

Overview:

The goal of early years literacy is to develop each child's awareness, understanding and ability to communicate. Inspired by the language rich world in which we live, children have an intrinsic drive to speak, listen, read and write from an early age. As they grow, young children notice the sounds, letters, words and symbols around them, and desire to emulate the many forms of communication. Through meaningful exposure and opportunity in the early years, children will develop their foundational literacy skills in the areas of speaking, listening, reading and writing.

Foundational literacy skills develop naturally and concurrently with each child's social, emotional, physical and cognitive development. Children develop skills in listening, speaking, emergent reading, and emergent writing through authentic situations that occur as children explore, play, and interact with other children, with adults, and with their environment. Foundational literacy is also developed through developmentally-appropriate, teacher-guided experiences such as circle time, listening and responding to stories, songs, book making and story telling, and dramatic play. Social and structured opportunities to ask and answer questions, engage in conversation, and present and share observations and ideas further develop each child's foundational literacy skills.

Each child is unique and learns in different ways and at different times. The enduring understandings, guiding questions, and foundational standards outlined in this document should be viewed as indicators of what a child may be developmentally ready for. Teachers and parents should view them as a continuum of understanding and draw from the column most appropriate for each individual child.

This ECC Foundational Literacy Curriculum is informed by research and the following curriculum and frameworks:

- Te Whariki Curriculum (NZ)
- New York and California State Pre-K Standards (USA)
- Early Years Literacy Development Continuums (International)

Speaking & Listening			
Te Whariki Strands	•Communication		
Te Whariki Goals	•Verbal communication •Creativity and expression		
Te Whariki Outcomes	•Language skills for a variety of social contexts (feelings, attitudes, negotiating) •Language skills for structured contexts (books, story telling, problem solving, predicting) •Interest in repetitive sounds/words through rhyme, rhythm, alliteration •Ability to listen and respond appropriately •Create and express through pretend play, story telling, drama, music		
	Nursery	PreK1	PreK2
Enduring Understanding	<ul style="list-style-type: none"> •We listen to others •We speak to get our needs met •We take turns speaking & listening 	<ul style="list-style-type: none"> •We listen and speak to share thoughts and feelings •We can communicate through words, facial expressions and actions •We can tell stories about our lives and listen to other people's stories •We ask questions to find out more 	<ul style="list-style-type: none"> •Spoken words connect us with others •A conversation is when people take turns listening and speaking •We use polite words and actions to show respect
Guiding Questions	<ul style="list-style-type: none"> •Can you ...? •What do you like? not like? •How can we ask nicely? •What words can you use to 	<ul style="list-style-type: none"> •What do you want to say? How could you say what you want? •How does that make you feel? •How does that make your friend feel? •What can we say to our friends if we want them to? •How do we show we are listening? 	<ul style="list-style-type: none"> •What does a good listener do? •What does a good speaker do? •I wonder... •Tell me about... •Can you describe? •How? Why? When? Where? •Can you tell me more? •Can you explain that?

<p>Foundational Standards</p>	<p>Not developmentally appropriate</p>	<ul style="list-style-type: none"> •1.S.1 Use language to communicate with others in familiar social situations and for a variety of basic purposes (describing, requesting, acknowledging, greeting, rejecting) •1.S.2 Speak clearly enough to be understood by familiar adults and children •1.S.3 Name familiar objects and people •1.S.4 Listen attentively for an appropriate period of time 	<ul style="list-style-type: none"> •2.S.1 Use language to communicate with others in familiar and unfamiliar social situations and for a variety of basic and advanced purposes (reasoning, predicting, problem solving, seeking information) •2.S.2 Speak clearly enough to be understood by adults and children •2.S.3 Use language to construct narratives (real or fictional) •2.S.4 Listen attentively for a short period of time
<p>Examples of Key Vocabulary</p>	<ul style="list-style-type: none"> •Communicating needs •Expressing preferences •Understanding directions 	<ul style="list-style-type: none"> •Negotiating •Expressing emotions •Asking questions •Expressing curiosity 	<ul style="list-style-type: none"> •Describing and comparing •Understanding and giving information

Emergent Reading			
Te Whariki Strands	•Communication		
Te Whariki Goals	•Experience with stories and symbols •Verbal communication		
Te Whariki Outcomes	•Understanding that symbols can be 'read' •Understanding that thoughts, ideas, experiences can be represented by words •Familiarity with print and its uses •Familiarity with an appropriate selection of stories and literature •Interest in repetitive sounds/words through rhyme, rhythm, alliteration		
	NurseryPreK1		PreK2
Enduring Understanding	•We read for enjoyment	•Everyone is a reader •We read for enjoyment •We read to learn more about something •Illustrations convey meaning •Print conveys meaning •The pictures, images, and symbols in our environment have meaning	•Everyone is a reader •There are established ways of setting out print and organizing books •Stories can tell us about real or imagined events or worlds •Printed information and images can tell us more about our world •The marks and drawings we make can be read •Letters have names and make consistent sounds when they are read

<p>Guiding Questions</p>	<ul style="list-style-type: none"> •What did you like about this story? •How did it make you feel? 	<ul style="list-style-type: none"> •What does a good reader do? •What did you like/not like? Why? •How did it make you feel? Why? •What did you learn? <ul style="list-style-type: none"> •Is this book like another book we've read? What is the same/different? •What do you notice about this illustration/cover/book? 	<ul style="list-style-type: none"> •What does a good reader do? •What do you notice about this illustration/book/letter/word? •What do you think this story or book will be about? •What will happen next? How do you know? •Can you tell me about this story? What happens in the beginning? middle? end? •What was your favourite part? Why? •How does this book make us feel? •What do you wonder? Think about? •Do you agree? Why? Why not? •What kind of book is this? •What was the author trying to do? •How could we act it out?
<p>Foundational Standards</p>	<p>Not developmentally appropriate</p>	<p><i>Concepts of print</i></p> <ul style="list-style-type: none"> •1.R.1 Begin to display appropriate book-handling behaviors •1.R.2 Recognize that print and illustrations are something that can be read <p><i>Print recognition</i></p> <ul style="list-style-type: none"> •1.R.3 Recognize the first letter of own name •1.R.4 Distinguish print from drawings and gain meaning from pictures 	<p><i>Concepts of print</i></p> <ul style="list-style-type: none"> •2.R.1 Display appropriate book-handling and reading-like behaviors •2.R.2 Understand that print and images are something that can be read and have specific meaning •2.R.3 Begin to recognize print conventions (text direction, words are made up of letters) •2.R.4 Begin to recognize parts of a book (cover, front & back cover) <p><i>Print recognition</i></p> <ul style="list-style-type: none"> •2.R.5 Recognize own name and other common words in environmental print •2.R.6 Match some letters to their printed form

		<p><i>Reading comprehension</i></p> <ul style="list-style-type: none"> •1.R.5 Show curiosity about pictures or text •1.R.6 Joins in shared stories, poems, rhymes and chants with recurring language patterns 	<p><i>Reading comprehension</i></p> <ul style="list-style-type: none"> •2.R.7 Join in shared book activities •2.R.8 Demonstrate understanding of details in a familiar story including characters, events, and ordering of events through a variety of ways
		<p><i>Phonological awareness</i></p> <ul style="list-style-type: none"> •1.R.8 Engage in sound/language play (e.g. alliterative language, rhyming, sound patterns) 	<p><i>Phonological awareness</i></p> <ul style="list-style-type: none"> •2.R.9 Demonstrate awareness of relationship between sounds and letters •2.R.10 Knows some letter-sounds and names •2.R.11 With support and prompting, isolate and pronounce the initial sound in words
<p>Examples of Key Vocabulary</p>	<ul style="list-style-type: none"> •book, story, picture, words 	<ul style="list-style-type: none"> •picture, letter, sound, word •book, story, author •made up, imaginary, real 	<ul style="list-style-type: none"> •letter, sound, word, sentence •beginning sound •uppercase, lowercase •cover, title, author, illustrator •book, story, characters, topic, details, illustrations •made up, imaginary, real, information •beginning, middle, end

Emergent Writing			
Te Whariki Strands	•Communication		
Te Whariki Goals	•Experience with stories and symbols		
Te Whariki Outcomes	<ul style="list-style-type: none"> •Experience with creating stories and symbols •Understanding that symbols can be 'read' •Understanding that thoughts, ideas, experiences can be represented by words •Familiarity with print and its uses 		
	Nursery	PreK1	PreK2
Enduring Understandings	<ul style="list-style-type: none"> •We write when we make marks on paper 	<ul style="list-style-type: none"> •Drawing and writing conveys meaning •Talking about and reading our stories and pictures helps other people to understand and enjoy them 	<ul style="list-style-type: none"> •Everyone is a writer •People draw and write to tell us about their experiences, ideas and feelings •We can write about things that are real or imagined
Guiding Questions	<ul style="list-style-type: none"> •Can you tell me about your drawing? 	<ul style="list-style-type: none"> •What does a writers do? •What is your drawing/book about? •What could you add? •How could you show ...? •What do you notice about....? •Tell me about •What will happen next? 	<ul style="list-style-type: none"> •What does a writer do? •What could you add to show me more? •How could you add more? •How could you show? •What do you notice about....? •What do you like about ...? •What could you label?

<p>Foundational Standards</p>	<p>Not developmentally appropriate</p>	<ul style="list-style-type: none"> •1.W.1 Show curiosity about written language •1.W.2 Experiment with grasp and position when using a variety of drawing and writing tools •1.W.3 Write using marks that are different from drawings/pictures •1.W.4 Write marks or letter-like shapes to represent own name 	<ul style="list-style-type: none"> •2.W.1 Understand the difference between written text and illustrations •2.W.2 In own work differentiate, between text and illustrations •2.W.3 Adjust grasp and position for increased control in drawing and writing •2.W.4 Write letter or letter-like shapes to represent words or ideas •2.W.5 Write own name with increasing accuracy
<p>Examples of Key Vocabulary</p>	<ul style="list-style-type: none"> •Drawing, picture, writing 	<ul style="list-style-type: none"> •Writing tools such as paper, books, pencils, crayons, rulers •Conveying meaning through drawings and colors •Environmental print (writing all around us) 	<ul style="list-style-type: none"> •Naming words (family, friends, objects) •Conveying meaning through drawings, colors, letters, words, labels •Adding details such as colors, letters, words, labels, facial expressions, setting