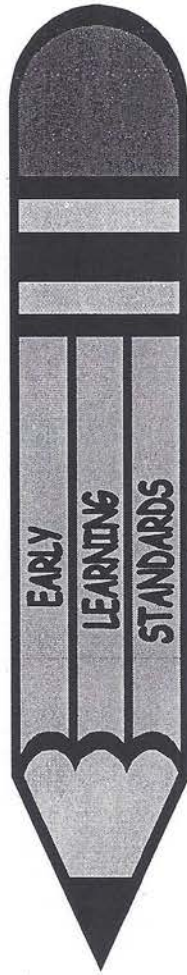
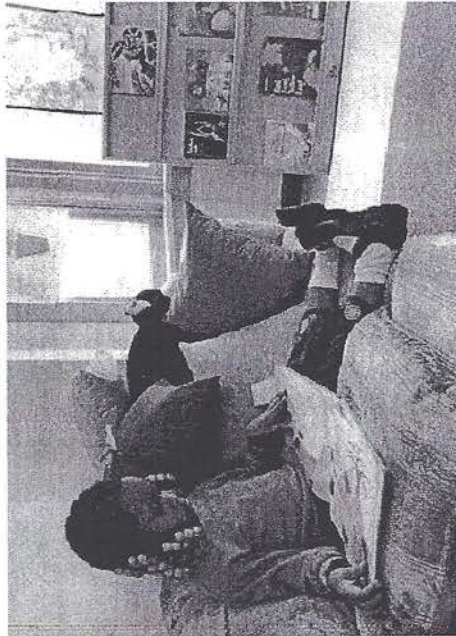


# LANGUAGE AND LITERACY



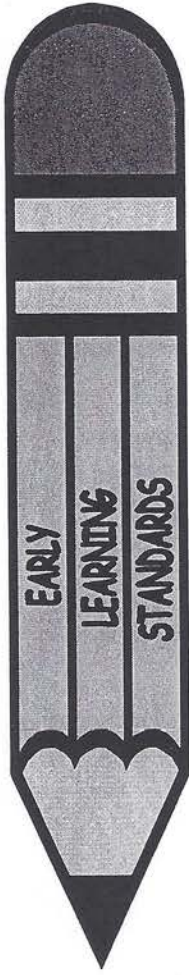
## for Pre-Kindergarten



<u>Standard</u>	<u>Page</u>
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Language and literacy development encompasses listening, speaking, writing and reading. Children develop the ability to communicate from birth, first by listening to adult verbal and non-verbal interactions, and then by making sounds to develop spoken language. Next, young children gain understanding of how oral language is translated into written symbols, finally learning how to decode symbols to develop reading skills. Solid foundations in language and literacy development promote success in reading and writing, thereby helping children become successful in school. Teachers support language and literacy development by talking and interacting with children and providing many varied opportunities for children to practice language and by providing a classroom environment that is rich in print. Language and literacy learning occurs throughout the day and should become part of all classroom activities and experiences.

# RECEPTIVE LANGUAGE



for Pre-Kindergarten

Receptive language refers to children's ability to understand words and sounds. It involves the ability to process, comprehend and integrate spoken language. Children benefit from hearing language spoken and from opportunities to listen and participate in conversations with both adults and children. Adults further children's receptive language skills by speaking clearly, using rich vocabulary, and by allowing children the time to respond to questions and directions.

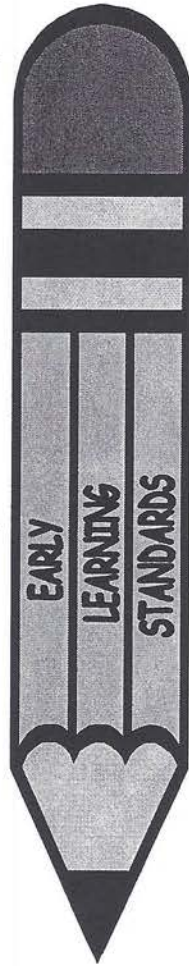


**Standard: Develop and expand listening and understanding skills**

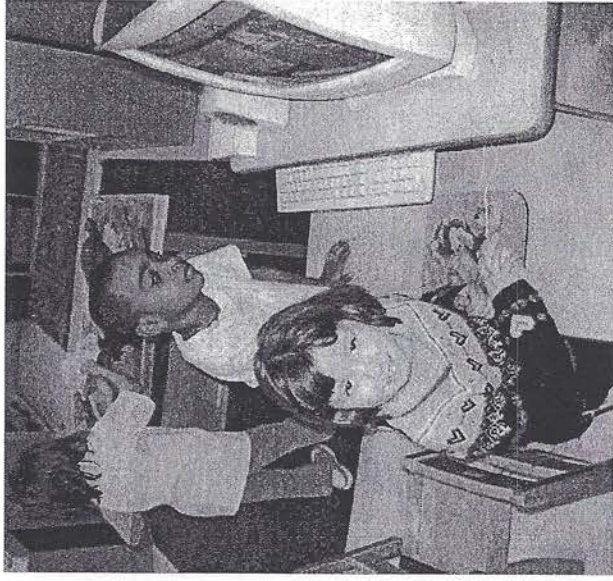
Indicator	Examples	Supportive Practices
<p>RL 1.1 Listen responsively to directions, stories and conversations</p>	<p>The child will:</p> <ul style="list-style-type: none"> <li>Respond appropriately to books and stories with facial and body gestures (smiling, laughing)</li> </ul>	<p>The adult will:</p> <ul style="list-style-type: none"> <li>Read aloud from a variety of books that are characterized by less common vocabulary and more complex sentences and concepts</li> </ul>
<p>RL 1.2 Follow simple and multiple-step directions</p>	<ul style="list-style-type: none"> <li>Listen to stories on tape, CD or computer.</li> <li>Follow two-step directions ("Put away the crayons and go to the door".)</li> </ul>	<ul style="list-style-type: none"> <li>Provide materials such as flannel board sets, puppets to act out and retell stories</li> </ul>
<p>RL 1.3 Demonstrate increasing understanding of new vocabulary introduced in conversations, activities, stories or books</p>	<ul style="list-style-type: none"> <li>Follow three-step directions ("Put away your book, get your jacket and stand by the door.")</li> <li>Repeat an instruction to a friend</li> </ul>	<ul style="list-style-type: none"> <li>Model good listening that includes pausing to give children time to think and respond</li> <li>Label objects, pictures, situations and events to introduce new vocabulary</li> </ul>
<p>RL 1.4 Recognize expressions, gestures and body language cues</p>	<ul style="list-style-type: none"> <li>Match movements and actions to the music and directions in song, poem or finger plays</li> <li>Use new vocabulary in the context of dramatic play, daily routines and classroom conversations</li> </ul>	<ul style="list-style-type: none"> <li>State directions positively, respectfully, carefully and only as needed</li> <li>Use language in everyday activities with children and talk about their actions, thoughts and ideas</li> </ul>
<p>RL 1.5 Understand that communication occurs in different ways including various languages, devices, and gestures</p>	<ul style="list-style-type: none"> <li>Use age appropriate interactive software programs</li> <li>Ask questions that extend own understanding (e.g. "why")</li> <li>Answer simple questions (e.g. "who", "what", "where")</li> </ul>	<ul style="list-style-type: none"> <li>Use gestures and props to help children understand</li> <li>Engage children in tasks that require an action or response</li> <li>Support children's interaction with a variety of communication partners (e.g., people speaking in different languages, using communication devices)</li> <li>Provide experiences with interactive software that incorporate games with rules</li> </ul>

<p><b>RL 1.6 Responds to questions</b></p>		<ul style="list-style-type: none"> <li>• Use software matched to skill levels</li> <li>• Choose software that engage children in exploration</li> </ul>
<p><b>RL 1.7 Demonstrate with increasing understanding that technology can be used to gain information</b></p>		

# EXPRESSIVE LANGUAGE



## for Pre-Kindergarten



Children's expressive language development relates to their ability to use speech and to communicate meaning. Children gradually learn to speak more clearly and to use proper grammar when they are given opportunities to practice word use throughout the day. Teachers facilitate language development when they encourage children to participate in conversations with others, provide opportunities for language practice through singing, rhyming and making sounds and ask children to describe everyday events and experiences.



**Standard: Communicate ideas, experiences and feeling for a variety of purposes**

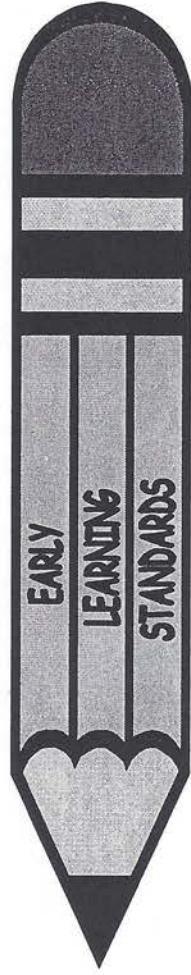
Indicator	Examples	Supportive Practices
EL 1.1 Speak clearly enough to be understood by most listeners	The child will: <ul style="list-style-type: none"> <li>Practice and play with words and language.</li> </ul>	The adult will : <ul style="list-style-type: none"> <li>Model appropriate and grammatically correct language for children.</li> </ul>
EL 1.2 Recite rhymes, songs, and familiar text	<ul style="list-style-type: none"> <li>Make up rhymes or songs.</li> <li>Retell a story using words props and gestures.</li> </ul>	<ul style="list-style-type: none"> <li>Provide many opportunities throughout the day to recite rhymes, songs and familiar text.</li> </ul>
EL 1.3 Use an increasingly complex and varied spoken vocabulary	<ul style="list-style-type: none"> <li>Engage in discussions about books and events (e.g., field trips)</li> </ul>	<ul style="list-style-type: none"> <li>Label objects, pictures, situations and events to introduce new vocabulary</li> </ul>
EL 1.4 Ask and answer relevant questions and share experiences individually and in groups	<ul style="list-style-type: none"> <li>Use language to maintain theme of pretend or cooperative play.</li> <li>Tell real or make believe stories.</li> </ul>	<ul style="list-style-type: none"> <li>Ask open-ended questions to elicit response from children.</li> <li>Expand on what children say by questioning, adding information, explanations and descriptions.</li> </ul>
EL 1.5 Initiate and responds appropriately in conversation and discussions with adults and children	<ul style="list-style-type: none"> <li>Share and talks about own experiences, products and writing.</li> <li>Use English, or other native language sign, communication devices or communicate personal needs, preferences and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Invite children to label and describe objects, and events.</li> </ul>
EL 1.6 Use verbal and nonverbal language to communicate for a variety of purposes	<ul style="list-style-type: none"> <li>Participate in back and forth conversations.</li> <li>Use language to resolve conflicts.</li> <li>Talk with other children during daily activities</li> </ul>	<ul style="list-style-type: none"> <li>Provide field trips and other community based opportunities that expand children's language.</li> </ul>
EL 1.7 Use a variety of sentence length and structures with increasing competence	<ul style="list-style-type: none"> <li>Speak in a variety of classroom activities such as circle time, retelling a story or acting out a story</li> </ul>	<ul style="list-style-type: none"> <li>Accept and encourage various forms of child communication (e.g. Verbal, sign, communication devices, gestures).</li> <li>Engage children in conversation about real experiences and events throughout the daily routine</li> </ul>
EL 1.8 Modulate voice, volume and intonation	<ul style="list-style-type: none"> <li>Request information</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for children to connect to personal experiences</li> </ul>

**Standard: Communicate ideas, experiences and feeling for a variety of purposes (continued)**

Indicator	Examples	Supportive Practices
	<p>The child will:</p> <ul style="list-style-type: none"> <li>• Express opinions and feelings</li> <li>• Provide and obtain information</li> <li>• Make up dialogue for role-plays</li> <li>• Initiate, respond to and maintain conversation with peers, teachers, and family members</li> <li>• Explain how something works</li> <li>• Use an "inside" or "outside voice"</li> <li>• Play games involving a moderation of volume</li> <li>• Use voice and tone to portray characters, actions, and events in stories</li> </ul>	<p>The adult will:</p> <ul style="list-style-type: none"> <li>• Model appropriate inflection, volume and tone while reading to children</li> <li>• Use different voices for characters in stories being read aloud or told</li> </ul>



# COMPREHENSION



## for Pre-Kindergarten



Children understand information and meaning from stories and texts when they are able to connect new information to prior experiences and knowledge. Adults facilitate children's comprehension skills and strategies when they help them construct meaning through these past connections and further expand their knowledge with questions and everyday application. Repetitive readings of the same book and activities that engage children's understanding of them support comprehension.



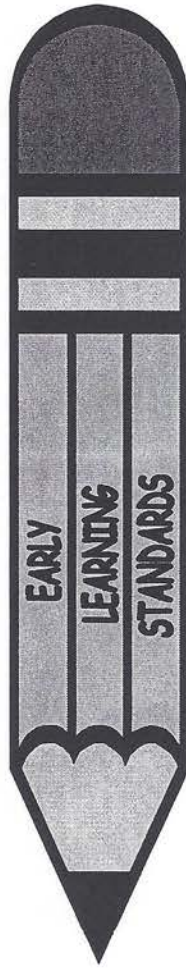
**Standard: Comprehends information from written and oral stories and texts**

Indicator	Examples	Supportive Practices
C 1.1 Retell a simple story in sequence using illustrations in a book or literary props	The child will: <ul style="list-style-type: none"> <li>Retell familiar stories with flannel board props</li> </ul>	The adult will: <ul style="list-style-type: none"> <li>Share many types of literature with the child such as fairy tales, poetry, non-fiction, fiction</li> </ul>
C 1.2 Identify beginning, middle and end of a story	<ul style="list-style-type: none"> <li>State important facts from informational text</li> </ul>	<ul style="list-style-type: none"> <li>Read books that contain a simple plot, include imaginative accounts, surprise endings, and lots of repetition</li> </ul>
C 1.3 Draw connections between story events, personal experiences and other books	<ul style="list-style-type: none"> <li>Identify and talk about characters in books and stories</li> <li>Identify the setting, events, problem and solution of a story</li> </ul>	<ul style="list-style-type: none"> <li>Read books that extend understanding of the world around them</li> </ul>
C 1.4 Recognize different tones of stories (e.g., happy, sad, excitement)	<ul style="list-style-type: none"> <li>Name major events of a story</li> <li>Participate in puppet shows that dramatize a story recently read in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for the child to respond to stories in a variety of ways (e.g., acting, talking, dancing, and drawing)</li> </ul>
C 1.5 Identify facts in a selection	<ul style="list-style-type: none"> <li>Compare new and familiar books &amp; stories</li> </ul>	<ul style="list-style-type: none"> <li>Make familiar books available on tape in the listening center</li> </ul>
C 1.6 Differentiate between real and make-believe	<ul style="list-style-type: none"> <li>Draw or paint pictures about a character or event from one of their favorite stories</li> </ul>	<ul style="list-style-type: none"> <li>Make available puppets, dress-up and other props for acting out stories</li> </ul>
C 1.7 Make predictions from what is read, heard or seen in illustrations	<ul style="list-style-type: none"> <li>Listen to a variety of literature genre (e.g., fairy tales, poetry, fiction and nonfiction)</li> <li>Create their own books based on familiar stories</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to read for meaning (e.g. Daily classroom news, morning message, instructions, labels and menus)</li> </ul>
C 1.8 Use illustration clues to infer and predict what happens next in a story	<ul style="list-style-type: none"> <li>Participate in shared reading of repetitious or predictable text</li> <li>Tell the topic of a selection read aloud (e.g., "What is this book about?")</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to anticipate the storyline "What might happen next?"</li> <li>Assist children in creating their own books in response to familiar stories read in class</li> </ul>

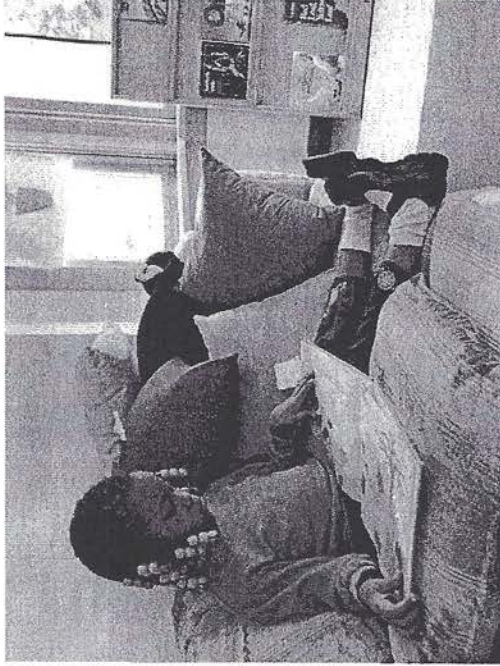
<b>Standard: comprehension(continued)</b>		
<b>Indicator</b>	<b>Examples</b>	<b>Supportive Practices</b>
	<p>The child will:</p> <ul style="list-style-type: none"> <li>• Gain information from pictures, photos and charts</li> <li>• Connect information in books to experiences or other books</li> <li>• "Read" picture books by making up a story to go with pictures</li> <li>• Ask and answer questions about the story</li> </ul>	<p>The adult will:</p> <ul style="list-style-type: none"> <li>• Use simple graphic organizers to aid comprehension of texts (e.g., sequence cards, Venn diagram, story map)</li> <li>• Provide opportunities to compare different books by the same author</li> <li>• Help children make connections between books, experiences and other books</li> </ul>



# LITERACY



## for Pre-Kindergarten



Children's school success is linked to their development of emergent literacy skills, including reading and writing. Children need opportunities to see, hear and practice letters and their sounds. Teachers help children develop literacy skills when they provide a variety of printed materials that are accessible for daily use, model reading and the use of writing throughout the classroom day, and provide experiences for children that encourage them to explore sounds and words in print, to use books and texts as a means of learning and recreation throughout the day, and to practice writing as a means of communication.

**Standard: Develop an understanding of the sounds of language (phonological awareness)**

Indicator	Examples	Supportive Practices
L 1.1 Recognize similarities and differences in environmental and speech sounds	The child will: <ul style="list-style-type: none"> <li>Hear and distinguish one word from another</li> </ul>	The adult will: <ul style="list-style-type: none"> <li>Provide opportunities for the child to experiment and play with the sounds words make through rhymes, nonsense words, poems, music</li> </ul>
L 1.2 Develop understanding of word awareness	<ul style="list-style-type: none"> <li>Recognize that child's name begins with the same sound as another child's name</li> <li>Recognize rhyming using nursery rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities to clap out the syllables of names or words</li> </ul>
L 1.3 Progress from matching sounds and rhymes in familiar words, games, songs, finger plays, stories and poems	<ul style="list-style-type: none"> <li>Say or sing nursery rhymes such as Humpty Dumpty</li> <li>Recognize alliteration (Mother, Michael, mop)</li> </ul>	<ul style="list-style-type: none"> <li>Stop before a rhyming word and encourage the child to fill in the rhyme when reading familiar rhymes and poems.</li> </ul>
L 1.4 Recognize that two or more words begin with the same sound. (alliteration)	<ul style="list-style-type: none"> <li>Segment words into syllables (Mo-- ther, pup-- py)</li> <li>Recognize when two or more words begin with the same sound (dog, David, down)</li> </ul>	<ul style="list-style-type: none"> <li>Provide an environment which includes: rhythm instruments, children's music and movement tapes</li> </ul>
L 1.5 Segment and blends, words into syllables then phonemes	<ul style="list-style-type: none"> <li>Make a phrase or short sentence with words that begin with the same sound (mommy, my, moon)</li> </ul>	<ul style="list-style-type: none"> <li>Read books that contain rich language (rhymes, repetition and nonsense words).</li> </ul>
L 1.6. Segment onset and rime	<ul style="list-style-type: none"> <li>Use one-syllable words and separate the initial sound (onset) from the rest of the word (rime) (e.g., p- ill, m- ill)</li> </ul>	<ul style="list-style-type: none"> <li>Provide centers where children may listen to a variety of story and sound tapes.</li> </ul>
L 1.7 Identify initial sounds in words	<ul style="list-style-type: none"> <li>Make up nonsense words that rhyme</li> <li>Plays with repetitive sounds (e.g. snakes slither slowly)</li> </ul>	<ul style="list-style-type: none"> <li>Support the child's early attempts to write as a means to focus on sounds</li> </ul>
L 1.8 Demonstrate understanding that speech sounds are represented in print by letter sounds	<ul style="list-style-type: none"> <li>Attends to books that focus on specific sounds (e.g., Fox in Socks)</li> </ul>	<ul style="list-style-type: none"> <li>Ask children to listen for a target sound (e.g. /t/). Have children put "thumbs up" if they hear the /t/ sound or thumbs down if they do not hear the /t/ sound</li> <li>Play rhyming word games like making up new verses to familiar songs or rhymes</li> <li>Use words from a story you have just read aloud. Ask children to listen to pairs of words and determine if they rhyme</li> </ul>



**Standard: Develop and expand awareness of concepts of print**

Indicator	Examples	Supportive Practices
L 2.1 Demonstrate an understanding that symbols represent objects, events or people	The child will: <ul style="list-style-type: none"> <li>Recognizes own name or names of other children or familiar adults</li> </ul>	The adult will: <ul style="list-style-type: none"> <li>Provide purposeful and playful exposure to a variety of printed materials. (e.g., big books, signs, charts, lists, labels)</li> </ul>
L 2.2 Recognize environmental print including logos and signs	<ul style="list-style-type: none"> <li>Pretend to read by moving eyes and/or pointing with finger from left to right, top to bottom, front to back</li> </ul>	<ul style="list-style-type: none"> <li>Use printed material for functional purposes (e.g., greeting cards, thank you cards, recipes, letters, notes, signs etc.)</li> </ul>
L 2.3 Identify a few familiar words in print	<ul style="list-style-type: none"> <li>Recognize familiar logos (e.g. McDonalds, Wal-mart, K-Mart)</li> </ul>	<ul style="list-style-type: none"> <li>Use children's names and classroom labels to teach letter and word recognition</li> </ul>
L 2.4 Demonstrate an understanding that illustrations and print convey meaning	<ul style="list-style-type: none"> <li>Point to classroom labels and "read the word"</li> </ul>	<ul style="list-style-type: none"> <li>Model and explicitly demonstrate how print works (e.g. Left to right, top to bottom identify a word, spacing, and return sweep)</li> </ul>
L 2.5 Preview cover and illustrations prior to a story being read	<ul style="list-style-type: none"> <li>Ask "what does that say?"</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for children to practice how print works (e.g., left to right, top to bottom identify a word, spacing, and return sweep)</li> </ul>
L 2.6 Demonstrate understanding that text contains information	<ul style="list-style-type: none"> <li>Read functional print ("exit, stop, on, off")</li> </ul>	<ul style="list-style-type: none"> <li>Draw attention to the title author, illustrator and cover in a variety of printed material</li> </ul>
L 2.7 Demonstrate awareness that print moves from top to bottom and from left to right	<ul style="list-style-type: none"> <li>Select and name letters from names, book titles, and other classroom print</li> <li>Identify end punctuation in big books, charts, recipes and signs</li> <li>Write own name with capital and lower case letters</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate conventions of print through daily classroom routines (e.g. Morning message, charts, letters, notes and signs)</li> </ul>
L 2.8 Recognize a word as a unit of print, that letters are grouped to form words, that words form sentences, and that words are separated by spaces	<ul style="list-style-type: none"> <li>Participates in interactive reading and</li> </ul>	

**L.2.9** Recognize some conventions of print (e.g. capital letter, period, question mark, and exclamation point)

writing with adults

- Knows the difference between capital and lowercase letters
- Knows the difference between a period and a question mark
- Knows the difference between an exclamation point and a comma
- Knows the difference between a colon and a semicolon

- Knows the difference between a capital letter and a lowercase letter
- Knows the difference between a period and a question mark
- Knows the difference between an exclamation point and a comma
- Knows the difference between a colon and a semicolon

- Knows the difference between a capital letter and a lowercase letter
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- Knows the difference between a period and a question mark
- Knows the difference between an exclamation point and a comma
- Knows the difference between a colon and a semicolon

Language Milestones



**Standard: Develop book knowledge and appreciation**

Indicator	Examples	Supportive Practices
L 3.1 Demonstrate interest in books and stories read aloud.	<p>The child will:</p> <ul style="list-style-type: none"> <li>Choose a favorite book</li> <li>Choose to look at books</li> <li>Show a preference for certain topics and books</li> </ul>	<p>The adult will:</p> <ul style="list-style-type: none"> <li>Select books that extend the child's understanding of the world around them</li> <li>Make familiar books available for children to "read" again and again</li> </ul>
L 3.2 Show growing interest in reading related activities.	<ul style="list-style-type: none"> <li>Draw pictures based on stories</li> <li>Ask to take books home</li> <li>Go to the library</li> </ul>	<ul style="list-style-type: none"> <li>Read to and with children daily</li> <li>Read and re-read predictable text</li> </ul>
L 3.3 Respond and make connections to story events and characters by relating personal experiences.	<ul style="list-style-type: none"> <li>Engage in pretend reading</li> </ul>	<ul style="list-style-type: none"> <li>Expose children to a variety of books by visiting a library, bookstore or joining a book club</li> </ul>
L 3.4 Demonstrate an understanding that different forms of text have different purposes (e.g. books, signs, lists, charts, and menu).	<ul style="list-style-type: none"> <li>Use puppets or flannel board to retell a story</li> <li>View one page at a time in sequence</li> <li>"Read" from the front to back</li> <li>Hold a book right side up</li> <li>Flip pages</li> <li>Understand that a book has a title, author and illustrator</li> </ul>	<ul style="list-style-type: none"> <li>Provide many types of reading material: stories, poetry, alphabet and counting books, wordless picture books, information books, magazines, charts, catalogs, and menus</li> </ul>
L 3.5 Develop book handling skills	<ul style="list-style-type: none"> <li>Share a book with another child or adult.</li> <li>Tell about the story from the pictures on the cover or in the book</li> <li>Use books to gain and share information</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a comfortable cozy place where the child can read alone, with an adult or with a friend</li> <li>Provide a range of books that are easily accessible and organized by various methods (e.g. Theme, author, genre, interest)</li> <li>Provide opportunities for children to respond to stories (e.g. Acting, talking, singing, dancing, creating a picture, writing)</li> <li>Place appropriate books in each learning area (e.g. Cookbooks, bedtime story books in the house area, counting and shape books in the block area)</li> </ul>

**Standard: Develop increasing understanding of letter knowledge**

Indicator	Examples	Supportive Practices
L4.1 Show progress in associating the names of letters with their shapes and sounds	<p>The child will:</p> <ul style="list-style-type: none"> <li>• Use letter or word stamps, computer or typewriter</li> </ul>	<p>The adult will:</p> <ul style="list-style-type: none"> <li>• Provide opportunities to trace and create letters with paint, yarn, pipe cleaners, play dough, sand, pudding, shaving cream, markers, crayons and pencils</li> </ul>
L 4.2 Identify at least 10 letters of the alphabet, especially those in their own name	<ul style="list-style-type: none"> <li>• Listen to and sing along with readings and recordings of ABC books</li> <li>• Copy or write letters</li> </ul>	<ul style="list-style-type: none"> <li>• Provide access to a variety of alphabet manipulatives (magnetic letters, alphabet tiles, blocks, rubber stamps, puzzles, typewriter, and computer)</li> </ul>
L 4.3 Increase ability to notice the beginning letters in familiar words	<ul style="list-style-type: none"> <li>• Identify letters in own name or names of classmates</li> <li>• Identify letters in environmental print and product labels (e.g. Exit, women, cheerios, legos)</li> <li>• Play games using letters (lotto and other matching games)</li> <li>• Participate in purposeful and playful exposures to the alphabet (e.g., magnetic letters, letter puzzles, drawing letters in sand, jello, finger paint etc.)</li> <li>• Make alphabet books</li> <li>• Form letter-shapes through movement</li> <li>• Use known letters or approximation of letters to represent written language</li> <li>• Identify letters in personally significant words (e.g., "c" for "cookie")</li> </ul>	<ul style="list-style-type: none"> <li>• Provide varied forms of printed materials and props in centers (e.g., calendars, menus, labels, photographs with captions, envelopes with printed words)</li> <li>• Provide repeated exposure to a variety of alphabet picture books (fiction, nonfiction)</li> <li>• Use songs, finger plays, rhymes, chants and jingles to teach letters.</li> <li>• Use children's names to provide exposure to letter names</li> <li>• Help children recognize letters in familiar names and sounds</li> <li>• Display alphabet charts and lines at children's eye level</li> <li>• Introduce letters to children through writing words that normally occur and recur in classroom discussions (e.g., names, letters, topics of interest)</li> </ul>



**Standard: Use different forms of writing such as drawing, letter-like forms, invented spelling and conventional forms**

Indicator	Examples	Supportive Practices
L 5.1 Use scribbles to communicate in writing	<p>The child will:</p> <ul style="list-style-type: none"> <li>• Use pictures and drawings to represent ideas</li> </ul>	<p>The adult will:</p> <ul style="list-style-type: none"> <li>• Incorporate activities and materials daily to foster the development of fine motor skills (e.g., finger plays, play dough, lacing cards, peg boards, stringing beads)</li> </ul>
L 5.2 Use recognizable drawings to express thoughts, feelings and ideas	<ul style="list-style-type: none"> <li>• Print letters using letter-like forms or conventional print</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a variety of writing tools and paper</li> </ul>
L 5.3 Use letter-like forms, letters or random letter strings to express thoughts, feelings and ideas	<ul style="list-style-type: none"> <li>• Use of spacing and punctuation marks or similar approximations. To using letters to write first name and other meaningful words</li> </ul>	<ul style="list-style-type: none"> <li>• Create a well-equipped area for writing</li> </ul>
L 5.4 Write own name and other meaningful words	<ul style="list-style-type: none"> <li>• Experiment with a variety of writing tools and surfaces (e.g. Pens, markers, pencils, crayons, paints, chalk, computer, and typewriter)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate basic writing conventions (e.g. Holding the writing tool, writing left to right and top to bottom)</li> </ul>
L 5.5 Explore letter sound associations while writing	<ul style="list-style-type: none"> <li>• Produces common signs and logos</li> <li>• Labels own drawings</li> <li>• Make lists, graphs, charts, and menus</li> </ul>	<ul style="list-style-type: none"> <li>• Invite children to make signs for centers in the room</li> <li>• Transcribe the child's words and take the opportunity to demonstrate ordinary conventions</li> <li>• Provide daily opportunities for children to write at their developmental level</li> <li>• Write daily for specific purposes (e.g. Letters, messages, notes cards) and discusses the purposes with the child</li> <li>• Prepare shopping lists for planned cooking activities</li> <li>• Write, display and point out the child's name often</li> <li>• Provide letters for children to see, feel, copy</li> <li>• Bring colored chalk and other writing materials outside</li> </ul>

**Standard: Understand that writing is a way of communicating for a variety of purposes**

Indicator	Examples	Supportive Practices
L 6.1 Represent stories and experiences through pictures, scribbles, letter-like forms, dictation and play	The child will: <ul style="list-style-type: none"> <li>• Uses letter like shapes, symbols, letters and words to convey meaning</li> <li>• Models behavior of writers</li> <li>• Generate ideas for a story or shared writing</li> </ul>	The adult will: <ul style="list-style-type: none"> <li>• Help children to perceive themselves as writers</li> <li>• Help children understand that writing is a way of communicating</li> </ul>
L 6.2 Understand that writing serves a variety of purposes	<ul style="list-style-type: none"> <li>• Dictate ideas, thoughts and feelings to an adult</li> <li>• Write to communicate with others through notes, birthday cards and letters</li> </ul>	<ul style="list-style-type: none"> <li>• Model the writing process through adult lead language experiences (shared writing and interactive writing)</li> <li>• Ask the child to read their own writing and write the message in conventional writing</li> <li>• Display examples of writing</li> </ul>
L 6.3 Approximate writing to communicate effectively for different audiences and purposes	<ul style="list-style-type: none"> <li>• Pretend to write (e.g., a prescription, grocery lists appointments, orders, phone numbers, and messages)</li> <li>• Ask the teacher "How do I write.....?"</li> <li>• Read his/her own writing</li> <li>• Writes in a variety of settings</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a variety of writing utensils and props to encourage writing in different centers (e.g., journals, sign in sheets, counter checks, grocery store advertisement, materials to make books, cards, write messages, blank books to record observations in science corner)</li> <li>• Incorporate writing into daily classroom routines</li> </ul>