

2011 Edition Early Literacy Update

Early Literacy Section Only

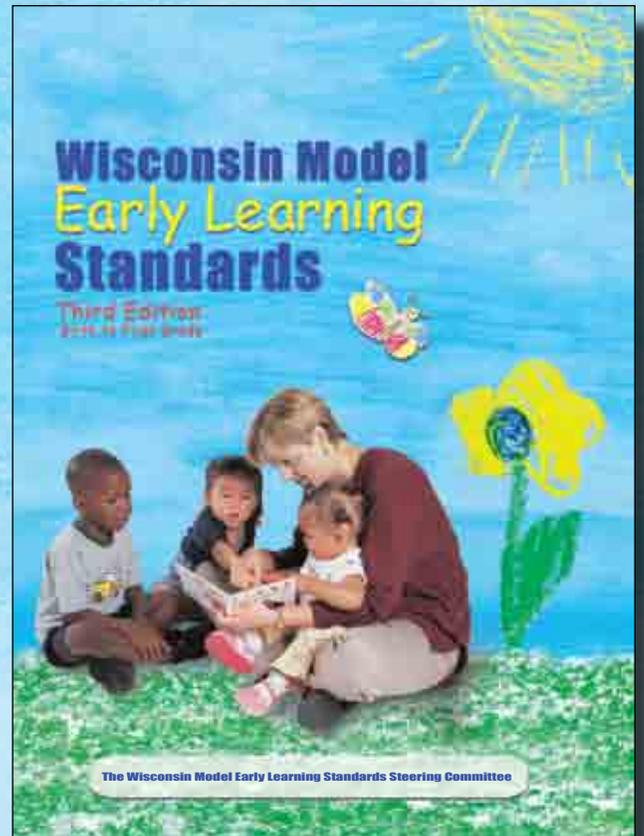
In the fall of 2011, the Wisconsin Model Early Learning Standards (WMELS) Early Literacy Section was reviewed to assure that it was in line with current best practices.

Concurrently, the adoption of the Common Core State Standards by the Wisconsin Department of Public Instruction provided an opportunity to further align early childhood and academic standards.

This stand-alone document incorporates the revisions to the Early Literacy section from the Language Development and Communication Domain. This document was created for those who already have the 2011 Third Edition document and only need the updated section.

The complete WMELS document with early literacy revisions can be found at:

<http://www.collaboratingpartners.com/wmels-document.php>.



C. Early Literacy

PERFORMANCE STANDARD: C.EL.1 DEVELOPS ABILITY TO DETECT, MANIPULATE, OR ANALYZE THE AUDITORY PARTS OF SPOKEN LANGUAGE (This includes the ability to segment oral language into words, syllables, or phonemes independent of meaning.)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Enjoys and responds to frequently said sounds, words, and rhymes.</p>	<ul style="list-style-type: none"> • Child moves arms and legs when he/she hears a familiar, happy, sing-song voice. • Child responds by turning and smiling when he/she hears his/her name. • Child enjoys short action play, e.g., “This little piggy went to market...” when adult wiggles toes or “Patty-cake, patty-cake baker’s man...” • Child smiles and giggles when hearing rhyming words, e.g., funny bunny, Claire bear, rub-a-dub, etc. • Child laughs, smiles, and enjoys repeated words, e.g., “The wheels on the bus go round and round, round and round, round and round,” etc. 	<ul style="list-style-type: none"> • Talk to the child, sing to the child, make up sounds, play children’s music, and say rhymes to the child. • Talk with the child when diapering, dressing, eating, and playing.
<p>Imitates sounds.</p>	<ul style="list-style-type: none"> • Child imitates cooing and babbling sounds made by adults. • Child produces sounds found in their home language. • Child imitates “Pa-pa” and “Ma-ma.” • Child makes sounds and imitates the tones and rhythms that adults use when talking. 	<ul style="list-style-type: none"> • Make a variety of sounds with the child, playing a game back and forth encouraging the child’s participation as he/she tries to imitate sounds and the adult imitates the child’s sounds. • Imitate the sounds that objects make: A train goes “choo-choo.” • Imitate the sounds that animals make: A cow says “moo.”
<p>Repeats words in rhymes and actions.</p>	<ul style="list-style-type: none"> • Child says, “Piggy” when the adult says, “This little piggy went to market...” • While picking up the child, the child says, “Up, up” when adult says, “Up, up.” 	<ul style="list-style-type: none"> • Make sounds and ask the child to make them back to you like an echo. • Use the child’s name and do silly rhymes and songs, changing the initial consonant. • Laugh and enjoy the child’s imitation or attempts to repeat a favorite song, chant, or rhyme.
<p>Requests and joins in saying favorite rhymes and songs that repeat sounds and words.</p>	<ul style="list-style-type: none"> • Child says, “Let’s say <i>Jack and Jill</i>,” or “Let’s say <i>Baa, Baa, Black Sheep</i>.” • Child says, “Let’s sing <i>Wheels on the Bus</i>.” • Child joins adult in singing, <i>Itsy, Bitsy Spider</i>. 	<ul style="list-style-type: none"> • Sing and chant with the child often. The child loves rhythm, melody (even off-key), and the magic of music. • Say finger plays and favorite nursery rhymes with the child while playing with him/her or working around the house while the child is playing nearby.
<p>Recognizes and matches sounds and rhymes in familiar words.</p>	<ul style="list-style-type: none"> • Child plays their own rhyming game matching pairs of rhyming words saying, “Down-town,” “Sadie-lady.” 	<ul style="list-style-type: none"> • Use child’s name and do silly rhymes, finger plays, and songs, changing the initial consonant, such as “Sammy, Pammy, Tammy.” • Use silly names and change the ending of the word such as Willy, Willoby, Wallaby, Woo. • Invite the child to make up silly names. • When reading a rhyming book to a child, emphasize the rhymes, e.g., <i>Sheep in a Jeep</i> by Nancy Shaw. • Read a picture book that features alliteration, e.g., <i>Alligators All Around</i> by Maurice Sendak.

C. Early Literacy (continued)

PERFORMANCE STANDARD: C.EL.1 DEVELOPS ABILITY TO DETECT, MANIPULATE, OR ANALYZE THE AUDITORY PARTS OF SPOKEN LANGUAGE (This includes the ability to segment oral language into words, syllables, or phonemes independent of meaning.)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Recognizes sounds that match and words that begin or end with the same sounds.	<ul style="list-style-type: none"> • Child says, "Sally and Susie start the same. They both start with /s/." • Child makes up words that start with different letter sounds, "I could call you different names, Mom, Tom, Pom, Som, Dom." • Child says, "Tammy and toy start alike. They both start with /t/." • Child says, "Tom and Mom have the same sound at the end." 	<ul style="list-style-type: none"> • Ask the child, "What other words start with the /t/ sound like Tommy?" • Sing songs like <i>Head, Shoulders, Knees, and Toes</i> and substitute the first sounds of words: Bed, Boulders, Bees, and Boes. • Play matching games encouraging the child to match or sort pictures that have the same beginning or ending sounds, e.g., ball and bear, cat and bat, to build awareness of alliteration and rhyming. • Play a game by saying an animal name like "pig" and ask the child, "Does Mattie or Patty start like pig?" Continue by using other animal names along with one matching and one non-matching beginning sound. • Play "I Spy" ("I spy with my little eye something in the car that starts with...") • Ask, "Which animal name ends with the sound /g/? Is it dog or cat?" • "I hear a /s/ at the end of bus. That is the same sound at the start of sun. Did you know that bus and sun share a sound? Can you think of a word that shares a sound with your name?"
Recognizes and produces rhyming words.	<ul style="list-style-type: none"> • Child is asked, "Tell me a word that rhymes with 'Pam'." The child says, "Sam." • Child provides a rhyming word when listening to the poem. Adult says, "I have a dog whose name is Lilly, she has a doggie friend named..." and the child injects the last word "Billy." • Child says, "Ricky rhymes with picky." • Child says, "Humpty, Dumpty, Bumpty, Thumpty, Gumpty." 	<ul style="list-style-type: none"> • Have fun with the child by having one person say a word like "cake" and the other person gives a word that rhymes with it, "rake." • Together with the child, enjoy chants, songs, and finger plays involving rhyming and sound substitutions. Make up poems and jingles with rhyming words. • Read poetry and rhyming books to the child on a regular basis. • Sing songs such as "Oh a hunting we will go, a hunting we will go, we'll catch a snake and put him in a _____ and then we'll let him go." Let the child fill in the rhyming word, e.g., cake, lake, etc. Continue with other names of animals or other objects. Enjoy and giggle about the funny rhymes that the child makes.

C. Early Literacy (continued)

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Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Discriminates separate syllables in spoken words and begins to blend and segment syllables.</p>	<ul style="list-style-type: none"> • Child can clap syllables in his/her name and other names, e.g., Tam-my (two claps); Bill (one clap); Me-lis-sa (three claps). • Child can tell the number of syllables in a word, "My name has two parts, Bob-by" (while clapping for each part). 	<ul style="list-style-type: none"> • Play games such as "Can You Guess My Word?" to blend and segment compound words, such as "pop" – "corn," "cup" – "cake," and "butter" – "fly." • Play games with words by clapping the number of syllables in the child's name, favorite toys, other objects, animals, and plants. "How many claps are in your name Tammy?" • Ask the child, "How many parts does _____ (word) have?" If child cannot tell you the number, have him/her clap the syllables, e.g., bum-ble-bee (three claps).
<p>Recognizes single sounds and combinations of sounds.</p>	<ul style="list-style-type: none"> • Child changes initial consonant in rhyming words (onset-rime), e.g., the child says, "Dad and sad have the same middle and last sound." • Child can recognize sounds such as /th/, /ch/, and /sh/ (digraphs). Child says, "Ship starts like shoe and show." • Child can recognize combinations of two consonant sounds (blends) such as /st/ in stop and /st/ in still. While playing "Simons Says," child says, "Stop and stand still. Hey, those words start with /st/." 	<ul style="list-style-type: none"> • Ask the child to guess the word you are trying to say. Begin with easy presentation of stretched-out words such as "mmmaaaannn," then move to onset-rime. • Say each of the following sounds separately and ask the child to blend the sounds together to say the word: /ch/ /e/ /z/ cheese, or /p/ /e/ /ch/ peach. • Play the game, "Cross the Bridge." Say to the child, "I am the lion that guards the bridge; you may not cross the bridge until you tell me what animal you are." The child says, "Tiger." "What is the first sound in tiger?" the lion asks. The child says "/t/." "You may cross the bridge," says the lion. Also, use words with blends such as in "crane" or digraphs as in "sheep." • Play the game, "I Am Hungry. What Can I Eat?" Someone models, saying, "I am hungry for a gr-ape" and the child says, "Grape." • Ask the child to say the sounds separately when someone gives them a word such as "duck." Child says the sounds /d/ /u/ /k/. "Let's build the word duck with these unifix cubes (/d/ /u/ /ck/). How many cubes did I need?"

C. Early Literacy (continued)

PERFORMANCE STANDARD: C.EL.2 UNDERSTANDS CONCEPT THAT THE ALPHABET REPRESENTS THE SOUNDS OF SPOKEN LANGUAGE AND THE LETTERS OF WRITTEN LANGUAGE (This includes utilizing this concept as an emerging reading strategy.)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Explores, repeats, imitates alphabet related songs and games.</p>	<ul style="list-style-type: none"> • When adult sings the alphabet song, the child imitates and repeats the alphabet song. • Child sings the ABC song by him/herself singing, “ABCD (other letters may be out of order and run together, such as LMNO sounds like “el-i-minno”)... now I know my ABCs.” • Child puts a three piece inlaid puzzle together with A, B, and C. 	<ul style="list-style-type: none"> • Sing the alphabet song to the child. • Play videos, CDs, or tapes of favorite children’s alphabet songs and games. • Provide the child with simple alphabet puzzles and other simple alphabet manipulative games. • Echo read ABC books with the child; you read a letter and the child repeats the letter. • Purchase or borrow from the library, well-written alphabet books that clearly illustrate the sounds of the letters with pictures of objects.
<p>Recognizes the difference between letters and other symbols.</p>	<ul style="list-style-type: none"> • Child writes A, B, c, t, then says, “See my letters?” • When looking at a mix of magnetic letters and numbers, the child picks up the ‘A’ and says “This letter is in my name (Alex).” “This number is ‘4’ – I’m four.” • While playing with the magnetic alphabet, numbers, and shapes, the child can sort letters and numbers. The child says, “These are all letters. These are all numbers.” • Child is able to find and identify some letters and numbers in books, signs, and labels. • Child knows the first letter in his/her name and points to the letter on signs and words in a book and says, “My letter.” 	<ul style="list-style-type: none"> • When the child mixes letters and numbers, point out to the child, “These are called letters. These are called numbers.” Talk about the letter names and sounds, and the names of the numbers. • Mix magnetic alphabet letters, shapes, and numbers in one bucket and play a game of sorting the alphabet letters, numbers, and shapes. • Play games of looking for letters and numbers during all the experiences the child has during a day. Play, “I’m looking for the letter ‘C’ can you find a ‘C’?” Or, “I am looking for a letter that starts like your name. Can you find two letters that start like your name?” Play the same type of game looking for numbers. • Look for signs that have both numbers and letters. Ask the child to name all the letters he/she knows and all the numbers he/she knows.
<p>Recognizes letters and their sounds in familiar words, especially in own name.</p>	<ul style="list-style-type: none"> • When looking at a book, the child says, “This word (bike) starts like my name. ‘B’ is in my name, Becky.” • Looking at a stop sign, the child says, “Stop starts with the same letter as my name (Susie).” • Child says, “Look, I used the alphabet stamp letters to make my name J-i-m-m-y.” 	<ul style="list-style-type: none"> • Alphabet letters in isolation do not have meaning to the child. When the child is shown that letters grouped together represent his/her name or objects they know, the alphabet takes on new meaning. Start with familiar words, talking about the letter names and sounds. • Say and point to letters in books, on puzzles or toys, on the child’s clothing. • Surround the child with print so the whole alphabet is presented in the child’s environment. • At bath time or during water play, print letters using foam soap. • Provide magnetic letters for child. Place letters on the refrigerator, a magnetic board, or a cookie sheet and play games saying the sounds of the letters. • Point out alphabet letters on signs in the community, labels, and written names on lists and cards. • Echo read ABC books with the child. Adult reads a letter and the child reads the letter too. Adult says sound and child repeats. • Encourage the child to find letters in books that are the same as the letters in the child’s name. Adult says sound of that letter. • Provide books, puzzles, alphabet stamp letters, and stickers so that the child can play with alphabet letters in different ways. • Celebrate with the child when he/she reads a new letter. For example, at breakfast time the child says, “That’s an ‘M.’ It says /m/,” pointing to the milk carton.

C. Early Literacy (continued)

PERFORMANCE STANDARD: C.EL.2 UNDERSTANDS CONCEPT THAT THE ALPHABET REPRESENTS THE SOUNDS OF SPOKEN LANGUAGE AND THE LETTERS OF WRITTEN LANGUAGE (This includes utilizing this concept as an emerging reading strategy.)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Makes some letter/sound connections and identifies some beginning sounds.</p>	<ul style="list-style-type: none"> • Child sees the letter D on a block, points and says “D’ is for Daddy.” • Child’s name is Matt. Matt says to his friend, Michael, “M’ starts your name, too.” • Child says, “Banana starts with /b/.” • Child whose name is Cory says, “My name starts like cat; both words start with a /k/ sound.” • Child puts magnetic letters on the board, saying each letter sound as the magnetic letters are placed in a row: “/s/, /k/, /t/, /b/, /j/, /m/.” 	<ul style="list-style-type: none"> • Using the magnetic letters, make simple words on the magnetic board, refrigerator, or cookie sheet that start with the same letter as the child’s name. Say, “Mom and mop start like Mike.” Overemphasize the /m/ by holding out the sound and saying it loudly. • Play games with letters and the sounds they make like alphabet bingo. • “Let’s find all the words that start with the same letter and sound as your name.” Change the game to find words that end with the same letter and sound as the child’s name. Play the game anywhere and anytime, e.g., while traveling in the car and reading signs, or at the grocery store noticing labels on food items. • When reading a favorite story, stop and point to the next word and say, “Tell me the word that comes next. Look at the first letter. What sound does that letter make?” • When looking at a picture book with objects, people, and animals, point to the word under the picture and ask the child, “What do you think this word says?”
<p>Uses a combination of letter sounds, familiar environmental print, and picture cues to recognize a printed word.</p>	<ul style="list-style-type: none"> • Child recognizes some environmental print, or popular words and signs, e.g. “Stop”: /s/, /t/, /o/, /p/. • Child can recognize his/her own name. • Child points to book cover and says “Moon” for <i>Goodnight Moon</i> by Margaret Wise Brown. • When looking at the picture book, the child looks at the picture of the bird in the tree and says, “Bird.” • Child sees the toy store and asks, “Does that say ‘toy’? Does it start with /t/?” 	<ul style="list-style-type: none"> • Point out signs or pictures in the child’s environment and ask the child, “What do you think this word (unfamiliar word) says on (or under) the sign or picture? What sound does it start with?” • Label objects with pictures and words both inside and outside the house. • Label child’s clothing, drawings, and special toys with his/her name. • Label drawings or paintings with a title. Say “Tell me what to write about your picture.” Point to the first letter and ask, “What sound does it makes?” • When writing a story with a child, draw a picture as they say a difficult word such as “igloo” or “airplane.” Then write the word under the picture to connect script with meaning.
<p>Recognizes that most speech sounds (both consonants and vowels) are represented by single letter symbols.</p>	<ul style="list-style-type: none"> • Child can match single letter symbols with the vowel sounds they represent, e.g., /u/ is for the “u” in “up.” • As the child puts letters on the magnetic board, the child says, “I know these letter sounds” as he/she says each sound for the letters: “/b/, /t/, /s/, /m/, /d/, and /k/.” • When the child sees the vowels, “a,e,i,o,u,” the child can say their short sounds correctly. For example, the child may say, “A’ says /a/ like in apple. ‘E’ says /e/ like in elephant. ‘I’ says /i/ like in igloo. ‘O’ says /o/ like in the word octopus. ‘U’ says /u/ like in umbrella.” • Child can match all single letter symbols with the consonant sounds they represent. 	<ul style="list-style-type: none"> • As the adult is reading or speaking, say and repeat the sound that corresponds to the letter. Letter/sound correspondence is a basic tool for figuring out new words. • When you read the word “cat,” count, clap, or tap the sounds in words, e.g., /k/a/t/, or /t/e/n/. Helping the child recognize initial phonemes and how that sound corresponds to letters in words is crucial to segmenting and blending sounds. • Ask the child to select two words that begin with the same sound from a list, e.g., cat, cup, dog with an appropriate response of cat and cup. • While waiting at the dentist office, ask the child to point to a letter in a book. The adult names the letter and says: “M’ makes the sound of /m/.” Next, the child points to a letter, names the letter, and says the sound the letter makes. • Begin to model spelling simple, common CVC (consonant, vowel, consonant) words, such as “cat,” “dog,” “mom,” and “dad.”

C. Early Literacy (continued)

PERFORMANCE STANDARD: C.EL.2 UNDERSTANDS CONCEPT THAT THE ALPHABET REPRESENTS THE SOUNDS OF SPOKEN LANGUAGE AND THE LETTERS OF WRITTEN LANGUAGE (*This includes utilizing this concept as an emerging reading strategy.*)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Experiences success in reading by sounding out words (decoding).	<ul style="list-style-type: none"> • Child can decode the first and sometimes the last letter of the word such as the word “mean.” The child would know the “m” and “n.” However, the child may not know what “ea” sounds like. • Child says, “I know ‘f’ makes the sound of /f/ and ‘i’ sounds like /i/ and the end of the word sounds like /sh/. This word is fish. I know what a fish is.” • Child begins to understand that if words sound alike, they should look alike, e.g., pot, hot, and lot look alike. Uses this information to decode words. • Child can break words into “chunks” and then “blend,” them back into words, e.g., s/ing, b/ed. Child says, “My big b/ed ‘bed’.” 	<ul style="list-style-type: none"> • When reading with the child and the child comes to a word he/she doesn’t know, help him/her sound out the letters of the word, pointing to each letter starting from the left e.g., f//a/g/ or b/e/s/t/. Then ask the child to blend the sounds together to discover the word. Offer encouragement for all attempts. • Play “Going Fishing” with the child using a fish pole to fish for three- and four-letter words on word cards (four to five letter words that are both familiar and unfamiliar). Assist the child in sounding out the words he/she does not know. • The child sees and reads word families like pit, hit, sit, kit, and sat, hat, bat, and mat. Through practice he/she will learn that the sound of some words is the same at the end and that sometimes it is just the beginning of the word that’s different. The child can use this understanding to sort words. • Play word games with the child using word tiles and asking “What sound does this ‘p’ make?” After making the /p/ sound, add the /o/ sound and letter, say it, then add the ‘t’ and say the sound /t/. Blend the sounds together and say the word ‘pot.’
Recognizes and names all letters of the alphabet (upper and lowercase) in familiar and unfamiliar words.	<ul style="list-style-type: none"> • Uses alphabet stamps and names the letters: “C, D, A.” • Child says, “This is a ‘big A’ and this is a ‘little a.’” • Child says, “My name starts with a capital ‘A’ and has a small ‘a’ next to it. My name looks like this.” Child points to his name Aaron. • Child says, “I know all my letters.” 	<ul style="list-style-type: none"> • Playing together with the child, make familiar and unfamiliar words using magnetic letters. Ask the child to name the words and letters, e.g., m-o-m, s-i-s, d-a-d, m-a-d, t-o-p, b-u-g. • Play alphabet bingo games. • Provide an alphabet chart for the child with both lower and upper case letters. • Point out upper and lower case letters while reading a book or looking at signs and labels. • When writing a story, let the child take turns “spying” for different letters and circling them in his/her favorite color.
Reads familiar decodable and some irregular words in books, signs, and labels.	<ul style="list-style-type: none"> • Child begins to read a book alone or with an adult, and reads some of the words he/she knows and has learned from past experiences of reading a variety of books with the adult. • Child can read signs of favorite places to eat or shop, and familiar signs such as “Stop” or “Men” (on a bathroom door). • Child can read words that he/she sees frequently such as his/her own name, other children’s names, ‘mom,’ ‘dad,’ or ‘I love you.’ • Child recognizes high frequency words and reads them when seen in the environment, in a list, or in stories. The child may read another child’s story, “I like dogs, cats, and fish.” • Child consistently recognizes the words ‘I,’ ‘me,’ ‘mom,’ ‘dad,’ ‘no,’ and ‘yes’ when written in a book, on signs, and on labels. 	<ul style="list-style-type: none"> • The child recognizes about 50 high-frequency words as he/she encounters the words in reading (some children will read more, other children will read less). Simple high-frequency words are recognized by “sight.” For example, when the child encounters the words, they do not need to sound the words out. Some high frequency words are not easily decodable, such as ‘the,’ ‘they,’ and ‘was.’ Other words may not yet be easily decoded by the child. • When the child asks “What is this word,” tell the child the word. Or say, “Let’s sound it out together. My turn first and then we can do it together.” Help your child look for the word again or write the word for him/her on a piece of paper. Encourage the child to read and find the new word. “Jimmy learned a new word; it is ‘dog’.” Have the child draw a picture of the new word. • Provide positive feedback to the child when he/she reads signs, labels (environmental print), and tries to read unfamiliar words in a book – say, “You are learning to read.”

C. Early Literacy (continued)

PERFORMANCE STANDARD: C.EL.3 SHOWS APPRECIATION OF BOOKS AND UNDERSTANDS HOW PRINT WORKS

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Explores and enjoys books.	<ul style="list-style-type: none"> • Child looks at pages in the book as adult reads. • Child turns pages of a book to look at pictures. • Child recognizes favorite book by its covers. • Child brings book to the adult indicating that he/she wants the adult to read the book. • Child picks up and explores books. 	<ul style="list-style-type: none"> • The child recognizes faces and voices of those who are familiar to him/her and will begin to connect books with what he/she loves most, the voice and the closeness. Hold the child and use a happy, sing-song voice using inflection while reading. • Provide “board books” (thick cardboard pages) or pliable plastic books that have colorful pictures and some words that relate to the pictures, e.g., pictures of animals with words telling what the animal says. • Some very young children have a “favorite book” and will show their excitement with smiles and sounds when the book is read.
Points to and names pictures in a book when asked.	<ul style="list-style-type: none"> • Child points to the appropriate picture in the book when adult asks, “Put your finger on the kitty.” • When the adult points to a picture of a dog in a book and asks, “What’s this?” The child says, “Doggie.” • Child points to pictures in a book and makes sounds or smiles. 	<ul style="list-style-type: none"> • Provide the child with a variety of books. Model holding and using books properly. • When reading stories, actively involve the child by asking him/her to point to a picture and ask, “What’s this?” Talk about the picture. • Provide touch or pop-up books like <i>Spot Goes to School</i> that require physical interaction, e.g., lifting up the table cloth or pulling a string. The child learns to attend carefully to pictures with anticipation to interact with the story in the book.
Looks at picture books and asks questions or makes comments.	<ul style="list-style-type: none"> • After the adult has completed reading the print on the page, the child reaches and turns the page. • While pointing to a picture, child asks, “What’s this?” • When looking at a picture book, the child names animals. 	<ul style="list-style-type: none"> • Invite the child to hold the book and/or turn pages as the adult reads. • When the adult reads, point to the print so the child knows when it is time to turn the page. • Ask the child open-ended questions, such as, “Why do you think this happened?” • Allow the child to choose his/her favorite book to read in the afternoon or for bedtime.
Understands that print in the book carries the message.	<ul style="list-style-type: none"> • Child notices that the print rather than just the picture has meaning, e.g., begins to understand that the adult is reading the word under the picture on the page. • Child points to some words as the adult reads the story. • Adult says, “Point to the picture,” and the child points to the picture of butterflies. Pointing to print, the adult asks, “What is this?” “That tells the story,” says the child. The adult asks, “How did you know that?” “It has letters,” says the child. • When the adult asks the child, “Where do I start to read,” the child points to where the print begins. 	<ul style="list-style-type: none"> • When books are first read to the child, he/she does not always understand that the print holds the message, not the pictures. By pointing to the print as the adult reads the book, the child comes to realize that words can be put together to tell the story and hold the message. • When the adult reads, point to the print so the child knows when it is time to turn the page. • When writing names or things on lists, invitations, etc., explain to the child what you are writing. • Help your child make his/her own book. The child can choose pictures for the book and then tell the adult the words to write under the picture, or the child can draw pictures and the adult can write the story for the child’s picture.

C. Early Literacy (continued)

PERFORMANCE STANDARD: C.EL.3 SHOWS APPRECIATION OF BOOKS AND UNDERSTANDS HOW PRINT WORKS

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Views one page at a time from the front to the back of the book and knows that the book has a title, author, and illustrator.	<ul style="list-style-type: none"> • Child turns the pages one page at a time and “reads” (pretend or real) the book to an adult, friend, or younger sibling. • Child says, “This is my favorite book; Dr. Seuss is the author. The title is <i>Horton Hatches the Egg</i>.” • Child asks, “Who drew the pictures in this book?” 	<ul style="list-style-type: none"> • Talk about the noticeable features of pictures and tell the child that the pictures are created by illustrators. Tell the child that words and stories in a book are written by authors. • Ask the child, “What do you think the author is trying to tell us in this part of the story?” • Ask the child, “What is the title of your favorite book?”
Chooses reading activities and responds with interest and enjoyment.	<ul style="list-style-type: none"> • Child asks adult to read him/her a story in a book. • Child chooses a book to read that has some words in it that he/she knows and browses. • Child “reads” the story in his/her own words. • After visiting the library, the child asks, “Can I take this book home to read?” • After going to the library, child wants to “play library.” • Child shows a favorite page in the book and tells about the character. • Child wants to read (pretend or real) his/her favorite book to an adult or another child. 	<ul style="list-style-type: none"> • Comment on the child’s interest in reading, assuring the child that he/she will learn to read as he/she grows. It is this interest and joy that takes the child from enjoying books to wanting to continue to read alone. • Take the child to the library to choose some books to take home. Choose books that match the child’s interest. Attend “Story Time” at the library with the child. • Read adult books while the child is looking at or reading his/her own books. • Encourage the child to retell a story including details and connections between the story events or drawings.
Recognizes some familiar environmental print.	<ul style="list-style-type: none"> • Child sees popular words and signs, e.g., “Stop.” • Child looks at the shape and color of the stop sign (red, octagon sign) to “read” the associated word, “Stop.” • Child begins to recognize his/her own name. • The child uses strategies such as looking at symbols, shapes, and colors to determine words. 	<ul style="list-style-type: none"> • Point out signs in the environment and tell what they say. • Praise attention to print. • Label child’s clothing, drawings, and special toys with his/her name. • Label drawings or paintings with a title. Say, “Tell me what to write about your picture.”

C. Early Literacy (continued)

PERFORMANCE STANDARD: C.EL.3 SHOWS APPRECIATION OF BOOKS AND UNDERSTANDS HOW PRINT WORKS

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Handles books correctly, and shows increasing skills in print directionality.	<ul style="list-style-type: none"> • Child holds the book properly. • Child reads (pretend or real) the book going from front to back, left to right, and top to bottom. • Child reads (pretend or real) a list of classmates' names from top to bottom. 	<ul style="list-style-type: none"> • Use book terms, e.g., title, author, illustrator, front cover, back cover, spine, etc. • Say, "Let's start reading at the top of the page and read to the bottom of the page" or, "We start reading on this side (left) and move to this side (right)." • When eating out and receiving a menu, point to and read the food choices to the child. • Show the child lists of names; move a finger down the list and say "Let's see if we can find your (or your mother, father, brother, or sister's) name." • When making lists for the grocery store, model reading the list to the child by pointing at the words from top to bottom. • When reading stories, ask the child, "Where does the story begin?" Assist the child by pointing to where you will start reading words. Show him/her by pointing to the words and saying, "You start to read here" (moving his/her finger left to right). Eventually the child will know that he/she needs to do a return sweep when starting to read the next line of print. • Model pointing to words to help children attend to print as well as pictures. • Ask child to point to the words as adult reads the story.
Understands the difference between letters, words, and sentences.	<ul style="list-style-type: none"> • Child asks, "What is this word?" • Child says, "This is a long sentence. I am going to count the words in this sentence." • Child says, "I know all the letters on this page." 	<ul style="list-style-type: none"> • Ask child to point to the first word in the sentence and then the last word in the sentence. • When reading a book with the child, count the number of words in a sentence and the number of letters in a word. • Use the words 'letter,' 'word,' and 'sentence' as you read books or see letters, words, or sentences in everyday print. • "Here's your letter, Lauren (pointing to letter 'L'). This is the letter 'L'."
Understands that books have characters, sequence of events, and story plots.	<ul style="list-style-type: none"> • Child acts out the story of <i>The Three Bears</i> by telling about each of the character's actions and what happened in the beginning, middle, and end of the story. • When listening to a reading of <i>Three Billy Goats Gruff</i>, the reader says, "The little goat crossed the bridge to the other side," the child says, "You forgot to say trip-trap-trip-trap." • When someone asks the child, "Why did the monkeys throw down their hats?" after reading <i>Caps for Sale</i> by Esphyr Slobodkina, the child gives the reason. 	<ul style="list-style-type: none"> • Help the child set up the table with three sizes of bowls. Set up three sizes of chairs and beds. Assist the child with "play acting" the story of <i>The Three Bears</i> by taking a character part in the story. • Read stories that have repetition of words or actions and a sequence of events. Encourage the child to tell the story by saying, "What happened in the beginning of the story? What happened next? And what happened at the end of the story?" • If the child becomes upset when the adult leaves out part of the story as the adult reads, assure him/her that you didn't mean to skip it and reinforce him/her for accurately remembering what comes next in the story, "You remembered what came next in the story." • When reading a book such as <i>Caps for Sale</i>, talk to the child about the reason why the monkeys would throw their hats down.

C. Early Literacy (continued)

PERFORMANCE STANDARD: C.EL. 4 USES WRITING TO REPRESENT THOUGHTS OR IDEAS

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
<p>Begins to use writing tools to make marks.</p>	<ul style="list-style-type: none"> • Child picks up crayon or marker and holds it in his/her fist and makes marks on paper or plastic. • Child makes marks with a crayon or writing tool in a book. 	<ul style="list-style-type: none"> • Provide a variety of opportunities and tools for writing, e.g. shaving cream, chalk, paint, markers, colored pencils, paper, sheets of plastic. • Provide crayons (short, fat), pencils (child size), markers (washable), and paper so that the child can make marks. To ensure safety, an adult needs to be present when very young children are using writing tools.
<p>Scribbles and creates unconventional shapes.</p>	<ul style="list-style-type: none"> • Child covers the paper with lines and zigzags and says, "Look." • Child randomly makes one kind of mark, then fills another part of the paper with another kind of scribbling, or shapes, etc., and points to one area and says, "Kitty" then points to another area and says, "Doggie." • Child makes lots of circle-type marks and shows an adult his/her writing and says, "See, I write this." • Child scribbles on paper and says, "This is my name." 	<ul style="list-style-type: none"> • When the child writes or draws making random symbols, ask, "What does that say?" • Write and draw with the child, talking about what the adult and the child are drawing and writing. • Continue to smile and encourage the child for writing words or messages. • When outside, allow the child to write with chalk on the sidewalk, at the beach, or in the sand. • Encourage the child's attempts at writing by saying, "You're a writer."
<p>Writes lists, thank you notes, names, and labels objects in play.</p>	<ul style="list-style-type: none"> • In the dramatic play center, the child pretends to use a telephone book to find the phone number of a friend, and then writes a first name and some numerals on a note pad. • Child makes signs/labels for things in the house or in a play center, e.g., hospital, store, house, post office. • When playing marching music, the child makes a pretend stop sign and holds it up to tell everyone when to STOP. • Child makes a list of things he/she wants to do. 	<ul style="list-style-type: none"> • The child comes to know different types of writing (stories, signs, letters, and lists) with different purposes. The child comes to understand the "power" of written words when he/she writes a sign that says, "Do Not Touch" on a block structure that has been created. • Provide a variety of paper materials and writing tools in the play area.
<p>Labels pictures using scribbles or letter-like forms to represent words or ideas.</p>	<ul style="list-style-type: none"> • After the child writes the letter "B" and wiggly lines, the child says, "This says 'books'." • Child makes marks, including wiggly lines and some letters mixed together, and places it under a picture of his/her mother and "pretends" to read the writing, saying, "This says, 'I love you'." • Child uses a letter that looks like "M" and other marks to label Mom's picture, a letter that looks like "D" and marks for Dad's picture, and writes several letters in his/her name under his/her picture. • Child hears someone is sick and draws a picture with a sad face. (Drawings represent a spoken message). 	<ul style="list-style-type: none"> • Provide the child with larger, shorter crayons (or break longer crayons in half and remove the paper), and large pencils to use when drawing or writing. Larger writing instruments are easier for children to use and manipulate. • Accept any and all ways the child uses writing instruments. The child may hold the instrument by his/her fist or use thumb and fingers when he/she begins to learn to write. • Show how adults label things at home. Help the child draw or write labels for things in his/her environment such as door, table, toys, etc. • Have a special writing place to make and display the child's writing. • Model writing for the child, e.g., grocery list, to-do list, thank-you cards, and invite the child to write similar lists and cards. Provide encouragement to the child for early scribbles, shapes, and attempts at letters.

C. Early Literacy (continued)

PERFORMANCE STANDARD: C.EL. 4 USES WRITING TO REPRESENT THOUGHTS OR IDEAS (CONTINUED)

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Writes recognizable letters and begins to write name and a few words.	<ul style="list-style-type: none"> • Child makes letters when working at his "Writing Place." • Child writes letters in his/her own name. • Child spontaneously writes letters of the alphabet he/she knows on the white board and says "See all my letters?" • Child writes his/her name on art work. • Child writes "Mom" and "Dad." 	<ul style="list-style-type: none"> • Provide the child with tracing letters, paper, and large pencil, crayons or markers (washable). • Model for the child how to make letter formations and say, "Start at the top and pull down, then start in the middle, come down around "b"; now, you try it." • The child usually starts writing the letters in their name. If the child is interested in writing alphabet letters, ask, "What letter do you want to write?" • Using a finger, draw letters on the child's back (this is fun using soap in the tub while taking a bath). • Assist the child to write letters using rope (on the floor) or use string on the table.
Uses knowledge of sounds and letters to write some words and phrases (inventive and conventional spelling).	<ul style="list-style-type: none"> • After going for a walk, the child gets a piece of paper and says, "I'm going to write a story about our walk." The child writes, "Today is Monday. I wkld (walked) to the prk (park)." • Child writes, "I ms you." • Child sounds out the correct consonant sounds, matching them to the correct letter as he/she reads aloud and writes, putting each letter in the correct sequence with only a few words misspelled, e.g., "I lke appl pie." • After drawing a picture of a computer in his/her journal, the child uses invented spelling to write "I LK CMPTRS." • Child writes sounds he/she hears in familiar words like mom, Dad, and Tom. The child writes, "Mom, Dad, Tom" and "I love you." 	<ul style="list-style-type: none"> • Set-up a writing center with many types of writing tools and papers. Include name cards, word lists, picture dictionaries, and alphabet posters for copying. • Make ABC books (both upper and lower case) that have pages with letters written on them. Allow the child to draw a picture that starts with the letter and write a word that starts with the letter (first letter correct; other parts of the word may be spelled phonetically and that's O.K.). • When the child writes you a message, e.g., "Can I go," read it and answer it as soon as possible. Save messages and ask the child to read it back to you again. • When cooking, ask the child to make a list of what he/she needs to get ready to make a favorite snack recipe. • When looking at pictures in books, magazines, or at the child's artwork, ask the child to tell you about the picture or artwork and write a story about it.

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