have multiple episodes and clear narrative structure. Include interesting language that continues to introduce children to new vocabulary, word patterns, rhyme and rhythm books. Books that contain single-syllable words for segmenting. Books with rich and interesting rhythms and alliteration (Alphabet books often include these features.) Books that include songs. Books with predictable text and word substitutions (e.g., Five Little Monkeys). 	<p>3-5-year-olds</p> <p>Concepts of print:</p> <ul style="list-style-type: none"> Orientation of books, such as front to back; top to bottom of page; title, author, illustrator. Directionality, such as reading text from left-to-right and return sweep; read page-by-page. Letter and word concepts, such as words are made up of letters, words are long and short, words are separated by spaces, some words begin with a capital letter. Individual instruction and small-group learning opportunities provide a chance for teachers to scaffold learning for each child. Individual instruction is particularly beneficial for children from low-socioeconomic status backgrounds to help them develop skills valued in school settings. It is important for caregivers/educators to be conscious of making print references (e.g., letter names, sounds) while sharing books. Use sticky notes or other means as reminders. Remember to use a variety of print references, not just a reference to the author or illustrator (Hindman, Connor, Jewkes, & Morrison, 2008). During book reading, focus on meaning/content first; upon repeated readings, introduce talk/instruction about print concepts (van Kleeck, 2006).

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	<p>Continued from page 18</p> <p>4-5-year-olds</p> <p>Print Functions</p> <ul style="list-style-type: none"> Points to words in a book or runs finger along text from top to bottom while pretending to read. <p>Print Conventions</p> <ul style="list-style-type: none"> Follows words from left to right, top to bottom, and page-by-page. Knows that books have titles, authors, and often illustrators. In writing, reveals knowledge of print organization depending on type (e.g., grocery list versus story). 	<p>Continued from page 18</p> <ul style="list-style-type: none"> Informational books: <ul style="list-style-type: none"> Books that use different structures to convey information. Books that contain embedded print, because this draws children to focus on it. Books that generate interest and invoke imagination; choose familiar topics and also topics beyond children's personal experiences. Books that contain print features typical of this genre, including tables of contents, labels, storyboards (pictures showing a sequence), picture glossaries, scale diagrams (e.g., showing object to scale), cutaways, cross-section diagrams, flow diagrams, tree and web diagrams, graphs, maps, tables, captions, and speech bubbles (Kamberelis, 1999; Pappas, 1991, 2006). Big books: <ul style="list-style-type: none"> Model and teach print concepts. Provide opportunities for children to demonstrate print knowledge. Focus on meaning not print during the first few readings of a book; upon repeated readings, embed references to print within the activity (van Kleeck, 2006). <p><u>During Shared Reading</u></p> <ul style="list-style-type: none"> Focus on the meaning/content of the book (Vander Woude et al., 2009) initially. With repeated readings, use embedded "sound talk" (McFadden, 1998) (e.g., Listen for the rhyming words on this page. What word starts with /t/?) 	<p>Continued from page 18</p> <p>Questions</p> <ul style="list-style-type: none"> Do you include literacy props in all centers? Do you regularly promote or include concepts of print during shared reading? Do you choose from a variety of text types during shared reading? Do display/reference environmental print? Do you model reading for authentic purposes? Is print prominently displayed in the child's environment?
			<p>Kansas Early Learning Standards</p> <p>CL STANDARD 3: DEMONSTRATES EARLY READING SKILLS</p> <p>CL Benchmark 3.4</p> <p>CL Benchmark 3.5</p>

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		<p>Infants (0-12 months)</p> <ul style="list-style-type: none"> • Turns toward speaker or loud sound. • 1 month: Perceives some speech sounds. Infants up to 10–12 months can distinguish not only native sounds but also nonnative contrasts. • 4 months: Prefers infant-directed speech or “motherese” to adult-directed speech. Begins to engage in vocal play. • 5 - 6 months: Prefers to hear their own name to similar sounding words. This indicates that they have associated the meaning “me” with their name. • 6 months: Stops paying attention to sound distinctions that are not meaningful in their native language. Begins to babble, repeating consonant-vowel (CV) syllables. • 9 months: Distinguishes native from nonnative language input. Use jargon babbling that has the intonation of their native language. • Imitates some consonants and inflections. <p>1-year-olds (12-24 months)</p> <ul style="list-style-type: none"> • Perceives individual speech sounds in native language • Imitates sounds. • Develops a wider repertoire of consonant and vowel sounds (First 50 words are mostly Consonant-Vowel – e.g., “hi”). • Commonly deletes final consonants (hat → ha) and even whole syllables in longer words (banana → nana). 	<p>Infants (0-12 months)</p> <ul style="list-style-type: none"> • Talk often with young children and use diverse words. • Nurture phonological awareness by frequent exposure to nursery rhymes, songs, chants, and a variety of books, particularly books that rhyme or include alliteration (e.g., Alligators All Around). • Sing songs and do finger plays, such as “Eensy-Weensy Spider” or “This Little Piggy Went to Market.” • Read or sing nursery rhymes. • Read books that are rhythmic and rhyming, such as <i>Mr. Brown Can Moo, Can You?</i> <p>1-year-olds (12-24 months)</p> <ul style="list-style-type: none"> • Talk about sounds and/or ask what made the sound. • Engage children in language play by singing silly songs, chants, and finger plays. • Teach sounds associated with animals and vehicles (e.g., moo-moo, baaa baaa, choo choo) when playing with toys or reading books. • Encourage children to imitate sounds (e.g., boo-boo, beep-beep) when reading nursery rhymes and simple books and when singing songs and chants. • Clap simple rhythms together, such as clap, clap, clap or clap pause clap. 	<p>Infants-2-years-old</p> <p>Phonological awareness is ability to listen to, recognize, and manipulate sounds of spoken language. This includes sentences, words, rhymes, syllables, onsets and rimes, and individual sounds or phonemes.</p> <ul style="list-style-type: none"> • Words are strung together to create sentences. Rhyming words are an example of phonological awareness at the word level. • Syllables are parts of a spoken word that contains a vowel or vowel sound. For example: the word “baby” has two syllables: ‘ba’ and ‘by’. • Onset and rime is a way to break syllables into two parts: the part before the vowel and the part with the vowel and everything after it. For example, bat - /b/ /at/ and frog - /fr/ /og/. <p>Phonemic awareness is part of phonological awareness; specifically it refers to the ability to listen to, recognize, and manipulate individual sounds of a spoken word.</p> <ul style="list-style-type: none"> • Phonemes are the individual sounds of spoken words. This does not refer to individual letters, since sometimes a combination of letters makes only one sound. For example, the word <i>phone</i> has five letters but only three phonemes (/f/ /o/ /n/) and the word <i>box</i> has three letters but four phonemes (/b/ /o/ /k/ /s/).

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		<p><u>2-year-olds (24-36 months)</u></p> <ul style="list-style-type: none"> • Begins to mimic the spoken language styles of familiar adults. • Uses 9-10 initial consonants and 5-6 final consonant sounds. • About 50% of speech is understood by an unfamiliar listener. • 70% of consonant sounds are correct. • CVC and 2-syllable words emerge. • Begins to be aware of rhyme. 	<p><u>2-year-olds (24-36 months)</u></p> <ul style="list-style-type: none"> • Talk about sounds and/or ask what made the sound. • Tap a rhythm like a drum beat on a table or on your lap. Do one rhythm that is very fast and one that is very slow. Talk about the difference in the sound--fast and slow. Then tap more rhythms, and encourage your child to label them either fast or slow. • Teach sounds associated with animals and vehicles (e.g., moo-moo, baaa baaa, choo choo) when playing with toys or reading books. • Play a sound-guessing game. Make a familiar sound, and let your child guess what made the sound. • Clap simple rhythms together, such as clap, clap, clap or clap pause clap. • Read rhyming books together. Repeat nursery rhymes and sing songs that include rhyming words. • Encourage children to recite familiar phrases of rhymes, books, songs, and chants. • Read books or repeat tongue twisters with alliteration. For example: Peter Piper picked a peck of pickled peppers. <p><u>Examples of Songs</u></p> <ul style="list-style-type: none"> • Teddy Bear, Teddy Bear Turn Around • Apples and Banana • Willaby Wallaby Woo <p><u>Examples of Books with Rhymes</u></p> <ul style="list-style-type: none"> • <i>Goodnight Moon</i> by M.W. Brown • <i>Time for Bed</i> by Mem Fox • <i>Mother Goose</i> by Tomie dePaola • Books by Sandra Boyton • Books by Nancy Shaw – <i>Sheep in a Shop, Sheep in a Jeep</i>, etc • Books by Dr. Seuss <p><u>Examples of Books with Alliteration</u></p> <ul style="list-style-type: none"> • <i>Dr. Seuss's ABC</i> by Dr. Suess • <i>Animals A to Z</i> by David McPhail • <i>Alligators All Around</i> by Maurice Sendak • <i>Some Smug Slug</i> by Pamela Duncan Edwards 	<p>Continued from page 20</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). • Lexical Restructuring Hypothesis: As children learn new words, they implicitly develop phonological awareness (Metsala & Walley, 1998). • A child's ability to perceive speech sounds that aren't used in the child's native language continues to decrease during the 2nd – 3rd year of life. Exposure to a second or a third language can help children to continue to perceive a wider range of speech sounds, making learning a second language easier. <p>Questions</p> <ul style="list-style-type: none"> • Do you talk about sounds in the environment? • Do you engage children in sound play? • Do you read books that highlight rhyme/alliteration? • Do you use rhythm to help children key into different aspects of phonological awareness (slow, fast, syllable, etc.)? • Do you use strategies that build vocabulary and language skills? • Do you encourage children to repeat familiar nursery rhymes?

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		<p>3-year-olds</p> <ul style="list-style-type: none"> Engages in and shows enjoyment of language play (e.g., alliterative language, rhyming, sound patterns). Begins to segment and count syllables in words. Recognizes and enjoys words that rhyme. <p>4-year-olds</p> <ul style="list-style-type: none"> Begins to blend, segment and count separate syllables in words. Recognizes sounds (phonemes) that match. With support, blends and segments onset and rimes of single-syllable words. With support and prompting, isolates and pronounces initial sounds in words. <p>5-year-olds</p> <ul style="list-style-type: none"> Blends, segments, counts, and deletes separate syllables in words. Blends, segments, and counts individual sounds in CV, VC, and CVC words. Segments and counts individual sounds in single-syllable words that include a blend (consonant cluster, e.g., CCVC, CVCC). Begins to develop the ability to delete the beginning or ending sound from a word (e.g., What is <i>mat</i> without /m/? What is <i>meat</i> without /t/?). 	<p>3-5-year-olds</p> <ul style="list-style-type: none"> Provide children opportunities to construct parts of a written message. Model and teach print concepts. Provide writing activities. Provide explicit instruction about sounds during writing activities. Provide repeated/ daily opportunities for practice (McGinty et al., 2006). Provide daily opportunities for self-generated writing during which children can be supported at their individual levels. Use nursery rhymes, finger plays, songs, books – but only provide conscious attention to PA after focusing on meaning/content. Use an embedded-explicit approach (McFadden, 1998; Price & Ruscher, 2006): <ul style="list-style-type: none"> <u>Explicit instruction</u> teaches the actual skills. Explicit instruction: model, scaffold students' attempts; provide immediate and unambiguous feedback; use targeted elicitation (including imitation). <u>Embedded instruction</u> is important in order for children to learn how to apply those skills within authentic literacy activities. Collaborate with the speech-language pathologist for instruction. <u>Systematic instruction</u> is organized in a logical order from easier to more difficult skills (Anthony et al., 2003). Instruction should follow the developmental sequence, however, do not wait for mastery of each task before progressing. Provide exposure to instruction for syllables, rhyming, and sound/phoneme manipulation, and then cycle back through. Provide opportunities for self-generated writing. Children need to practice invented spelling. Providing support while writing can create successful encounters with print that help the child “self-teach.” 	<p>3-5-year-olds</p> <ul style="list-style-type: none"> It is important for caregivers/educators to be conscious of making print references (e.g., letter names, sounds) while book sharing. Use sticky notes or other means as reminders. Remember to use a variety of print references, not just a reference to the author or illustrator (Hindman, Connor, Jewkes, & Morrison, 2008). Children who are given explicit (rather than implicit) instruction are more likely to respond to that instruction (Al Otaiba, 2003). Always focus on meaning first during book-reading activities. During repeated readings thereafter, embed explicit instruction in phonological awareness following the developmental sequence. Self-teaching hypothesis: a little phonological awareness plus some letter knowledge allows a child to self-teach with each successful encounter with print (Share & Stanovich, 1995). Provide instruction at each level (syllables, rhymes, individual sounds) without waiting for mastery. Instruction works best when it: <ul style="list-style-type: none"> Is provided in small groups rather than 1:1 or whole class. Begins in PreK. Focuses on a small set of skills. Includes the use of letters. Is systematic and explicit (Bus & van IJzendoorn, 1999; Ehri et al., 2001). Writing integrates the important skills of phonological awareness and letter knowledge. It provides an avenue for learning about letters/ sounds (Whitehurst & Lonigan, 2001). To accelerate English literacy development, help English language learners make the connection between what they know in their first language (L1) and what they need to know in English (Helman, 2004). For example, if L1 has some of the same phonemes as English, start with those phonemes for rhyme or beginning-sound activities, because those are sounds the child already knows. The National Early Literacy Panel found phonological awareness was moderately related to later decoding, spelling, and reading-comprehension abilities (NELP, 2009).

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	<p><u>2-Year-Olds (24-36 months)</u></p> <ul style="list-style-type: none"> Becomes familiar with the ABC song, but does not point to and name letters. A few children may recognize and label a few letters, especially the first letter in their own name, but most children do not know the names of any letters. 	<p><u>2-Year-Olds (24-36 Months)</u></p> <ul style="list-style-type: none"> Sing the alphabet song. Create a print-rich environment (e.g., variety of books, props for dramatic play that include print). Talk about letters, letter-sound correspondences, and words occasionally when writing in front of and with young children (e.g., notes to parents). Name letters when writing a child's name. <p><u>Book Reading</u></p> <ul style="list-style-type: none"> Read simple alphabet books. Note: Caregiver/educators should focus on the content of books (e.g., learning vocabulary) rather than learning letter names and sounds. However, after repeated readings, caregivers may begin to talk more about letters and sounds. <p><u>Purposeful Play/Center Time</u></p> <ul style="list-style-type: none"> Include literacy props (e.g., play money, cereal boxes and other foods with labels) in dramatic play to help young children understand and interact with print in authentic ways. Provide play materials with alphabet letters (e.g., magnetic letters, alphabet puzzles, alphabet-shaped cookie cutters). Provide opportunities for children to engage in art with easy-to-grip crayons, pencils, and washable markers. Let children play and explore with different mediums. Providing young children opportunities to scribble naturally will lead to attempts to "write" as children develop fine-motor control. 	<p><u>2-Year-Olds (24-36 Months)</u></p> <ul style="list-style-type: none"> The emotional environmental such as joint attention, tone, guidance, and responsiveness to a child is important to language learning. Parent responsiveness/warmth is related to children's language development and cognition (Dodici et al., 2003; Landry, et al., 2001). Writing helps children learn the alphabet and letter-sound correspondence, so encourage "writing" (e.g., scribbling) (Teale & Sulzby, 1986). Children are most interested in the letters in their names, particularly the first letter, because it is capitalized and most salient. Salient letters in environmental print also are of interest (e.g., M in McDonalds, K in Kmart). In addition, children tend to learn letters for sounds that appear earlier in development (e.g., m, b) rather than sounds learned later (e.g., l, r) (Justice, Pence, Bowles, & Wiggins, 2006). <p>Questions</p> <ul style="list-style-type: none"> Do you talk about letters and sounds? Have you created a print-rich environment? Do you have toys that contain alphabet letters? 	<p>CL STANDARD 3: DEMONSTRATES EARLY READING SKILLS</p> <p>CL Benchmark 3.2</p>

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	ALPHABET KNOWLEDGE	<p>3-year-olds</p> <ul style="list-style-type: none"> • Discriminates letters and numbers from scribbling and pictures. • Begins to recognize letters, especially those in own name. <p>4-5-year-olds</p> <p>Print Forms</p> <ul style="list-style-type: none"> • Differentiates letters from numerals. • Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name. • Recognizes that letters are grouped to form words. • Uses print-related terms like writing, reading, wording, lettering, uppercase and lowercase. <p>Alphabet Knowledge</p> <ul style="list-style-type: none"> • With prompting and support, demonstrates one-to-one letter-sound correspondence by producing the primary sound of some consonants. • Recognizes own name and common signs and labels in the environment. • Begins to use letters in invented spelling. 	<p>3-5-year-olds</p> <p>Purposeful Play/Center Time</p> <ul style="list-style-type: none"> • Natural writing opportunities should be incorporated throughout the day. Purposeful play/centers should include literacy props in all centers (e.g., various writing utensils, paper, books, maps, Etch-a-Sketch, Magna Doodle, peel-erase pads, sticky note pads, wipe off boards/markers, small chalkboards, letter stamps, letter-shaped cookie cutters with play dough, toy laptops). • Model use of literacy props, reading, and writing in various centers during play and support children's use (e.g., use of map in car and block center, writing down someone's order from a menu in housekeeping, writing out a ticket while playing police officer, signing in by writing your name while playing doctor's office or vet). <p>Environment</p> <ul style="list-style-type: none"> • There is considerable variability in the order in which children learn letters of the alphabet. Children tend to learn letters that have meaning for them. • Practice writing a child's first name, names of peers and family members, preferably in meaningful contexts (e.g., sign in when they arrive at school, signing up for time on the computer that day). • Include labels within the environment (first letter can be upper, then lower case) –must USE labels for meaningful purpose, otherwise they are just "visual" noise. • Avoid rote activities, such as copying or tracing words or art activities (e.g., filling the letter B with beans). Learning about the alphabet should occur during reading and writing activities, including brief but explicit instruction in letter shapes, names, and sounds. 	<p>3-5-year-olds</p> <ul style="list-style-type: none"> • It is important for children to learn four pieces of information about letters: their shapes, their names, the sounds they represent, and how to write letters. • Letter names help children learn letter sounds (McBride-Chang, 1999). • Writing integrates the important early-literacy skills of phonological awareness and letter knowledge and provides an avenue for learning about letters and sounds (Whitehurst & Lonigan, 2001). There is a bi-directional relationship between writing and alphabet knowledge (Diamond et al, 2008). Therefore, daily opportunities to write are important for preschoolers. • Self-teaching hypothesis: a little phonological awareness plus some letter knowledge allows a child to self-teach with each successful encounter with print (Share & Stanovich, 1995). Provide instruction at each level (syllables, rhymes, sounds) without waiting for mastery. • Even with alphabet books, teachers do not necessarily focus on letters and print (Bradley & Jones, 2007). Therefore, it is important for teachers to be conscious of making print references and intentionally embedding discussions about the print while sharing books. This is best done upon repeated readings, not during the first reading of a book, when a focus on content is more appropriate. During successive readings, however, use sticky notes or other means as reminders to talk about print. Remember to use a variety of print references, not just a reference to the author or illustrator. • The National Early Literacy Panel found a number of variables that were consistently related to later outcomes for conventional literacy. Alphabet knowledge was strongly related to later decoding and spelling abilities and moderately related to later reading comprehension, even after controlling for a number of other literacy variables (NELP, 2009). Thus, alphabet knowledge for preschool children can serve as a predictor of later conventional literacy, and it can be the target of instruction with the expectation that it can make a difference in later outcomes.

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

FOUNDATIONS of READING				
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		<p>Continued from page 24</p> <p>Big books</p> <ul style="list-style-type: none"> • Model and teach letter names and sounds. <p>Shared Reading</p> <ul style="list-style-type: none"> • Choosing Alphabet Books <ul style="list-style-type: none"> ○ Books with familiar and novel vocabulary – use to teach less familiar words (e.g., toad vs. frog). ○ Books with upper- and lower-case letters. ○ Books with rich and interesting rhythms and alliteration. • Focus on the meaning/content of the book initially (Vander Woude et al., 2009). With repeated readings, use embedded “sound talk” (McFadden, 1998) (e.g., What letter is this? Find the uppercase T.) <p>Morning message</p> <ul style="list-style-type: none"> • Provide opportunities for children to construct parts of message. • Model and teach letter names and sounds. <p>Writing activities</p> <ul style="list-style-type: none"> • Provide explicit instruction during writing activities. • Provide repeated/ daily opportunities for practice (McGinty et al., 2006). • Provide daily opportunities for self-generated writing so the child can be supported at his or her level. 	<p>Continued from page 24</p> <p>Questions</p> <ul style="list-style-type: none"> • Do you model and teach letter names and sounds? • Do you provide opportunities for children to use letters and sounds in meaningful activities? • Do you avoid rote activities, such as copying or tracing words and art activities, such as gluing objects on a precut letter? • Do you highlight letters during shared reading and in environmental print? • Do you select letters for teaching based on their importance to the child (e.g., teach letters in child’s name vs. in order of the alphabet)? • Does your home/class library include alphabet books? 	<p>CL STANDARD 3: DEMONSTRATES EARLY READING SKILLS</p> <p>CL Benchmark 3.2</p>