

# Language and Early Literacy, Prekindergarten

**Time on Task:** 20 hours per week

## Course Philosophy

Language Arts enables human beings to communicate with God and others. It reflects the orderly, creative, and highly relational nature of God from the realities of grammar and spelling to the insights of literature, reading, and writing. Good literature promotes critical thinking while pointing students to God, His creation, and Christian principles. In Language Arts the student will learn the importance of good communication through the skills of phonics, grammar, writing, spelling, and literature. The ultimate goal of language arts instruction is to develop students with a deep relationship to their Savior who are deep thinkers, eager readers, and articulate communicators.

## Course Description

During the prekindergarten years, children’s experiences with communication and literacy begin to form the basis for their later school success. Given adequate opportunities to interact with responsive adults and peers in language and print-rich environments, young children develop vocabulary, extended language skills, and knowledge of the world around them. They develop listening comprehension and phonological awareness; understanding of the everyday functions of print; motivation to read; appreciation for literary forms; and print awareness and letter knowledge. They learn what books are and how to use them. Understanding the value of literacy as a means of communication, as well as coming to enjoy reading, are accomplishments typical of the future good reader. These language and literacy accomplishments are best achieved through activities that are integrated across different developmental areas: cognitive development, fine and gross motor development, and social and emotional development. It is important to consider native language, augmentative communication, and sensory impairments in accomplishing these guidelines.

Prekindergarten educators should provide opportunities to promote language and literacy learning in children who speak a language other than English. Except where specified, the following guidelines outline language and literacy accomplishments for three- and four-year- old children in their native language. For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Specific guidelines for the language and literacy development of prekindergarten children whose home language is not English in English-only settings appear below in each domain.

<b>Prekindergarten Guidelines Goals and Objectives</b>	<b>Scope and Sequence Language and Early Literacy Development</b>	<b>Spiritual Goals God’s intended purpose for language arts:</b>
<b>Language and Early Literacy Development</b> During the prekindergarten years, children’s experiences with communication and literacy begin to form the basis for their later school success. Given adequate opportunities to interact with responsive adults and peers in language and print-rich environments, young children develop vocabulary, extended language skills, and knowledge of the	<b>Listening Comprehension</b> The Child: 1. Recognizes and names environmental sounds 2. Discriminates different sounds	1. To teach the child to read the Scripture for himself. 2. To enable the student to relate story content to Biblical truths. 3. To recognize the character traits that lead to a godly, Christian life. 4. To develop a deep respect for God

world around them. They develop listening comprehension and phonological awareness; understanding of the everyday functions of print; motivation to read; appreciation for literary forms; and print awareness and letter knowledge. They learn what books are and how to use them. Understanding the value of literacy as a means of communication, as well as coming to enjoy reading, are accomplishments typical of the future good reader. These language and literacy accomplishments are best achieved through activities that are integrated across different developmental areas: cognitive development, fine and gross motor development, and social and emotional development. It is important to consider native language, augmentative communication, and sensory impairments in accomplishing these guidelines.

Prekindergarten educators should provide opportunities to promote language and literacy learning in children who speak a language other than English. Except where specified, the following guidelines outline language and literacy accomplishments for three- and four-year-old children in their native language. For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Specific guidelines for the language and literacy development of prekindergarten children whose home language is not English in English-only settings appear below in each domain.

3. Listens with increasing attention
4. Listens for different purposes
5. Understands and follows simple oral directions
6. Listens to and engages in several exchanges of conversations with others
7. Enjoys listening to and responding to books on a daily basis
8. Demonstrates understanding of literal meaning of story through questions and comments
9. Listens to tapes, records, and CD's, and shows understanding through gestures, actions, and/or language
10. Listens purposefully to English-speaking teachers and peers to gather information and shows some understanding of the new language being spoken by others (ESL)

**Speech Production and**

and His Word.

5. To teach the child to analyze the words of Scripture for himself.
6. To teach the child that just as there is a logic and order in phonics/spelling, there is a logic and order in God's plan
7. To teach memorization skills of sounds and letters to train them in the memorization of Scripture.
8. To recognize the ability to communicate with one another and with God is part of His plan for our lives.
9. To acknowledge that God is concerned that communication be clear and easily understood.
10. To acknowledge that God recognizes writing as a powerful tool to influence people. God commanded others to write.
11. To recognize and understand that written doctrine and standards make consistency possible from person to person and from generation to generation.
12. To acknowledge the use of written materials in teaching make it possible for learners to review what has been presented in other ways and to study it more deeply.
13. To learn how to communicate with others and with God in a way that glorifies Him.
14. To learn to communicate in such a way as to draw men to Christ.
15. To learn the structure of our language so that the student is

	<p><b>Speech Discrimination</b> The Child:</p> <ol style="list-style-type: none"> <li>1. Produces speech sounds with increasing ease and accuracy</li> <li>2. Perceives differences between similar sounding words (e.g., “coat” and “goat,” “three” and “free,” [Spanish] “juego” and “fuego”)</li> <li>3. Experiments with new language sounds</li> <li>4. Experiments with and demonstrates growing understanding of the sounds and intonation of the English language (ESL)</li> </ol> <p><b>Vocabulary</b> The Child:</p> <ol style="list-style-type: none"> <li>1. Shows a steady increase in listening and speaking vocabulary</li> <li>2. Uses new vocabulary in everyday communication</li> <li>3. Refines and extends understanding of know words</li> <li>4. Uses vocabulary to share knowledge of concepts</li> <li>5. Attempts to communicate more</li> </ol>	<p>equipped to understand the things he reads and writes.</p> <ol style="list-style-type: none"> <li>16. To learn accuracy and clarity of meaning so as not to cause misunderstanding in communication.</li> <li>17. To learn truth through the positive examples of literature and to expose, when appropriate, the error of man’s thinking through negative examples of literature.</li> <li>18. To equip the student to evaluate biblically ideas and attitudes in literature.</li> <li>19. To learn to appreciate the gift of creativity in written and oral form.</li> <li>20. To understand the thinking of men as represented in literature of different time periods.</li> </ol> <p><b>Biblical Integration Truth Statements</b></p> <ol style="list-style-type: none"> <li>1. <i>What is prime reality, the really real?</i> God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)       <ol style="list-style-type: none"> <li>a. God designed, created, and sustains His creation. (Genesis 1:1-31)</li> <li>b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12)</li> <li>c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5)</li> <li>d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25)</li> </ol> </li> </ol>
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	<p>than current vocabulary will allow, borrowing and extending words to create meaning</p> <ol style="list-style-type: none"> <li>6. Links new learning experiences and vocabulary to what is already known about a topic</li> <li>7. Increases listening vocabulary and begins to develop a vocabulary of object names and common phrases in English (ESL)</li> </ol> <p><b>Verbal Expression</b> The Child:</p> <ol style="list-style-type: none"> <li>1. Uses language for a variety of purposes (e.g., expressing needs and interests)</li> <li>2. Uses language to express common routines and familiar scripts</li> <li>3. Uses phrases and simple sentences to express ideas</li> <li>4. Uses past and future tense and forms plurals correctly</li> <li>5. Uses sentences of increasing length (three or more words) and grammatical complexity in</li> </ol>	<ol style="list-style-type: none"> <li>e. God is personal and also triune- He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3)</li> </ol> <p><b>2. <i>What is the nature of external reality, that is, the world around us?</i></b></p> <ol style="list-style-type: none"> <li>a. God is the source of everything and created the universe out of nothing. (Genesis 1:1)</li> <li>b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4)</li> <li>c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15)</li> <li>d. The universe reflects His glory. (Psalm 8:1, Psalm 19:1)</li> </ol> <p><b>3. <i>What is a human being?</i></b></p> <ol style="list-style-type: none"> <li>a. God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3)</li> <li>b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10)</li> <li>c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</li> <li>d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</li> <li>e. Sin is rebellion against God's</li> </ol>
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	<p>everyday speech</p> <ol style="list-style-type: none"> <li>6. Refers to self in first person</li> <li>7. Orally provides first and last name</li> <li>8. Tells a simple personal narrative, focusing on favorite or most memorable parts</li> <li>9. Dictates a story</li> <li>10. Demonstrates the use of language to retell stories and relay events</li> <li>11. Uses positional words in proper context</li> <li>12. Puts some ideas and events in correct sequence when relating a personal experience</li> <li>13. Knows that certain pictures (icons) go with certain labels (words); knows that different icons carry different meanings</li> <li>14. Dictates a caption for a drawing or photograph</li> <li>15. Interprets pictures orally</li> <li>16. Asks questions and makes comments related to the current topic of discussion</li> <li>17. Joins in reading of</li> </ol>	<p>wishes and ways and this destroys our relationship with God. (Romans 8:7-8)</p> <ol style="list-style-type: none"> <li>f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23)</li> <li>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</li> </ol> <p><b>4. <i>What happens to a person at death?</i></b></p> <ol style="list-style-type: none"> <li>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</li> <li>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</li> <li>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</li> <li>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</li> <li>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</li> </ol> <p><b>5. <i>Why is it possible to know anything</i></b></p>
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	<p>predictable/pattern books</p> <ol style="list-style-type: none"> <li>18. Repeats favorite rhymes and songs</li> <li>19. Begins to engage in conversation and follows conversational rules (e.g., staying on topic and taking turns)</li> <li>20. Gives simple directions</li> <li>21. Engages in various forms of nonverbal communication with those who do not speak his/her home language (ESL)</li> <li>22. Uses single words and simple phrases to communicate meaning in social situations (ESL)</li> <li>23. Attempts to use new vocabulary and grammar in speech (ESL)</li> </ol> <p><b>Phonological Awareness</b> The Child:</p> <ol style="list-style-type: none"> <li>1. Demonstrates increased awareness of letter sounds</li> <li>2. Becomes increasingly sensitive to the sounds of spoken words</li> <li>3. Begins to attend to the beginning sounds</li> </ol>	<p><i>at all?</i></p> <ol style="list-style-type: none"> <li>a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13)</li> <li>b. God’s own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</li> <li>c. God reveals, Himself to us in two basic ways: by general revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4)</li> <li>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1) <ul style="list-style-type: none"> <li>➤ The Bible is internally consistent and unified in its principles and claims.</li> <li>➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold.</li> <li>➤ It is relevant to all the cultures of the world</li> </ul> </li> <li>e. Special revelation is God</li> </ol>
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	<p>in familiar words by identifying that the pronunciations of several words all begin the same way (e.g., “dog,” “dark,” and “dusty,” [Spanish] “casa,” “coche,” and “cuna”)</p> <ol style="list-style-type: none"> <li>4. Begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems</li> <li>5. Begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems</li> <li>6. Begins to create and invent words by substituting one sound for another (e.g., bubblegum/gugglebum, [Spanish] calabaza/balacaza)</li> <li>7. Discovers what is left when a particular segment is removed from a word</li> <li>8. Listens to and recites familiar poems and chants; increases</li> </ol>	<p>revealing Himself through supernatural ways.          Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can.          (John 14:7)</p> <ol style="list-style-type: none"> <li>6. <b><i>How do we know what is right and wrong?</i></b> <ol style="list-style-type: none"> <li>a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4)</li> <li>b. There is an absolute standard by which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3)</li> <li>c. As a result of sin, morally, we have become less able to discern good and evil and less able to know God as He truly is. (Proverbs 1:7)</li> <li>d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10)               <ul style="list-style-type: none"> <li>➤ He has dictated absolute moral truth to us.</li> <li>➤ Every truth must conform to Biblical principles.</li> <li>➤ Every choice must reflect God’s moral truth.</li> </ul> </li> </ol> </li> </ol>
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	<p>awareness and use of rhyming words and alliteration</p> <p><b>Letter Knowledge and Early Word Recognition</b></p> <p>The Child:</p> <ol style="list-style-type: none"> <li>1. Develops and enhances letter recognition skills through observing and discussing meaningful letters and words in their environment</li> <li>2. Becomes familiar with alphabet letters by frequent reading/recording of alphabet books/games</li> <li>3. Begins to associate the names of letters with their shapes</li> <li>4. Matches same letter (visual discrimination- uppercase to uppercase, lowercase to lowercase)</li> <li>5. Identifies 10 or more printed alphabet letters</li> <li>6. Begins to notice beginning letters in familiar words</li> <li>7. Begins to make some letter/sound matches</li> <li>8. Recognizes first name in print</li> </ol>	<p>➤ We must promote, defend, and teach these truths to others.</p> <p>7. <b><i>What is the meaning of human history?</i></b></p> <ol style="list-style-type: none"> <li>a. History is a meaningful sequence of events leading to the fulfillment of God’s purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</li> <li>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</li> <li>c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</li> <li>d. History has meaning because God is behind all events, not only sustaining all things by His powerful word but also in all things working for the good of those who love Him. (Psalm 40:5, Romans 8:28)</li> </ol> <p><b><i>What should our response be to God?</i></b></p> <p><b><i>What were we made for?</i></b></p> <p><b>We were made to</b></p> <p><b>Love</b> – Matthew 22:37,  <b>Worship</b> – Romans 12:1,  <b>Obey</b> – 2 John 6, and  <b>Give Glory</b> – Psalm 96:3.</p>
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9. Recognizes name of friends (in print)
10. Points to words that begin with the same letter as own name
11. Begins to identify some high-frequency words

**Motivation to Read**

The Child:

1. Enjoys listening to and discussing storybooks and information books read aloud
2. Demonstrates an interest in books and reading through body language and facial expressions
3. Frequently requests the re-reading of books
4. Enjoys visiting the library shares books and engages in pretend-reading with other children
5. Attempts to read and write independently
6. Attempts to read and write independently

**Developing Knowledge of Literary Forms**

The Child:

1. Attends and listens to picture books with storylines, as well as

	<p>books of other genres, such as informational books</p> <ol style="list-style-type: none"><li>2. Understands that books and other print resources (e.g., magazines, computer-based texts) are handled in specific ways</li><li>3. Becomes increasingly familiar with narrative form and its elements by identifying characters and predicting events, plot, and the resolution of a story</li><li>4. Begins to predict what will happen next in a story</li><li>5. Asks questions and makes comments about the information and events from books</li><li>6. Connects information and events in books to real-life experiences</li><li>7. Draws pictures based on a story and talks about drawing</li><li>8. Begins to differentiate between reality and fantasy</li><li>9. Imitates the special language in</li></ol>	
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	<p>storybooks and story dialogue, and uses it in retellings and dramatic play (such as “Once upon a time...”)</p> <ol style="list-style-type: none"><li>10. Begins to retell some sequences of events in stories</li><li>11. Shows appreciation of repetitive language patterns</li><li>12. Recognizes favorite books by their cover</li><li>13. Selects books to read based on personal criteria</li></ol> <p><b>Written Expression</b></p> <p>The Child:</p> <ol style="list-style-type: none"><li>1. Understands that writing is used to communicate ideas and information</li><li>2. Attempts to connect the sounds in a word with its letter forms</li><li>3. Has opportunities to use writing materials on a daily basis</li><li>4. Begins to dictate words, phrases, and sentences to an adult recording on paper (e.g., “letter writing,” “storywriting”)</li><li>5. Attempts to use a variety of forms of writing (e.g., lists,</li></ol>	
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<p><b>(1) Listening Comprehension</b>  Prekindergarten-aged children are able to comprehend what they hear in conversations and in stories read aloud with increasing accuracy, though</p>	<p>messages, stories)  6. Prints own first name  7. Prints some random letters  8. Attempts to write messages as part of playful activity  9. Develops and enhances fin-motor skills through manipulating a variety of materials  10. Uses known letters and approximations of letters to represent written language (especially meaningful words like his/her name and phrases such as “I love you” or [Spanish] “Te quiero”)</p> <p><b>Correlation with TEKS</b>  <b><u>I Wonder</u></b>  Saxon Publishers  ISBN 1-56577-349-7</p> <p><b><u>I Discover</u></b>  Saxon Publishers  ISBN 1-56577-344-6</p> <p><b><u>I Explore</u></b>  Saxon Publishers  ISBN 1-56577-345-4</p>	
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<p>three-year-old children may respond in single words or brief phrases to some questions, especially “why,” “how,” and “when” questions. Children demonstrate understanding through their questions, comments, and actions. Prekindergarten children in English as Second Language (ESL) settings listen purposefully to English-speaking teachers and peers to gather information about their new language.</p> <p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• listens with increasing attention</li> <li>• listens for different purposes (e.g., to learn what happened in a story, to receive instructions, to converse with an adult or a peer)</li> <li>• understands and follows simple oral directions</li> <li>• enjoys listening to and responding to books</li> <li>• listens to and engages in several exchanges of conversations with others</li> <li>• listens to tapes and records, and shows understanding through gestures, actions, and/or language</li> <li>• listens purposefully to English-speaking teachers and peers to gather information and shows some understanding of the new language being spoken by others (ESL).</li> </ul> <p><b>(2) Speech Production and Speech Discrimination</b></p> <p>Young children must learn to vocalize, pronounce, and discriminate the sounds and words of language. Although most children in prekindergarten can accurately perceive the difference between similar-sounding words, they continue to acquire new sounds and may mispronounce words quite often in their own speech. The ability to produce certain speech sounds such as /s/ and /r/ improves with age. Just as infants and toddlers develop control over the sounds of their first language, young children in ESL settings gradually learn to pronounce the sounds of the English language.</p> <p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• perceives differences between similar sounding words (e.g., “coat” and “goat,” “three” and “free,” [Spanish] “juego” and “fuego”)</li> <li>• produces speech sounds with increasing ease and accuracy</li> <li>• experiments with new language sounds</li> <li>• experiments with and demonstrates growing understanding of the sounds and intonation of the English language (ESL).</li> </ul>	<p>Theme (T)</p> <p>T 1-9</p> <p>T 1-9</p> <p>T 1-9</p> <p>T 2-4, 6-7</p> <p>T 1-9</p> <p>T 1-9</p> <p>T 1-9</p> <p>T 1-9</p> <p>T 1-9</p> <p>T 1-9</p> <p>T 1-9</p> <p>T 1-9</p> <p>T 4-6</p> <p>T 1-9</p>	
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<p><b>(3) Vocabulary</b>  Prekindergarten children experience rapid growth in their understanding of words and word meanings. Vocabulary knowledge reflects children’s previous experiences and growing knowledge of the world around them and is one of the most important predictors of later reading achievement. As children learn through experiences, they develop concepts, acquire new words, and increasingly refine their understanding of words they already know.</p> <p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• shows a steady increase in listening and speaking vocabulary</li> <li>• uses new vocabulary in everyday communication</li> <li>• refines and extends understanding of known words</li> <li>• attempts to communicate more than current vocabulary will allow, borrowing and extending words to create meaning</li> <li>• links new learning experiences and vocabulary to what is already known about a topic</li> <li>• increases listening vocabulary and begins to develop a vocabulary of object names and common phrases in English (ESL).</li> </ul>	<p>T 1-8  T 2-3, 5  T 2-4, 8  T 1  T 1-9  T 1-9</p>	
<p><b>(4) Verbal Expression</b>  Effective communication requires that children use their knowledge of vocabulary, grammar, and sense of audience to convey meaning. Three- and four-year-old children become increasingly adept at using language to express their needs and interests, to play and pretend, and to share ideas. Children’s use of invented words and the overgeneralization of language rules (for example, saying “foots” instead of “feet” or [Spanish]“yo no cabo” instead of “yo no quepo”) is a normal part of language acquisition. Second language learners in English- only prekindergarten settings may communicate nonverbally (e.g., through gestures) before they begin to produce words and phrases in English. The ESL accomplishments noted below represent a developmental sequence for second-language acquisition in young children.</p> <p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• uses language for a variety of purposes (e.g., expressing needs and interests)</li> <li>• uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech</li> <li>• uses language to express common routines and familiar scripts</li> </ul>	<p>T 1-3, 5, 7, 9  T 5-9  T 2-5, 7, 9</p>	

<ul style="list-style-type: none"> <li>• tells a simple personal narrative, focusing on favorite or most memorable parts</li> <li>• asks questions and makes comments related to the current topic of discussion</li> <li>• begins to engage in conversation and follows conversational rules (e.g., staying on topic and taking turns)</li> <li>• begins to retell the sequence of a story</li> <li>• engages in various forms of nonverbal communication with those who do not speak his/her home language (ESL)</li> <li>• uses single words and simple phrases to communicate meaning in social situations (ESL)</li> <li>• attempts to use new vocabulary and grammar in speech (ESL).</li> </ul>	<p>T 1, 3, 8, 9</p> <p>T 2, 4-8</p> <p>T 1, 3-6 T 1-9</p> <p>T 1-9</p> <p>T 9</p> <p>T 8-9</p>	
<p><b>(5) Phonological Awareness</b> Phonological awareness is an auditory skill that involves an understanding of the sounds of spoken words. It includes recognizing and producing rhymes, dividing words into syllables, and identifying words that have the same beginning, middle, or ending sounds. Phonological awareness represents a crucial step toward understanding that letters or groups of letters can represent phonemes or sounds (i.e., the alphabetic principle). This understanding is highly predictive of success in beginning reading. Some basic proficiency in English may be prerequisite to the development of phonological awareness in English for second-language learners.</p> <p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• becomes increasingly sensitive to the sounds of spoken words</li> <li>• begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems</li> <li>• begins to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way (e.g., “dog,” “dark,” and “dusty,” [Spanish] “casa,” “coche,” and “cuna” )</li> <li>• begins to break words into syllables or claps along with each syllable in a phrase</li> <li>• begins to create and invent words by substituting one sound for another (e.g., bubblegum/gugglebum, [Spanish] calabaza/balacaza).</li> </ul>	<p>T 1-2, 4, 9 T 1-9</p> <p>T 1-8</p> <p>T 1</p> <p>T 4-5, 7</p>	

<p><b>(6) Print and Book Awareness</b></p> <p>Through their daily experiences with reading and writing, prekindergarten children learn basic concepts about print and how it works. They learn that print carries meaning and can be used for different purposes. They begin to differentiate writing from other graphic symbols and recognize some of the common features of print (for example, that writing moves from left to right on a page and is divided into words).</p> <p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems</li> <li>• understands that print carries a message by recognizing labels, signs, and other print forms in the environment</li> <li>• understands that letters are different from numbers</li> <li>• understands that illustrations carry meaning but cannot be read</li> <li>• understands that a book has a title and an author</li> <li>• begins to understand that print runs from left to right and top to bottom</li> <li>• begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces)</li> <li>• begins to recognize the association between spoken and written words by following the print as it is read aloud</li> <li>• understands that different text forms are used for different functions (e.g., lists for shopping, recipes for cooking, newspapers for learning about current events, letters and messages for interpersonal communication).</li> </ul>	<p>T 1-5, 8</p> <p>T 3, 5, 7</p> <p>T 4, 9</p> <p>T 1-3, 5-6, 8-9</p> <p>T 1-4, 6-7</p> <p>T 1-4, 6, 9</p> <p>T 1, 4-9</p> <p>T 4-5, 7, 9</p> <p>T 3, 5, 7</p>	
<p><b>(7) Letter Knowledge and Early Word Recognition</b></p> <p>Letter knowledge is an essential component of learning to read and write. Knowing how letters function in writing and how these letters connect to the sounds children hear in words is crucial to children’s success in reading. Combined with phonological awareness, letter knowledge is the key to children’s understanding of the alphabetic principle. Children will use this sound/letter connection to begin to identify printed words.</p> <p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• begins to associate the names of letters with their shapes</li> <li>• identifies 10 or more printed alphabet letters</li> </ul>	<p>T 1-9</p> <p>T 2-9</p>	

<ul style="list-style-type: none"> <li>• begins to notice beginning letters in familiar words</li> <li>• begins to make some letter/sound matches</li> <li>• begins to identify some high-frequency words (age 4).</li> </ul>	<p>T 2-9 T 1-9 T 6, 8-9</p>	
<p><b>(8) Motivation to Read</b> Prekindergarten children benefit from classroom environments that associate reading with pleasure and enjoyment as well as learning and skill development. These early experiences will come to define their assumptions and expectations about becoming literate and influence their motivation to work toward learning to read and write.</p>		
<p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• demonstrates an interest in books and reading through body language and facial expressions</li> <li>• enjoys listening to and discussing storybooks and information books read aloud</li> <li>• frequently requests the re-reading of books</li> <li>• attempts to read and write independently</li> <li>• shares books and engages in pretend-reading with other children</li> <li>• enjoys visiting the library.</li> </ul>	<p>T 1-2, 4-5 T 1-9 T 9 T 7, 9 T 5-6, 9 T 5</p>	
<p><b>(9) Developing Knowledge of Literary Forms</b> Exposure to storybooks and information books helps prekindergarten children become familiar with the language of books and story forms. Children develop concepts of story structure and knowledge about informational text structures, which influences how they understand, interpret, and link what they already know to new information.</p>		
<p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• recognizes favorite books by their cover</li> <li>• selects books to read based on personal criteria</li> <li>• understands that books and other print resources (e.g., magazines, computer-based texts) are handled in specific ways</li> <li>• becomes increasingly familiar with narrative form and its elements by identifying characters and predicting events, plot, and the resolution of a story</li> <li>• begins to predict what will happen next in a story</li> <li>• imitates the special language in storybooks and story dialogue, and uses it in retellings and dramatic play (such as “Once upon a time...”)</li> </ul>	<p>T 4, 6, 7 T 7, 9 T 4, 7, 9 T 1, 7-9 T 1-4, 6-8 T 2-3, 6, 9</p>	

<ul style="list-style-type: none"> <li>• asks questions and makes comments about the information and events from books</li> <li>• connects information and events in books to real-life experiences</li> <li>• begins to retell some sequences of events in stories</li> <li>• shows appreciation of repetitive language patterns.</li> </ul>	<p>T 2-6</p> <p>T 1-9</p> <p>T 1, 3, 6-9</p> <p>T 1, 3, 5, 6</p>	
<p><b>(10) Written Expression</b>  Prekindergarten-aged children generate hypotheses about how written language works and begin to explore the uses of writing for themselves. They also begin to ask adults to write signs and letters for them. Through these early writing experiences, young children develop initial understandings about the forms, features, and functions of written language. Over time, children’s writing attempts more closely approximate conventional writing.</p>		
<p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• attempts to write messages as part of playful activity</li> <li>• uses known letters and approximations of letters to represent written language (especially meaningful words like his/her name and phrases such as “I love you” or [Spanish] “ Te quiero”)</li> <li>• attempts to connect the sounds in a word with its letter forms</li> <li>• understands that writing is used to communicate ideas and information • attempts to use a variety of forms of writing (e.g., lists, messages, stories)</li> <li>• begins to dictate words, phrases, and sentences to an adult recording on paper (e.g., “letter writing,” “storywriting”).</li> </ul>	<p>T 3</p> <p>T 1-9</p> <p>T 2-9</p> <p>T 1-6, 8</p>	
	<p><b>Student Activities</b></p> <p>Role Play</p> <p>Games/Puzzles</p> <p>Stories</p> <p>Songs</p> <p>Cooperative Learning</p> <p>Small Groups</p> <p>Drawing</p> <p>Manipulatives</p>	

	<p><b>Teaching Strategies</b> Direct Instruction Open-ended Questions Discussion Demonstration Brainstorming Problem Solving Read Aloud Facilitating Cooperative Learning</p> <p><b>Evaluation Procedures</b> Observation Class Participation Assessment</p> <p><b>Other Resources and Bibliography</b> None</p>	
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