

VIEWS² Valuable Initiatives in Early Learning that Work Successfully

Literacy Concepts for 36 to 60 months (*All*)

Alphabetic Knowledge / *Exploring with Letters*

| Educator/Adult | Children |
|---|--|
| Points out shapes with specific letters | Associates the names of letters with their shapes |
| Prompts children to match letters and sounds | Correctly identifies ten or more letters of alphabet |
| Prompts children to think about how letters and numbers are different | |
| Points to each word separately while reading | |
| Prompts children to identify the same word across pages of a book | |

Communication / *How to Talk & Share*

| Educator/Adult | Children |
|--|---|
| Solicits use of words, signs or picture books to state points of view, likes/dislikes and opinions, does not include questions with a 'right' answer | States point of view, likes/dislikes, and opinions using words, signs or picture books |
| Encourages children to pay attention through positive feedback | Pays attention to speaker during conversation |
| Points out facial expressions of characters in stories or encourages children to make their own facial expression to express emotions | Begins to demonstrate understanding of non-verbal cues (e.g., facial expressions for pride) |

Comprehension / *Understanding Words, Stories, Directions, Ideas, etc.*

| Educator/Adult | Children |
|---|--|
| Contrasts real and made-up words to prompt children to talk about differences between what words that are real and made-up | Distinguishes between real and made-up words |
| Asks questions that may elicit short verbal answers or gestures that demonstrate that children are following the story/activity/ conversation | Responds to questions with verbal answers or gestures |
| Uses strategies to assist children in having a conversation by extending/expanding thoughts or ideas expressed by others in regards to a story, book or song (e.g., I hear that you think the bunny is pretending the box is a car. What do other friends think? What type of car is it?) | Extends/expands the thought or idea expressed by another |
| | Engages in conversation that develops a thought or idea (e.g., tells about a past event) |

Language Use / *How to Use Words*

| Educator/Adult | Children |
|---|--|
| Asks questions about a recent event. | Recounts some details of a recent event |
| Encourages children to identify animals and invites personification (e.g. making animal sounds, moving like an animal) | Mimics animal sounds |
| Asks questions about specific details and events in a story and provides positive feedback when children recall details | Responds to questions with appropriate answers |

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Phonological Awareness / *Playing with Sounds*

| Educator/Adult | Children |
|---|--|
| Reinforces recognition of beginning word sounds (e.g., "Book begins with the "b" sound.") | Identifies initial sound of words, with assistance |
| Encourages children to find multiple objects in a picture with the same beginning sound | Find objects in a picture with the same beginning sound, with assistance |
| Points out the differences between similar-sounding words (e.g., 'three' and 'tree') | Differentiates between similar-sounding words |

Print Concepts / *Connecting with Books & Stories*

| Educator/Adult | Children |
|---|--|
| Points to letters in the text and asks children to identify them | Identifies some individual letters in text |
| Points out signs and symbols in the environment when reading picture books. Asks children if they've seen these before (e.g., "On your way to the library, did you stop at a light? Was it a red light like this one?") | Recognizes some signs and symbols in the environment (e.g., stop sign or stop light) |
| Asks children "Do you have a favorite book? What's the title?" | Expresses the title of a favorite book |

Vocabulary / *Understanding & Using Words*

| Educator/Adult | Children |
|---|--|
| Models using multiple words to explain ideas (e.g., "Another way of saying that is ...", defining a new concept/idea) | Uses multiple words to explain ideas (e.g., when talking about primary caregiver says 'mother/father') |
| Ask children to talk about how they feel about what is happening in the story | Uses words to express emotions (e.g., happy, sad, tired, scared) |
| Prompts children to share stories about/describe their preferences, and previous experiences then assists in putting in sequence (e.g., "Oh, you have also gone to a grocery store. What did you do when you got there first? Did you get a cart? What happened next?") | Describes a task, project, and/or event sequentially in three or more sentences |

Writing Concepts / *Writing*

| Educator/Adult | Children |
|--|---|
| Incorporates drawing into story time activities | Begins to draw representational figures |
| Prompts children to find the same letter in different media (e.g., book, poster, sign) | Identifies letters to match the said-aloud letter name |
| Provides activities that encourage drawing basic geometric shapes | Draws basic geometric shapes (e.g., circle, triangle) |
| Provides activities that encourage pretend writing | Uses pretend writing activities during play to show print conventions in primary language |
| Invites children to make up and tell stories and write them out | Talks aloud about creative ideas and stories and asks adults to write them out |
| Invites children to work together to make up a poem and writes it out | Asks adult to write out rhymes to make a simple poem |