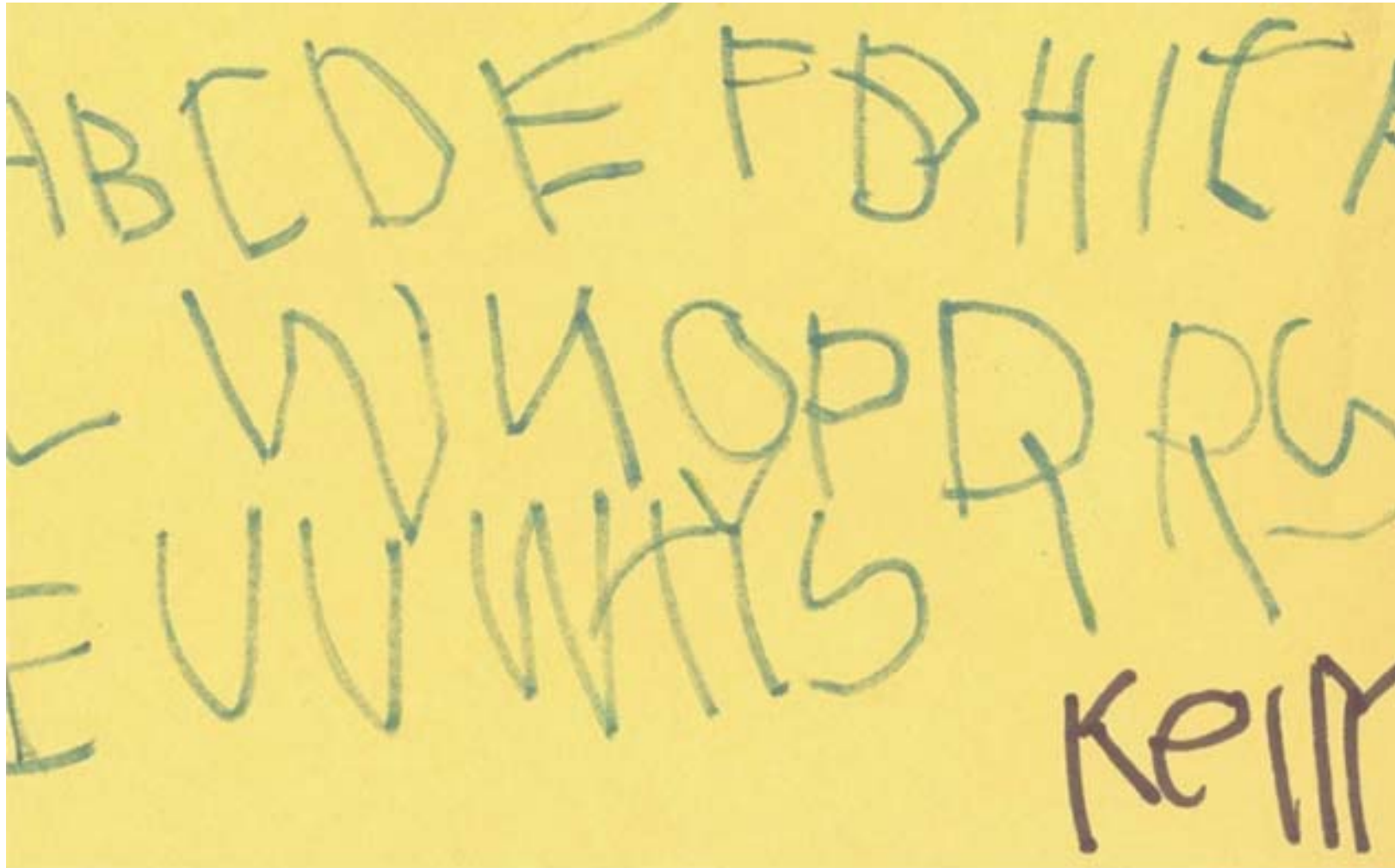


# Language & Literacy



This alphabet was created by Kelly Guerra, age 4. Kelly was a student at the Ocotillo Head Start Program in Phoenix.

# LANGUAGE AND LITERACY

## **Rationale Statement:**

Early in life, children begin to acquire basic understandings of the concepts of literacy and its functions through daily exposure to oral and written language. The abilities to listen, speak, read, and write emerge interdependently.

Children learn to use symbols, combining their oral language, pictures, print, and play into a coherent mixed medium as they create and communicate meaning in a variety of ways.

Classrooms rich with print, language, literacy play, storybook reading, and writing allow children to experience the joy and power associated with reading and writing while mastering basic concepts about print.

Although this document separates the emerging literacy skills of young children into categories, it is not intended to suggest that children's skills develop categorically nor that isolated skill instruction is an appropriate way to support learning in the preschool years.

# CORRELATION TO K-12 LANGUAGE AND LITERACY

The Arizona Early Childhood Standards (ECE) are intended to provide a solid, coherent foundation of knowledge and skills to prepare children for kindergarten and the primary grades. As such, the skills and knowledge in the ECE standards were designed to correlate with the new grade specific drafts of Reading and Mathematics standards and the remaining Arizona Academic Readiness and Foundation Standards. The K-12 standard and related Performance Objective(s) that correlates can be found next to each ECE indicator in the following pages.

Samples:

## *Citation of New Grade Specific K-12 Draft Standards:*

K R&L 1-1 PO4 = K (Grade)  
1-1 (Strand-Concept) PO4  
M (Mathematics)

R&L (Reading & Literature Standards)  
1 M 3-2 PO1 = 1 (Grade)  
3-2 (Strand-Concept) PO1

## *Citation of Original Version of K-12 Standards*

R LA 2-1 PO3 = R (Readiness Level)  
2-1 (Strand-Concept) PO3  
SS (Social Studies) 1-1 (Strand-Concept) PO2

LA (Language Arts Standards)  
F SS 1-1 PO 2 = F (Foundations Level)

Key to AZ K-12 Standards Correlated to Language and Literacy ECE Standards:

CH (Comprehensive Health)  
M (Mathematics)  
SS (Social Studies)

LA (Language Arts)  
R&L (Reading & Literature)  
VA (Visual Arts)

**Context Statement for Language and Literacy Standard One: Listening and Speaking**

Children become comfortable exploring language by listening to stories, poems, chants, and songs and by engaging in conversations with others. As children are encouraged to share their personal experiences, ideas, feelings, and opinions, they develop confidence to use increasingly complex language. Preschool experiences support children’s home language while encouraging their transition to English.

**STANDARD 1. LISTENING AND SPEAKING**

**Children use listening and verbal communication for a variety of purposes.**

**Benchmark 1.1. The child develops the ability to listen attentively and to respond appropriately.**

Developmental Continuum		Examples That You May Observe	
P H A S E  3	P H A S E  1	<p>Phase 1</p> <p>a. Listens with interest during daily activities and shows understanding through gestures, actions, or language. <i>(R LA 3-4; R LA 3-5)</i></p>	<p>Child listens to adult reading the lunch menu and says, “I like when we get pizza.”</p> <p>Child points to science center when teacher asks, “Where would you like to play?”</p>
	2	<p>Phase 2</p> <p>b. Follows simple directions.</p> <ul style="list-style-type: none"> <li>Follows one-step directions. <i>(K R&amp;L 3-2 PO1)</i></li> <li>Follows two-step directions. <i>(K R&amp;L 3-2 PO1)</i></li> </ul>	<p>Child places toy truck on shelf when adult says, “Please put the truck on the shelf.”</p> <p>Child wipes his nose and puts the tissue in the trash when an adult says, “Please wipe your nose and put the tissue in the trash.”</p>
		3	<p>Phase 3</p> <p>c. Follows directions that include more than two steps. <i>(K R&amp;L 3-2 PO1)</i></p> <p>d. Listens to another’s statement before acting or responding. <i>(R LA 3-5; R CH 5-5 PO1,PO2)</i></p> <p>e. Asks relevant questions to further understanding. <i>(R LA 3-3)</i></p>

**Benchmark 1.2. The child participates in extended conversations with peers and adults.**

Developmental Continuum		Examples That You May Observe	
P H A S E  P H A S E  3	P H A S E  1	<p>Phase 1</p> <p>a. Responds to comments and questions from others. <i>(R LA 3-5)</i></p>	<p>Child says, “I’m going to work on the computer” when asked where he has chosen to go during a free choice time.</p>
	2	<p>Phase 2</p> <p>b. Responds to comments and questions in a series of connected exchanges.</p> <ul style="list-style-type: none"> <li>• Shares and talks about own experiences products, or writing. <i>(R LA 3-3)</i></li> <li>• Takes turns talking and listening in groups. <i>(R LA 3-5)</i></li> </ul>	<p>Child tells another child that her dog had puppies, too.</p> <p>Child tells another child about an experience that happened on the way to school that day.</p> <p>In a group discussion about breakfast, child tells what she ate for breakfast.</p>
	3	<p>Phase 3</p> <p>c. Extends and initiates conversations.</p> <ul style="list-style-type: none"> <li>• Follows the content of conversations and makes relevant responses. <i>(R LA 3-5)</i></li> <li>• Engages in conversations to negotiate sharing, planning, and problem solving. <i>(R LA 3-5)</i></li> </ul>	<p>Child and teacher talk about favorite movies.</p> <p>Child verbally negotiates the use of a tricycle with another child.</p> <p>Child directs play in the dramatic play area, e.g., “I’m the mother and you’re the baby.”</p>

**Benchmark 1.3. The child uses verbal and nonverbal communication to share personal experiences, ideas, feelings, and opinions.**

Developmental Continuum		Examples That You May Observe
P H A S E  1	<p>Phase 1</p> <p>a. Communicates needs, feelings, and opinions. <i>(RLA 3-3; RCH 1-2 PO1, PO2)</i></p>	<p>Child lets someone know she wants to go to the bathroom.</p> <p>Child expresses sadness when another child is hurt.</p>
	<p>Phase 2</p> <p>b. Verbally presents personal ideas and experiences using simple sentences. <i>(RLA 3-3)</i></p> <p>c. Tells a simple story, including details about people, place, and events. <i>(KR&amp;L 2-1 PO3)</i></p> <p>d. Uses temporal words (before, after, etc.). <i>(RSS 1-1, RSS 1-2)</i></p> <p>e. Uses expanding vocabulary in relevant contexts. <i>(KR&amp;L 1-4 PO3)</i></p> <ul style="list-style-type: none"> <li>• Recites short poems, rhymes, and songs. <i>(KR&amp;L 1-2 PO1, PO2; 1 R&amp;L 2-1 PO5)</i></li> <li>• Describes objects and their attributes. <i>(KR&amp;L 1-4 PO2, PO3)</i></li> <li>• Uses prepositions to describe positions and locations (in, out, under, off, beside, behind, etc.). <i>(KM 4-1 PO2; RSS 3-1 PO1)</i></li> <li>• Uses comparative words (faster-slower, heavier-lighter, etc.). <i>(1 R&amp;L 1-3 PO2; 1 R&amp;L 1-4 PO1; KM 4-1 PO2)</i></li> </ul>	<p>Child tells another child, “You are my friend.”</p> <p>Child tells detailed story about a family trip.</p> <p>Child says, “After lunch, can I play with the blocks?”</p> <p>Child independently sings the <i>Itsy Bitsy Spider</i>.</p> <p>Child says, “This rock feels hard.”</p> <p>Child says, “I put the bowl on the table.”</p> <p>Child says, “My car went faster than Joey’s car.”</p>
P H A S E  2  3	<p>Phase 3</p> <p>f. Uses sentences of increasing length and grammatical complexity to present ideas, feelings, and experiences. <i>(FLA 3-1)</i></p>	<p>Child says, “You build the bridge so I can push my car under it.”</p>

### Context Statement for Language and Literacy Standard Two: Reading

Children learn about print concepts by living in an environment rich in signs, symbols, words, numbers, and art that reflect the children’s different cultures and extend their understandings. They acquire knowledge of the alphabet when provided with experiences that present letters in ways that are meaningful to their lives. Children learn to discriminate sounds by playing with language through planned opportunities and by their own discovery. Providing children with opportunities to actively engage in literacy activities that build on prior knowledge and experiences promotes their reading comprehension. By observing others using print for creative and meaningful activities, being read to daily, and having opportunities to explore books, children realize that words and books can amuse, delight, comfort, illuminate, inform, and excite.

## STANDARD 2. READING

Children develop the foundation for reading through meaningful exploration and active engagement with a variety of text (e.g., books, signs, environmental print, and logos).

### Benchmark 2.1. The child demonstrates an interest in a diverse selection of literature and other reading material.

Developmental Continuum		Examples That You May Observe	
P H A S E  3	P H A S E 1	Phase 1 a. Indicates preference for particular books and asks others to read to him or her. <i>(K R&amp;L 1-6 PO2; K R&amp;L 2-1 PO1)</i>	Child chooses a book and asks someone to read it.  Child asks to take books home.
		Phase 2 b. Listens with interest to and participates in stories being read. <i>(K R&amp;L 2-1 PO1)</i>	Child joins in reciting refrains from books and song charts.
	Phase 3 c. Chooses to read by himself or herself and sees self as reader.	Child selects a book during free choice time and invites others to “read” it with him.  Child retells <i>Brown Bear, Brown Bear</i> by looking at the pictures in the book.  After a nature walk, child looks in the non-fiction rock book for a picture that matches the rocks she collected.	

**Benchmark 2.2. The child demonstrates book-handling awareness.**

Developmental Continuum		Examples That You May Observe
<b>P H A S E  3</b>	<b>P H A S E  2</b>	<p>Phase I</p> <p>a. Holds books right side up. <i>(KR&amp;L 1-1 PO2)</i></p>
	<b>1</b>	<p>Phase 2</p> <p>b. Demonstrates awareness that books have titles. <i>(KR&amp;L 1-1 PO4)</i></p> <p>c. Turns pages in the correct direction one page at a time. <i>(KR&amp;L 1-1 PO2)</i></p>
		<p>Phase 3</p> <p>d. “Reads” text from left to right and from top to bottom. <i>(KR&amp;L 1-1 PO3)</i></p>

Child selects book in the science area as she looks at pictures right side up.

Child makes a book and says, “My book is called *My Mom.*”

Child turns pages from left to right while reading a book.

Child runs finger from left to right over text on song chart while leading the group activity.

**Benchmark 2.3 The child explores the concepts of print and develops the knowledge that print conveys a message.**

Developmental Continuum			Examples That You May Observe
<b>P H A S E  3</b>	<b>P H A S E  2</b>	<b>P H A S E  1</b>	<p>Phase 1</p> <p>a. Distinguishes between print and pictures. <i>(KR&amp;L 1-1 PO5)</i></p>
			<p>Phase 2</p> <p>b. Demonstrates awareness that print carries a message. <i>(KR&amp;L 1-1 PO1)</i></p>
			<p>Phase 3</p> <p>c. Recognizes that letters are grouped to form words. <i>(KR&amp;L 1-1 PO5, PO7; KR&amp;L 1-2 PO8)</i></p> <p>d. Knows each spoken word can be written and read. <i>(KR&amp;L 1-1 PO6, PO8)</i></p>

Child points to text in a familiar book which an adult has read to her and “reads” it aloud. (Child imitates reading behavior.)

Child scribbles a note to another child.

When teacher hands parent a note, child asks, “What does that say?”

Child hands a name card to another child and says, “Here’s your name.”

Child points to a sign in the block area and says, “That says ‘blocks.’”

Child completes a painting and asks an adult to write “to Mom” on it.

**Benchmark 2.4 The child uses emerging reading skills to explore the use of print and to construct meaning.**

Developmental Continuum			Examples That You May Observe
P H A S E  P H A S E  3	P H A S E  2	<p>Phase 1</p> <p>a. Recognizes symbols and print in their environment. <i>(K R&amp;L3-2 PO2)</i></p>	<p>Child recognizes familiar symbols such as Circle K and the golden arches of McDonalds.</p> <p>Child “reads” labels such as Cheerios and M &amp; M’s.</p> <p>Child recognizes informational signs such as STOP and EXIT.</p>
		<p>Phase 2</p> <p>b. Recognizes own written name. <i>(1 R&amp;L 1-3 PO5)</i></p> <p>c. Recognizes written names of friends and family. <i>(1 R&amp;L 1-3 PO5)</i></p>	<p>Child finds own name card in a basket filled with name cards.</p> <p>Child independently gets own name from pocket chart and shows it to a family member.</p> <p>Child calls out children’s names when teacher holds up signs of names of children in the class.</p> <p>Child sorts other children’s artwork into appropriate cubbies labeled with their names.</p>
	<p>Phase 3</p> <p>d. Recognizes highly familiar words. <i>(1 R&amp;L 1-3 PO5)</i></p>	<p>Child points to song chart and says, “That says, ‘Good Morning.’”</p> <p>Child puts name in slot labeled “lunch helper” when choosing a job.</p>	

**Benchmark 2.5. The child demonstrates knowledge of the alphabet.**

Developmental Continuum			Examples That You May Observe
P H A S E  3	P H A S E  2	<p><b>P</b> <b>H</b> <b>A</b> <b>S</b> <b>E</b> <b>1</b></p> <p>Phase 1</p> <p>a. Recognizes similarities and differences in various shapes (circles, triangles, horizontal and vertical lines, points, zig-zag, and wavy lines). <i>(KR&amp;L 1-3 PO1)</i></p> <p>b. Recognizes similarities and differences in letters. <i>(KR&amp;L 1-3 PO1)</i></p>	<p>Child matches shapes and letters in puzzles and games.</p> <p>When Raul sees the letters R and P, he points to the R and says, "That's my name."</p>
		<p>Phase 2</p> <p>c. Recognizes a few letters. <i>(KR&amp;L 1-3 PO1)</i></p>	<p>Child identifies some of the letters in his name.</p>
	<p>Phase 3</p> <p>d. Recognizes and names many letters. <i>(KR&amp;L 1-2 PO4, PO5, PO6, PO8; KR&amp;L 1-3 PO1, PO3)</i></p>	<p>Child names letters while playing with alphabet stamps.</p>	

## Benchmark 2.6. The child discriminates the sounds of language.

Developmental Continuum		Examples That You May Observe	
P H A S E  P H A S E  3	P H A S E  1	<p>Phase 1</p> <p>a. Actively participates in word games, finger plays, and songs that emphasize sounds and rhymes. <i>(K R&amp;L 1-2 PO1, PO2; 1 R&amp;L 2-1 PO5; K R&amp;L 1-3 PO2)</i></p>	<p>Child engages in songs, nursery rhymes, and stories such as: <i>Miss Mary Mack, Willaby Wallaby Woo, and Hey Diddle Diddle.</i></p>
	2	<p>Phase 2</p> <p>b. Demonstrates a playful interest in repetitive sounds, rhythm, and alliteration.</p> <ul style="list-style-type: none"> <li>Recognizes matching sounds and rhymes in familiar games, songs, stories, and poems. <i>(K R&amp;L 1-2 PO1, PO2, PO4, PO5, PO6; K R&amp;L 1-3 PO2, PO3)</i></li> <li>Invents own rhymes and repetitive phrases. <i>(K R&amp;L 1-2 PO1, PO2; K R&amp;L L 1-3 PO2; R&amp;L 2-1 PO5)</i></li> </ul>	<p>Child fills in missing words in a rhyming pattern book.</p> <p>Child, whose name is Wayne, spontaneously says, “Wayne, rain, bane, pane” while playing with play dough</p>
		3	<p>Phase 3</p> <p>c. Demonstrates a playful interest in sounds and words.</p> <ul style="list-style-type: none"> <li>Shows awareness that different words begin with the same sound. <i>(K R&amp;L 1-2 PO4, PO5, PO6, PO7, PO8; K R&amp;L 1-3 PO2, PO3)</i></li> <li>Demonstrates some ability to hear separate syllables in words. <i>(1 R&amp;L 1-2 PO2)</i></li> </ul>

**Benchmark 2.7. The child actively engages in literacy activities to promote comprehension.**

Developmental Continuum			Examples That You May Observe	
P H A S E  3	P H A S E  2	P H A S E  1	<p>Phase 1</p> <p>a. Relates stories to real-life experiences and feelings. <i>(K R&amp;L 2-1 PO4; 1 R&amp;L 1-6 PO2; 1 R&amp;L 2-2 PO1)</i></p>	<p>Child tells about an experience with own grandma after listening to <i>Grandma and Me</i>.</p> <p>After hearing <i>In a Dark, Dark Room</i>, child says, “That was a scary story.”</p>
			<p>b. Asks and answers a variety of questions about stories. <i>(K R&amp;L 3-1 PO2, PO3; 2 R&amp;L 1-6 PO3; 3 R&amp;L 1-6 PO4)</i></p>	<p>Child offers a response when asked, “Why did Goldilocks run away?”</p>
		<p>Phase 2</p> <p>c. Makes predictions from what is read, heard, or seen in illustrations. <i>(K R&amp;L 1-6 PO1)</i></p>	<p>Child guesses content of story by looking at the cover of the book.</p> <p>Child tells what he thinks will happen to Goldilocks when the three bears come home.</p>	
		<p>Phase 3</p> <p>d. Retells a story in sequence using illustrations in a book or literary props. <i>(K R&amp;L 2-1 PO3)</i></p> <p>e. Relates details of stories. <i>(K R&amp;L 2-1 PO2)</i></p> <p>f. Draws connections between story events. <i>(K R&amp;L 2-1 PO2)</i></p>	<p>During a free choice time, child plays with the <i>Three Billy Goats Gruff</i> flannel board props and retells the story in her own words.</p> <p>Child names all of the characters in a book he is “reading” to another child in the dramatic play area.</p> <p>After hearing the <i>Cat in the Hat</i> story, child says, “That mom would be really mad if she knew what the cat did in the house.”</p>	

**Context Statement for Language and Literacy Standard Three: Writing**

Children begin to recognize the relationship between spoken and written messages by engaging in writing, drawing, and activities that have meaning and purpose for them. By observing others reading and writing for their own enjoyment and information, children receive a powerful message about literacy’s pleasures and rewards. Children develop as writers when they are in an environment that has writing materials readily accessible in all play areas.

**STANDARD 3. WRITING**

Children use symbolic representations to communicate for a variety of purposes and audiences.

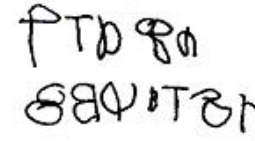
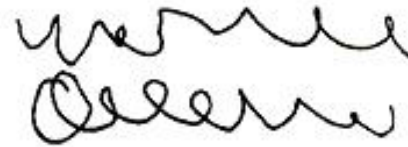
**Benchmark 3.1. The child creates messages by drawing, dictating, and emergent writing.**

Developmental Continuum		Examples That You May Observe	
<b>P H A S E  3</b>	<b>P H A S E  1</b>	<p><b>Phase 1</b></p> <p>a. Uses drawings and imitative writings to convey meaning. <i>(R LA 2-1 PO1, PO2, PO3; R LA 4-3)</i></p> <p>b. Expresses delight at the simple joy of creating drawings and writings. <i>(R VA 1-1 PO1, PO2, PO3)</i></p>	<p>Child draws a picture and says, “This is my dog.”</p> <p>While working in the art area, child writes a scribble note to another child and says, “Look! I wrote your name!”</p>
	<b>2</b>	<p><b>Phase 2</b></p> <p>c. Requests others to assist in recording child’s own thoughts and ideas. <i>(R LA 2-1 PO1, PO2, PO3)</i></p>	<p>Child asks adult to write “This is my dog” on a drawing.</p> <p>Child asks, “How do you make ‘car’?”</p>
		<p><b>Phase 3</b></p> <p>d. Creates notes and messages for a purpose. <i>(R LA 2-1 PO1, PO2, PO3)</i></p>	<p>Child makes marks on paper and says, “What does this say?”</p> <p>Child makes marks or letters on paper in block area and says, “This says ‘don’t knock down my blocks.’”</p> <p>Child “writes” a shopping list and invites another child to go shopping with her.</p>

**Benchmark 3.2. The child develops competence in the use of writing materials.**

Developmental Continuum		Examples That You May Observe
P H A S E  3	P H A S E 1	<p>Phase 1</p> <p>a. Explores a variety of writing materials. <i>(R VA 1-1)</i></p>
	2	<p>Phase 2</p> <p>b. Uses a variety of materials to produce scribble writing and letter-like forms. <i>(R LA 2-3)</i></p>
	3	<p>Phase 3</p> <p>c. Writes some recognizable letters, especially those in own name. <i>(R LA 2-3)</i></p> <p>d. Organizes writing from left to right. <i>(FLA 2-2)</i></p>

Child independently chooses to use pencils, pens, crayons, markers, paintbrushes, computer keyboards, and other writing implements provided in all play environments.



Child writes name from left to right on the sidewalk when playing with chalk on the outdoor patio.

# ENGLISH LANGUAGE LEARNERS

The English Language Learners (E.L.L.) Standards are currently under construction.  
They will be available December 31, 2003.