

Early Literacy Planning Tool based on Every Child Ready to Read2®

Print Awareness and Concepts/Knowing that print has meaning, how print “works”

Goals: Children draw meaning from pictures, print, and text.

Children demonstrate awareness of print concepts: how to handle books, direction of print, concept of word, concepts of print (punctuation, table of contents, etc.).

Children use writing implements to communicate through written representations, symbols, letters.

Birth to 18 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Labels pictures in books Makes and points out signs and logos 	Begin to recognize and understand symbols
<ul style="list-style-type: none"> Highlights and points to pictures or words in books, or words representing pictured objects, including songbooks 	Pay attention to pictures or words in books
<ul style="list-style-type: none"> Prompts children to point to pictures, characters, or objects in book 	Point to familiar pictures, characters, and objects in books
<ul style="list-style-type: none"> Demonstrates ways to read board books, acknowledging that infants will chew on books and that they bat at the pages in attempts to turn pages Offers opportunities to explore books (e.g. what is on the pages) with hands-on activity 	Explore/handle books (chewing on books, batting at books to try to turn pages, hold and turn pages in board books)
<ul style="list-style-type: none"> Includes movement activities and action songs to build gross and small muscles later used for writing 	Imitate movements in action/movement activities
<ul style="list-style-type: none"> Demonstrates making marks on a page or on whiteboard in front of children Offers opportunities for writing/scrubbling 	Scribble spontaneously

18 to 36 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Labels objects in books, using descriptive words, encouraging children to label as well Shows actual item of object pictured, uses props Shares books with objects and situations children can relate to their own experiences 	Relate pictures to real objects, people, events, stories
<ul style="list-style-type: none"> Points to title and some text, uses big books when possible Narrates how books work (e.g. “Let’s see what’s on the cover.” “I am turning the page to see what happens next.”) “Plays” with orientation of book, holding it upside down/backwards Allows opportunity for parents/caregivers and children to look at board books together, encouraging adults to narrate how books work 	Show ability to handle books, turn book right-side up, turn pages Begin to understand that print represents spoken words Pretend to read text Recognize when book upside down
<ul style="list-style-type: none"> Includes movement activities and action songs to build gross and small muscles later used for writing 	Participate in movements in action/movement activities
<ul style="list-style-type: none"> Provides opportunities for writing, asking children about what they have written, age-appropriate material (i.e. scribbles) 	Scribble and makes marks on paper purposefully Tell what scribble means
<ul style="list-style-type: none"> Provides opportunities for open-ended play, encouraging symbolic play 	Use symbols or pictures to represent what is said

36 to 60 months

Storytime Provider/Educator/Adult	Children
<ul style="list-style-type: none"> Talks about different kinds of print, such as signs, books, newspapers, menus Incorporates print in play activities Points out print and its uses when a book includes writing or signs 	Show awareness of different functions of forms of print such as signs, letters, newspapers, lists, messages, menus
<ul style="list-style-type: none"> Points out signs and symbols in the environment and when found in picture books. Asks children if they have seen these before (e.g. “On your way to the library, did you see a stop sign?”) 	Recognize some signs and symbols in the environment (e.g. stop sign or stop light)
<ul style="list-style-type: none"> Playfully holds book upside down, allowing children to point out mistake Runs finger under title or repeated phrase in book Names author, illustrator and explains their roles 	Show increased awareness of print concepts
<ul style="list-style-type: none"> Points out words (those of interest to children, written in large, colorful, dramatic font) 	Recognize word as unit of print
<ul style="list-style-type: none"> Provides time for play and other activities that encourage pretend writing, incorporating print-rich material such as manuals, shopping lists, menus 	Use pretend writing activities during play to show print concepts
<ul style="list-style-type: none"> Uses factual books, pointing out table of contents, index, glossary 	Become familiar with organization of factual books
<ul style="list-style-type: none"> Invites children to make up, tell stories, and write them out (words, scribbles, drawing) Provides opportunities for writing, relating what is written to objects/experiences 	Talk aloud about creative ideas and stories and ask adults to write them out Understands written work represents objects/experiences

All ages

<ul style="list-style-type: none"> Models the activities and articulates their importance for language and literacy development to parents and caregivers
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