

**Comparison on Early Literacy
North Carolina Early Learning Standards
Every Child Ready to Read® @ your library®, 2nd Edition**

North Carolina Early Learning Standards	Every Child Ready to Read @ your library® 2 nd edition Workshop*
<p><u>Language Development and Communication:</u> Receptive Language</p> <ul style="list-style-type: none"> ▪ Understand increasingly complex sentences, including past, present and future tenses ▪ Understand and use growing vocabulary ▪ Attend to language for longer periods of time, such as when books are read, people are telling stories, and during conversations ▪ Consistently respond to requests for information or action ▪ Develop familiarity with sounds in words 	<p>Talking:</p> <ul style="list-style-type: none"> ▪ Make connections to past and future events—background knowledge ▪ Use less familiar words and explain what they mean—vocabulary ▪ Use “picture walk”—introduce new words--vocabulary <p>Singing: —oral language and phonological awareness</p> <ul style="list-style-type: none"> ▪ Rhymes and songs have words not used in conversation ▪ Slows down language; different syllable for each note ▪ Hear rhythm and rhyme of language ▪ Songs and singable rhymes have words not used in conversation <p>Reading:</p> <ul style="list-style-type: none"> ▪ Books have more rare words than normal conversation--vocabulary ▪ Explain words; infer from context—vocabulary ▪ Talk about what you read with the children, relate to each child's experiences—background knowledge
<p><u>Language Development and Communication:</u> Expressive Language</p> <ul style="list-style-type: none"> ▪ Use verbal and non-verbal language (gestures, signs, picture symbols) to communicate for multiple purposes (express wants, needs, ideas, feelings, relate personal information and experiences) ▪ Use language as part of pretend play to create and enact roles ▪ Initiate and engage in conversations ▪ Describe experiences and create and/or tell simple stories ▪ Ask questions and make comments related to topic of discussion ▪ Use increasingly complex and varied language structures, sentences and vocabulary 	<p>Talking:</p> <ul style="list-style-type: none"> ▪ Talk with and listen to each child; extend conversations adding words and meaning; ask open-ended questions—oral language, vocabulary, background knowledge (narrative skills) ▪ Use unfamiliar words, explaining them in context—vocabulary ▪ Use “picture walk”—ask questions to elicit information and experiences from the children—vocabulary, background knowledge ▪ Model turn taking—oral language <p>Reading:</p> <ul style="list-style-type: none"> ▪ Read together and talk about what you read, encourage children to participate, talk—vocabulary, background knowledge ▪ Language of books more complex in words, ideas, and sentence structure than conversation—vocabulary, background knowledge ▪ Expand on what children say, adding details, new words, modeling correct grammar—oral language, vocabulary, background knowledge ▪ Encourage children to talk with you about what you are reading—background knowledge <p>Playing:</p> <ul style="list-style-type: none"> ▪ Encourage pretend play/dramatic play to tell and retell stories ▪ Encourage pretend play, roleplaying different situations <p>Writing:</p> <ul style="list-style-type: none"> ▪ Talk to each child about what s/he draws or writes, ask questions and respond to what children say—oral language, background knowledge—narrative skills ▪ Encourage children to draw picture from a book or story, talk with them

about what they drew or wrote—background knowledge

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<p>Foundations for Reading: Motivation for Reading</p> <ul style="list-style-type: none"> ▪ Show an interest in books, other print, and reading-related activities, including using and sharing books and print in their play ▪ Enjoy listening to and discussing storybooks, simple information books, and poetry read aloud ▪ Independently engage in reading behaviors (turning pages, pointing to words, telling story) ▪ Independently engage in writing behaviors (write symbols or letters for names, use materials for writing, write lists with symbols/letters in pretend play, write messages that include letters or symbols) ▪ Show preference for favorite books ▪ Use books that communicate information to learn about the world by looking at pictures, asking questions and talking about the information 	<p>Background knowledge—print motivation</p> <p>Talking:</p> <ul style="list-style-type: none"> ▪ Use “picture walk” which encourages children’s involvement and participation in the book ▪ Ask questions to relate children’s experiences to what is happening in the book <p>Reading:</p> <ul style="list-style-type: none"> ▪ Child’s interest in reading is strong predictor of reading achievement ▪ Use shared book reading techniques to keep children’s interest ▪ Children who enjoy being read to are more likely to want to learn to read <p>Singing:</p> <ul style="list-style-type: none"> ▪ Use song books that children enjoy <p>Playing:</p> <ul style="list-style-type: none"> ▪ Expand upon books you have read by using props, letting children use props, retell and enact stories <p>Writing:</p> <ul style="list-style-type: none"> ▪ Encourage children to write for purposes they enjoy—invitations, notes, make a book
<p>Foundations for Reading: Book and Print Awareness</p> <ul style="list-style-type: none"> ▪ Be aware of print and understand that it carries a message by recognizing and creating it in different forms and for a variety of functions (labels, signs) ▪ Recognize that print can tell people what to do, and understand that print and simple symbols are used to organize activities ▪ Pretend to read familiar books in ways that mimic adult reading ▪ Hold a book upright while turning pages one by one from front to back ▪ Occasionally run their finger under or over print as they pretend to read a familiar book ▪ Understand some basic print conventions (concepts of letter, concept of word) ▪ Learn to identify their name and names of others 	<p>Print Conventions/Awareness</p> <p>Talking:</p> <ul style="list-style-type: none"> ▪ Talk about how a book works, including book orientation ▪ Print is all around us, talk about signs, labels, symbols/logos <p>Reading:</p> <ul style="list-style-type: none"> ▪ When reading one-on-one or in small group, encourage children to turn pages ▪ “Play” with the book, hold it upside down and have children correct you ▪ Run finger under text for title, repeated phrase, some words <p>Playing:</p> <ul style="list-style-type: none"> ▪ Use print as part of play—signs, menus, lists <p>Writing:</p> <ul style="list-style-type: none"> ▪ Give opportunities to draw and write ▪ Printed letters stand for spoken words ▪ See you reading, environmental print ▪ Knowledge of purpose and meaning of reading through writing ▪ Ask child to label parts of own drawing; letters and words stand for things ▪ Encourage children to write their names

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<p>Foundations for Reading: Vocabulary and Comprehension</p> <ul style="list-style-type: none"> ▪ Develop knowledge about their world (what things are and how they work) and use this knowledge to make sense of stories and information books ▪ Discuss books by responding to questions about what is happening in stories and predicting what will happen next ▪ Relate personal experiences to events described in familiar books ▪ Ask questions about a story or information in a book ▪ Imitate the special language in storybooks and story dialogue (repetitive language patterns, sound effects, and words from familiar stories) and use it in retellings and dramatic play 	<p>Talking:</p> <ul style="list-style-type: none"> ▪ Make connections to past and future events—background knowledge ▪ Use less familiar words and explain what they mean—vocabulary ▪ Use “picture walk”—introduce new words—vocabulary ▪ Use “picture walk”—ask questions to elicit information and experiences from the children, predict what might happen—vocabulary, background knowledge ▪ Talk with and listen to each child; extend conversations adding words and meaning; ask open-ended questions—oral language, vocabulary, background knowledge (narrative skills) ▪ Talk about topics, share information you know; listen to what children know—background knowledge <p>Reading:</p> <ul style="list-style-type: none"> ▪ Use shared book reading techniques to find out what each child is thinking and what they know—background knowledge ▪ Read factual books as well as storybooks—background knowledge ▪ Talk about what you read, relate to each child’s experiences—background knowledge ▪ Read together and talk about what you read, encourage children to participate, talk—vocabulary, background knowledge ▪ Expand on what children say, adding details, information, new words—vocabulary, background knowledge <p>Playing:</p> <ul style="list-style-type: none"> ▪ Expand upon books you have read by using props, letting children use props, retell and enact stories ▪ Encourage pretend play/dramatic play to tell and retell stories ▪ Encourage pretend play—children pretend to read books <p>Writing:</p> <ul style="list-style-type: none"> ▪ Have children make a book and then “read” it
<p>Foundations for Reading: Alphabet Knowledge</p> <ul style="list-style-type: none"> ▪ Know that letters of the alphabet are a special category and are different from pictures and shapes ▪ Recognize and name some letters of the alphabet, especially those in their own name and in the names of others who are important to them 	<p>Writing:</p> <ul style="list-style-type: none"> ▪ When writing letters, start with letters in child’s name
<p>Foundations for Reading: Alphabetic Principle</p> <ul style="list-style-type: none"> ▪ Understand that letters function to represent sounds in spoken words ▪ Make some sound-to-letter matches, using letter name knowledge (writes “m” and says “This is Mommy.”) 	<ul style="list-style-type: none"> ▪ Printed letters stand for spoken words as they see print used in their daily lives, in text messages, newspapers, food labels, road signs, and mail.

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<p>Foundations for Reading: Phonological Awareness</p> <ul style="list-style-type: none"> ▪ Enjoy listening to songs, poems and books that have rhyme and word play and learn the words well enough to complete familiar refrains and fill in missing words ▪ Enjoy and repeat rhythmic patterns in poems and songs through clapping, marching, or using instruments to beat syllables ▪ Play with the sounds of language, learning to identify and then create rhymes, attending to the first sounds in words 	<p>Phonological Awareness</p> <p>Singing:</p> <ul style="list-style-type: none"> ▪ Develop listening skills and pay attention to rhythms and rhymes of spoken language ▪ Slows down language, different note for each syllable, hear individual sounds/syllables ▪ Clapping to rhythms helps children hear syllables in words
<p>Foundations for Writing</p> <ul style="list-style-type: none"> ▪ Use a variety of writing tools and materials (pencils, chalk, markers, crayons, finger paint, clay, computers) ▪ Use a variety of writing in their play and for a variety of purposes (labels, lists, signs, messages, stories) ▪ Represent thoughts and ideas through drawings, marks scribbles, and letter-like forms ▪ Learn how to tell their thoughts for an adult to write ▪ Play with writing letters and mastering conventional letterforms, beginning with the first letter of their name ▪ Use known letters and approximations of letters to write their own name ▪ Attempt to connect the sounds in a word with its letterforms 	<p>Writing:</p> <ul style="list-style-type: none"> ▪ Printed letters stand for spoken words—print awareness, letter knowledge ▪ Knowledge of purpose and meaning of reading through writing—print awareness ▪ Give opportunities to draw, scribble, and write ▪ Talk to children about what they draw, scribble or write; ask questions and respond ▪ Encourage children to draw or write based on a story or book you read—background knowledge—book/story knowledge ▪ Ask child to label parts of own drawing—letters and words stand for things—print awareness ▪ Encourage children to tell you about what they have drawn or written <p>Playing:</p> <ul style="list-style-type: none"> ▪ Include print as part of play activities

* Developed by Dr. Susan B. Neuman. Approach taken is that the five practices, talking, singing, reading, writing and playing, encourage teachers/caregivers to provide responsive environments for children's learning. The Workshop explains how each of these practices supports the critical dimensions of language and literacy in early childhood: oral language, vocabulary, phonological awareness, print conventions/awareness, letter knowledge, and background knowledge (which includes print motivation and narrative skills)

Column 1: from *Foundations Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success*

Column 2: from Every Child Ready to Read @ your library®, American Library Association (www.everychildreadytoread.org) Information in workshops is directed at the Teacher/Provider

Note to ECRR2 presenters: The above chart is based on the talking points noted in the Parent Workshop. You are able to customize the presentation to include relate the practices and early literacy components to the Early Learning Standards.