

EARLY LITERACY



Creatively connecting early literacy with NC Foundations for Early Learning and Development, the NC Professional Teaching Standards, and Teaching Strategies GOLD objectives to support engaging and relevant content in Pre-K classrooms.

01

ORAL LANGUAGE

The act of speaking and listening to communicate information.

02

PHONEMIC AWARENESS (SEGMENTING & BLENDING)

The conscious awareness of the individual speech sounds in spoken syllables and the ability to to manipulate (e.g., separate, put together) those sounds.

03

PHONEMIC AWARENESS (RHYMING DEVELOPMENT)

The ability to detect and create rhyme - repetition of similar sounds, usually the same phonemes, in the final stressed syllables and any following syllables of two or more words.

04

ALPHABET RECOGNITION

The ability to identify letters by name, shape, and sound.

05

PRINT AWARENESS

The understanding of how print is organized and used to convey meaning.

06

PRINT DEVELOPMENT

The awareness of how print works; includes emergent writing.

The act of speaking and listening to communicate information.

ALIGNMENT

NC Foundations

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.

LDC-2j: Children initiate and carry on conversations and ask questions about things that interest them.

LDC-3d: Children answer longer questions and use more detail.

LDC-4i: Children speak clearly enough to be understood by familiar adults and children.

Standards

2a: Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

4b: Teachers plan instruction appropriate for their students -children are part of a responsive environment where the teacher uses open-ended questions.

4g: Teachers communicate effectively.

Teaching Strategies

9: Uses language to express thoughts and needs

9a: uses an expanding expressive vocabulary

9b: speaks clearly

9c: uses conventional grammar

9d: tells about another time or place

10: Uses appropriate conversational and other communication skills

10a: engages in conversation

10b: uses social rules of language

IDEAS FOR IMPLEMENTATION

Engage children in conversations with you and each other during whole group meetings.



Use show-and-tell as an opportunity for children to practice communicating. Encourage other children to listen and ask questions.



Ask children to reflect on their favorite artwork and share with their family during conferences.



Write down what children say to add to classroom displays.



Ask children to share their ideas and plans for play during choice time. Model using positional words like first, next, and after.

Practices that Promote Inclusion

- Get to know children by talking with families.
- Use visuals and gestures to help children understand what you're saying.
- Encourage and acknowledge any attempt children make to communicate.
- Comment on children's actions and use self-talk to describe your own.
- Provide wait time for children to think and respond.
- Learn and use words and phrases in children's home languages.
- Allow children to use their home language to communicate.

03

RHYMING DEVELOPMENT

The ability to detect and create rhyme - repetition of similar sounds in the final stressed syllables of two or more words.

ALIGNMENT

NC Foundations

LDC-7k: Children repeat familiar songs, chants, or rhymes.

LDC-11g: Children will repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments.

LDC-11h: Children will play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words).

Standards

3a: Teachers align their instruction with the NC Standard Course of Study.

4a: Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.

4c: Teachers use a variety of instructional methods.

Teaching Strategies

15: Demonstrates phonological awareness, phonics skills, and word recognition

15a: notices and discriminates rhyme

15b: notices and discriminates alliteration

IDEAS FOR IMPLEMENTATION

Sing songs with rhyming words. Ask children to fill in/predict the rhyming word.



Transition children between activities using rhyming songs or fingerplays.



Read books with rhyming words. Pause and let children fill in the rhyming words.



Generate rhyming words with large word families (ex. bug).

Switch one word in your directions with a rhyming word to see if children can determine which word is wrong (ex. Don't forget your boats, it's cold outside!")



04

ALPHABET RECOGNITION

The ability to identify letters by name, shape, and sound.

ALIGNMENT

NC Foundations

LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.

Standards

2a: Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

3a: Teachers align their instruction with the NC Standard Course of Study.

4g: Teachers communicate effectively.

Teaching Strategies

16: Demonstrates knowledge of the alphabet

16a: identifies and names letters

16b: identifies letter-sound correspondences

IDEAS FOR IMPLEMENTATION

Point out meaningful letters from the book during read-alouds.



Label materials and areas of the room with pictures and words, including in children's home languages.



Provide sensory materials that can be used to explore letters: sand trays playdough, magnetic letters, etc.



Provide opportunities for children to see their names in print and to practice writing their names.



Share with families ways they can reinforce letter recognition at home. For example, naming letters and words on signs and logos.



Display alphabet charts.

Avoid "letter of the week" in favor of talking about letters and words regularly during daily activities.

05

PRINT AWARENESS

The understanding of how print is organized and used to convey meaning.

ALIGNMENT

NC Foundations

LDC-10: Children develop book knowledge and print awareness.

LDC-10i: Recognize print occurs in different forms and is used for a variety of functions.

LDC-10j: Understand that print can tell people what to do.

LDC-10p: Recognize their name and the names of some friends when they see them in print.

Standards

3a: Teachers align their instruction with the NC Standard Course of Study.

4g: Teachers communicate effectively.

Teaching Strategies

17: Demonstrates the knowledge of print and its uses.

IDEAS FOR IMPLEMENTATION

Create printed and visual instructions to go along with classroom activities.



Include a variety of forms of print in your interest areas. Books, menus, recipes, and cards/envelopes can all help children understand how print is used to convey meaning.

Display vocabulary that aligns with your topic of study.

Add visuals to your daily schedule and sequenced routines to help children understand their message.



Include printed examples from families' home languages.



The awareness of how print works; includes emergent writing.

ALIGNMENT

NC Foundations

LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.

LDC-14: Children use knowledge of letters to attempt to write.

LDC-15: Children use writing skills and conventions.

Standards

3a: Teachers align their instruction with the NC Standard Course of Study.

4g: Teachers communicate effectively.

Teaching Strategies

7: Demonstrates fine motor strength and coordination.

7b: Uses writing and drawing tools.

9: Uses language to express thoughts and needs.

14: Uses symbols and images to represent something not present.

19: Demonstrates emergent writing skills.
19b: Writes to convey meaning.

IDEAS FOR IMPLEMENTATION

Model writing at various developmental levels.
Talk aloud as you write.



Encourage children to contribute to classroom charts.



Equip center areas with a variety of writing tools and materials.



Create and label family portraits; use letters and characters from children's home languages.



Provide many opportunities for children to write their own names.



Create class books with children's writing and illustrations; include dictation of children's quotes.

