



Kindergarten Literacy Readiness What should families know?

Print Awareness

Print awareness is the earliest understanding that written language carries meaning. This is the foundation of all other literacy practices.

- Tracks words in books from left to right and top to bottom with adult support
- Responds to and labels pictures and symbols (stop signs, store names, food labels)
- Distinguishes print from pictures

Letter Knowledge

Letter knowledge is the ability to recognize and name the letters in the alphabet.

- Uses a variety of activities to recognize both uppercase and lowercase letters
- Recognizes that letters have sounds and that letter sounds can be put together to make words
- Recognize own name in print

Phonemic Awareness

Phonemic awareness is the ability to hear and manipulate sounds, recognize that speech is composed of sounds, and that some words rhyme.

- Responds to and produces a variety of sounds
- Produces and blends sounds into recognizable words
- Compares and distinguishes sounds within words and different words
- Attempts or is able to imitate rhyming
- Demonstrate basic knowledge of letter-sound correspondence

Emergent Writing

Writing and reading are closely linked together. All attempts at writing (scribbles, symbols, letters, and pictures) are a part of the literacy learning process of communicating an idea.

- Uses a variety of writing tools
- Forms some letters, shapes, and symbols with adult support
- Writes name
- Express ideas and stories through symbols, letters, and/or pictures

Comprehension

Comprehension is when a child reacts to a story or event, identifies details from a story or picture, talks about the characters and settings, retells familiar stories, and responds to stories. When children participate in retelling details of an event or story, they develop the ability to comprehend and answer questions about the story or event.

Practices at Home

- Read to your child every day.
- Let your child see you read every day. Children need to see adults obtaining and using information from many different sources: recipes, newspapers, manuals, websites, books, and many others.
- Have your child “read” to you. Young children may begin “reading” by pointing to the pictures and talking about them or telling what the story is about. Use stuffed animals or sock puppets to retell stories.
- Help your child become aware of sounds in letters. Play games: “What sound does ‘m’ make?”
- Help your child blend sounds to make words. “What word am I making? /c/-/a/-/t/?”
- Find books with simple stories and help your child start to think about what he or she sees and hears. Talk with your child about what happens first, next, and last in the story. Ask child to draw their favorite part.
- Provide opportunities for your child to use various materials to scribble, draw, and create.