



ENGLISH LANGUAGE ARTS

EARLY LEARNING

AGES 3 to 5





STRATEGIES AND ACTIVITIES

For Early Learning Utah
Core Standards Ages 3 to 5

**ENGLISH
LANGUAGE
ARTS**



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ENGLISH LANGUAGE ARTS

INTRODUCTION



Literacy is the ability to read, write, speak, and listen. When students utilize these skills, they begin to express and understand ideas and opinions, make decisions, solve problems, and achieve goals. Achieving literacy is a lifelong learning process. Literacy enables students to participate fully in their community and society.

Language is the basis for understanding and communicating in most aspects of life. The development of language begins in infancy, and by the preschool years, many children have a vocabulary that includes several thousand words and continues to increase at a remarkable rate. One of the best predictors of reading success is the number of spoken words a preschooler understands and uses.

Research has supported the use of evidence-based literacy practices using systematic, explicit, cumulative instruction when teaching the seven essential components of literacy: oral language, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing. According to research, it is recommended that preschool teachers prepare children for later reading instruction. They can do so by introducing the five critical building blocks for literacy including phonological awareness, letter identification, vocabulary knowledge, print concepts, and a positive attitude toward reading (Henry, 2019). The lack of phonemic awareness is the most powerful determinant of the likelihood of failure to read (Adams, 1998). Early phonological awareness skills usually develop during the preschool years and include rhyming, alliteration, segmenting words into syllables, and identifying the first sounds in words. Research suggests these early phonological awareness skills facilitate the development of letter sound knowledge (Cardos-Martins et al., 2011). The levels of phonological awareness can build on each other advancing from word awareness to syllable awareness, to onset-rime awareness, to individual phoneme awareness. "Children's language develops on a continuum and moves from large to increasingly smaller segments of language." (Cunningham & Zibulsky, 2014).

ADULTS SUPPORT LEARNING IN ENGLISH LANGUAGE ARTS WHEN THEY:

- Engage in conversations with children.
- Read daily from a variety of texts, including narrative and informational genres.
- Create a language- and print-rich environment, including reading, listening, writing, and dramatic play centers, eye level alphabet charts, picture/word labels, and samples of children’s work. Modifications and support in children’s primary language may be provided as necessary.
- Provide activities that increase phonological awareness. Phonological awareness includes phonemic awareness, onset-rime awareness, syllable awareness, and word awareness.
- Use a wide variety of media and presentation forms, including animated and engaging storytelling, pictures or drawings, posters, appropriate short multimedia presentations, drama, show and tell, signs, paintings, sculptures, puppets, and hand signs.
- Sing a wide variety of songs, including those that reflect the cultural makeup of the world.
- Provide a variety of texts such as menus, books, magazines, charts, record sheets, recipes, telephone directories, journals, theater programs, newspapers, maps, instruction booklets, movie or music labels, food and product labels (including those in different languages), and store flyers.
- Provide activities that increase awareness of the rhythm of language, such as clapping the syllables in children’s names or other familiar words.
- Provide opportunities for multiple readings/retellings of nursery rhymes or stories.
- While reading to children, ask questions about what may happen next, how the book relates to their own experiences, how the characters in the story are feeling, etc. Encourage children to re-enact stories using dramatic play or puppets.
- Supply a variety of age-appropriate writing tools and materials in all areas of the classroom, including thin short pencils, crayons, markers, whiteboards, glue sticks, magnetic letters, paintbrushes, etc.
- Model proper writing in different ways, such as writing down what children say, labeling their drawings, writing questions that could be asked of a visitor, or making a list of foods.



Strategies & Activities for 3-YEAR-OLDS

Strand 1: **ACADEMIC AND SOCIAL LANGUAGE: SPEAKING AND LISTENING**

Language development is crucial in the preschool years to establish foundational skills for all future academic and social success. Language skills include the ability to speak as well as listen.

GENERAL ACTIVITIES AND STRATEGIES FOR SPEAKING AND LISTENING.

Encourage speaking and listening practice in daily activities:

- Circle time (sharing, show and tell)
- Snack time
- Recess time
- Classroom jobs (weather, calendar, teacher helper, snack helper)
- Shared writing
- Question of the day
- Poetry, chants, songs, nursery rhymes and fingerplays
- Adults engage children in conversation throughout all routines and activities

Model and practice listening skills, speaking skills and taking turns in conversation:

- Think, Pair, Share - Turn to peer and share response to a question posed by the teacher. (e.g. What will happen next in the story? What is your favorite classroom activity?)
- Sentence Starters - Give students an example of how to start responding to a question in a complete sentence. (e.g. I like _____. My favorite part of the story was _____.)
- Use puppets or role-play to help children express thoughts, feelings, and ideas or retell a story.

Provide materials in centers that promote social interaction, conversation and turn taking.

- Dramatic play: community helper hats, costumes, tools
- Blocks with accessories (people, cars, animals, etc.)
- Floor puzzles and games

STANDARDS	STRATEGIES & ACTIVITIES
ELA 3 yr.1.1: Speak in simple sentences to communicate wants and needs.	Model and demonstrate using words to describe what they want, need, are currently doing, or would like to do. <ul style="list-style-type: none"> • Request food item at snack time • Request materials for activities or centers • Request toys
ELA 3 yr.1.2: Begin to understand and use nouns, verbs, prepositions, and pronouns.	Model singular and simple plural nouns using real objects and pictures. <ul style="list-style-type: none"> • Demonstrate and act out common prepositions with props (for example, bear on the chair, in the chair, off the chair, by the chair)
ELA 3 yr.1.3: Begin to ask and answer simple questions (for example, who, what, where).	Provide opportunities for students to ask and answer simple questions throughout the day including before, during, and after reading a text.
ELA 3 yr.1.4: With prompting and support, describe attributes of familiar people, places, things, and events.	Model and support students in using descriptive attributes in activities (for example, color, size, shape, or texture).
ELA 3 yr.1.5: With prompting and support, use and talk about new vocabulary through rich texts, projects, guided conversation, and play.	Explicitly teach new vocabulary words using real objects and pictures, and connect what children are learning to their own experiences. <ul style="list-style-type: none"> • Throughout the day, ask children to name the friends they are playing with, objects they are using, and naming items in books and pictures. • While reading books, help children to identify and learn about words that are new to them. (for example, act out the word, give a child-friendly definition, provide visual aids, give examples and non-examples). • Create picture vocabulary cards with print from the text and post them for reference after instruction.
ELA 3 yr.1.6: With prompting and support, sort objects into categories (for example, shapes, foods) and begin to discuss commonalities and differences.	Model and provide many opportunities for children to sort objects by a single attribute; discuss how they were sorted; and name the categories (for example, color, size, type, etc.).

STANDARDS	STRATEGIES & ACTIVITIES
<p>ELA 3 yr.1.7: With prompting and support, explore opposites (antonyms) (for example, happy/sad, up/down, big/little).</p>	<p>Read books that describe opposites and discuss them. Provide opportunities to act out opposite actions (for example, fast/slow, high/low, happy/sad, under/over, etc.).</p>
<p>ELA 3 yr.1.8: With prompting and support, engage in conversations with peers and adults.</p>	<ul style="list-style-type: none"> ■ Engage students in conversation during child-directed play. ■ Play games that encourage conversation skills. <ul style="list-style-type: none"> • Ball Pass—Sit in a large circle. The student with the ball will ask a question and roll the ball to another student to answer. (For example, “What’s your name? What’s your favorite color? Do you have any pets?”)
<p>ELA 3 yr.1.9: With prompting and support, begin to recognize that there are rules for conversation (for example, listening to others, staying on topic, taking turns speaking).</p>	<p>Model and practice turn taking in conversations with puppets, dolls, animals, etc.</p>
<p>ELA 3 yr.1.10: Follow one-step directions to complete a task or routine (for example, “Please find a seat on the rug.” “Please put the ball in the basket.”).</p>	<p>Follow directions given during transition times, classroom routines, and activities. Use picture supports as needed.</p>

Strand 2: READING

By exposing children to a wide variety of texts, and surrounding them with a print-rich environment, they begin to develop foundational reading skills. These skills are divided into five sub-strands: concepts of print, phonological awareness, word recognition, recall information, and comprehension.

GENERAL ACTIVITIES AND STRATEGIES FOR READING

- Adults engage children in conversation throughout all routines and activities
- Organize reading and listening centers with a variety of stories, songs and books, including some from different cultures.
- Through read-alouds and a classroom library, provide a wide variety of texts. For example:
 - ▶ Picture books
 - ▶ Poems
 - ▶ Wordless books
 - ▶ Multicultural books
 - ▶ Books that include characters with special needs
 - ▶ Fables and folktales
 - ▶ Fantasy vs. Reality
- During shared reading:
 - ▶ Identify the author as the person who writes the words and the illustrator as the person who creates the pictures.
 - ▶ Introduce and explain new vocabulary.
 - ▶ Children identify and label what is happening in the illustrations of a story.
 - ▶ Teacher and children make connections between the story and their own personal experiences
 - ▶ Reread stories to focus on different aspects of the story and ask different questions.
- Do a picture walk prior to reading the text.
- Label items in the classroom and in centers.
- Create picture cards with print or on shelves to help students clean up.
- Teach a kinesthetic movement while teaching letter names and sounds.
- Show alphabet cards. Name the letter and provide the sound.
- Sing alphabet songs with motions, movements, cards, pictures, etc.
- Teach the children sign language for the letters.

Sub-strand: **CONCEPTS OF PRINT**

Foundational reading skills include learning how a book is properly held and manipulated, understanding that print carries meaning, and that illustrations/photographs add meaning to stories.

STANDARDS	STRATEGIES & ACTIVITIES
ELA 3 yr.2.1: With prompting and support, correctly hold a book.	<ul style="list-style-type: none"> ■ Play silly games with books to see if students notice (for example, hold a book upside down and start reading, read starting on the last page of the book, etc.)
ELA 3 yr.2.2: With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/photographs relate to the text.	<ul style="list-style-type: none"> ■ Reference environmental print during instructional routines (for example, center labels, student names, open/closed signs, etc.). ■ Point out how pictures help support the text (for example, predict what will happen next by looking at pictures).
ELA 3 yr.2.3: With prompting and support, identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.	<ul style="list-style-type: none"> ■ Use labels cut from cereal boxes, cracker boxes, etc. to create class books. ■ Create name cards with children’s photos and written names..
ELA 3 yr.2.4: With prompting and support, recognize that print is read from top to bottom, left to right, and from front to back.	Use finger puppets or pointers to show children how to read left to right and top to bottom.
ELA 3 yr.2.5: Explore the difference between pictures and words.	Sort cards into categories as students tell you if they are a picture or a word.
ELA 3 yr.2.6: Begins in four-year-old standards.	NA
ELA 3 yr.2.7: Begins in four-year-old standards.	NA

Sub-strand: **PHONOLOGICAL AWARENESS**

Phonological Awareness refers to a child's ability to recognize the way sounds function within words. This includes rhyming, identifying parts of words such as syllables, segmenting individual sounds (also called phonemes), and exploring how audible sounds blend to make words. It is important to note that phonemic awareness practice is auditory and does not include text or written letters.

STANDARDS	STRATEGIES & ACTIVITIES
ELA 3 yr.2.8: With prompting and support, explore sounds (phonemes) in spoken language	Play "I Spy," looking for items around the environment that start with specific letters (for example, /t/ table, toy) (Paulson & Moats 2018).
ELA 3 yr.2.9: With prompting and support, explore rhyming words in familiar songs/books.	Sing or recite familiar nursery rhymes or stories. Stop when the word will rhyme to see if children can produce the rhyme (Hickory, Dickory, Dock, the mouse went up the—) (Paulson & Moats 2018).
ELA 3 yr.2.10: With prompting and support, explore syllables in simple words (for example, clap children's names).	<ul style="list-style-type: none"> ■ Play games and sing songs while you clap, tap, or stomp out the syllables in names and words. ■ Create a routine for introducing new vocabulary as you clap out the syllables in words. ■ Create a class chart of student names sorted by number of syllables.
ELA 3 yr.2.11: Begins in four-year old standards.	NA
ELA 3 yr.2.12: With prompting and support, begin to identify the initial sounds of words.	<ul style="list-style-type: none"> ■ Sort pictures/objects by first sounds. ■ Play "I Spy," looking for items that start with a specific sound. ■ Identify children or objects by saying the initial sound and then the rest of the word. (I see /S/-am or I see a /b/-all) (Paulson & Moats 2018). ■ Using a puppet, tell the children he only likes to eat items that begin with a certain sound (/m/ for milk, mashed potatoes, mangos, etc.) (Paulson & Moats 2018).

Sub-strand: **WORD RECOGNITION**

Word recognition in preschool includes the knowledge that words are made up of letters and sounds.

STANDARDS	STRATEGIES & ACTIVITIES
<p>ELA 3 yr.2.13: With prompting and support, explore that words are made up of letters and sounds.</p>	<p>Sing songs and play with words that rhyme, demonstrate alliteration, or substitute sounds (for example, Hickety, Pickety, Bumble Bee, or Willaby, Wallaby, Woo).</p>
<p>ELA 3 yr.2.14: With prompting and support, begin to identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.</p>	<ul style="list-style-type: none"> ■ Place a letter on a fly swatter or magnifying glass and go on a letter hunt around the classroom or school building. ■ Listen to a variety of alphabet songs. You could also encourage students to point to the letters as it is sung. ■ Play “hide and seek” with letters in the classroom, outside, sand table, etc.
<p>ELA 3 yr.2.15: Recognize their own name in print.</p>	<p>Establish a daily routine for name and letter recognition.</p> <ul style="list-style-type: none"> • Have sign in and sign out sheets for attendance. • Place students’ names on coat racks, cubbies, and chairs. • Create name-building cards with magnetic letters. • Ask a question of the day using their name in response. • Have students line up if their names start with specific letter sounds.

Sub-strand: **RECALL INFORMATION**

When students practice recalling names of objects that they are familiar with, they can begin to build a bridge to fluency.

STANDARDS	STRATEGIES & ACTIVITIES
ELA 3 yr.2.16: Begins in four-year-old standards.	NA

Sub-strand: **COMPREHENSION**

Comprehension refers to the ability to derive meaning from written and spoken language.

STANDARDS	STRATEGIES & ACTIVITIES
ELA 3 yr.2.17: With prompting and support, listen attentively to simple texts.	<ul style="list-style-type: none"> ■ Use a variety of graphic organizers such as a KWL chart or word webs to organize information after reading stories. ■ Encourage discussions through partner shares, turn and talks, or small group conversations. ■ Ask students what they are interested in knowing more about and read and discuss that portion of the book.
ELA 3 yr.2.18: With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.	<p>After reading a story, recreate a class version of the story.</p> <ul style="list-style-type: none"> • Take pictures of children acting out the story and record their retell. • Illustrate a familiar story.

Strand 3: **WRITING**

Writing refers to how children represent spoken words with written language. The development of fine motor control in early childhood is essential for early writing skills. Fine motor skills develop at different rates for each child. Forming legible letters is an emerging expectation for 4-year-olds. Refer to Strand One: Fine Motor within the Physical Education Standards for more information.

GENERAL ACTIVITIES AND STRATEGIES FOR WRITING

■ Writing materials should be easily accessible and present in all learning centers.

This could include:

- ▶ Variety of paper (different textures/colors/sizes)
- ▶ Variety of writing utensils
- ▶ Stencils
- ▶ Stamps
- ▶ Envelopes
- ▶ Greeting cards/postcards
- ▶ Sign in Sheets
- ▶ Checklists
- ▶ Turn taking in popular centers
- ▶ Chalkboards
- ▶ Whiteboards
- ▶ Clipboards
- ▶ Flat surfaces
- ▶ Sand
- ▶ Salt
- ▶ Shaving cream
- ▶ Digital tablets

STANDARDS	STRATEGIES & ACTIVITIES
<p>ELA 3 yr.3.1: With prompting and support, begin to experiment with writing and represent ideas visually (for example, scribbles, stamps, gluing pictures on paper).</p>	<ul style="list-style-type: none"> ■ Model and provide shared writing opportunities. <ul style="list-style-type: none"> • Journal class experiences • Create books about an event • Create class poster or book about an activity or story ■ Children dictate and explain their drawings while the teacher writes what the student says.

STANDARDS	STRATEGIES & ACTIVITIES
ELA 3 yr.3.2: Begins in four-year-old standards.	NA
ELA 3 yr.3.3: Begins in four-year-old standards.	NA

***See Picture Story/Work Story Strategy (Paulson & Moats 2018) on pages 26–28 in this document.**

Strategies & Activities for 4-YEAR-OLDS

Strand 1: **ACADEMIC AND SOCIAL LANGUAGE: SPEAKING AND LISTENING**

Language development is crucial in the preschool years to establish foundational skills for all future academic and social success. Language skills include the ability to speak as well as listen.

GENERAL ACTIVITIES AND STRATEGIES FOR SPEAKING AND LISTENING

Encourage speaking and listening practice in daily activities:

- ▶ Circle time (sharing, show and tell)
- ▶ Snack time
- ▶ Recess time
- ▶ Classroom jobs (weather, calendar, teacher helper, snack helper)
- ▶ Shared writing
- ▶ Question of the day
- ▶ Poetry, chants, songs, nursery rhymes and fingerplays
- ▶ Adults engage children in conversation throughout all routines and activities

Model and practice listening skills, speaking skills and taking turns in conversation.

- ▶ Think, Pair, Share—Turn to peer and share response to a question posed by the teacher. (For example, “What will happen next in the story? What is your favorite classroom activity?”)
- ▶ Sentence Starters—Give students an example of how to start responding to a question in a complete sentence. (For example, “I like _____. My favorite part of the story was _____.”)
- ▶ Use puppets or role-play to help children express thoughts, feelings, and ideas or retell a story.
- ▶ Ask simple questions and engage children in conversation about text (in small groups as often as possible).
- ▶ Encourage discussions through partner shares, turn and talks, or small groups.
- ▶ Provide materials in centers that promote social interaction, conversation and turn taking.
- ▶ Dramatic play: community helper hats, costumes, tools

- ▶ Blocks with accessories such as people, cars, animals, etc.
- ▶ Floor puzzles and games

STANDARDS	STRATEGIES & ACTIVITIES
<p>ELA 4 yr.1.1: Speak in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and feelings.</p>	<ul style="list-style-type: none"> ■ Encourage discussions through partner shares, turn and talks, or small groups. ■ Model and demonstrate using words to describe what they want, need, are doing, or would like to do. <ul style="list-style-type: none"> • Request food item at snack time • Request materials for activities or centers • Request toys
<p>ELA 4 yr.1.2: Use nouns, verbs, prepositions, pronouns, and adjectives when speaking with others.</p>	<p>Model singular and simple plural nouns using real objects and pictures.</p> <ul style="list-style-type: none"> • Demonstrate and act out common prepositions with props (for example, bear on the chair, in the chair, off the chair, by the chair, etc.).
<p>ELA 4 yr.1.3: Begin to ask and answer complex questions (for example, who, what, where, when, why, how).</p>	<p>Provide opportunities for students to ask and answer simple questions throughout the day including before, during, and after reading a text.</p>
<p>ELA 4 yr.1.4: Describe attributes of familiar people, places, things, and events.</p>	<p>Model and support students in using descriptive attributes in activities (for example; color, size, shape, texture).</p>

STANDARDS	STRATEGIES & ACTIVITIES
<p>ELA 4 yr.1.5: Use and talk about new vocabulary through rich texts, projects, guided conversation, and play.</p>	<ul style="list-style-type: none"> ■ Explicitly teach new vocabulary words using real objects and pictures, and connect what children are learning to their own experiences. <ul style="list-style-type: none"> • Throughout the day, ask children to name the friends they are playing with, objects they are using, and naming items in books and pictures. • While reading books, help children to identify and learn about words that are new to them. (for example, act out the word, give a child-friendly definition, provide visual aids, give examples and non-examples). • Create picture vocabulary cards with print from the text and post them for reference after instruction. ■ Create picture vocabulary cards with print from the text and post them for reference.
<p>ELA 4 yr.1.6: Discuss how objects can be sorted into categories (for example, shapes, foods) based on commonalities and differences.</p>	<p>Model and provide many opportunities for children to sort objects by a single attribute; discuss how they were sorted; and name the categories (for example, color, size, type, etc.).</p>
<p>ELA 4 yr.1.7: Identify and name opposites (antonyms) (for example, happy/sad, up/down, big/little).</p>	<p>Read books that describe opposites and discuss them. Provide opportunities to act out opposite actions (for example, fast/slow, high/low, happy/sad, under/over, etc.).</p>
<p>ELA 4 yr.1.8: Engage in conversations with peers and adults by talking about activities, personal stories, pictures, topics, and text.</p>	<ul style="list-style-type: none"> ■ Engage students in conversation during child-directed play. ■ Play games that encourage conversation skills. Ball Pass—Sit in a large circle. The student with the ball will ask a question and roll the ball to another student to answer. (For example, “What’s your name? What’s your favorite color? Do you have any pets?”) ■ Ask simple questions and engage children in conversation about text (in small groups as often as possible).

STANDARDS	STRATEGIES & ACTIVITIES
<p>ELA 4 yr.1.9: Follow agreed upon rules for conversation (for example, listening to others, staying on topic, and taking turns speaking).</p>	<p>Model and practice turn taking in conversations with puppets, dolls, animals, etc.</p>
<p>ELA 4 yr.1.10: Follow two-step directions to complete a task or routine (for example, “Please find your coat and wait for me at the door.” “Time to wash your hands and find a seat at the table to get ready for a snack.”).</p>	<p>Follow directions given in transitions, routines, and activities (use picture supports as needed).</p>

Strand 2: READING

By exposing children to a wide variety of texts, and surrounding them with a print-rich environment, they begin to develop foundational reading skills. These skills are divided into five sub-strands: concepts of print, phonological awareness, word recognition, recall information, and comprehension.

GENERAL

- Provide opportunities for students to ask and answer simple questions before, during and after reading a text.
- Organize reading and listening centers with a variety of stories, songs and books, including some from different cultures.
- Provide opportunities for children to retell stories. For example:
 - ▶ Retell the story with puppets
 - ▶ Act out the story with props
 - ▶ Retell the story through movement and music
 - ▶ Provide a variety of art materials to retell the story
- Through read-aloud and a classroom library, provide a wide variety of texts. For example:
 - ▶ Picture books
 - ▶ Poems
 - ▶ Nursery rhymes
 - ▶ Wordless books
 - ▶ Multicultural books
 - ▶ Books that include characters with special needs
 - ▶ Fables and folktales
 - ▶ Fantasy vs. Reality
- During shared reading:
 - ▶ Identify the author as the person who writes the words and the illustrator as the person who creates the pictures.
 - ▶ Introduce and explain new vocabulary.
 - ▶ Children identify and label what is happening in the illustrations of a story.
 - ▶ Teacher and children make connections between the story and their own personal experiences
 - ▶ Reread stories to focus on different aspects of the story and ask different questions.

- Ask students what they are interested in knowing more about and reference books as a resource to learn more.
- Create a KWL chart (What students know about the topic, what they want to know about, and what they learned).
- Label items in the classroom and in centers.
- Create picture cards with print or on shelves to help students with clean up.
- Participate in shared writing activities.
- Teach a kinesthetic movement while teaching letter names and sounds.
- Show alphabet cards. Name the letter and provide the sound.
- Sing alphabet songs with motions, movements, cards, pictures, etc.
- Teach the children sign language for the letters.
- Do a picture walk prior to reading the text.

Sub-strand: **CONCEPTS OF PRINT**

Foundational reading skills include learning how a book is properly held and manipulated, understanding that print carries meaning, and that illustrations/photographs add meaning to stories.

STANDARDS	STRATEGIES & ACTIVITIES
ELA 4 yr.2.1: Correctly hold a book.	Play silly games with books to see if students notice (for example, hold a book upside down and start reading, read starting on the last page of the book, etc.)
ELA 4 yr.2.2: Discuss that print conveys meaning and how the illustrations/photographs relate to the text.	Reference environmental print during instructional routines (for example, center labels, student names, open/closed signs, etc.). <ul style="list-style-type: none"> ■ Point out how pictures help support the text (for example, predict what will happen next by looking at pictures).
ELA 4 yr.2.3: Identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.	<ul style="list-style-type: none"> ■ Use labels cut from cereal boxes, cracker boxes, etc. to create class books. ■ Create name cards with children’s photos and written names. ■ Ask students to bring in environmental print and discuss it during opening activities, add it to the class alphabet wall.

STANDARDS	STRATEGIES & ACTIVITIES
<p>ELA 4 yr.2.4: With prompting and support, demonstrate that print is read from top to bottom, left to right, and from front to back.</p>	<ul style="list-style-type: none"> ■ Use finger puppets or pointers to show children how to read left to right and top to bottom. ■ Use whole body activity to teach left to right.
<p>ELA 4 yr.2.5: Demonstrate that spoken words are represented in written language (for example, point to written words while reciting a known nursery rhyme or reading a recipe together during a cooking activity).</p>	<p>Sort cards into categories as students tell you if they are a picture or a word.</p>
<p>ELA 4 yr.2.6: With prompting and support, begin to recognize that letters are grouped to form words.</p>	<p>Model and support word/name building activities with letters on different objects such as blocks, train cars, etc.</p>
<p>ELA 4 yr.2.7: With prompting and support, discuss the role of the author and illustrator/photographer in presenting the ideas or information in a text.</p>	<ul style="list-style-type: none"> ■ Create a routine in read-alouds to discuss the author and illustrator/photographer of texts. ■ Read multiple texts by authors/illustrators and discuss similarities/differences in writing or illustration styles.

Sub-strand: **PHONOLOGICAL AWARENESS**

Phonological Awareness refers to a child’s ability to recognize the way sounds function within words. This includes rhyming, identifying parts of words such as syllables, segmenting individual sounds (also called phonemes), and exploring how audible sounds blend to make words. It is important to note that phonemic awareness practice is auditory and does not include text or written letters.

STANDARDS	STRATEGIES & ACTIVITIES
<p>ELA 4 yr.2.8: Identify and discriminate between sounds (phonemes) in spoken language (for example, point to a picture that begins with the same sound as dog).</p>	<p>Play “I Spy,” looking for items around the environment that start with specific letters. (for example, /t/ table, toy) (Paulson & Moats 2018).</p>
<p>ELA 4 yr.2.9: Recognize rhyming words in familiar songs/books (for example, provide rhyming words, show a thumbs up if the words rhyme or thumbs down if the words do not rhyme).</p>	<p>Sing or recite familiar nursery rhymes or stories. Stop when the word will rhyme to see if children can produce the rhyme (Hickory, Dickory, Dock, the mouse went up the—) (Paulson & Moats 2018).</p>

STANDARDS	STRATEGIES & ACTIVITIES
<p>ELA 4 yr.2.10: With prompting and support, count syllables as words are being spoken (for example, clap, stomp, jump, use hand signals).</p>	<ul style="list-style-type: none"> ■ Play games and sing songs with clapping, tapping, stomping syllables in names and words. ■ Create a routine for introducing new vocabulary with clapping syllables in words. ■ Create a class chart of student names sorted by the number of syllables. ■ Use songs to segment such as “Hickety Pickety Bumble Bee”. Have children say their name and then have all children say their name by segmenting syllables as they clap their hands or tap the syllables out on their knee (Paulson & Moats 2018).
<p>ELA 4 yr.2.11: With prompting and support, blend (put together), and segment (take apart) single-syllable words into individual phonemes auditorily (for example, segment: bat= /b/ /a/ /t/, blend: /b/ /a/ /t/ = bat).</p>	<ul style="list-style-type: none"> ■ Create thematic pictures into puzzles to show syllables, phonemes or initial sound. (ex. Cut a picture of a bicycle into three pieces, bi cy cle with letters at the top of each cut picture piece. (Paulson & Moats 2018). ■ During calendar talk about the day, have children segment and blend the name of the month, the day of the week, the type of weather outside, etc. (Paulson & Moats 2018).
<p>ELA 4 yr.2.12: Begin to recognize the beginning sounds of words and progress towards recognizing ending sounds of words.</p>	<ul style="list-style-type: none"> ■ Sort pictures/objects by first sounds. ■ Play “I Spy,” looking for items that start with a specific sound. ■ Identify children or objects by saying the initial sound and then the rest of the word. (I see /S/- am or I see a /b/-all) (Paulson & Moats 2018). ■ Using a puppet, tell the children he only likes to eat items that begin with a certain sound. (ex. /m/ for milk, mashed potatoes, mangos, etc.)(Paulson & Moats 2018).

Sub-strand: **WORD RECOGNITION**

Word recognition in preschool includes the knowledge that words are made up of letters and sounds.

STANDARDS	STRATEGIES & ACTIVITIES
<p>ELA 4 yr.2.13: With prompting and support, recognize that written words are made up of letters and sounds.</p>	<p>Have word cards readily available to reference.</p>
<p>ELA 4 yr.2.14: Identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.</p>	<ul style="list-style-type: none"> ■ 2015 Head Start Early Learning Outcomes Framework indicates that children transitioning to kindergarten should know 18 uppercase letter names, 15 lowercase letter names, and have some letter-sound knowledge. (Paulson & Moats 2018). ■ Place a letter on a fly swatter or magnifying glass and go on a letter hunt around the room or school building. ■ Listen to a variety of alphabet songs. You could also encourage students to point to the letters as it is sung.
<p>ELA 4 yr.2.15: Begin to recognize some printed words that are seen frequently (for example, their own name, the names of classmates, labels in the classroom environment).</p>	<p>Establish a daily routine for name and letter recognition.</p> <ul style="list-style-type: none"> • Have sign in and sign out sheets for attendance. • Place students' names on coat racks, cubbies, and chairs. • Create name-building cards with magnetic letters. • Ask a question of the day using their name in response. • Have students line up if their names start with specific letter sounds.

Sub-strand: **RECALL INFORMATION**

When students practice recalling names of objects that they are familiar with, they can begin to build a bridge to fluency.

STANDARDS	STRATEGIES & ACTIVITIES
<p>ELA 4 yr.2.16: With prompting and support, rapidly recall the names of a series of objects or pictures (for example, dog, cat, horse, mouse, fish, monkey, lion).</p>	<ul style="list-style-type: none"> ■ Place 3 to 7 pictures, objects, colors, or letters in a row and have students name the cards from left to right. ■ Have students jump, hop, tap, as they rapidly name objects in a row. ■ Partner students and have one student lead in pointing or tapping objects while the other student recalls the object names, switch roles.

Sub-strand: **COMPREHENSION**

Comprehension refers to the ability to derive meaning from written and spoken language.

STANDARDS	STRATEGIES & ACTIVITIES
<p>ELA 4 yr.2.17: With prompting and support, listen attentively to and retell simple texts, including event sequence and characters through conversation, art, movement, or drama.</p>	<ul style="list-style-type: none"> ■ After listening to a story, have students draw a picture of a personal experience they have had. ■ Act out and pretend to become something from the text. <ul style="list-style-type: none"> • Use a variety of graphic organizers or word webs to organize information after reading informational text (Use of a KWL chart). • Encourage discussions through partner shares, turn and talks, or small group conversations. • Ask students what they are interested in knowing more about and read and discuss that portion of the book.
<p>ELA 4 yr.2.18: With prompting and support, ask and answer questions and make connections about text, media, or information presented orally.</p>	<ul style="list-style-type: none"> ■ Take pictures of children acting out the story and record children’s retell. ■ Use a variety of graphic organizers (KWL, Venn Diagram, etc.) or word webs to organize information after reading text. ■ After reading a story, recreate a class version. <ul style="list-style-type: none"> • Take pictures of children acting out the story and record their retell. • Illustrate a familiar story.

Strand 3: WRITING

Writing refers to how children represent spoken words with written language. The development of fine motor control in early childhood is essential for early writing skills. Fine motor skills develop at different rates for each child. Forming legible letters is an emerging expectation for 4-year-olds. Refer to Strand One: Fine Motor within the Physical Education Standards for more information.

GENERAL ACTIVITIES AND STRATEGIES FOR WRITING

Writing materials should be easily accessible and present in all learning centers. This could include:

- Variety of paper (different textures/colors/sizes)
- Variety of writing utensils
- Stencils
- Stamps
- Envelopes
- Greeting cards/postcards
- Sign in Sheets
- Checklists
- Turn taking in popular centers
- Chalkboards
- Whiteboards
- Clipboards
- Flat surfaces
- Sand
- Salt
- Shaving cream
- Digital tablets

Create a KWL chart (what students know about the topic, what they want to know about, and what they learned).

Include writing experiences as part of the daily routine.

- Sign-in by writing name
- Morning message
- Journals
- Daily Schedule
- Draw/write in response to a book or activity

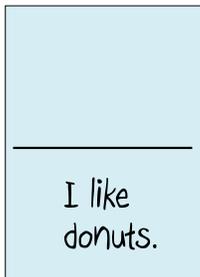
- Provide materials and opportunities throughout the day for children to use pictures, scribbles, letters or words to write notes, labels, signs, stories, letters, messages, etc.
- Model and invite children to read or talk about their writing in whole group, small group and center settings.
- Model and provide shared writing opportunities.
 - ▶ Journal classroom experiences.
 - ▶ Create books about an event.
 - ▶ Create a class poster or book about an activity.

STANDARDS	STRATEGIES & ACTIVITIES
<p>ELA 4 yr.3.1: Represent ideas visually (for example, scribble with letter-like formations, simple drawings).</p>	<ul style="list-style-type: none"> ■ Model and provide shared writing opportunities. <ul style="list-style-type: none"> • Journal classroom experiences. • Create books about an event. • Create a class poster or book about an activity or story. ■ Children dictate and explain their drawings while the teacher writes what the student says. ■ After listening to a story, have students draw a picture of a personal experience they have had.
<p>ELA 4 yr.3.2: Represent spoken words with written language using letter-like marks and scribbles.</p>	<p>Provide a paper with 4 squares, having students write and/or draw something on a topic.</p>
<p>ELA 4 yr.3.3: Print some letters of the alphabet, including those in their own name.</p>	<ul style="list-style-type: none"> ■ Have students practice writing their names by signing into class, excusing themselves for recess, signing up for learning centers, etc. ■ Students can participate in a joint project (map, picture, recipe, story) and write and/or draw together as they complete the project.

The Picture Story/Word Story Strategy is used with permission from the following source:

Paulson, L. H., & Moats, L. C. (2018). LETRS for early childhood educators. (2nd Ed.). Cambium Learning, 162-163

This strategy relates to Strand 3: Writing.



Picture Story/Word Story Strategy

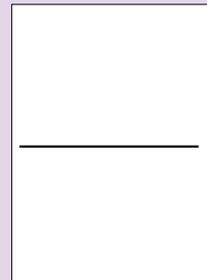
You can model this strategy with a whole group or with a small group at a tabletop or center activity. This strategy easily transfers to many types of writing activities.

MATERIALS:

Chart paper (for whole group), regular paper (for a small group)

STRATEGIES & ACTIVITIES

1. Draw a horizontal line across the middle of the paper, visually dividing it in half. This allows you to describe the concepts top, bottom, half, center, and middle.
2. Explain that the top half of the page will be the Picture Story and the bottom half will be the Word Story. Tell students that the Pictures Story is a drawing and tells what they are going to write about, and the Word Story is what they write.
3. Say, "Here is our Picture Story." Draw a picture (stick figures are fine) on the top half of the page related to a recent activity (e.g., reading a book, going on a field trip, completing a project). Use self-talk to describe what you are drawing, being sure to include relevant vocabulary and enriching oral language descriptions.
4. Say, "I'm going to write a Word Story. I am a grown-up and here is how grown-ups write." On the bottom half of the page, write a simple conventional sentence that describes the picture (e.g., "I like cookies!").
 - Write the sentence correctly, using uppercase and lowercase letters, spaces between words, and an ending period. Say the words aloud as you write them. Talk about the spaces needed between words and why a period is necessary.
 - Read the sentence while tracking left to right with your finger.





5. Demonstrate the relevant phases of writing (i.e., 2 to 3 phases just above your children's current level) by writing the same sentences in any of the following ways. Model each phase quickly, but be animated in delivering the directions to increase engagement and attention.

- **Phonemic manner**

- Say, "Here's another way to write. If you know lots of letters and sounds, you could write your story like this."
- Say, "Help me write this sentence." Using the children's input write the same sentence phonetically using close letter-sound correspondences without focusing on the correct spelling (e.g., "I like cukez."). Emphasize the sounds in the words using self-talk to demonstrate saying a word, thinking about the sounds, and choosing the letter(s) to use for each sound. Write the sentence using uppercase and lowercase letters, spaces between words, and an ending period.
- Read the sentence while tracking left to right with your finger.

- **Semiphonetic manner**

- Say, "If you know some of your letter sounds, you could write your story like this."
- Write the same sentence in a semiphonetic manner using the uppercase letter that represent the initial (or most recognizable) sound in each word (e.g., "I L K."). Say, "Help me think of what this word starts with." Emphasize the initial sound of each word and seek the children's input for the letter needed to match the sound. Use uppercase letters for each initial sound, include word spaces, and end the sentence with a period.
- Read the sentence while tracking left to right with your finger.

- **Random Letter Stings**

- Say, "If you know a few letters, such as the letters in your name, you could write your story with the letters you know."
- Write the same sentence using random letters (e.g., "MDXX-OOMX."). Ask what letters the children know, and use those as well as letters in the children's names and familiar letters like x and o. Say the letter names while writing the sentence. End the sentence with a period.

- Read the sentence (“I like cookies.”) while tracking left to right with your finger.
 - **Mock letters**
 - Say, “If you are not sure of any letters yet, you could write your story like this.”
 - Write the same sentence using letter-like shapes or marks. Say the words in the sentence while making the marks, and end the sentence with a period.
 - Read the sentence while tracking left to right with your finger.
 - **Scribbles**
 - Say, “Here’s another way you can write your story.”
 - Say the sentence aloud while writing the wavy lines horizontally in a scribble, and end the sentence with a period.
 - Read the sentence while tracking left to right with your finger.
6. Have children draw a picture and write about it on their own paper (for younger children) or in their journal (for older children). Encourage them to write using their “kid” or experimental writing by scaffolding their understanding of how words work, identifying the letter sounds, choosing the letters, and writing them.
 7. When children complete their stories, have them read their sentences to you or another adult. If their written words are not recognizable, discreetly write the child’s story on the bottom or back of the page.

mI kat hayts evr!thn.



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