

**Crosswalk for Language and Literacy
Every Child Ready to Read® 2nd edition (2011) and
Head Start Child Development and Early Learning Framework Serving Children 3 – 5 Years Old
(December 2010)**

Overview of Every Child Ready to Read® 2nd edition Early Literacy Information for Parents/Caregivers of Children Newborn to Five-Year-Olds

The Five Practices in 2nd edition of Every Child Ready to Read®

Talking: Children start to learn language by hearing people talk. This is oral language. When you talk with your baby, your baby is hearing the sounds of the languages you speak, learning what words mean as you point to and label things. Babies will start to babble using the sounds they have heard. As children get older they follow directions, repeat your words, respond to what you say with words, phrases, and then whole sentences. Listening to children while they speak is as important as talking to them. Young children need more time than adults do to figure out what to say and how to say it. Having your children talk, tell and retell stories, and tell you what they know all helps them to later understand what they read. When you add new words and information to conversations with your children, you are developing their vocabulary and background knowledge. When you talk with them about signs and logos, you are developing their print awareness. When you talk with them about shapes and observe what is alike and different, or point out letters, you are developing their letter knowledge.

Singing: Singing slows down language. It helps children hear the smaller sounds in words. There is also a different note for each syllable so they hear words broken down in to parts, supporting phonological awareness. This helps children later sound out words. Some songs have interesting words that we would not hear in normal conversation with young children, so they are also building vocabulary.

Reading: Shared reading is the single most important activity that you can do help children get ready to read, even from birth! Remember to keep the interaction around the book a positive one. When children have positive experiences around books and reading they are more likely to stick with learning to read when they get to school, even if it is difficult.

Books have different words than the words of conversation so children learn more words when you read books to them. Some board books for babies actually do not have many words, so you would add some to those on the page. In this way you are developing your children's vocabulary.

Reading books helps develop children's background knowledge. Reading story books helps children learn the structure of story—that there is a beginning, a middle, and an end; certain language is associated with story. Reading factual books helps them learn about the world.

When pointing to the words in the title or a repeated phrase you support print awareness. You can point out letters in any book or share alphabet books to support letter knowledge.

Many books for young children include the sounds of animals and have rhymes, both of which support phonological awareness.

Writing: Reading and writing go together. Both are ways to represent the spoken word. Writing goes through stages from light markings to letter like forms to drawing letters to forming them. Writing helps children understand that print has meaning. When children scribble and then say what it means, they are understanding that what they have written or drawn means something. The beginning of writing for very young children is learning how to use their hands and fingers so that later they will hold crayons and pencils.

Playing: Play, in addition to being fun, helps children to think symbolically. One item represents another—a block might represent a telephone. This kind of symbolic thinking is the same kind of thinking that is used for reading. Pictures and letters represent real things.

Dramatic play, when children act out stories, helps them build background knowledge—how stories work.

So . . . HOW you sing, talk, read, write, and play with children makes a difference in supporting their early literacy skills.

Critical Dimensions of Language and Literacy based on Every Child Ready to Read® Manual

Oral language is the foundation for all later language. It is the roots of the tree.

Oral language includes speaking, listening and communication skills. The root of language also includes non-verbal language which includes body language, facial expressions, and gestures. All of these are ways that we communicate with each other. Even infants are learning to communicate through all of these techniques.

Children learn to read our facial expressions. By four months they recognize the difference between a smile and a frown. Young children watch our gestures, as we point to things or use hand motions and other movements to help explain what we say. As they get older they learn to follow directions, to ask and respond to questions, and to tell stories and tell us what they know.

Because oral language suffuses all of the rest of the areas of early literacy, it is not a separate early literacy component. It is the base for the early literacy components which are explained below.

Early Literacy Components are the skill areas that researchers have noted will help children to read.

Phonological Awareness: the ability to hear and play with the smaller sounds in words. It includes hearing environmental sounds (doorbell, car honking, animal sounds), hearing, recognizing, and making rhymes, and hearing, recognizing and making beginning sounds, hearing syllables in words. Helping children hear sounds and the smaller sounds in words will later help them to sound out words when they learn to read.

Print Awareness/Conventions: understanding that print has meaning, that the printed word represents the words we speak. Children may start out by recognizing signs or logos they see, like the McDonald's arches. They learn how to handle a book—which is the front, the back, upside down, and the direction that we read the print, from left to right and top to bottom in English, words are made of letters, spaces divide words, punctuation, etc.. Preschoolers will also learn to identify the author, title and illustrator and what the author and illustrators of books do.

Letter Knowledge: knowing that the same letter can look different, that letters have names and represent sounds.

There are two beginning concepts that lead to letter knowledge, concepts that children learn before they are able to identify letters. One is the ability to recognize and identify shapes. Researchers have found that children identify letters by their shapes.

The second is the ability to notice similarities and differences. An **n** and an **h** are similar and also different with the height of the line. That difference makes a difference in the letter. Other differences, such as the color of the letter, do not change the name or the sound of the letter. Noticing similarities and differences between any objects is a precursor to letter knowledge.

A child's own name is important to him or her. Using the letters in the child's name or the letters in words that the child is interested in (dinosaurs) is one good way to introduce letters to young children.

Vocabulary: knowing the meanings of words. Some children enter school knowing 5,000 words, some knowing 20,000 words. The children who enter school knowing more words will find it easier to recognize words correctly as they try to sound them out AND they will understand more words which will help them understand what they are reading. Children learn words best as you talk, play and read with them, not by drilling them on lists of words.

Even if your baby or toddler does not understand all the words you say, still use those words. Exposure to the words is the first step to learning what they mean—words for things, for concepts (colors, shapes, sizes, etc.), feelings, and ideas. Preschool children benefit from your explanations of what words mean and how two words may mean something similar but not exactly the same.

Books often use words we do not find in conversations. Use both story and factual books.

Background Knowledge

Background knowledge is what children know when they enter school. It is the sum of their experiences, what they know about the world and how things work. Background knowledge can be divided into these areas:

- Conceptual Thinking: thinking skills, processes like cause and effect, predicting what might happen as well as knowledge of shapes, colors, etc.
- Content Knowledge: what a child knows on different topics; factual books offer information
- Book/Story Knowledge:
 - Print Motivation: books are enjoyable
 - Story Structure: how stories work (have a beginning, a middle and an end)
 - Narrative Skills: ability to tell and retell events and stories
 - Purposes: different purposes of books—story, poetry, factual

Early Literacy and Later Reading

The reading process requires children to be successful in two broad areas: decoding and comprehension.

Decoding—recognizing words and sounding them out

Comprehension—understanding what you read

Researchers have found that phonological awareness, print awareness and letter knowledge most directly support decoding. A strong vocabulary also helps children be able to recognize words as they try to sound them out.

Vocabulary and background knowledge most directly support comprehension, understanding what they are reading.

From kindergarten through grade 2 reading instruction mostly focuses on decoding, learning to read.

After grade 3, reading instruction mostly focuses on comprehension, reading to learn.

Children need ALL the early literacy components starting from birth to be good readers.

The Head Start Child Development and Early Learning Framework gives examples of children’s behaviors for each Domain Element. These sample behaviors are noted below. The Every Child Ready to Read® Workshops are designed to encourage parents to engage in practices and activities that will support the Head Start Framework behaviors.

| Every Child Ready to Read® Practices | Every Child Ready to Read® Early Literacy Components Supported by Practice | Head Start Child Development and Early Learning Framework Serving Children 3 – 5 Years Old (December 2010) |
|--------------------------------------|---|--|
| <p>Talking</p> | <p>Oral language Vocabulary Print Awareness/Conventions Letter Knowledge Vocabulary Background Knowledge: Content Background Knowledge: Conceptual Thinking Background Knowledge: Book/story Knowledge (Print motivation, Narrative skills)</p> | <p>Language Development/Receptive Language</p> <ul style="list-style-type: none"> * Engages children in interactive conversations, songs, stories and other learning experiences * Uses unfamiliar or less familiar words to help children comprehend increasingly complex and varied vocabulary * Engages children in variety of conversations utilizing different kinds of language so that children will learn different forms of language such as questions and exclamations * Encourages gentle grammatical corrections by modeling correct language so that children comprehend different grammatical structures or rules for using language <p>English Language Development/Receptive English Language Skills</p> <ul style="list-style-type: none"> * Uses phrases repetitively to help children respond verbally and non-verbally to common words or phrases when accompanied by gestures * Acknowledges the important role of gestures in communication * Follows directions with use of cues <p>Language Development/Expressive Language</p> <ul style="list-style-type: none"> * Encourages extensive conversation with children in positive and engaging ways so that children will engage in communication and conversation with others * Encourages adults to talk about ideas and needs and to use and explain words less familiar to children so that their children will use language to express ideas and needs and will use increasingly complex and varied vocabulary * Encourages adults to tell stories with children in an engaging manner, and to listen to their children as they tell stories and/or recount events * Encourages adults to listen to their children; offer encouragements when talking with their children <p>English Language Development/Expressive English Language Skills</p> <ul style="list-style-type: none"> * Encourages use of words and phrases as part of storytelling <p>Language Knowledge and Skills/Book Appreciation and Knowledge</p> <ul style="list-style-type: none"> * Encourages adults to use books as conversation starters, even if not reading the text of the book * Demonstrate book picture walk technique as a way of conversing around books in a way that engages children around books * Encourages adults to have children dramatize stories or events based on books <p>English Language Development/Engagement in English Literacy Activities</p> <ul style="list-style-type: none"> * Encourages participation in storytelling, use of repeated phrases * Encourages use of labeling of objects and actions to learn new words <p>Language Knowledge and Skills/Phonological Awareness</p> <ul style="list-style-type: none"> * Encourages adults to play word games that support identifying and discriminating between separate syllables in words and between sounds and phonemes including beginning and ending sounds <p>Language Knowledge and Skills/Print Concepts and Conventions</p> <ul style="list-style-type: none"> * Understands that print conveys meaning * Encourages adults to point out signs and to talk about environmental print |

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|--------------------------------------|--|---|
| Singing | Phonological Awareness Letter Knowledge Vocabulary | <p>Language Development/Receptive Language</p> <ul style="list-style-type: none"> * Attends to language during conversations, songs, stories or other learning experiences * Comprehends increasingly complex and varied vocabulary (Some songs use words not found in conversation) <p>Language Development/Expressive Language</p> <ul style="list-style-type: none"> * Uses increasingly complex and varied vocabulary <p>English Language Development/Receptive English Language Skills</p> <ul style="list-style-type: none"> * Participates with movement and gestures while children and adults dance and sing in English * Follows multi-step directions in English * Encourages singing of songs that support learning new words such as parts of the body, etc. <p>English Language Development/Expressive English Language Skills</p> <ul style="list-style-type: none"> * Repeats words or phrases while singing songs <p>Literacy Knowledge and Skills/Book Appreciation and Knowledge</p> <ul style="list-style-type: none"> * Uses songbooks to engage children’s interest in books <p>English Language Development/Engagement in English Literacy Activities</p> <ul style="list-style-type: none"> * Demonstrates eagerness to participate in songs and rhymes in English * Learns part of a song in English and repeats it <p>Literacy Knowledge and Skills/Phonological Awareness</p> <ul style="list-style-type: none"> * Identifies and discriminates between separate syllables in words * Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words <p>Literacy Knowledge and Skills/Alphabet Knowledge</p> <ul style="list-style-type: none"> * Sings alphabet song and put names of letters to tunes of different songs |
| Reading | Oral language Vocabulary Print Awareness/Conventions Letter Knowledge Vocabulary Background Knowledge: Content Background Knowledge: Conceptual Thinking Background Knowledge: Book/story Knowledge (Print motivation, Narrative skills) | <p>Language Development/Receptive Language</p> <ul style="list-style-type: none"> * Engages children in interactive conversations while reading books to help children attend to language * Draws attention to unfamiliar or less familiar words in books to help children comprehend increasingly complex and variety vocabulary * Engages adults to share a variety of books and to encourage children in variety of conversations utilizing different kinds of language so that children will learn different forms of language such as questions and exclamations <p>English Language Development/Receptive English Language Skills</p> <ul style="list-style-type: none"> * Uses repetitive phrases to help children respond verbally and non-verbally to common words or phrases when accompanied by gestures * Encourages movement and gestures during reading of books to enhance comprehension <p>Language Development/Expressive Language</p> <ul style="list-style-type: none"> * Encourages conversation with children around books using shared book reading techniques so that children will engage in communication and conversation with others * Encourages adults to use books to talk about ideas and needs and to use and explain words less familiar to children so that their children will use language to express ideas and needs and will use increasingly complex and varied vocabulary |

| Every Child Ready to Read® Practices | Every Child Ready to Read® Early Literacy Components Supported by Practice | Head Start Child Development and Early Learning Framework Serving Children 3 – 5 Years Old (December 2010) |
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| Reading continued | Oral language Vocabulary Print Awareness/Conventions Letter Knowledge Vocabulary Background Knowledge: Content Background Knowledge: Conceptual Thinking Background Knowledge: Book/story Knowledge (Print motivation, Narrative skills) | Language Development/Expressive Language continued * Encourages adults to use factual books as well as story books so that children will hear and use different forms of language * Encourages adults to tell stories with children in an engaging manner, and to listen to their children as they tell stories and/or recount events English Language Development/Expressive English Language Skills * Encourages use of words and phrases as part of book reading/sharing so that children repeat the words to themselves and out loud, when ready * Exposes children to the more complex vocabulary found in books and use props and gestures to convey meaning, encouraging them to use words Language and Literacy Skills/Book Appreciation and Knowledge * Encourages adults to keep interactions around books positive and enjoyable * Encourages adults to give children opportunities to choose books to be read together * Encourages adults to talk about how to handle a book, direction of text, point out title, author, illustrator and their roles so that children will be able to recognize these aspects of print * Encourages adults to read a variety of books including storybooks, factual materials and rhymes/poetry to spark children’s interest in all types of literature * Encourage adults to provide opportunities for children to retell stories, to act out stories and events, and to interpret story using arts and crafts activities English Language Development/Engagement in English Literacy Activities * Encourages enjoyment around book sharing * Encourages labeling pictures * Encourages retelling of stories Literacy Knowledge and Skills/Phonological Awareness * Uses books with rhyme and alliteration and points out these characteristics with participation to support identification and discrimination between separate syllables in words, and between sounds and phonemes including attention to beginning and ending sounds Literacy Knowledge and Skills/Alphabet Knowledge * Encourages use of alphabet books as a means of talking about letters, showing that they are a special category of visual graphics that can be individually named * Encourages adults to point out letters of interest in books while they read with their children, particularly those in their children’s names Literacy Knowledge and Skills/Print Concepts and Conventions * Encourages adults to point out signs, labels, and fonts used in some books, reflecting print seen in everyday life * Encourages adults to run finger under text of title, repeated phrases to indicate that print has meaning and reflect the words we are saying and to demonstrate the direction of print Early Knowledge and Skills/Early Writing * Encourages adults to use drawing/ writing activities to build on books read together |

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| Writing | Vocabulary Print Awareness/Conventions Letter Knowledge Vocabulary Background Knowledge: Conceptual Thinking Background Knowledge: Book/story Knowledge (Print motivation, Narrative skills) | Language Development/Receptive Language * Encourages adults to use children’s drawings and writings as an opportunity to have a conversation and to build vocabulary English Language Development/Receptive Language * Encourages adults to use children’s drawings and writings as an opportunity to have a conversation and to build vocabulary Language Development/Expressive Language * Encourages adults to use children’s drawings and writings as a way to engage in rich conversation, to listen to children’s ideas, to build vocabulary, and to engage in storytelling English Language Development/Expressive Language * Encourages adults to use children’s drawings and writings as a way to engage in rich conversation, to listen to children’s ideas, to build vocabulary, and to engage in storytelling Literacy Knowledge and Skills/Book Appreciation and Knowledge * Encourages children making own books to support enjoyment of books and understanding of how books work * Encourages adults using writing as a way to retell stories and convey information English Language Development/Engagement in English Literacy Activities * Encourages children making own books to support enjoyment of books and understanding of how books work * Encourages adults using writing as a way to retell stories and convey information Literacy Knowledge and Skills/Alphabet Knowledge * Encourages drawing shapes and writing as a way to recognize letters Literacy Knowledge and Skills/Print Concepts and Conventions * Encourages writing as a way to help children understand that print has meaning * Encourages use of writing with children as part of everyday life, including making lists, recording information, etc. * Encourages writing of words children dictate to help them associate the spoken and written word Literacy Knowledge and Skills/Early Writing * Encourages adults to have children experiment with writing tools and materials, and to have them use scribbles, shapes, pictures and letters to represent objects, stories, experiences or ideas * Encourages adults to use writing in a variety of ways throughout the day and to talk with children about it—writing as a means of sharing information and stories |

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| <p>Playing</p> | <p>Oral language Vocabulary Print Awareness/Conventions Letter Knowledge Vocabulary Background Knowledge: Content Background Knowledge: Conceptual Thinking Background Knowledge: Book/story Knowledge (Print motivation, Narrative skills)</p> | <p>Language Development/Receptive Language * Encourages creative play as a means to engage in conversations to develop rich language, to add and explain new words to expand vocabulary English Language Development/Receptive Language * Encourages creative play as a means to engage in conversations to develop rich language, to add and explain new words to expand vocabulary * Encourages use of gestures and non-verbal interactions as part of play * Incorporates commonly used words and phrases in roleplaying Language Development/Expressive Language * Encourages dramatic play to expand storytelling abilities * Encourages use of play to help children express needs and ideas English Language Development/Expressive Language * Encourages dramatic play to engage in conversation including saying words to self and to others * Encourages use of play to help children expand vocabulary Literacy Knowledge and Skills/Book Appreciation and Knowledge * Encourages making books available wherever children find their toys * Encourages dramatic play based on books read/stories told English Language Development/Engagement in English Literacy Activities * Encourages children to use language, repeat words during play * Encourages adults to point to and label items during play * Encourages adults to have children dramatize stories Literacy Knowledge and Skills/Phonological Awareness * Encourages playing word-sound games, rhyming and beginning sounds to help children identify and discriminate between sounds and phonemes in language Literacy Knowledge and Skills/Alphabet Knowledge * Encourages writing letters as part of play-related accessories such as signs, menus, prescriptions, lists, name-writing, etc. * Encourages use of blocks and other manipulatives to support knowledge of shapes and distinguishing alike and different, concepts needed for alphabet knowledge Literacy Knowledge and Skills/Print Concepts and Conventions * Encourages writing materials and tools as part of play * Encourages writing and books as part of creative play while following child's lead Literacy Knowledge and Skills/Early Writing * Encourages writing materials and tools as part of play * Encourages writing as part of play-related accessories such as signs, menus, prescriptions, lists, name-writing, etc.</p> |

Head Start Parent, Family, and Community Engagement Framework: Promoting Family Engagement and School Readiness from Prenatal to Age 8 (August 2011) and Your Public Library

Ways the Public Library can support the Parent, Family and Community Engagement Framework (PFCEF)

| Framework Outcome | Public Library Resources and Services |
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| <p>Family Well-Being</p> <ul style="list-style-type: none"> Community Partnerships: Link families with support systems and resources Participate in community meetings that increase capacity to respond to needs and interests of families | <ul style="list-style-type: none"> Learn what local public library offers and initiate conversations to make public library staff aware of needs; look for ways to work together Use of community room in library as a space to gather and interact with others Explore ways public library may connect service providers and families in the library setting |
| <p>Positive Parent-Child Relationships</p> <ul style="list-style-type: none"> Provide opportunities for parents to learn about expectant parenting and prenatal health and engage community partners to support their needs | <ul style="list-style-type: none"> Resources (books and materials, websites) for expectant and new parents |
| <p>Families as Lifelong Educators</p> <ul style="list-style-type: none"> Support family experiences with community resources that support children's learning and development, such as libraries and museums | <ul style="list-style-type: none"> Speak with public library staff to arrange parent-child visits and programs that support parent as child's teacher Storytime programs in the library to support interaction between parents and children; explore possibilities of librarian visit to Parent Meetings Suggest to librarian having a parent-child activity as part of the parent meeting to demonstrate what they would experience at the library. Explore what is available at the library for children with disabilities—both resources and programs Find out what books are available in other languages and encourage parents to read with children in their native language |
| <p>Families as Learners</p> <ul style="list-style-type: none"> Information for parents' personal growth and career development Provide opportunities for families to connect with other families in community to achieve similar educational goals Assist families with educational and training goals Support parents as learners in parenting education programs that help parents learn more about their children's learning, development and behavior Support family literacy activities between parents and children Link families to community resources for internships, volunteer activities and other experiences that expand their knowledge and skills and building on their career interests Form partnerships with educational resources in the community and beyond to support families' learning interests and educational goals Form partnerships with adult educators who creatively enhance education and training opportunities for families | <ul style="list-style-type: none"> Resources for career development; may have programs for job hunting, resume building, career development Check out materials on child development and parenting May offer Every Child Ready to Read® or other programs for parents on early learning Offers storytimes and other programs that support early literacy activities; may come to our location Have parents look into volunteering at the library to support their educational or career goals Library may offer referrals to other community agencies to support family learning and career development Speak with public library staff to arrange parent visits and programs to support lifelong learning. Suggest to librarian having a parent-child activity as part of the parent meeting to demonstrate what they would experience at the library. |

| Framework Outcome | Public Library Resources and Services |
|--|--|
| <p>Family Connections to Peers and Community</p> <ul style="list-style-type: none"> • Provide advocacy training and opportunities to develop and use advocacy skills in the context of their child's lifelong learning | <ul style="list-style-type: none"> • Help parents and families learn how to use the public library, to obtain a library card, to request information and find what they need, to speak up for their needs within public library services • Library staff may offer tours and programs to help families become comfortable using the library. Suggest to librarian having a parent-child activity as part of the parent meeting to demonstrate what they would experience at the library. |
| <p>Families as Advocates and Leaders</p> <ul style="list-style-type: none"> • Collaborate with community organizations that share parents' concerns and interests • Link families with meaningful support networks and volunteer opportunities in the community | <ul style="list-style-type: none"> • The public library provides services to parents and their children. • May provide volunteer opportunities directly or be able to refer to other opportunities in the community |

Head Start Parent, Family, and Community Engagement Framework
<http://eclkc.ohs.acf.hhs.gov/hslc/standards/lms/2011/pfce-framework.pdf>