

| K. Reading: Alphabetic Principle | | |
|---|--|--|
| Birth to 18 months | 18 to 36 months | 36 to 60 months |
| Some Indicators for Children: | Some Indicators for Children: | Some Indicators for Children: |
| <ol style="list-style-type: none"> Shows increasing awareness of sounds of spoken words by focusing on the speaker Imitates sounds when looking at words in a book Points to words in a book | <ol style="list-style-type: none"> Begins to identify letters in own name, especially initial letter Recites a song with the letters of the alphabet, with assistance (e.g., an alphabet song or recitation) Begins to understand that print represents words (e.g., pretends to read text) | <ol style="list-style-type: none"> Recites all letters of the alphabet Knows that alphabet letters are a special category of symbols/pictures that can be individually named Associates the names of letters with their shapes Correctly identifies 10 or more letters of the alphabet Asks “what does this say” Recognizes the first letter of own name |

Sample Strategies to Promote Development and Learning:

- Write out child’s name sounding out each letter.
- Sing alphabet songs with child.
- Point to words while reading with child.

Sample Strategies to Promote Development and Learning:

- Provide opportunities for child to point out letters and words in the environment (e.g., street names or on billboards).
- Sing a variety of alphabet songs together, providing opportunities for child to participate.

Sample Strategies to Promote Development and Learning:

- Play letter games with child (e.g., point to objects in the environment that begin with the same letter).
- Read alphabet books with child.
- Solve alphabet puzzles with child.



L. Reading: Print Concepts

| Birth to 18 months | 18 to 36 months | 36 to 60 months |
|---|--|--|
| Some Indicators for Children: | Some Indicators for Children: | Some Indicators for Children: |
| <ol style="list-style-type: none"> 1. Pays attention to pictures in books 2. Shows increasing ability to handle books, without assistance 3. Knows how to turn pages 4. Uses interactive books, with assistance 5. Attempts to position pictures in book right side up | <ol style="list-style-type: none"> 1. Knows the right side up of a book 2. Turns pages of board books, increasingly one page at a time 3. Recognizes first name when printed 4. Chooses and identifies a book, with accuracy, according to the front cover | <ol style="list-style-type: none"> 1. Knows first and last page of a book 2. Identifies some individual letters in text 3. Shows understanding that letters make up words 4. Identifies words that look similar and different, with assistance 5. Begins to understand that print progresses from left to right (for exceptions, e.g., see Arabic text) 6. Recognizes some signs and symbols in the environment (e.g., "STOP") 7. Recognizes own printed name |

Sample Strategies to Promote Development and Learning:

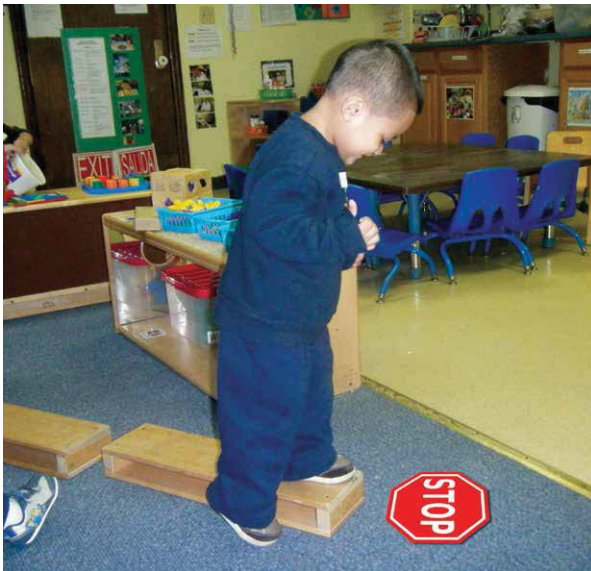
- Read with child one-on-one, so that child observes and handles books often.
- Provide child with board, cloth, and plastic books that can be manipulated and explored with assistance.
- Explore a variety of printed materials with child (e.g., photo albums, magazines, song books).

Sample Strategies to Promote Development and Learning:

- When reading with child, incorporate looking at the cover, reading the title and author's name.
- Occasionally run finger along text while reading with child to demonstrate text progression.
- Demonstrate top to bottom progression by using paint or markers to draw lines from top to bottom on newsprint.

Sample Strategies to Promote Development and Learning:

- Create word games using familiar objects (e.g., BINGO).
- Provide opportunities for child to make picture books.
- When reading with child, use punctuation to create natural breaks (e.g., Say to child "Let me finish this sentence before I answer your question.") and when sentence is completed, point to period to indicate the end of the sentence.



N. Reading:
Awareness that Written Materials Can Be Used for a Variety of Purposes

| Birth to 18 months | 18 to 36 months | 36 to 60 months |
|---|---|---|
| Some Indicators for Children: | Some Indicators for Children: | Some Indicators for Children: |
| <ol style="list-style-type: none"> 1. Enjoys books about daily routines (e.g., eating, toileting) 2. Purposefully uses pop-up and interactive books | <ol style="list-style-type: none"> 1. Enjoys books about different things (e.g., books about animals, occupations) 2. Responds to emotional expressions in a book (e.g., points to a happy face) 3. Recognizes print in the neighborhood, community, and environment (e.g., stop-signs, store signs) | <ol style="list-style-type: none"> 1. Identifies a variety of printed materials (e.g., books, newspapers, cereal boxes) 2. Imitates common reading activities appropriately in play (e.g., pretends to use directions while putting something together) 3. Uses signs in the environment for information (e.g., in a tall building, points to the elevator button) |

Sample Strategies to Promote Development and Learning:

- Demonstrate and explain when using a variety of printed materials for everyday purposes (e.g., phone books, recipe books, how-to manuals, flyers from cultural events).
- Share pictures that might be of interest to child, when reading a magazine or newspaper.
- Read a variety of materials in child's presence.

Sample Strategies to Promote Development and Learning:

- Expose child to different forms of printed matter so he/she understands the different functions of print (e.g., invitation, flyers, bills, take-out menus).
- When walking in the neighborhood point out common signs to child.
- Incorporate print found in child's everyday life into dramatic play and small-scale block play materials (e.g., murals with words on side of blocks).

Sample Strategies to Promote Development and Learning:

- Model using a variety of printed materials for more complex activities (e.g., cookbook while cooking).
- Provide opportunities for child to help put something together based upon printed directions (for bilingual children, in both languages).
- Share with child written directions for assembling toys.

P. Writing: Alphabet Knowledge

| Birth to 18 months | 18 to 36 months | 36 to 60 months |
|--|--|---|
| Some Indicators for Children: | Some Indicators for Children: | Some Indicators for Children: |
| <ol style="list-style-type: none"> 1. Focuses on marks on paper 2. Makes marks on paper 3. Points to words in a book 4. Imitates other person's words, drawings, or scribbles by making own marks or scribbles | <ol style="list-style-type: none"> 1. Notices both words and pictures on a page 2. Labels pictures using scribble writing 3. Uses symbols or pictures as representation of oral language 4. Demonstrates an understanding that we hear and see words by pointing randomly to text while it is being read out loud (e.g., a spoken word is also represented in print) | <ol style="list-style-type: none"> 1. Knows the difference between printed letters and drawings 2. Attempts to copy one or more letters of the alphabet 3. Labels pictures using letter-like marks 4. Knows that alphabet letters are a special category of graphics that can be individually named 5. Identifies letters to match the said-aloud letter name 6. Works at writing own name 7. Shows awareness of the difference between own writing and conventional print 8. Shows awareness of two different writing systems (especially appropriate for ELL child) |

Sample Strategies to Promote Development and Learning:

- Provide writing and drawing tools (e.g., crayons, chalk, finger paint) that can be used both indoors and outdoors.
- Write out child's name calling out each letter.
- Display pictures and posters with word labels.

Sample Strategies to Promote Development and Learning:

- Draw attention to signs and symbols in the environment, (e.g., stop sign, Chinese writing on a Chinese restaurant sign).
- Provide alphabet puzzles for child to manipulate and play with.
- Provide opportunities for child to manipulate magnetic letters, naming the letters or using them to spell out simple words.

Sample Strategies to Promote Development and Learning:

- Use the letters of the alphabet as they come up in real life situations.
- Call attention to names of children that begin with the same alphabet letter.
- Print an uppercase letter on one shape and matching lowercase letter on another of the same shape. Show child how to match the shapes, thereby matching the letters.