

**Crosswalk for Language and Literacy  
Every Child Ready to Read® 2<sup>nd</sup> edition (2011) and  
School Readiness Goals for Infants and Toddlers in Head Start and Early Head Start Programs:  
Examples from Early Head Start National Resource Center (2007)**

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

**The Five Practices in 2<sup>nd</sup> 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 *School Readiness Goals for Infants and Toddlers in Head Start and Early Head Start Programs: Examples from the Early Head Start National Resource Center* gives examples of children’s behaviors for each Domain Element in the Language and Literacy Domain. 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 Early Head Start school readiness goals for infants and toddlers.

Every Child Ready to Read® Practices	Every Child Ready to Read® Early Literacy Components Supported by Practice	School Readiness Goals for Infants and Toddlers: Examples from the Early Head Start National Resource Center
<p><b>Talking</b></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>Goal 1: Children will demonstrate receptive and expressive language skills and communication strategies.</p> <ul style="list-style-type: none"> <li>* Encourages adults to engage children in face-to-face conversations, using non-verbal cues, facial expressions, gestures, babbling, signing</li> <li>* Encourages adults to use parentese to encourage more communication in children 9 months old or younger</li> <li>* Encourages adults to engage in turn-taking conversations with children, both talking and listening</li> <li>* Encourages children’s language by labeling objects, activities and names of family and friends</li> <li>* Encourages adults to ask what questions and other open-ended questions according to the abilities of their children</li> <li>* Encourages adults to allow time for children to verbally respond, from babbling to word/phrase responses depending on ability of child</li> </ul> <p>Goal 2: Children will understand and begin to use oral language for conversation and communication.</p> <ul style="list-style-type: none"> <li>* Encourages adults to engage children in face-to-face conversations, using non-verbal cues, facial expressions, gestures, babbling, signing</li> <li>* Encourages adults to engage in turn-taking conversations with children, both talking and listening</li> <li>* Encourages adults to allow time for children to verbally respond, from babbling to word/phrase responses depending on ability of child</li> <li>* Encourages adults to have children recount stories and events</li> <li>* Encourages adults to engage children in play, including symbolic and dramatic play, at their developmental levels</li> </ul> <p>Goal 3: Children will hear and distinguish the sounds and rhythms of language.</p> <ul style="list-style-type: none"> <li>* Encourages adults to speak with children in language(s) they are most comfortable with</li> <li>* Encourages adults to respond to children’s babble</li> <li>* Encourages adults to say rhymes</li> <li>* Encourages adults to gently correct grammatical errors by repeating what the child said using correct grammar</li> </ul> <p>Goal 4: Children will begin to learn and demonstrate how print works.</p> <ul style="list-style-type: none"> <li>* Urges adults to encourage children to handle books, including “batting” turning pages</li> <li>* Encourages adults to talk about environmental print—logos, signs, etc.</li> </ul> <p>Goal 5: Children will engage with stories and books.</p> <ul style="list-style-type: none"> <li>* Encourages adults to tell stories with or without a book</li> <li>* Encourages adults to talk about pictures in books, using pictures as conversation starters</li> </ul>

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<b>Singing</b>	Phonological Awareness Letter Knowledge Vocabulary	<p>Goal 1: Children will demonstrate receptive and expressive language skills and communication strategies.</p> <ul style="list-style-type: none"> <li>* Engages children in face-to-face communication through singing</li> </ul> <p>Goal 2: Children will understand and begin to use oral language for conversation and communication.</p> <ul style="list-style-type: none"> <li>* Encourages adults to engage children in songs and fingerplays, repeating so that children become familiar with them and can repeat words, phrases, songs</li> <li>* Encourages adults to use songs and fingerplays as a way to help children understand and follow directions and to learn the meaning of new words</li> </ul> <p>Goal 3: Children will hear and distinguish the sounds and rhythms of language.</p> <ul style="list-style-type: none"> <li>* Encourages adults to sing and say rhymes with children</li> <li>* Encourages adults to have children sing songs and say rhymes</li> </ul> <p>Goal 4: Children will begin to learn and demonstrate how print works</p> <ul style="list-style-type: none"> <li>* Encourages adults to do fingerplays motions with children as a way to encourage motor development for later writing skills</li> </ul> <p>Goal 5: Children will engage with stories and books.</p> <ul style="list-style-type: none"> <li>* Encourages adults to use songbooks and books of rhymes with children</li> </ul>
<b>Reading</b>	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>Goal 1: Children will demonstrate receptive and expressive language skills and communication strategies.</p> <ul style="list-style-type: none"> <li>* Encourages adults to make booksharing an interactive time with their children by engaging in face-to-face conversations, using non-verbal cues, facial expressions, gestures, and babbling</li> <li>* Encourages adults to use parentese while reading with children 9 months old or younger</li> <li>* Encourages adults to engage in turn-taking conversations with children while sharing and reading books together</li> <li>* Encourages children's language by labeling objects, activities, events in books</li> <li>* Encourages adults to use less familiar words in context, and to repeat words</li> <li>* Encourages adults to ask what questions and other open-ended questions according to the abilities of their children</li> <li>* Encourages adults to allow time for children to verbally respond, from babbling to word/phrase responses depending on ability of child</li> </ul> <p>Goal 2: Children will understand and begin to use oral language for conversation and communication.</p> <ul style="list-style-type: none"> <li>* Encourages adults to make booksharing an interactive time with their children by engaging in face-to-face conversations, using non-verbal cues, facial expressions, gestures, and babbling</li> <li>* Encourages adults to engage in turn-taking conversations with children while sharing and reading books together</li> <li>* Encourages children's language by labeling objects, activities, events in books</li> <li>* Encourages adults to ask what questions and other open-ended questions according to the abilities of their children</li> <li>* Encourages adults to allow time for children to verbally respond, from babbling to word/phrase responses depending on ability of child</li> <li>* Encourages adults to have children recount stories and events</li> <li>* Encourages adults to engage children in acting out stories or parts of stories they have read together</li> </ul>

Every Child Ready to Read® Practices	Every Child Ready to Read® Early Literacy Components Supported by Practice	School Readiness Goals for Infants and Toddlers: Examples from the Early Head Start National Resource Center
<b>Reading continued</b>	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)	Goal 3: Children will hear and distinguish the sounds and rhythms of language. <ul style="list-style-type: none"> <li>* Encourages adults to share books with environmental sounds, including animal sounds, rhyme and alliteration</li> <li>* Encourages adults to share books of rhymes and songbooks</li> </ul> Goal 4: Children will begin to learn and demonstrate how print works. <ul style="list-style-type: none"> <li>* Urges adults to encourage children to handle books, including “batting” turning pages</li> <li>* Encourages adults to help children to attend to pictures in books by pointing to pictures</li> <li>* Encourages adults to show children real object while pointing out pictures</li> <li>* Encourages adults to read books repeatedly so that children will become familiar with them</li> <li>* For older toddlers, encourages adults to point to repeated words, to interesting font, or words within picture</li> </ul> Goal 5: Children will engage with stories and books. <ul style="list-style-type: none"> <li>* Encourages adults to read books of interest to child, including flap books and board books</li> <li>* Encourages adults to talk about pictures in books, using pictures as conversation starters</li> <li>* Encourages adults to read or share books with children every day without turning it into a power struggle</li> <li>* Encourages adults to use pictures and story to add unfamiliar words to child’s vocabulary; repeat words</li> <li>* Encourages adults to explain unfamiliar words in books, not replace words</li> <li>* Encourages adults to ask what questions and other open-ended questions when sharing books together</li> </ul>
<b>Writing</b>	Vocabulary Print Awareness/Conventions Letter Knowledge Vocabulary Background Knowledge: Conceptual Thinking Background Knowledge: Book/story Knowledge (Print motivation, Narrative skills)	Goal 1: Children will demonstrate receptive and expressive language skills and communication strategies. <ul style="list-style-type: none"> <li>* Encourages children’s drawing/scribbling as a way to engage children in expressing their thoughts and feelings</li> <li>* Encourages adults to provide writing utensils and materials</li> </ul> Goal 2: Children will understand and begin to use oral language for conversation and communication. <ul style="list-style-type: none"> <li>* Encourages adults to use children’s drawing/writing to describe thoughts, feelings, ideas</li> </ul> Goal 4: Children will begin to learn and demonstrate how print works. <ul style="list-style-type: none"> <li>* Encourages adults to provide writing utensils and materials</li> <li>* Encourages adults to let their children see them writing</li> <li>* Encourages adults to talk with children about their scribbling and drawing</li> <li>* Encourages adults to write down what their children say as they tell about a drawing</li> </ul> Goal 5: Children will engage with stories and books. <ul style="list-style-type: none"> <li>* Encourages adults to make books for and with their children, using photos, catalog pictures, etc.</li> <li>* Encourages adults to write down children’s words as they tell or retell stories</li> </ul>

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<p><b>Playing</b></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>Goal 1: Children will demonstrate receptive and expressive language skills and communication strategies.</p> <ul style="list-style-type: none"> <li>* Encourages adults to engage children in face-to-face conversations, using non-verbal cues, facial expressions, gestures, babbling, signing during play</li> <li>* Encourages adults to follow child’s lead in play</li> <li>* Encourages adults to use parentese to encourage more communication in children 9 months old or younger</li> <li>* Encourages adults to engage in turn-taking conversations with children, both talking and listening</li> <li>* Encourages children’s language by labeling objects, activities and names of family and friends</li> <li>* Encourages adults to narrate what child is doing during play</li> <li>* Encourages adults to ask what questions and other open-ended questions according to the abilities of their children</li> <li>* Encourages adults to allow time for children to verbally respond, from babbling to word/phrase responses depending on ability of child</li> </ul> <p>Goal 2: Children will understand and begin to use oral language for conversation and communication.</p> <ul style="list-style-type: none"> <li>* Encourages adults to engage children in face-to-face conversations, using non-verbal cues, facial expressions, gestures, babbling, signing during play</li> <li>* Encourages adults to engage in turn-taking conversations with children, both talking and listening</li> <li>* Encourages adults to allow time for children to verbally respond, from babbling to word/phrase responses depending on ability of child</li> <li>* Encourages adults to have children recount stories and events</li> <li>* Encourages adults to engage children in play, including symbolic and dramatic play, at their developmental levels</li> </ul> <p>Goal 3: Children will hear and distinguish the sounds and rhythms of language.</p> <ul style="list-style-type: none"> <li>* Encourages adults to speak with children in language(s) they are most comfortable with</li> <li>* Encourages adults to respond to children’s babble</li> <li>* Encourages adults to gently correct grammatical errors by repeating what the child said using correct grammar</li> </ul> <p>Goal 4: Children will begin to learn and demonstrate how print works.</p> <ul style="list-style-type: none"> <li>* Encourages adults to add writing materials and signs, etc. to children’s play</li> </ul> <p>Goal 5: Children will engage with stories and books.</p> <ul style="list-style-type: none"> <li>* Encourages adults to have children retell and act out stories or parts of stories</li> <li>* Encourages adults to use play for roleplaying</li> </ul>

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



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

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