Ohio's Early Learning and Development Standards (Birth to Age 5): Implementation Guide
Domain: Language and Literacy Development

Introduction
The standards for language and literacy reflect knowledge and skills fundamental to children's learning of language, reading and writing. Young children's language competencies pertain to their growing abilities to communicate effectively with adults and peers, to express themselves through language, and to use growing vocabularies and increasingly sophisticated language structures. Early literacy skills include children's developing concepts of print, comprehension of age-appropriate text, phonological awareness and letter recognition. Research has identified early skills of language and literacy as important predictors for children's school readiness, and their later capacity to learn academic knowledge (National Early Literacy Panel, 2008). The Language and Literacy domain consists of the following strands: *Listening and Speaking, Reading and Writing.*

The strategies in this guidance document are not designed to be specific activities or "lesson plans." Rather, they represent broad approaches to implementation in each strand that may help teachers create meaningful learning activities and experiences to support development and learning.

Standard Statements	Implementation Strategies
The child will:	The teacher may:
Listening and Speaking *Receptive Language and Comprehension*	
Infants Attend and respond to language and sounds.	• Make eye contact when talking to the infant. • Talk to infant throughout the day describing actions, sounds and experiences. • Respond to baby's babbles. • Engage baby in social games (e.g., Pat-a-Cake, This Little Piggy). • Describe actions during daily routines (e.g., while diapering, dressing and feeding). • Use words or phrases often to increase language learning. • Sing or play songs, nursery rhymes and poems in children's home language.

Young Toddlers Show understanding of simple requests and statements referring to people and objects around him/her.	• Converse with children at eye level. • Offer children choices. • Describe actions, objects and events throughout the day, introducing new words often. • Provide repetition and reinforcement of emerging vocabulary, especially for English language learners, in multiple ways and varied contexts. • Provide positive reinforcement for following directions.
Older Toddlers Show understanding of requests and statements referring to people, objects, ideas and feelings. Demonstrate interest in and use words that are new or unfamiliar in conversation and play. Understand when words are used in unconventional ways.	• Engage children in conversation about feelings, past or future classroom experiences and events. • Provide opportunities for children to interact and engage in conversations with peers. Pair English language learners at different levels of English competence to encourage conversations. Recognize the stages of second-language acquisition and recognize some children may be in the "listening and observing" stage and will respond accordingly. • Ask open-ended questions that encourage discussion. Provide "wait time" for children, especially English language learners, to process language and responses. • Offer children choices during daily routines and play. • Read and re-read books to enhance understanding and vocabulary development. • Introduce new words in meaningful contexts using concrete objects. • Provide child-friendly definitions when introducing new words. • Model using new words in conversation and play. • Engage in word play, using words in silly ways (e.g., "Put your shoe on your head and your hat on your foot.")
Pre-Kindergarten Demonstrate understanding of increasingly complex concepts and longer sentences. Ask meanings of words.	• Read and re-read books to enhance understanding and vocabulary development. Incorporate key words from the books into other activities for repetition and meaningful exposure/learning for English language learners. • Introduce new words in meaningful contexts using concrete objects.

Follow two-step directions or requests.	• Provide child-friendly definitions when introducing new words. • Model using new words in conversation and play. • Model attending behavior as children share creations, stories and experiences. • Share a variety of stories, fiction and nonfiction books songs and poems of increasing complexity. Check for understanding by allowing English language learners to respond with means appropriate to their language learning levels; match questions to those levels; model responses by expanding on a child's language. • Share stories, songs and poems that reflect family cultures and traditions. • Model and provide opportunities for children to follow directions. • Provide opportunities to give direction to peers. • Help children give and receive simple explanations, information and instructions. • Provide opportunities for children to engage in pretend play with peers.
Expressive Language	
<u>Infants</u> Experiment intentionally with sound inflection and gestures in different ways to express wants, needs or feelings.	• Follow the baby's lead and use his/her sounds in real words, phrases and sentences. • Respond to body language and non-verbal communication (e.g., head turns away, closing eyes when overstimulated, etc.). • Respond to baby by interpreting and extending vocalizations (e.g., when baby screeches and reaches for a toy, say "You want that rattle, don't you? Here, let me help you get it."). • Name objects in the environment or when reading to introduce new words. Point, gesture and provide concrete objects to hold and look at as new words or concepts are introduced, enhancing understanding. • Listen and respond to infant's vocalizations and non-verbal sounds and gestures.

	• Talk to the infant in his/her home language. If this is not possible, provide developmentally appropriate children's music, nursery rhymes and songs on CDs in home language. • Change pitch, tone and inflections when talking, singing or reading.
Young Toddlers Begin to use single words and conventional gestures to communicate with others.	• Engage children in lap-reading daily, showing and describing the pictures. • Label objects, people and events to introduce new words; use frequently to help children acquire new vocabulary. • Support first language for English language learners by employing vocabulary words from their native language – use bilingual staff or community members to help with labels and introduce words, when possible. • Use *cloze* strategy, pausing and allowing the children to fill in the last word in familiar stories, rhymes and songs (e.g., "Brown Bear, Brown Bear, what do you ___?"). For English language learners, point to pictures to support correct responses. Invite them to point, gesture or use their home languages to demonstrate their understanding. • Model using gestures that correspond to words (e.g., hold arms up high, saying "So big!"). • Support toddlers' attempts at speech. • Change pitch, tone and inflections when talking, singing or reading. • Respond to nonverbal communication by using descriptive words.
Older Toddlers Combine words to express more complex ideas or requests. With modeling and support, describe experiences with people, places and things. Use words that indicate position and direction.	• Model appropriate language usage and grammar. • Encourage English language learners to repeat your modeled language. • Describe one's own actions and thoughts while doing routine and learning activities. • Change pitch, tone and inflections when talking, singing or reading. • Use descriptive language, supporting the words with

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	concrete objects and photos/pictures and pointing to appropriate attributes (e.g., pointing, say, "This is the *big*, green bear; and this is the *little* green bear."). • Provide opportunities for children to describe events and experiences (e.g., at circle time encourage children to share ideas and experiences). • Make and play various 'sound' lotto games. • Respond to non-verbal communication by describing a child's actions, facial expressions and possible thoughts. • Ask questions, including "what, where, who?" questions to draw English language learners into the conversation. • Reinforce and encourage children's efforts to describe complex ideas and experiences. • Expand on children's responses, including English language learners, to model language, vocabulary, sentence structure, adjective positions, etc., supporting their ideas and experiences. • Introduce new words and use frequently in meaningful contexts. • During shared reading, name pictures and describe actions in the book. Model applicable language for English language learners, even if they aren't able to independently produce it yet. • Model using position and direction words during daily routines and play, using children's home languages as well. • Provide opportunities for active movement of their bodies in space and use the language to describe the actions. • Expand vocabulary by providing more advanced wording to describe known concepts (e.g., "Watch the bird 'swoop' as he flies." Make the motion to illustrate.).
Pre-Kindergarten Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information.	• Encourage children to engage in peer-to-peer conversations. • Provide opportunities for children to engage in meaningful conversations describing familiar people, places, things and events. Invite families of English language learners to bring pictures or objects from home to help children communicate better with peers for planned communication opportunities

Speak audibly and express thoughts, feelings and ideas clearly. (Articulation)	like this.
	• Provide comments and questions to support elaboration.
Describe familiar people, places, things and experiences.	• Provide opportunities for children to work collaboratively, using and responding to language, explaining, describing, negotiating, etc. Support English language learners' participation by providing short, focused descriptions.
Use drawings or other visuals to add details to verbal descriptions.	
With modeling and support, use the conventions of standard English. (Grammar)	• Offer encouragement and reinforcement when children effectively communicate wants, feelings, ideas and needs.
With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)	• Encourage children to add drawings, graphics or other illustrations to provide additional details to oral descriptions.
With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)	• Provide children a range of opportunities, purposes, audiences and situations that challenge them to use language in many different ways, including a range of play types (e.g., story re-enactment, socio-dramatic play, pretend play, improvisation).
Identify real-life connections between words and their uses. (Vocabulary)	• Provide frequent opportunities for conversations among children and adults.
	• Support children in identifying opposites during conversation, intentionally planned experiences and play using concrete objects, pictures, actions, etc.
With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions, such as *walk, march, prance*, etc.). (Vocabulary)	• Recast or restate children's utterances using grammatically-correct phrasing.
	• Provide an authentically "print-rich" environment representative of multiple cultures and languages to encourage children to interact with print in meaningful ways (e.g., "reading" rebus chart recipe).
	• Encourage children to tell stories, recount experiences, describe ideas, events, objects, creations and report information and situations using multiple means of expression (e.g., gestures, role play, drawings, pictures, etc.).
	• Use read-aloud opportunities to introduce children to new words.
	• Model curiosity about words and word meanings.
	• Instead of telling children the meanings of new words, ask "What do you know about these words?", and engage them

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	in hypothesizing about new words based upon what they already know. Arrive at a child-friendly definition as generated by this conversation. • Model use of context cues and illustrations to define unknown words in a text. • Use multiple senses and repetition when introducing new words or concepts (e.g., sing, draw or demonstrate new words; "*Show* me exhausted!"). • Provide meaningful opportunities for children to use new vocabulary words. Provide multiple exposures to new vocabulary words, repeating and integrating these into conversations and activities throughout the day/week. • Allow English language learners to cut out or draw pictures to match new vocabulary words; send home so their families can share the experience, see what their children are learning and support that learning in their native language as well. • Engage in *interactive reading* to support concept/vocabulary development. Prior to reading, identify those vocabulary words that may need defined for all children and English language learners, to ensure participation. • Model use of beginning dictionaries in multiple languages as appropriate to discover meanings of unknown words. • Maintain and model the use of collections of age and developmentally appropriate reference materials in multiple languages if appropriate to locate information. • Study the style and techniques of particular authors and illustrators. Provide opportunities for children to create their own books using similar style and techniques. NOTE: English language learners with some letter/sound association may "write" in their home languages.
Social Communication	
Infants Attempt to respond to basic forms of social communication with the	• Engage baby in conversation during daily routines and play, allowing time for him/her to respond with expressions, vocalizations and/or gestures.

appropriate facial expression, vocalization and/or gesture.	• Respond and reinforce baby's attempts at social communication. • During read-aloud opportunities, direct baby's attention to pictures. Comment and ask simple questions.
Young Toddlers Participate in and often initiate basic communications with family members or familiar others. .	• Engage children in conversation about familiar objects and experiences. • Encourage children to engage in peer-to-peer conversations. • Model patterns of communication, providing ample wait time for children to think and respond. • Ask open-ended questions using prompts or visuals for support. • Listen to children during daily routines and play for opportunities for conversation. • Support communication by providing words when children are unsure.
Older Toddlers Participate in and often initiate communication according to commonly accepted expectations with family members and in social groups.	• Provide opportunities for children to engage in conversation with familiar adults and with peers. • Introduce new books and materials to provide something for the children to talk about. Explicitly teach some key vocabulary from the book, some basic sentence patterns and phrases. • Ask open-ended questions that lead to discussion. Accept gestures, approximations, etc., expanding and modeling on English language learners oral responses. • Model researching to find answers to questions (e.g., "Let's see if we can find the answer in this book about dogs."). • Listen for opportunities for conversation. • Model patterns of conversation and support listening to others and responding appropriately.
Pre-Kindergarten With modeling and support, follow typical patterns when communicating with others (e.g., listen to others, take turns talking and speak about the topic or text being discussed).	• Provide frequent opportunities for conversations among children and adults. • Engage in meaningful conversations with individuals and small groups of children about topics of interest during play, meals/snack and sharing times. Accompany conversation with props, objects, visuals, actions, etc., as appropriate to

With modeling and support, continue a conversation through multiple exchanges.	support comprehension and participation for English language learners. • Model dynamics of conversations (e.g., listening, turn-taking, responding and expanding upon a topic). • Model commenting and articulating understanding and asking questions for clarification. • Encourage discussion of many points of view and of critical and divergent thinking. • Use open-ended questions to continue conversational exchanges. • Provide opportunities and encourage children to engage in peer-to-peer conversations.
Reading *Early Reading*	
<u>Infants</u> Show interest in books, pictures, songs and rhymes.	• Provide a variety of cloth and sturdy board books for exploration. • Engage children in lap-reading daily, showing and describing the pictures. • Engage infants in interactive songs and rhymes, using facial expressions and gestures during daily routines and play.
<u>Young Toddlers</u> Actively participate in book reading, story-telling and singing.	• Provide sturdy books for children to use independently. • Point to and ask questions about the pictures during shared reading with individuals and small groups. Encourage responses in any language. • Read age-appropriate, multicultural children's literature selections daily with individual children and small groups. • Model and describe careful book handling. • Tell and re-tell familiar stories using props, puppets, etc. • Sing simple songs representing the cultures of the group and songs with refrains, and encourage children to sing along. • Sing with individual children and small groups.
<u>Older Toddlers</u> Show an appreciation for reading books, telling stories and singing.	• Respond to requests for a favorite book to be read, story to be told, or a song to be sung with individuals or small groups.

	- Re-read favorite books. - Ask questions about the stories, pictures, characters and events in familiar books. - Model appreciation and enthusiasm for reading, books, stories and songs. - Model careful book handling during shared reading (e.g., hold book right side up, carefully turn pages one at a time so they don't tear, etc.).
Reading Comprehension	
Infants Attend and respond when familiar books are read aloud**.	- Engage children in lap-reading every day; point to, describe and draw baby's attention to the pictures. - Read and re-read favorite books.
Young Toddlers Point to familiar pictures in books when labeled by adult.	- Engage in lap reading daily, inviting the child to point to the picture as it is named. Support English language learners by providing names of pictures/vocabulary, etc., and encourage attempts in either English or their home languages. Model English equivalent without appearing to correct the home language. - Ask questions about the pictures in familiar books. - Label pictures in new or unfamiliar books to support vocabulary development and picture recognition at subsequent readings.
Older Toddlers Demonstrate an understanding of the meaning of stories and information in books. Use pictures to describe and predict stories and information in books. Understand when words are used in unconventional ways during shared reading.	- Read aloud to individuals and small groups daily including selections from multiple cultures and ethnicities. - Engage children in conversations about books: *Label* animals and objects; *Explain* objects or situations in illustrations; *Ask questions* that inspire thinking and response; *Describe* the appearance of objects/animals pictured. - Ask questions about the meanings of stories and informational texts read aloud. Ensure that questions are understandable for English language learners and model types of possible answers. - Ask children to describe and predict stories based upon the pictures during shared reading.

	• Read books like *Silly Sally* or *Wiggle* to illustrate using words in unconventional ways.
	• Engage children in word play during shared reading.
Pre-Kindergarten	• Model asking and answering questions to include both factual/closed-ended questions as well as open-ended questions.
Ask and answer questions, and comment about characters and major events in familiar stories.	• Ask questions that require children to provide details about the characters and actions in pictures and text.
Retell or re-enact familiar stories.	• Provide support for English language learners by posing questions and providing responses. (e.g., "What are the children doing? They are laughing, _____(insert child's name); What are they doing, _____ (child's name)? They are _____." Provide beginning sound of the response such as "L" for laughing" and facilitate the English language learner to fill in the blank.) This helps English language learners in the observing/listening and emerging language stages to participate and build English language skills and develop self-confidence.)
Identify characters and major events in a story.	
Demonstrate an understanding of the differences between fantasy and reality.	
With modeling and support, describe what part of the story the illustration depicts.	
With modeling and support, name the author and illustrator of a story and what part each person does for a book.	• Ask children to predict what will happen next, who the character might be, where the action takes place, etc.
With modeling and support, identify the topic of an informational text that has been read aloud.	• Provide appropriate pauses in reading of text for children to question, comment or respond; draw attention to print and print conventions (e.g., an exclamation mark).
With modeling and support, describe, categorize and compare and contrast information in informational text.	• Share stories with strong characters, repetitious text, clear and simple story lines and predictable outcomes.
With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).	• Provide a wide variety of materials and props and many opportunities for children to demonstrate and represent their understanding of text (e.g., story-telling gloves, flannel boards, drawing, sculpting, oral expression, dramatization, etc.).
Actively engage in group reading with purpose and understanding.	• Provide opportunities for children to retell stories by drawing, picture sequencing and in dramatic play.
	• Review the sequence of the story in various situations using language such as first, next, then, etc. Use pictures as cues.
	• Respond to children's interest in stories by reading to individuals and small groups.

	• Invite families of English language learners, staff or members of the community to visit and read stories in other languages or us bilingual books with small groups of children. • Engage in shared reading and interactive reading experiences, including the use of digital devices (e.g., iPads, eBooks, etc.). • Explicitly pre-teach English language learners key story vocabulary and model typical questions and response forms that are unfamiliar to the children to increase skills and participation during shared and interactive reading. • Identify and discuss characters, the setting and major events in the story (e.g., Where did the story take place? Who was in the story? What happened in the story?). Model using illustrations as reference. • Encourage children to create alternative endings to familiar stories. • Model, prompt and encourage discussion that goes deeper than the literal (e.g., "What might have happened if…") • Provide time for conversation about a text (e.g., making comparisons, discussion of possibilities, changes in thinking, and making connections to children's own experiences and/or other stories). • Prepare "take-home totes" including a book, stuffed animal and a journal. Invite families to read with their child and together write about the experience in the journal before returning the tote. • Discuss difference between fantasy and reality using text and illustrations and relating materials to children's own experiences. • Utilize Venn diagrams and other organizers, along with visuals representing fantasy and reality to make this activity comprehensible for English language learners—clearly depict both categories visually; model possible responses; summarize activity (visual and oral); check for English language learners understanding: accept pointing, gestures

	or responses in any language
	• Provide opportunities for children to discuss characters and retell favorite books and stories using their home languages.
	• Read and discuss multiple books by the same author and/or illustrator; highlight similarities in style.
	• Introduce read-alouds by referring to the cover/title page and indicating author and/or illustrator.
	• Provide a large and diverse collection of informational and non-fiction books in the classroom library and reading centers. Include books in multiple languages.
	• Model asking and answering questions about key details in the text. Include both factual and closed-ended questions as well as open-ended questions.
	• Ask questions and provide support for children to identify the main topic and to provide details about the text.
	• Provide time for discussions and model strategies for making the connections between individuals, events, ideas and information, and between pictures and print.
	• Encourage the children to express opinions about the plot, characters and events in the story.
	• Engage in dialogic reading strategies. Group English language learners heterogeneously with stronger language English language learners and strong native English speakers over the typical five-day dialogic reading—extend the targeted vocabulary into other activities.
	• Demonstrate the use of context and picture cues to construct meaning and identify printed words.
	• Draw attention to the relationships between the text and illustrations, photos, drawings, graphics, etc.
	• Provide concrete examples, models and hands-on materials to accompany the text.
	• Using visuals to make differences in texts clear. Compare fiction and nonfiction texts on similar topics.
	• Model and support children in using books to research and gather information on topics of interest.

Fluency	
Pre-Kindergarten With modeling and support, use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.	• Model reading behaviors and strategies for children to follow (e.g., read with expression, vary voice tone/pitch/characterization, etc.). • In large and small groups, read and re-read familiar, favorite stories and books of interest to children through read aloud opportunities and shared and interactive reading; draw attention to print. • Engage the children in singing, chanting and recitation of stories, poems and nursery rhymes. • Provide opportunities to retell and re-enact stories using a variety of media and dramatization. • Provide a large and diverse collection of children's books, including eBooks, poems and nursery rhymes for children to self-select during free time and/or to take home. • Encourage English language learners to take home books with familiar plots, language, pictures, characters, etc. If there is a bilingual version or copy in the student's native language add that to the take home pack.
Print Concepts	
Young Toddlers: Demonstrate interest in exploring books.	• Provide a variety of cloth, board and paper books to explore. • Engage children in lap reading every day. Point to, draw the child's attention to and describe the pictures. • Read and re-read favorite books representative of toddlers' language, cultural and ethnic backgrounds.
Older toddlers Demonstrate a beginning understanding that print carries meaning. Distinguishes pictures from letters and words in a text.	• Label toy shelves, cubbies and other areas of the environment with print and pictures in multiple languages. • Create books of favorite logos and other environmental print (e.g., McDonald's arches, favorite cereal boxes, stop signs, etc.). • Provide opportunities for children to select a favorite book from the book shelf. • During shared reading draw a distinction between the text and the pictures.

	• Model writing in meaningful contexts (e.g., create a waiting list for turn taking, put a note with a picture on the calendar marking the day of the trip to the farm). • Model writing using digital tools (e.g., iPads, tablets, word processing, etc.).
Pre-Kindergarten Demonstrate an understanding of basic conventions of print in English and other languages (e.g., words are represented in written language by specific sequences of letters; words are separated by spaces in print). Orient books correctly for reading and turn pages one at a time. Demonstrate an understanding that print carries meaning.	• Engage children in conversations about how books "work" by pointing out the front and back covers, title page and the roles of the author and illustrator. • Provide opportunities for children to author and illustrate their own books including front and back covers and a title page. • When reading, writing and playing with children, take advantage of opportunities to help them learn about how print works. • Run a finger along the text to illustrate that English is read left to right and top to bottom. If children have native languages which read in any other direction, you can demonstrate that connecting it to the child's native language; point out the differences in print if they exist; re-emphasize that English is read left to right and top to bottom. • Point out written words as they are pronounced. • Pair written words and pictures so children begin to recognize specific sequences of letters as having meaning. • During authentic writing experiences, model correct use of upper and lower case letters (e.g., when charting during group discussions, when writing notes with and for children, when taking dictation). • Draw children's attention to print features like upper and lower case letters and spaces between words by mentioning them while reading aloud and/or supporting children in their own reading/writing efforts (e.g., model writing the child's name and narrate, "upper case 'J', lower case e, n."). • Show that a word is a unit of print with space on either side within context of shared reading or writing experiences. • Demonstrate "finger spacing" when writing. • Use metalinguistic terms like "letter," "word" and "sentence"

	and provide visual samples that are labeled.
	• Integrate references to letters (visual), letter names and/or sounds into classroom activities as appropriate (e.g., show a letter "Bb" printed on a card and say, "Everyone whose name begins with the letter 'B' can take a turn at the listening center.").
	• Display the letters of the alphabet at children's eye-level.
	• Encourage children to use invented spelling and engage in other writing activities using gross- and fine-motor skills (e.g., writing in the sand table, using paint, using writing implements and digital tools).
	• Be aware that English language learners who have sound/letter correspondence in their native/home language may use invented spelling reflecting that knowledge; allow them to use it since they may only have vocabulary in their language to match what they've drawn or want to write. English equivalents can be introduced; value their languages and add to it with English.
Phonological Awareness	
Infants Vocalize sounds	• Make eye contact, initiate conversation and respond to baby's vocalizations. • Make up rhymes to describe actions during diapering, dressing and other daily routines (e.g., "Change, change, change your clothes; here comes your shirt over your nose!")
Young Toddlers Explore sounds of materials and objects. Recognize familiar sounds (e.g., the sound of a particular animal, a friend's voice, etc.).	• Provide a variety of materials and objects for sound exploration. • Use rhythm instruments to explore a variety of sounds. • Recite simple rhymes and finger plays with individuals and small groups. • Read books about and model making animal sounds (e.g., cow-moo; cat-meow; dog-woof). • Make an animal sound and ask "What animal makes that sound?" • Be aware that animal sounds aren't made the same way in

	all languages. See resources for websites where children can view pictures, photos and real animals while listening to other language speakers make the animal noises as they are pronounced in their countries; or choose an interactive site.
Older Toddlers Distinguish between sounds that are the same and different (e.g., environmental sounds, animal sounds, etc.).	• Play with oral language, exploring sounds, rhymes and syllables in words. • Explore sounds in and outside of the classroom environment (e.g., instruments, animal sounds, and rhyming words). • Identify environmental sounds that are the same and different (e.g., a bell and a barking dog). • Model exploring the sounds objects make and help children develop a vocabulary of objects and descriptions of the sounds they make (e.g., strike with a wooden rhythm stick, a metal spoon, a sock, etc.). • Fill two small containers with the same material (rice, Cheerios, keys, etc.) to create several pairs of shakers. Model shaking the container, describing the sound and repeating until you find two with the same sounds. Invite the children to describe and match the sounds.
Pre-Kindergarten With modeling and support, recognize and produce rhyming words. With modeling and support, recognize words in spoken sentences. With modeling and support, identify, blend and segment syllables in spoken words. With modeling and support, orally blend and segment familiar compound words. With modeling and support, blend and segment onset and rime in single-syllable spoken words. With modeling and support, identify initial and final sounds in	• Play with sounds and rhymes through a variety of games, songs, finger-plays, poems, tongue twisters and stories. • Encourage small group experiences utilizing movement, rhythmic and musical opportunities, listening activities, choral reading poetry, and reciting songs/lyrics. • Model using beginning phonemes to create words with similar sounds, allotting time for active conversations and social interactions. • Build word walls emphasizing common, identifiable sounds. • Isolate the first segment of a word (e.g., "Can you say the first little bit of cow?"). For this to be effective, provide words English language learners are already familiar with. • Use sound search, "Find all the things in the picture that begin with the /n/ sound." • Model segmenting compound words (e.g., snowball—snow – ball, etc.).

spoken words.	• Identify what is left when one of the segments is removed from a word (e.g., "Say sing without the /s/ sound." Or, Say team without the /m/ sound."). • Accompany this type of dialogue with magnetic manipulative letters to provide understanding of the segmentation concept being presented to English language learners. Make it comprehensible using photos, objects or pictures to support language vocabulary development at the same time. It's easier for English language learners to grasp when they already know the words that are being manipulated. • Use *cloze strategy* (e.g., "Jack and Jill went up the _____.").
Letter and Word Recognition	
Older Toddlers With modeling and support, recognize familiar logos and environmental print. With modeling and support, recognize own name in print.	• Point out print on signs, logos, buildings, vehicles, etc., in and outside of school and discuss their meanings and purposes. • Create a meaningful "print-rich" environment including print in children's home languages. Talk about print that is relevant to them (e.g., posting and reading the menu daily). • Create familiar environments with authentic props and print materials within the classroom (e.g., traffic signs in the block area, menus and order pads in the dramatic play café). • Display and discuss children's names in print.
Pre-Kindergarten With modeling and support, recognize and "read" familiar words or environmental print. With modeling and support, recognize and name some upper and lower case letters in addition to those in first name. With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.	• Provide authentic opportunities for children to use their printed names (e.g., using an attendance chart – have children move their names from "home" chart to "school" chart; find their names on the daily classroom job chart, etc.). • Create a "print-rich" environment featuring print that is meaningful and relevant to children (e.g., classroom daily schedule with pictures and printed word, literacy materials at relevant classroom centers such as menus in food-themed dramatic play area). • Create a book of each child's personal "favorites," such as cereal box logos, soup can labels, restaurant logos, toys,

With modeling and support, recognize the sounds associated with letters.	etc.
	• Play with letter/sound relationships in songs, rhymes and stories.
	• Assist English language learners with rhymes by providing them with clues for a rhyming word, lead into the word by providing the beginning of the word and facilitate completing the rhyming. Many English language learners don't have well-developed word banks in the early stages of English language learning.
	• Point out familiar letters and sounds during shared read aloud opportunities. Ensure all children have opportunities to name the letters and make the sounds.
	• Provide opportunities to play with letters and sounds (e.g., alphabet puzzles, writing in the sand table, magnetic letters).
	• Utilize opportunities to map letters to sounds in the context of writing (e.g., emphasize the first sound of a word to be written and identify the initial letter).
	• Read alphabet books or have children create their own alphabet books.
	• Conduct "letter" or "sound" hunts in the classroom for objects beginning with a particular letter or sound.
	• Encourage children to read simple words in books, charts, posters, etc.
Writing *Early Writing*	
Infants Show ability to transfer and manipulate an object with hands,	• Encourage grasping by handing baby objects. • Model transferring objects from one hand to another. • Engage baby in songs with gestures and finger plays.
Young Toddlers Use full-hand grasp (palmar grasp) to hold writing tool to make marks and scribble.	• Provide a variety of age-appropriate manipulatives (e.g., knob puzzles, stacking rings, shape-sorters, etc.). • Engage children in finger plays. • Provide a variety of age/developmentally appropriate tools and materials for writing and drawing. • Model writing in meaningful contexts (e.g., make lists, write a note to the administrator asking for new markers, etc.).Invite

	the children to use writing in meaningful ways (e.g., write a note to Mom when they miss her, make lists, etc.).
<u>Older Toddlers</u> Begins to use thumb and fingers (five-finger grasp) of one hand to hold writing tool.	• Provide a variety of manipulatives (e.g., peg board/pegs, puzzles, clay/play dough, beads to string, Duplo ® bricks, Magna-Doodle, etc.). • Provide a variety of age/developmentally appropriate tools and materials for writing and drawing. • Provide opportunities for children to paint and draw on an easel. • Practice screwing and unscrewing lids. • Pop bubble wrap with fingers. • Provide play dough or silly putty to manipulate. • Provide turkey baster or nasal aspirator to blow cotton balls or corks back and forth. • Use tongs to pick up blocks or cotton balls, etc. • Provide opportunities for filling and pouring in the water table. • "Paint" outside with squirt bottles filled with water. • Shift a Slinky back and forth with palms up. • Model writing in meaningful contexts (make lists, write a note to the administrator asking for new markers, etc.).
Writing Process	
<u>Pre-Kindergarten</u> Uses a 3-finger grasp of dominant hand to hold a writing tool. Demonstrate an understanding of the structure and function of print. With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters. With modeling and support, demonstrate letter formation in "writing." With modeling and support, show awareness that one letter or cluster of letters represents one word.	• Provide a variety of age-appropriate manipulatives (e.g., beads to string, lacing cards, Etch-a-Sketch, Lite Bright, pattern blocks, table-top blocks, etc.). • Provide dress-up clothes to button, zip, snap, etc. in dramatic play. • Pour milk or juice from a small pitcher to a specific level in a clear glass. • Provide construction paper to tear and glue into a collage. • Engage in floor activities, such as large mural painting, floor puzzles and coloring while lying on stomach on the floor. • Provide opportunities to outline, color, paint and write. • Provide clay or wire for sculpting.

	• Put pennies in piggy bank or slit cut in plastic lid. • Provide opportunities to use iPads, computers and other technology. • Get the most out of all of the activities above by helping English language learners develop vocabulary/communication skills by narrating what is going on; engage them orally while using materials; encourage them to interact and speak with peers. • Provide authentic opportunities for children to see and use their names in print (e.g., label cubby spaces with names and pictures, attendance chart - move names card to "school" from "home," or child signs in upon arrival). • Model printing and describe the formation of letters. • Encourage experimentation with writing. • Provide resources from which children can copy and/or write letters and familiar words (e.g., alphabet chart/books, cards, stamps, picture dictionary, magnetic letters, word walls, labels and name charts). • Encourage children to create their own books with written text and pictures on the pages.
Writing Application and Composition	
<u>Older Toddlers</u> Make marks and "scribble writing" to represent objects and ideas.	• Model and describe writing for authentic purposes (e.g., "We need guinea pig food. I'll write that on a shopping list."). • Provide a variety of papers, writing utensils and other resources in a writing center (e.g., magnetic letters, stamps, alphabet chart/books, etc.). • Provide writing materials in all centers (e.g., order pads in dramatic play, paper for making signs in blocks, etc.) and encourage children to write during play; facilitate writing using digital tools. • Encourage children to use writing as a means of expression (e.g., write a book about an idea or experience, caption artwork, diagram instructions, etc.).

Pre-Kindergarten

"Read" what he/she has written.

With modeling and support, notice and sporadically use punctuation in writing.

With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books).

With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas and to share information about an experience or topic of interest. (Composition)

With modeling and support, discuss and respond to questions from others about writing/drawing.

With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.

With modeling and support, explore a variety of digital tools to express ideas.

- Provide opportunities for children to create and enact stories. Define the setting, assign roles, talk about what is happening and manage the action in dramatic and pretend play.
- Provide a well-stocked writing center with a variety of blank books, paper and writing utensils.
- Provide writing materials in relevant classroom centers (e.g., pad and writing utensils for taking orders when offering a food-based dramatic play area).
- Encourage children to express their ideas by creating books on a variety of topics of particular interest and/or relating personal experiences or events.
- Engage children in discussions of their books, identifying the title, the topic and reading the "text."
- Support children as they think about their own compositions and articulate their ideas.
- Encourage children to write and share their compositions in pairs or small groups.
- Provide language support to English language learners for sharing compositions. Some options include pairing early language learners and native language peers with higher skills; working one-to-one with beginning English Language Learners; pairing with native English speakers who are outgoing and are good at eliciting responses from teachers and peers.
- Provide opportunities for meaningful writing (e.g., writing a get well letter to a sick classmate).
- Model posing questions and making comments to help children clarify the meanings of their writings (e.g., "When you say in your instructions, 'pull it,' do you mean the handle or the rope?").
- Model the writing process during authentic classroom activities (e.g., writing a morning message).
- Have children write in pairs or small groups.
- Engage small groups of children in project work:
  - Identify a topic of interest for investigation;

	- o Identify and gather resources; - o Plan shared research; - o Use a variety of media to document the progress of the project; and - o Publish and evaluate findings. - For group work, intentionally assign English language learners to homogeneous groups of strong native speakers; beginning English language learners, more fluent English language learners, and students who are very vocal; facilitate interactions as appropriate. - Provide a variety of digital tools, cameras, computers, word processing programs and other media.

Support for Differentiation

1. Accept children's approximations and attempts and elaborate/expand on these as appropriate.

2. Scaffold each learner in his zone of proximal development.

3. Use assistive technology when appropriate. Assistive technology is technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible. For more information on specific strategies visit: http://www.newton.k12.ks.us/at/examples.htm.

4. Resources based on the *Universal Design for Learning* principles are available at **www.cast.org.**

5. *Addressing Emerging Literacy Skills in English Language Learners* *http://www.asha.org/Publications/leader/2008/080923/f080923a/.*

Support for English Language Learners
- Use multimedia such as videos, pictures and concrete objects to create connections with vocabulary words.
- Use gestures and body language.
- Speak slowly and enunciate clearly. Do not raise your voice.
- Repeat information and review. If a child does not understand, try rephrasing in short sentences and simpler syntax.
- Try to avoid idioms and slang words.

- Try to anticipate words that might be unfamiliar and give explicit meaning to them.
- Make use of the excellent language learning that occurs among children by supporting play and small-group activities.
- Show children how much you enjoy them and appreciate their efforts to learn a new language.
  Adapted from Cecil, N.L. (1999) *Striking a balance: Positive practices for early literacy*. Scottsdale, AZ: Holcomb Hathaway.

Resources:
Preschool English Learners: Principles and Practices to Promote Language, Literacy and Learning. California Department of Education. http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf.

Guidelines for Addressing the Needs of Preschool English Language Learners. Ohio Department of Education, Lau Resource Center. http://education.ohio.gov/getattachment/Topics/Special-Education/Limited-English-Proficiency-(1)/About-the-Lau-Resource-Center/Guidelines-for-Addressing-the-Needs-of-Preschool-English-Language-Learners-(1).pdf.aspx.

Principles of Second Language Development. Ohio Department of Education, Lau Resource Center. http://education.ohio.gov/Topics/Other-Resources/Limited-English-Proficiency/Research/Principles-of-Second-Language-Development-in-Teach#.Ukm8lvkzFC8.gmail

McGlothlin, Barry (1995). *Fostering second language development in young children: Principles and practices.* http://www.escholarship.org/uc/item/23s607sr#page-1.

Espinosa, L. (2008). Challenging common myths about young English language learners. The Foundation for Child Development. http://fcd-us.org/sites/default/files/MythsOfTeachingELLsEspinosa.pdf.

Additional Resources and Glossary

Strand: Listening and Speaking **Topic:** *Receptive Language and Comprehension*
Print Resources International Reading Association (IRA)/National Association for the Education of Young Children (NAEYC) Joint Position Paper Neuman, S.B., Copple, C. & Bredekamp, S. (2000). <u>Learning to read and write: Developmentally appropriate practices for young children</u>. Washington, DC: NAEYC. Jalongo, M.R. (2003). <u>Teaching young children to become better listeners. Spotlight on Young Children and Language</u>. Washington, DC: NAEYC **Websites** Speech and Language *Typical Speech and Language Acquisition in Infants and Young Children,* Caroline Bowen, PhD Literacy Instruction *PreK-3rd: Getting Literacy Instruction Right*, Nonie K. Lesaux, Early Literacy *Early Literacy: Making Reading Meaningful*, Susan Neuman PhD
Strand: Listening and Speaking **Topic:** *Expressive Language*
Websites *Problem Solving* *How You Can Help Children Solve Problems*, Ellen Booth Church *Vocabulary Development* *Vocabulary Development During Read-Alouds: Primary Practices,* Karen J. Kindle
Strand: Listening and Speaking **Topic:** *Social Communications*
Print Resources Selman, R.C. (2003). *Talk time: Programming communicative interaction into the toddler* day. <u>Spotlight on Young Children: Language</u>. Washington, DC: NAEYC **Websites** Conversation *Study Reports That Conversations Are Key to Language Development*: Lauren Lowry

[Vocabulary](#) *Developing Vocabulary through Purposeful, Strategic Conversations,* Barbara A. Wasik and Charlene Iannone-Campbell (The Reading Teacher Dec/Jan 2013).
Strand: Reading **Topic: *Early Reading***
Print Resources Jalongo, M.R. (2004). <u>Young children and picture books</u>, 2nd ed. Washington, DC: NAEYC. Schikendanz, J. (1999) <u>Much more than ABCs: The early stages of reading and writing</u>. Washington, DC: NAEYC **Websites** *Early Literacy* An overview of the stages of infant and toddler literacy development. Early Literacy and Language Tips and Tools *Resources for supporting language and literacy development with infants and toddlers,* Zero to Three.
Strand: Reading **Topic: *Reading Comprehension***
Print Resources Isabell, R. T. (2003). *Telling and retelling stories: Learning language and literacy*. <u>Spotlight on Young Children: Language</u>. Washington, DC: NAEYC. Burns, M.S., Griffin, P. & Snow, C.E. Eds. (2002). <u>Starting out right: A guide to promoting children's reading success</u>. Washington, DC: National Academy Press. **Websites** *Informational Text* *Beyond the Story Book: Using Informational Books with Young Children*, Bobby Grawemeyer *Reading Comprehension* *Preschool Reading: Comprehension and Sequencing,* Traci Geiser *Informational Text in Early Childhood* *Using Informational Text in the Early Childhood Classroom*, Nell Duke, PhD. Graphic Organizer: Venn Diagram *Using the Venn diagram to compare and contrast story elements*, Scholastic.

Strand: Reading Topic: *Fluency*
Print Resources Roskos, K.A., Christie, J.F. & Richgels, D.J. (2003). *The essentials of early literacy instruction.* Young Children. Vol. 58 No. 2 March 2003. NAEYC. **Websites** Fluency *New Research on an Old Problem: A Brief History of Fluency,* Maryanne Wolf
Strand: Reading Topic: *Print Concepts*
Websites and Resources Concepts of Print *Concepts of Print,* (2010) Print Awareness *Print Awareness during Read Alouds,* Reading Rockets Resources from Ohio Ready to Read Ohio Public Library Initiative, *Ohio Ready to Read*
Strand: Reading Topic: *Phonological Awareness*
Print Resources Moomaw, S. & Hieronymus, B. (2002). More than letters: Literacy activities for preschool, kindergarten and first grade. St. Paul, MN: Redleaf Press **Websites** Phonological Awareness An entire website devoted to resources for supporting the development of phonological awareness. *Phonological Awareness* *Phonological Awareness is Child's Play,* Hallie Kay Yopp and Ruth Helen Yopp. NAEYC Beyond the Journal January 2009.
Strand: Reading Topic: *Letter and Word Recognition*
Websites Letter/Sound Relationships *Early Literacy: Connecting Letters and Sounds,* Susan Neuman PhD. Developmentally Appropriate Literacy Practice *Whatever Happened to Developmentally Appropriate Practice in Early Literacy?* Susan Neuman PhD and Kathleen Roskos, PhD.

Early Literacy *Critical Components in Early Literacy: Knowledge of the Letters of the Alphabet and Phonics Instruction,* Janice Wood & Bronwyn McLemore (2001)
Strand: Early Writing and Writing Process **Topic: Writing Process**
Websites *Early Writing* *Writing in Preschool*, Lisa Lenhart, PhD *Prewriting* *Prewriting Skills to Support Early Writing,* Carolyn Tomlin
Strand: Early Writing and Writing Process **Topic: Writing Application**
Print Resources Glover, M. (2009). Engaging young writers preschool – grade 1. Portsmouth, NH: Heinemann. Ray, K.W. & Glover, M. (2008). Already ready: Nurturing writers in preschool and kindergarten. Portsmouth, NH: Heinemann. Calkins, L., Hartman, A. & White, Z. (2005). One to one: The art of conferring with young writers. Portsmouth, NH: Heinemann. **Websites** Making Books *Emergent Writing Happens When Children Make Books,* Ohio Resource Center/Resources for Early Childhood

Glossary

Alphabetic principle: The understanding that there is a systematic relationship between letters and sounds. For example, the word *dog* contains three letters and three corresponding sounds.

Assistive technology: Technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible. For more information on specific strategies visit: http://www.newton.k12.ks.us/at/examples.htm

Dialogic reading: An interactive method during which the reader encourages children to become actively involved in the reading process – asking questions and allowing children opportunities to be storytellers. For more information visit: http://www.childtrends.org/lifecourse/programs/dialog.htm (**Note:** Dialogic reading is an effective strategy to support the development of reading and critical thinking skills; and should be paired with opportunities for reading for pleasure and the enjoyment of the story.)

Emergent writing (developmental spelling): Spellings that result from a beginning writer's initial attempts to associate sounds with

letters. As children advance in literacy, their spelling becomes increasingly characterized by more complete understanding about the organization patterns of words. Spelling develops from pre-phonemic to conventional spelling time and with good instruction.

Environmental print: Print that is encountered outside of books and that is a pervasive part of everyday living.

Flexible grouping: Children of different ages and ability levels are grouped and re-grouped according to specific learning goals, activities and individual needs. For more information visit   http://www.eduplace.com/science/profdev/articles/valentino.html

Interactive Reading: Carefully planned read-alouds to help children gain new vocabulary and learn new concepts.   The teacher and children talk about a book before, during and after it is read. During these discussions, teachers insert definitions of a few vocabulary words and listen carefully to children's comments and questions so that they can clarify misunderstandings and expand responses.

Onset: All the sounds of a word that come before the first vowel, for example, bl- and b- before –ank in *blank or bank*.

Phoneme: The smallest phonetic unit in a language that is capable of conveying a distinction in meaning, as the /m/ of *mat* and the /b/ of *bat* in English

Phonemic awareness: The ability to recognize spoken words as a sequence of sounds.

Phonological awareness: The whole spectrum from primitive awareness of speech sounds and rhythms to rhyme awareness and sound similarities and, at the highest level, an awareness of syllables or phonemes.

Pourquoi tales: Pourquoi tales, from the French word for why, are a genre of traditional literature. These folktales from around the world explain how natural phenomena came to be (e.g., *Why Mosquitos Buzz in People's Ears*).

Rime: The first vowel in a word and all the sounds that follow, for example, -at in *that*.

*Scaffolding: An instructional strategy in which the teacher provides information and assistance that allow children to perform at a higher level than they might be able to do on their own.   Examples include: providing children hints or prompts; demonstrating the task, and/or the thinking required by "talking out loud" through the process.   Begin practice with easier material and once the child has mastered the concept/skills it is appropriate to move to the next level. If the child is still having difficulties, assess where s/he is making the error in thinking, and begin scaffolding from that point.

Shared reading: An interactive reading experience during which the reader reads aloud from a big book or other enlarged text. During the reading the reader involves the children by pointing to or sliding below each word in the text, drawing attention to the print and modeling early reading behaviors such as moving from left to right and top to bottom. For more information visit: http://www.eduplace.com/rdg/res/literacy/em_lit4.

Universal Design for Learning: is a set of principles for curriculum development that give all individuals equal opportunities to learn. Additional information may be found on the ODE website at http://education.ohio.gov/gd/templates/pages/ODE/ODEGoogleSearch.aspx?page=221&query=UDL&start=0&OriginatingURL=/gd/templates/pages/ODE/ODEGoogleSearch.aspx?Page=221

Venn Diagram: An organization tool made up of two or more overlapping circles which are used to visually compare and contrast information and to examine relationships.

Word wall: A chart (or charts) listing important vocabulary which can be referred to during word study activities.

Zone of Proximal Development: The zone of proximal development is the gap between what a learner has already mastered (the actual level of development) and what he or she can achieve when provided with educational support (potential development).

Children's Literature Selections to Support Language and Literacy Development

Receptive and Expressive Language
  Open the Barn Door, Christopher Santoro
  Peek-a-Who? Nina Laden
  Head, Shoulders, Knees and Toes! Annie Kubler
  Where is Baby's Belly Button? Karen Katz
  Brown Bear, Brown Bear, Bill Martin, Jr.
  Animals, DK
  Baby Loves Winter, Karen Katz
  The Going to Bed Book, Sandra Boynton
  Silly Sally, Audrey Wood
  Many Luscious Lollipops: A Book About Adjectives, Ruth Heller
  Ten Terrible Dinosaurs, Paul Strickland
  The Everything Book, Denise Fleming
  The Opposites, Monique Felix
  Time for Bed, Mem Fox
  Max's Words, Kate Banks
  The Boy Who Loved Words, Roni Schotter

Expressive Language
  Seven Blind Mice, Ed Young
  The Doorbell Rang, Pat Hutchins
  Whistle for Willie, Ezra Jack Keats

Phonological Awareness
  Faint Frogs Feeling Feverish and Other Terrifically Tantalizing Tongue Twisters, L. Obligado
  Silly Sally, Audrey Wood
  Some Smug Slug, Pamela Duncan Edwards
  Moose on the Loose, C.P. Ochs
  Hop on Pop, Dr. Seuss
  Sheep in a Shop, Nancy Shaw
  Pete's a Pizza, William Steig
  King Bidgood's in the Bathtub, Don and Audrey Wood

Fluency
  Brown Bear, Brown Bear, Bill Martin & Eric Carle
  Polar Bear, Polar Bear, Bill Martin & Eric Carle
  Chicka Chicka Boom Boom, Bill Martin, Jr.
  The Napping House, Don and Audrey Wood
  Have You Seen My Cat?, Eric Carle
  Jump, Frog, Jump, Robert Kaplan

Print Concepts
  Click, Clack, Moo! Cows that Type, Doreen Cronin
  Dear Peter Rabbit, Alma Flor Ada
  Dear Mrs. LaRue, Mark Teague

A Chair for My Mother, Very B. Williams
Shoes from Grandpa, Mem Fox
Stellaluna, Janell Cannon

Social Communication
Why Mosquitoes Buzz in People's Ears, Verna Aardema (and other "Pourquoi Tales")
Gossie and Gertie, Olivier Dunrea
If You Give a Mouse a Cookie, Laura Numeroff
Time for Bed, Mem Fox

Reading Comprehension
The Snowy Day, Ezra Jack Keats
One Duck Stuck, Phyllis Root
If You Give a Mouse a Cookie, Laura Numeroff
Mother Goose, Tomie dePaola
Five Little Monkeys Jumping on the Bed, Eileen Christelow
Barnyard Banter, Denise Fleming
Biggest, Strongest, Fastest, Steve Jenkins
The Emperor's Egg, Martin Jenkins
A Day with a Mail Carrier (and others in the Hard Work Series) Jan Kottke
Hats, Hats, Hats, (and others in the Around the World Series) Ann Morris and Ken Heyman
White on Black, Tana Hoban
Chickens Aren't the Only Ones, (World of Nature Series) Ruth Heller
Have You Seen My Duckling? Nancy Trafuri
The Red Book, Barbara Lehman
The Baby Zoo, Bruce McMillan
There Was an Old Lady Who Swallowed a Fly, Illustrated by Pam Adams
We're Going on a Bear Hunt, Michael Rosen

Lunch!, Denise Fleming
Big Fat Hen, Keith Baker
T is for Terrible, Peter McCarty
Bunny Cakes, Rosemary Wells

Letter and Word Recognition
Alphabet Antics: A to Z, Anita Lobel
Q is for Duck: An Alphabet Guessing Game, Mary Elting and Michael Folsom
The Letters are Lost, Lisa Ernst
Eating the Alphabet, Lois Elhert
The Accidental Zucchini: An Unexpected Alphabet, Max Grover
Alligators All Around, Maurice Sendak

Writing Process
<u>Fingerplays</u>
Five Little Squirrels
The Beehive
My Hands
Ten Little Fingers
Where is Thumbkin?
Five Little Monkeys
Eensy, Weensy Spider
The Apple Tree
The House
I Have Two Eyes to See With

Writing Application
Dear Mr. Blueberry, Simon James
The Journey of Oliver K. Woodman, Darcy Pattison

Materials to Support Language and Literacy Development

Alphabets/letters
- Large alphabet displayed at children's eye level
- Letter stamps and stamp pads
- Magnetic letters and trays
- Samples of various fonts
- Sandpaper letters
- Three-dimensional letters (e.g. anagrams, scrabble letters, typewriter letters)

Reading
- Alphabetic charts and/or sets of cards with sound/symbol correspondence (visual symbols of beginning sound, e.g., M with man, moon, monkey)
- A list of children's names
- Boardmaker™ software program (translates words into visual symbols and words)
- Books of all genres: Some examples include:
  - Alphabet books
  - Children's picture books (fiction and non-fiction)
  - Children's encyclopedia and other reference books
  - Books made by the children
  - Books with coordinating recordings
  - Fantasy, folk tales and fairy tales
  - Fun and nonsense books (magic, jokes, riddles)
  - Informational books
  - Picture dictionaries
  - Poetry, rhyme and verse
  - Stories and poems on CDs or tapes of songs with rhyming words
  - Stories that originated in foreign languages
  - Thesaurus
  - Wordless books

- Parent information site
- Documentation panels, photographs, charts, portfolios etc. depicting the authentic life and work in the classroom community
- Word wall with words accessible for children to manipulate (e.g. magnets, Velcro)
- Calendar-to be used as an authentic tool to record events, remember important dates and keep track of things

- Chart stand/pocket chart
- Print used authentically to support the life and work of the classroom community (e.g., daily schedules, menus, children's names on cubbies, job chart, signs and books in learning centers)

Writing
- Attendance list/sign-in sheet
- Clipboards to hold writing materials
- Daily schedule -- posted
- Easel/flip chart
- Flannel boards
- Large chalkboard or erasable whiteboard at child's eye level, chalk/markers and erasers
- Materials for drawing and writing stories and letters
- Small chalk/white boards for individual use
- Writing materials in designated *Writing Center* and in all other learning areas. Some examples include:
  - pencils, erasers, pens, fine-point markers,
  - envelopes
  - mailbox/message center
  - a variety of writing papers – textures, sizes
  - blank books and book-making materials – stapler, interesting papers for covers
  - pencil grips (check with O.T.)
  - word cards/word ring

Dramatization
- Flannel/felt boards, puppets, costumes, props to dramatize stories
- Props that go along with books

Media
- Tape recorder, CD and DVD players
- Camera(s)
- Computer(s) and printer

How to Select Children's Literature

With the growing number of book and the challenges of integrating literacy across the curriculum in a meaningful way, selecting the right books is a challenge in itself. Using books effectively to help children form concepts and develop skills effectively is also an art of teaching. Training can help teachers develop these skills. Following are suggestions about selecting children's books:

Types of books
- Include a range of genres and styles that appeal to children's various interests and learning styles.

- Provide multicultural books.
- Select a balance of story and informational books, including reference books.

Contents

- are appropriate in terms of
  - range of developmental levels
  - relevance to children's lives and interests
  - opportunities for hands-on and concrete learning
  - cultural and linguistic backgrounds of children

- Provide scientifically and/or historically accurate information
- Present characters of diverse ethnic, cultural, and linguistic backgrounds, gender, and socio-economic status, with and without disabilities, and free of stereotypes
- Are related to learning standards in regard to

  - knowledge and skills
  - connections between previous knowledge/life experiences and new information and/or skills
  - opportunities for integrated learning
  - stimulating interactions with adults and peers

Level of quality/appropriateness of the books are indicated by

- aesthetically pleasing and/or interesting illustrations
- language that engages children
- a simple, defined plot and a limited number of main characters
- direct conversation between characters
- repetition of words or rhymes that children can repeat
- no commercial items and active or passive sales pitches