

# Ohio Early Learning and Development Standard (Birth to 5): Implementation Guide

## Domain: Language and Literacy Development

### Introduction

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

The strategies in this guidance document are not designed to be specific activities or “storytime plans.” Rather, they represent broad approaches to implementation in each strand that may help storytime providers become more intentional to support the early learning domains in fun, creative and meaningful ways. These strategies are not comprehensive. You may think of other ways that you support the strands.

Strand	Standard Statement	Storytime Provider Strategies
<i>Topic</i>	The child will	The storytime provider may
<b>Listening and Speaking</b> <i>Receptive Language and Comprehension</i>	<u>Infants</u> Attend and respond to language and sounds.	<ul style="list-style-type: none"> <li>• Use a variety of voice sounds when sharing books, songs, including demonstrating the use of “parentese.”</li> <li>• Make eye contact with infants when talking with them. Respond to their babbling with “parentese.”</li> <li>• Narrate what is happening, what you are doing, what baby is doing.</li> <li>• Share social games and rhymes like Pat-a-Cake, This Little Piggy, Peek-a-Boo</li> <li>• Allow opportunities for and encourage adults to talk with children.</li> <li>• Provide opportunities for “choral reading” of books (reading text all together) so child hears voice of familiar adult.</li> <li>• Sing songs, share rhymes, and share books, including those with animal sounds and environmental sounds.</li> <li>• Repeat books, songs, music to allow infants to become familiar with them. Encourage adults to continue to repeat at home.</li> <li>• Provide opportunities for adult-child booksharing.</li> <li>• Use name songs or uses child’s name in group setting or individually.</li> <li>• Model for parents/caregivers the use of “parentese” and different intonations when speaking with infants.</li> <li>• Model for parents/caregivers narrating what we are doing/what their children.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>

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<b>Listening and Speaking</b> <i>Receptive Language and Comprehension</i>	<u>Young Toddlers</u> Show understanding of simple requests and statements referring to people and objects around him/her.	<ul style="list-style-type: none"> <li>• Use a variety of voice sounds when sharing books, songs.</li> <li>• Talk with children individually before and after storytime, during when possible. Be on eye level.</li> <li>• Allow opportunities for and encourage adults to talk with children.</li> <li>• Narrate what is happening, what you are doing, what child is doing.</li> <li>• Describe actions, objects and events, share books introducing new words and using in context.</li> <li>• Provide repetition of emerging vocabulary.</li> <li>• Provide opportunities for “choral reading” of books (reading text all together) so child hears voice of familiar adult.</li> <li>• Sing songs and share books with animal sounds and environmental sounds.</li> <li>• Repeat books, songs, music to allow children to become familiar with them. Encourage adults to continue to repeat at home.</li> <li>• Provide opportunities for adult-child booksharing.</li> <li>• Give one-step directions with positive reinforcement.</li> <li>• Sing songs and do movement activities that use gestures.</li> <li>• Add gestures to books, songs, etc. that support communication.</li> <li>• Incorporate some sign language, having parents/caregivers join in to show the sign to the children.</li> <li>• Model for adults both being responsive to non-verbal/gestures communication and to using them in addition to verbal communication with their children.</li> <li>• Use name songs or uses child’s name in group setting or individually.</li> <li>• Model for parents/caregivers narrating what we are doing/what their children.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>
<b>Listening and Speaking</b> <i>Receptive Language and Comprehension</i>	<u>Older Toddlers</u> Show understanding of requests and statements referring to people, objects, ideas and feelings.  Demonstrate interest in and use words that are new or unfamiliar in conversation and play.  Understand when words are used in unconventional ways.	<ul style="list-style-type: none"> <li>• Share stories, songs, rhymes as a catalyst to talk about feelings, past and future events, child’s experiences.</li> <li>• Provide opportunities for children to talk with each other.</li> <li>• Allow opportunities for and encourage adults to talk with children.</li> <li>• Narrate what is happening, what you are doing, what child is doing.</li> <li>• Describe actions, objects, an events, share books introducing new words and using in context.</li> <li>• Use all kinds of words (objects, feelings, concepts, actions, ideas) through informal discussion, books, songs, rhymes, movement activities, craft time, playtime.</li> <li>• Provide repetition of emerging vocabulary.</li> <li>• Provide opportunities for “choral reading” of books (reading text all together) so child hears voice of familiar adult.</li> <li>• Read and re-read books to increase understanding and vocabulary development.</li> <li>• Provide child-friendly definitions, explanations, and use gestures when introducing new words.</li> <li>• Give one- and two-step directions with positive reinforcement</li> <li>• Model introducing new words in conversation and play.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>

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<b>Listening and Speaking</b> <i>Receptive Language and Comprehension</i>	<u>Pre-Kindergarten</u> Demonstrate understanding of increasingly complex concepts and longer sentences.  Ask meanings of words.  Follow two-step directions or requests.	<ul style="list-style-type: none"> <li>• Read and re-read books to enhance understanding and vocabulary development. Incorporate key words from books into other activities for repetition and in meaningful contexts. Encourage adults to continue to do so at home.</li> <li>• Provide child-friendly definitions and explanations of unfamiliar words</li> <li>• Model introducing new words in conversation and play.</li> <li>• Share a variety of stories, factual books and information, songs, and poems that are age-appropriate with some challenge in complexity, including those that reflect a variety of family cultures and traditions.</li> <li>• Model and provide opportunities for children to follow directions.</li> <li>• Provide time for play and encourage children’s curiosity.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>
<b>Listening and Speaking</b> <i>Expressive Language</i>	<u>Infants</u> Experiment intentionally with sound inflection and gestures in different ways to express wants, needs or feelings.	<ul style="list-style-type: none"> <li>• When talking with infants, follow baby’s lead and use their sounds in real words, phrases and sentences. Model and encourage adults to do so as well.</li> <li>• Use “parentese” when talking with babies.</li> <li>• Respond to body language and non-verbal communication of infant.</li> <li>• Point to and label objects in environment.</li> <li>• When sharing books, introduce new words. Point, gesture and provide concrete objects, props to enhance understanding.</li> <li>• Repeat books, songs, music to allow children to become familiar with them for increased participation.</li> <li>• Change pitch, tone and inflections when talking, singing, and reading.</li> <li>• Incorporate ASL, encouraging adults to join in to show the sign to infant.</li> <li>• Encourage baby’s babble, allowing 5 – 12 seconds for baby to respond to what you say.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>

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<b>Listening and Speaking</b> <i>Expressive Language</i>	<u>Young Toddlers</u> Begin to use single words and conventional gestures to communicate with others.	<ul style="list-style-type: none"> <li>• Label objects, people, events, introducing new words into conversations. Repeat new words frequently and in context.</li> <li>• Pause to allow children to fill in the last word of phrases in familiar books, songs, rhymes. (cloze strategy)</li> <li>• Ask open-ended questions and wait 5 – 12 seconds for child to respond. Provide conversational and booksharing opportunities between adults and children to communicate this way.</li> <li>• Provide opportunities for children to describe events and experiences as a group and or between adult and child.</li> <li>• Use books, songs, and movement activities, and activity/play time to share words that indicate position and direction (above, below, between)</li> <li>• Repeat books, songs, music to allow children to become familiar with them for increased participation.</li> <li>• Expand on children’s responses, modeling language use, vocabulary, and grammar. Use words for actions, adverbs, adjectives, expanding the words they hear and can speak.</li> <li>• Model using gestures that correspond to words (arms up for “so big”).</li> <li>• Use ASL to communicate words and their meanings.</li> <li>• Change pitch, tone and inflections when talking, singing, and reading.</li> <li>• Respond to nonverbal communication by using descriptive words.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>
<b>Listening and Speaking</b> <i>Expressive Language</i>	<u>Older Toddlers</u> Combine words to express more complex ideas or requests. With modeling and support, describe experiences with people, places and things.  Use words that indicate position and direction.	<ul style="list-style-type: none"> <li>• Narrate your own actions and thought processes, describing actions and thoughts while doing activities.</li> <li>• Pause to allow children to fill in the last word of phrases in familiar books, songs, rhymes. (cloze strategy)</li> <li>• Ask open-ended questions and wait 5 – 12 seconds for child to respond. Provide conversational and booksharing opportunities between adults and children to communicate this way.</li> <li>• Use books, songs, and movement activities, and activity/play time to share words that indicate position and direction (above, below, between)</li> <li>• Provide opportunities for children to describe events/experiences in group and/or between adult and child.</li> <li>• When using simple books with pictures, model adding information (adjectives, narrative) to word(s) provided in text.</li> <li>• Use factual books as opportunities for children to share what they know on topics of interest.</li> <li>• Expand on children’s responses, modeling language use, vocabulary, and grammar. Use words for actions, adverbs, adjectives, expanding the words they hear and can speak.</li> <li>• Model using gestures that correspond to words (arms up for “so big”).</li> <li>• Use ASL to communicate words and their meanings.</li> <li>• Change pitch, tone and inflections when talking, singing, and reading.</li> <li>• Respond to nonverbal communication by using descriptive words.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>

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<p><b>Listening and Speaking</b> <i>Expressive Language</i></p>	<p><u>Pre-Kindergarten</u> Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information.</p> <p>Speak audibly and express thoughts, feelings and ideas clearly. (Articulation)</p> <p>Describe familiar people, places, things and experiences.</p> <p>Use drawings or other visuals to add details to verbal descriptions. With modeling and support, use the conventions of standard English. (Grammar)</p> <p>With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)</p> <p>With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)</p> <p>Identify real-life connections between words and their uses. (Vocabulary)</p> <p>With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions, such as walk, march, prance, etc.). (Vocabulary)</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for children to engage in conversations with each other, with their parents/caregivers, with storytime provider..</li> <li>• Add words and ideas to children’s conversations.</li> <li>• Reinforce when children are communicating wants, feelings, ideas, and needs.</li> <li>• Encourage children to draw to provide additional details to verbal descriptions.</li> <li>• Provide opportunities for children to dramatize stories, engage in dramatic play.</li> <li>• Share books and songs related to concepts such as opposites, size, color, etc.</li> <li>• Models using complex sentence structure through the use of books and in own speaking, using different verb tenses, adjectives, clauses within sentences, and using more than one sentence to convey an idea.</li> <li>• Provide opportunities for children to repeat harder words or more complex repeated phrases in a book.</li> <li>• Provide opportunities for children to talk without feeling rushed, before, during and/or after storytime.</li> <li>• Provide opportunities for children to say repeated words in a story, song or activity, pausing for children to chime in.</li> <li>• Encourage children to tell stories, recount experiences, describe ideas and events, report information. Use props, realia, flannelboards, puppets, etc.</li> <li>• Use books to introduce children to new words, situations, and ideas.</li> <li>• Model curiosity about words and word meanings.</li> <li>• Ask open-ended questions to elicit conversation from children about their experiences, what they know, stories they may tell.</li> <li>• Use factual books as opportunities for children to share what they know on topics of interest.</li> <li>• Model use of context cues and illustrations to explain unfamiliar words in a text.</li> <li>• Use multiple senses and repetition when introducing new words or concepts. (“Show me exhausted.”)</li> <li>• Engage in interactive reading to support concept/vocabulary development.</li> <li>• Provide opportunities for children to write and then explain what they have drawn or written.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>

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<b>Listening and Speaking</b> <i>Social Communication</i>	<u>Infants</u> Attempt to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture.	<ul style="list-style-type: none"> <li>Engage babies in conversation, allowing time for them to respond with facial expressions, vocalizations, or gestures.</li> <li>Facilitate conversational interactions between adults and their infants during the storytime.</li> <li>Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>
<b>Listening and Speaking</b> <i>Social Communication</i>	<u>Young Toddlers</u> Participate in and often initiate basic communications with family members or familiar others.	<ul style="list-style-type: none"> <li>Encourage conversations between you and the children, as a group and/or individually. Recognize that children have different levels of social and language abilities and inclinations.</li> <li>Plan for time before and after storytime for individual conversations.</li> <li>Facilitate conversational interactions between adults and their children during the storytime.</li> <li>Use opening “hello” songs and closing “goodbye” songs that mimic spoken greetings.</li> <li>Model appropriate conversation practices, such as waiting 5 – 12 seconds for a child to respond.</li> <li>Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>
<b>Listening and Speaking</b> <i>Social Communication</i>	<u>Older Toddlers</u> Participate in and often initiate communication according to commonly accepted expectations with family members and in social groups.	<ul style="list-style-type: none"> <li>Encourage conversations between you and the children, as a group and/or individually. Recognize that children have different levels of social and language abilities and inclinations.</li> <li>Plan for time before and after storytime for individual conversations.</li> <li>Facilitate conversational interactions between adults and their children during the storytime.</li> <li>Use opening “hello” songs and closing “goodbye” songs that mimic spoken greetings.</li> <li>Model appropriate conversation practices, such as waiting several seconds for a child to respond.</li> <li>Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>
<b>Listening and Speaking</b> <i>Social Communication</i>	<u>Pre-Kindergarten</u> With modeling and support, follow typical patterns when communicating with others (e.g., listen to others, take turns talking and speak about the topic or text being discussed).  With modeling and support, continue a conversation through multiple exchanges.	<ul style="list-style-type: none"> <li>Encourage conversations between you and the children, as a group and/or individually. Recognize that children have different levels of social and language abilities and inclinations.</li> <li>Plan for time before and after storytime for individual conversations.</li> <li>Facilitate conversational interactions between adults and their children during the storytime.</li> <li>Use opening “hello” songs and closing “goodbye” songs that mimic spoken greetings.</li> <li>Model appropriate conversation practices, such as waiting several seconds for a child to respond.</li> <li>Encourage and provide opportunities for conversations between children and their adults, and between children and other children.</li> <li>Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>

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<b>Reading</b> <i>Early Reading</i>	<u>Infants</u> Show interest in books, pictures, songs and rhymes	<ul style="list-style-type: none"> <li>• Share age-appropriate books, including board books, books with photos of babies, books with stark contrast between background and images, images with bright colors.</li> <li>• Use expression and convey fun of reading/books while sharing books.</li> <li>• Provide opportunities for adults to share board books or cloth books with their infants one-on-one, in laps.</li> <li>• Point to and describe pictures, encouraging adults to do so as well. Model practices to share books with infants in engaging ways.</li> <li>• Engage infants in interactive songs and rhymes with their attending adults.</li> <li>• When sharing books and rhymes, model use of “parentese” (higher pitched voice, elongated vowels, clear speech) and encourage use of “parentese” by adults. (not baby talk)</li> <li>• Use and encourage adults to use facial expressions and gestures while sharing books and playing with infants.</li> <li>• Acknowledge that infants will mouth books as a way of exploring them. This is natural, and not a reason to stop sharing books.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>
<b>Reading</b> <i>Early Reading</i>	<u>Young Toddlers</u> Actively participate in book reading, storytelling and singing.	<ul style="list-style-type: none"> <li>• Provide opportunities for adults to share board books with their children (shared reading time), and for children to explore independently.</li> <li>• Point to and ask questions about the pictures in books. Encourage responses in any language.</li> <li>• Share age-appropriate multicultural books.</li> <li>• Repeat books through re-readings, use of props, puppets, etc.</li> <li>• Keep children’s attention by pointing to pictures in the book, and reading with expression, changing voice pitch, volume, tempo.</li> <li>• Sing simple songs of different cultures, songs with refrains, encouraging children and adults to sing along.</li> <li>• Repeat songs as part of storytime routines (opening song, closing song, clean up song, etc.)</li> <li>• Offer handouts or other aids to continue repetition of books, stories, songs at home.</li> <li>• Share factual books with clear pictures or photographs on topics of interest to the children. Need not read all text.</li> <li>• Model and/or share with adults that it is “okay” to stop in the middle of a book if the child has lost interest. Keep interactions around books positive.</li> <li>• Be prepared to repeat favorite books and songs.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>

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<b>Reading</b> <i>Early Reading</i>	<u>Older Toddlers</u> Show an appreciation for reading books, telling stories and singing.	<ul style="list-style-type: none"> <li>• Repeat books, songs through re-readings, use of props, puppets, etc., within a storytime and over several storytimes.</li> <li>• Provide opportunities for adults to share board books with their children (shared reading time), and for children to explore independently.</li> <li>• Respond to requests for repeating favorites—books, songs, movement activities.</li> <li>• Ask open-ended questions about the stories, pictures, characters, and events in familiar books.</li> <li>• Keep children’s attention by pointing to pictures in the book, and reading with expression, changing voice pitch, volume, tempo.</li> <li>• Share age-appropriate multicultural books.</li> <li>• Repeat books through re-readings, use of props, puppets, etc.</li> <li>• Be prepared to repeat favorite books and songs.</li> <li>• Share factual books with clear pictures or photographs on topics of interest to the children. Need not read all text.</li> <li>• Model appreciation and enthusiasm for reading, books, stories and songs.</li> <li>• Model careful book handling while sharing books, carefully turning pages, etc.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness...</li> </ul>
<b>Reading</b> <i>Reading Comprehension</i>	<u>Infants</u> Attend and respond when familiar books are read aloud.	<ul style="list-style-type: none"> <li>• Read and re-read favorite books using “parentese” and modeling its use for adults.</li> <li>• Offer opportunities for adults to share board books with their infants, using “parentese” and labeling pictures.</li> <li>• Choose books with bright colors, stark contrast between picture and background, flap books that engage infants.</li> <li>• Repeat books over several storytimes; encourage parents to share same book at home.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>
<b>Reading</b> <i>Reading Comprehension</i>	<u>Young Toddlers</u> Point to familiar pictures in books when labeled by adult.	<ul style="list-style-type: none"> <li>• Share books, labeling pictures.</li> <li>• Choose books with bright colors, flap books that engage children.</li> <li>• Point to pictures and encourage children to label them.</li> <li>• Offer opportunities for booksharing, encouraging adults to allow time for children to respond.</li> <li>• Choose some books with familiar characters.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>

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<b>Reading</b> <i>Reading Comprehension</i>	<u>Older Toddlers</u> Demonstrate an understanding of the meaning of stories and information in books.  Use pictures to describe and predict stories and information in books.  Understand when words are used in unconventional ways during shared reading.	<ul style="list-style-type: none"> <li>Engage children in conversation around books to enhance comprehension.</li> <li>Add actions to words to support understanding of story.</li> <li>Talk about, and encourage children to talk about, feelings of the characters.</li> <li>Provide opportunities for children to predict what might happen next from pictures in book.</li> <li>Share factual books, engaging in conversations to support comprehension.</li> <li>Provide opportunities for children to dramatize events in the story, retelling the story and/or using props, puppets, flannel board, toys.</li> <li>Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>
<b>Reading</b> <i>Reading Comprehension</i>	<u>Pre-Kindergarten</u> Ask and answer questions, and comment about characters and major events in familiar stories.  Retell or re-enact familiar stories.  Identify characters and major events in a story.  Demonstrate an understanding of the differences between fantasy and reality.  With modeling and support, describe what part of the story the illustration depicts.  With modeling and support, name the author and illustrator of a story and what part each person does for a book.  With modeling and support, identify the topic of an informational text that has been read aloud.  With modeling and support, describe, categorize and compare and contrast information in informational text.  With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).  Actively engage in group reading with purpose and understanding.	<p><b>NB: Comprehension requires asking questions to see if children understand. However, using too many questions may put off children from enjoying the books. Use questions judiciously.</b></p> <ul style="list-style-type: none"> <li>Model asking and answering questions to factual questions as well as open-ended questions, including questions to predict what might happen next.</li> <li>Read and re-read stories so children gain familiarity and understanding. Have children chime in with repeated phrases.</li> <li>Encourage adults to repeat the same books/stories at home, relating to their children's own experiences.</li> <li>Pause to allow children to ask questions or comment.</li> <li>Read with expression to support comprehension.</li> <li>Ask questions requiring children to provide details about characters and actions depicted in pictures and text.</li> <li>Review the sequence of a story using first, next, then, last, using pictures as cues.</li> <li>Share factual books, encouraging children to share information they know.</li> <li>Provide opportunities for children to describe, categorize and compare and contrast information in factual books.</li> <li>Discuss and provide opportunities for children to discuss similarities and differences between texts on same topic or with similar plots.</li> <li>Encourage children to think of an alternate ending to a story, or what might have happened if . . .</li> <li>Discuss differences between fantasy and reality in books.</li> <li>Connect what is happening in stories and topics in informational texts to children's own experiences and knowledge. Encourage their discussions.</li> <li>Read and discuss multiple books by the same author or illustrator, highlighting similarities in style.</li> <li>Encourage children to express opinions about the plot and characters in a story, as a group or as part of interactions with their adults.</li> <li>Provide opportunities for children to retell stories by drawing and in dramatic play.</li> <li>Provide opportunities for children to use materials and props to demonstrate their understanding of the story, for example, retelling with flannelboard, drawing, acting out stories.</li> <li>Encourage adults to give children opportunities to retell stories, enact stories, and to recount factual information on a topic. Provide handouts and materials to encourage these activities.</li> <li>Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>

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<b>Reading</b> <i>Fluency</i>	<u>Pre-Kindergarten</u> With modeling and support, use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.	<ul style="list-style-type: none"> <li>• Model fluent reading, reading with expression, vary voice tone, pitch, pace to support comprehension.</li> <li>• Re-read books and re-tell stories to increase familiarity and comfort with the story.</li> <li>• Provide opportunities for children to retell or enact stories, using props, etc.</li> <li>• Provide opportunities for choral reading, using big book when possible.</li> <li>• Share books with repeated phrases, repeated motifs, and predictable text to encourage participation and retelling.</li> <li>• Provide materials for adults to take to continue retelling.</li> <li>• Engage children in singing, changing and recitation of stories, poems, and nursery rhymes.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>
<b>Reading</b> <i>Print Concepts</i>	<u>Young Toddlers</u> Demonstrate interest in exploring books.	<ul style="list-style-type: none"> <li>• Model book handling, describing turning pages.</li> <li>• Point to, and draw children’s attention to pictures and describe them.</li> <li>• Read and re-read age-appropriate books: clear pictures, objects and situations they may understand, while also exposing them to things not in their immediate environment.</li> <li>• Provide a variety of board books, cloth books for children to explore with their adults.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>
<b>Reading</b> <i>Print Concepts</i>	<u>Older Toddlers</u> Demonstrate a beginning understanding that print carries meaning.  Distinguishes pictures from letters and words in a text.	<ul style="list-style-type: none"> <li>• Model book handling, describing turning pages, run finger under text in title.</li> <li>• Occasionally point out both the picture of the word and the text for the word.</li> <li>• Provide opportunities for children to choose and handle books with their adults.</li> <li>• Model writing in meaningful contexts, writing their responses, for example.</li> <li>• Model and have adults model using writing tools.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>
<b>Reading</b> <i>Print Concepts</i>	<u>Pre-Kindergarten</u> Demonstrate an understanding of basic conventions of print in English and other languages (e.g., words are represented in written language by specific sequences of letters; words are separated by spaces in print).  Orient books correctly for reading and turn pages one at a time.  Demonstrate an understanding that print carries meaning.	<ul style="list-style-type: none"> <li>• Engage children in conversations about how books “work” by pointing out front and back covers, title page, roles of author and illustrator.</li> <li>• Play with book orientation as you introduce a book, holding it upside down or backwards, then correctly. Be aware that in some languages, the cover is the “back” in English.</li> <li>• Run finger along text in title or repeated phrases to illustrate that in English we read from left to right and top to bottom. If children have native languages which read in any other direction, you can demonstrate that connecting it to the child’s native language; point out the differences in print.</li> <li>• Point to some words as you pronounce them, or as children pronounce them.</li> <li>• Provide opportunities for children to make their own books, using vocabulary for parts of the book, cover, back, title page, etc.</li> <li>• Through writing experiences, model use of both upper and lower case letters.</li> <li>• Provide opportunities for children to write.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>

Strand <i>Topic</i>	Standard Statement <b>The child will</b>	Storytime Provider Strategies <b>The storyline provider may</b>
<b>Reading</b> <i>Phonological Awareness</i>	<u>Infants</u> Vocalize sounds.	<ul style="list-style-type: none"> <li>• Take time before, during, after storytime to respond to babies' vocalizations, making eye contact, modeling conversational turn-taking.</li> <li>• Encourage infants to imitate spoken sounds and sounds in environment.</li> <li>• When talking or sharing books and rhymes, model use of "parentese" (higher pitched voice, elongated vowels, clear speech) and encourage use of "parentese" by adults. (not baby talk)</li> <li>• Share books and rhymes that emphasize sounds, such as alliteration and rhyming.</li> <li>• Share books, rhymes, and songs that emphasize the lilt of language.</li> <li>• Encourage adults to allow time for babies to babble back as they talk with them, waiting 5 to 12 seconds, if needed.</li> <li>• Share books and rhymes with environmental sounds, including animal sounds.</li> <li>• Encourage adults to point out environmental sounds throughout the day.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>
<b>Reading</b> <i>Phonological Awareness</i>	<u>Young Toddlers</u> Explore sounds of materials and objects.  Recognize familiar sounds (e.g., the sound of a particular animal, a friend's voice, etc.).	<ul style="list-style-type: none"> <li>• Take time before, during, after storytime to engage children in conversation, making eye contact, modeling conversational turn-taking.</li> <li>• Encourage children to imitate spoken sounds and sounds in environment, through talking, books, songs.</li> <li>• Share books and rhymes that emphasize sounds, such as animal and environmental sounds (beep of car horn), alliteration and rhyming. Repeat them within storytimes and over consecutive storytimes.</li> <li>• Share books, rhymes, and songs that emphasize the lilt of language.</li> <li>• Encourage adults to allow time for children to talk back, waiting 5 to 12 seconds, if needed.</li> <li>• Share books and rhymes with environmental sounds, including animal sounds.</li> <li>• Model for adults ways to have children imitate word sounds and environmental sounds.</li> <li>• Encourage children to identify sounds you make (What animal makes the sound moo?) [Be aware animals make different sounds in different languages.]</li> <li>• Provide objects for sound exploration such as toys and instruments (not battery operated)</li> <li>• Encourage adults to point out environmental sounds throughout the day.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>
<b>Reading</b> <i>Phonological Awareness</i>	<u>Older Toddlers</u> Distinguish between sounds that are the same and different (e.g., environmental sounds, animal sounds, etc.).	<ul style="list-style-type: none"> <li>• Share books, rhymes, poetry and songs that explore sounds, rhymes and syllables in words. Repeat them within storytimes and over consecutive storytimes.</li> <li>• Explore and talk about different kinds of sounds: instruments, animal sounds, environmental sounds, rhyming words)</li> <li>• Talk about sounds in the environment that are the same and different.</li> <li>• Model exploring sounds objects make using vocabulary to describe sounds.</li> <li>• Model playing games with sounds.</li> <li>• Demonstrate and encourage movements such as clapping, stomping, to rhythms of songs.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>

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<b>Reading</b> <i>Phonological Awareness</i>	<u>Pre-Kindergarten</u> With modeling and support, recognize and produce rhyming words.  With modeling and support, recognize words in spoken sentences.  With modeling and support, identify, blend and segment syllables in spoken words.  With modeling and support, orally blend and segment familiar compound words.  With modeling and support, blend and segment onset and rime in single-syllable spoken words.  With modeling and support, identify initial and final sounds in spoken words.	<ul style="list-style-type: none"> <li>• Play with sounds and rhymes through the use of books/stories, songs, fingerplays, poems, tongue twisters, games.</li> <li>• Encourage experiences using rhythmic movement, music, choral reading, singing songs, emphasizing sounds and rhythm.</li> <li>• Play with word sounds such as having children produce other words that rhyme, changing first sound in a word, playing with nonsense words.</li> <li>• Provide opportunities for children to clap word syllables or use instruments to hear smaller sounds in words, such as their names or important word in a storytime.</li> <li>• Build on rhyming pairs in books and songs by playing word games, making up new combinations.</li> <li>• Encourage children to say the second word of a rhyming pair in a book or rhyme.</li> <li>• Use books and songs with alliteration to help identify words with same beginning sounds.</li> <li>• Make up rhyming songs using children's names (e.g. <i>Willoughby Wallaby Woo</i>)</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>
<b>Reading</b> <i>Letter and Word Recognition</i>	<u>Older Toddlers</u> With modeling and support, recognize familiar logos and environmental print.  With modeling and support, recognize own name in print.	<ul style="list-style-type: none"> <li>• Label and talk about some signs in the storytime room/or in library.</li> <li>• Model for adults reading signs in environment.</li> <li>• Bring in materials we read other than books, such as cereal boxes.</li> <li>• Point out child's name on nametag.</li> <li>• Encourage adults to point out signs and other forms of print in environment.</li> <li>• Encourage adults to point out signs/logos in home language.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness...</li> </ul>
<b>Reading</b> <i>Letter and Word Recognition</i>	<u>Pre-Kindergarten</u> With modeling and support, recognize and "read" familiar words or environmental print.  With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.  With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.  With modeling and support, recognize the sounds associated with letters.	<ul style="list-style-type: none"> <li>• Point out letter while reading book. (<i>Jump, Frog, Jump</i>: frog starts with f), encouraging children to say the name of the letter and the letter sound.</li> <li>• Use storytime theme, book, song or other activity to point out letter-sound recognition.</li> <li>• Provide opportunities to play with letters and sounds, such as alphabet puzzles, alphabet blocks, magnetic letters, playdough to make letters, make bodies into letter shapes.</li> <li>• Run your finger under text as children say the words to title or repeated phrase.</li> <li>• Play with letter/sound relationships in songs, rhymes and stories.</li> <li>• Use big books and point out some text while reading, encouraging children to join in with some words.</li> <li>• Talk about letters in children's names. Use nametags as an opportunity to talk about letters and letter sounds.</li> <li>• Sing alphabet songs with children. May sing alphabet to different tunes, such as <i>Mary Had a Little Lamb</i>.</li> <li>• Offer opportunities for children to write.</li> <li>• Use opportunities to point to letters in words of text, such as when a word is written in large text.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>

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<b>Writing</b> <i>Early Writing</i>	<u>Infants</u> Show ability to transfer and manipulate an object with hands.	<ul style="list-style-type: none"> <li>• Provide opportunities to manipulate objects/toys, using fine and gross motor skills.</li> <li>• Engage babies in songs with gestures and fingerplays, including baby's use of palmer (whole hand) and pincer (index finger and thumb together) grasp.</li> <li>• Model for adults ways they can build motor skills through movements and movement songs.</li> <li>• Articulate to parents/caregivers the importance of these activities for language and literacy development and school readiness.</li> </ul>
<b>Writing</b> <i>Early Writing</i>	<u>Young Toddlers</u> Use full-hand grasp (palmar grasp) to hold writing tool to make marks and scribble.	<ul style="list-style-type: none"> <li>• Provide opportunities to manipulate objects/toys, using fine and gross motor skills.</li> <li>• Engage children in songs with gestures and fingerplays, including baby's use of pincer (index finger and thumb together) grasp.</li> <li>• Provide developmentally appropriate tools and materials for drawing.</li> <li>• Provide board books and opportunities for child to turn pages.</li> <li>• Model writing, and have adults model writing.</li> <li>• Model for adults ways they can build motor skills through movements and movement songs.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>
<b>Writing</b> <i>Early Writing</i>	<u>Older Toddlers</u> Begins to use thumb and fingers (five-finger grasp) of one hand to hold writing tool.	<ul style="list-style-type: none"> <li>• Include fingerplays and movement activities that develop children's finger muscles and coordination</li> <li>• Provide materials and activities that build children's fine motor development including pincer grasp, such as puzzles, play dough, craft activities using small pieces, stringing large beads, block play.</li> <li>• Provide opportunities for children to turn pages in book, perhaps as part of "read together" time.</li> <li>• Provide opportunities to use objects such as scarves, shakers, props, to develop eye-hand coordination.</li> <li>• Provide opportunities for children to draw/write, write/scribble own name.</li> <li>• Provide opportunities for children to use child safety scissors and art/craft activities that use fine motor skills.</li> <li>• Model writing, and encourage adults to model writing.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>

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<b>Writing</b> <i>Writing Process</i>	<u>Pre-Kindergarten</u> Uses a 3-finger grasp of dominant hand to hold a writing tool.  Demonstrate an understanding of the structure and function of print.  With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.  With modeling and support, demonstrate letter formation in “writing.”  With modeling and support, show awareness that one letter or cluster of letters represents one word.	<ul style="list-style-type: none"> <li>• Provide opportunities for children to use child safety scissors and art/craft activities that use fine motor skills.</li> <li>• Provide opportunities to use objects such as bead stringing, small blocks, tangrams, play dough.</li> <li>• Provide opportunities for children to draw/write, using a variety of writing tools.</li> <li>• Provide opportunities for children to write own nametag, a sign-in sheet, and/or to write name on art/craft activity.</li> <li>• Model writing and encourage adults to model writing. Write to record children’s responses.</li> <li>• Display children’s artwork/drawing. Talk about what the child has written.</li> <li>• Provide opportunities for children to make their own books, in the storytime or at home.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness</li> </ul>
<b>Writing</b> <i>Writing Application and Composition</i>	<u>Older Toddlers</u> Makes marks and “scribble writing” to represent objects and ideas.	<ul style="list-style-type: none"> <li>• Model writing, writing children’s responses.</li> <li>• Provide opportunities for children to draw/write, using a variety of writing tools.</li> <li>• Display children’s artwork/drawing. Talk about what the child has written.</li> <li>• Encourage children to draw to express what happened in story, event, depict what they are thinking or feeling.</li> <li>• Provide opportunities for adults and children to write together, including the adult writing what the child says about their drawing.</li> <li>• Use and encourage adults to use print and writing materials as part of play.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>

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<b>Writing</b> <i>Writing Application and Composition</i>	<p><u>Pre-Kindergarten</u>  “Read” what he/she has written.</p> <p>With modeling and support, notice and sporadically use punctuation in writing.</p> <p>With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books).</p> <p>With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas and to share information about an experience or topic of interest. (Composition)</p> <p>With modeling and support, discuss and respond to questions from others about writing/drawing.</p> <p>With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.</p> <p>With modeling and support, explore a variety of digital tools to express ideas.</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for children to draw/write, using a variety of writing tools, before, during and/or after storytime.</li> <li>• Display children’s artwork/drawing. Talk about what the child has written.</li> <li>• Encourage children to draw/write to express what happened in story, event, depict what they are thinking or feeling.</li> <li>• Encourage children to draw/write to tell their own story and/or to share information they know on a topic of interest.</li> <li>• Encourage children to record what they observe as part of a storytime activity.</li> <li>• Provide materials so that children can make their own books, encouraging them to read their books to others.</li> <li>• Provide opportunities for adults and children to write together, including the adult writing what the child says about their drawing.</li> <li>• Provide opportunities for adults and children to write together, including the child writing/scribbling what they are saying, and “reading” it.</li> <li>• Articulate to parents/caregivers what you are modeling and the importance of these activities for language and literacy development and school readiness.</li> </ul>