



READING

In pre-kindergarten, your child is starting to learn the fundamentals of literacy. Your child needs a strong foundation in listening, the practice of sounds, new vocabulary, matching words to actions, storytelling/dramatic play, understanding what occurs in a story, and understanding the functions of print before he can learn to read. Reading skills are best learned through a variety of playful activities, including singing, drawing, and conversations, rather than through worksheets and memorization of letters and words. Playing and reading with your child daily will give him the start he needs to be a strong reader. Activities in these areas will include:

- Identifying the main idea of a story.
- Asking and answering questions about a story the teacher reads aloud.
- Identifying the front cover, back cover, and title page of a book.
- Identifying the role of the author and illustrator.
- Identifying similarities and differences in illustrations between two stories on the same topic.
- Engaging in shared reading experiences.
- Distinguishing letters from numbers.
- Recognizing rhyming words.



With prompting and support, your child can ask and/or answer questions with details related to books, pictures, and other print materials.

- Respond to who, what, when, where, why or how questions.
- Guess what happens next in a story.
- Bring a book and ask “What is the title?” or “What does this say?”



HELP AT HOME

- ▶ Ask your child questions while reading a story such as “What is happening on this page?” or “What do you think might happen next?”
- ▶ Provide a variety of printed materials for your child such as books, newspapers, store circulars, magazines, and birthday/holiday cards for your child to explore.

With prompting and support, your child can retell familiar stories (from books, oral presentations, songs, and plays) using diverse media.

- Act out a story in dramatic play.
- Retell a story during center time by sequencing pictures, arranging story characters on a flannel board, or by using puppets.
- Draw a picture illustrating some elements of a story, song, or poem.
- Retell a familiar story to an adult as he writes it down.
- Use conversation, drama, and props to promote creative movement, art, and creative writing.

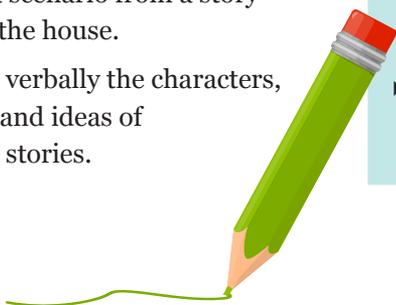
HELP AT HOME

- ▶ Create or provide props related to familiar stories, such as puppets, dress up clothes or costumes, print or writing materials.
- ▶ Encourage your child to draw pictures of familiar stories.
- ▶ Ask your child to retell a familiar story while you write it down.
- ▶ Provide sequence cards, objects, or flannel board pieces for your child to use in retelling the story with family members.



With prompting and support, your child can identify some characters, settings, and/or major events in a story.

- Retell main events in a story.
- Draw a picture of the characters in a book.
- Create a picture, and tell a story about his artwork.
- Pretend to be a character from a story.
- Create a scenario from a story around the house.
- Identify verbally the characters, setting, and ideas of familiar stories.



HELP AT HOME

- ▶ Ask your child to share something interesting about a book.
- ▶ Encourage your child to create pictures to represent stories.
- ▶ Display your child's pictures along with the parent-written story your child told on walls or refrigerator.
- ▶ Provide plenty of time, materials, and ideas for your child to pretend.

Your child can develop new vocabulary from stories.

- Use new vocabulary words in conversation or in play.
- Ask what a new word means.

HELP AT HOME

- ▶ Discuss new words after reading a story.
- ▶ Relate new words with words and/or concepts the child already understands (e.g., "enormous" means "large, huge or big").
- ▶ Use new vocabulary words in conversation and in play with your child, and encourage your child to do the same.
- ▶ Introduce new words by reading stories on different topics and talking about new words in that context.



Your child can identify environmental print.

- Explore books, magazines, and newspapers.
- Point out familiar signs and labels throughout the home and community.
- Identify print in familiar places visited most often.



HELP AT HOME

- ▶ Provide books, magazines, store circulars, coupons, and newspapers throughout your home and demonstrate how they can be used to gather information (e.g., checking the weather).
- ▶ Label objects and areas throughout your home.
- ▶ Point out familiar signs in the neighborhood, at the grocery store or in shopping centers, and while driving (e.g., street names, store names) and read them to your child.
- ▶ Play “I Spy” games with print around your home or in the community.

With prompting and support, your child can interact with common types of texts.

- Look at books with your child.
- Interact with different types of books: fantasy, factual, and books about people that demonstrate racial, cultural, age, gender, and ability diversities.

HELP AT HOME

- ▶ Make a variety of books available for use in your home.
- ▶ Read different types of stories representing diverse topics, characters, and stories with your child.

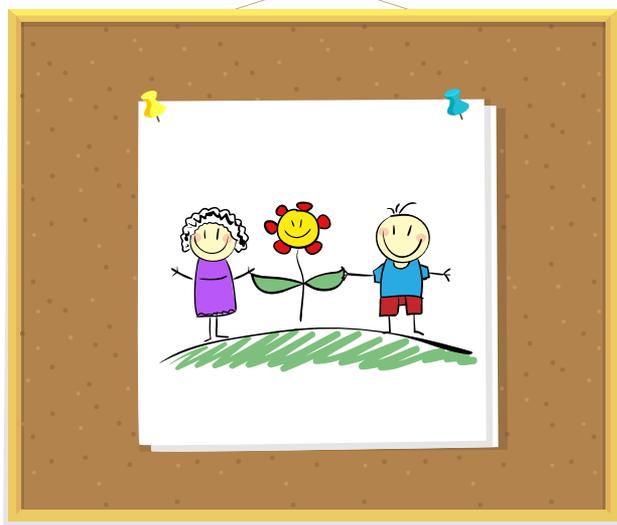


With prompting and support, your child can identify the role of the author and illustrator.

- Discuss how the author writes the story, or words, and the illustrator creates, or draws, the pictures.
- After dictating a story for an adult to write or working on creating a book, he says, “I am an author.”
- After drawing a picture or working on creating a book with pictures, he says, “I am an illustrator.”

HELP AT HOME

- ▶ Identify the roles of the author and illustrator before reading.
- ▶ Provide/display your child-created books in your home.
- ▶ Allow your child to create a book individually or with help, identifying the author and illustrator.



With prompting and support, make connections among self, illustrations, and the story.

- Relate what happens in a story to an event in his own life (e.g., “That’s like when I...”).
- Relate story illustrations to his own life, family, and community.
- Participate in a picture walk.
- Participate in small group questions and answers.
- Use props in dramatic play to act out stories or create new stories.

HELP AT HOME

- ▶ Demonstrate sharing your own experiences while reading a relevant story. Use expressions like, “This reminds me of...”
- ▶ Read books that reflect your child’s own life, family, and community, and encourage your child to talk about similarities and differences.
- ▶ Before reading the book, walk through the illustrations and ask your child to predict the story. After reading the book, ask your child if the predictions were correct and talk about why those predictions were made, guiding your child to discover the connections between illustrations and text.



With prompting and support, your child can compare and contrast adventures and experiences of characters in familiar stories.

- Ask and answer questions about how two characters are the same and/or different.
- Act out the actions of different characters in familiar stories.
- Discuss how two stories are similar and/or different.

HELP AT HOME

- ▶ Ask how characters are alike or different in familiar stories.
- ▶ Read a story aloud emphasizing one character (e.g., by sound effects, different voice). Then read the story aloud again emphasizing a different character. Lead your child in discussions of the characters.
- ▶ Provide props for your child to act out stories.



Your child can actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities.

- Say, "I see that..." or "I wonder why...?" as he reads and talks about a story.
- Create a picture based on a story after reading or telling a story.
- Act out the story after hearing the story.
- Move like the characters in a story with or without music.

HELP AT HOME

- ▶ Ask your child what he notices or wonders about the story. Have your child look at the pictures and guess what will happen before reading.
- ▶ Provide materials for your child to create art about the story and retell or dictate the story from his art.
- ▶ Provide props to act out the story, and encourage your child to use the story's language.
- ▶ Provide music and props for your child to move like the characters.
- ▶ Encourage independent reading, reading with siblings, and reading with the whole family.

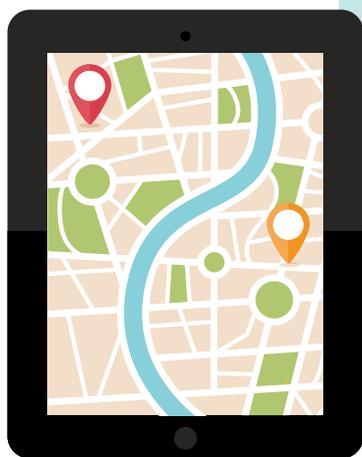


With prompting and support, your child can ask and/or answer questions with details related to a variety of informational print materials.

- Guess what happens next (make predictions).
- Answer who, what, when, where, why, or how questions asked by other adults and children.
- Respond to questions by stating a new fact learned from a recently read book.
- Use charts, graphs, maps, lists, and other reference materials.

HELP AT HOME

- ▶ After reading a factual book, magazine, etc., ask, "What did we learn about...?"
- ▶ During the reading of a factual text ask, "What do you think is going to happen next?"
- ▶ During and after reading factual text, ask questions, such as "who, what, when, where, why, and how?"
- ▶ After completing a family chart/graph, ask your child a question to interpret from the chart/graph (e.g., for a chart on favorite ice cream, ask, "What were the different types of ice cream people liked?").
- ▶ Discuss where your child lives and point to that place on a map. Point to where another family member lives. Discuss where the family member lives in relation to your child (e.g., "Is Aunt Sarah nearby or far away?" "How far away is the Grand Canyon from Mississippi?").

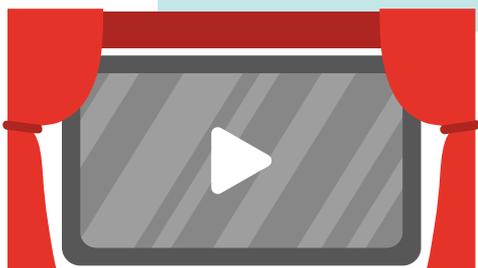


With prompting and support, your child can identify the main topic/idea and retell some details using diverse media.

- Act out main ideas of the story alone, with a relative, or friend.
- Retell some ideas using writing or art materials, and/or dramatic play props.

HELP AT HOME

- ▶ Provide materials for your child to use to retell, draw, or act out idea(s) from a factual text.
- ▶ Watch a video together and talk with your child about the main idea of the video.



With prompting and support, your child can demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, and conversation).

- Answer questions about how and why things happen.
- Retell a story.

HELP AT HOME

- ▶ Demonstrate acting out different scenarios.
- ▶ Read factual books, magazines, etc., and discuss “how” and “why” things happen.
- ▶ Provide opportunities for you to work with your child in order to help him make deeper connections.



You child exhibits curiosity and interest about words in a variety of informational texts.

- Identify titles of familiar informational texts found throughout the home.
- Ask for the meaning of words he does not know.



HELP AT HOME

- ▶ Provide factual books throughout your home, categorized by topic (e.g., animals, plants), and labeled by category.
- ▶ Before reading a new factual text with your child, provide definitions of new words or concepts.
- ▶ Read factual books to your child.
- ▶ When possible, use sensory (e.g., sight, sound, touch, smell, hearing) activities to show the connection between a word and its meaning (e.g., act out the meaning of "twirl").

With prompting and support, your child can identify the front cover, back cover, and title page of a book.

- Identify the parts of a book.
- Design and create a front and/or back cover of a book.

HELP AT HOME

- ▶ Identify the parts of a book before reading.
- ▶ Explain the similarities and differences of the parts of a book (e.g., both the front cover and title page contain the title of the book but the front cover is the first part of the book we see and it usually has a colorful illustration).



With prompting and support, your child can identify the role of the author and illustrator in informational text.

- Say the author writes the text, or words, and the illustrator creates the pictures, or takes the photographs.
- Use family photographs to create an “All About Me” informational text. Talk about being both the author and the illustrator as he provided the pictures and organized the wording of the story.

HELP AT HOME

- ▶ Identify the roles of the author and illustrator before reading with your child.
- ▶ Organize your child's books by author's last name. Encourage your child to figure out how the books are organized.



With prompting and support, your child can make connections between self and text and/or information and text.

- Relate what happens in the text to an event in his own life: “That’s like when I...”
- Make connections between texts in different books on the same topic.

HELP AT HOME

- ▶ Share connections to personal experiences while reading a book, “This reminds me of...”
- ▶ Ask questions to prompt your child to make connections himself, such as “Have you ever...?”



With prompting and support, your child can explore the purpose of the informational text as it relates to self.

- Act out roles of community helpers after reading informational texts on the same topic. Discuss how he does some of these same roles at home or school (e.g., helping parents cook, taking care of pets).
- Share information about his family when reading books about families of different cultures or with different cultural customs.

HELP AT HOME

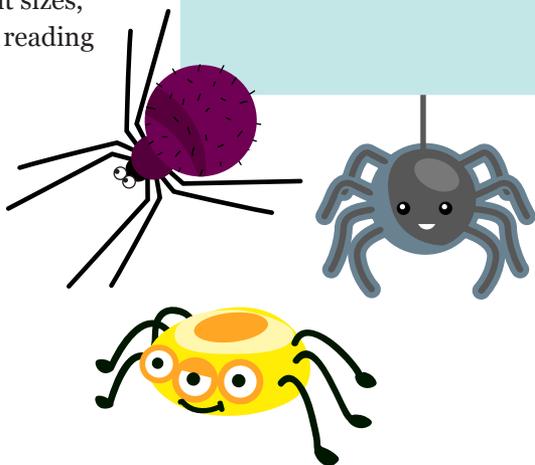
- ▶ Provide factual books, magazines, etc. about community helpers to give your child ideas for acting out roles.
- ▶ Read factual text about a community helper and then visit that community helper in the community where your child lives.

With prompting and support, your child can identify similarities and differences in illustrations between two texts on the same topic.

- Answer questions about how two pictures are the same and/or different.
- Draw spiders of different sizes, colors, and shapes after reading books about spiders.

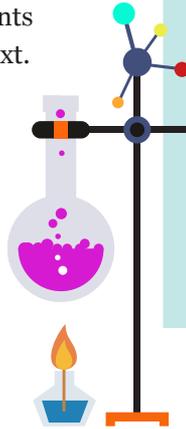
HELP AT HOME

- ▶ Ask how pictures are the same and/or different in a text.



With prompting and support, you child can actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).

- Say “I wonder” or “I see” when talking about a text.
- Create visual art or act out a story after hearing a text.
- Retell a series of past events found in informational text.



HELP AT HOME

- ▶ Ask your child what he liked or wondered about the story in the beginning and at the end.
- ▶ Provide materials and encourage your child to create visual artwork of the story.
- ▶ Explain to your child that factual texts are found in other areas of our lives besides reading, such as social studies, science, etc.

With prompting and support, your child can recognize an association between spoken and written words.

- Create a picture, then dictate a story while an adult writes the words.
- Pretend to “write” notes and stories.
- Dictate a story while an adult writes the words.

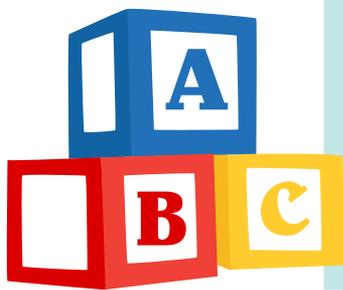
HELP AT HOME

- ▶ Point out that printed words provide information (e.g., charts, recipes, journals, labels) through daily experiences.
- ▶ Provide a writing center and/or opportunities for writing.
- ▶ Write down your child’s dictation.



With prompting and support, your child can recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.

- View videos or interactive technology that joins music, rhythm, color, etc. to the teaching of letters.
- Identify the letters of the alphabet with manipulatives, including capital and lowercase letters.
- Create letters with different materials (e.g., pipe cleaners, play dough).



HELP AT HOME

- ▶ Provide a variety of materials that teach letters (e.g., magnets, foam letters, cookie cutters, blocks with letters on them, alphabet puzzles).
- ▶ Provide manipulative materials with letters of the alphabet. Create space where your child can create letters with paint, sand, toothpicks, and/or by gluing small items onto large written letters.
- ▶ Read alphabet books or books about letters, such as *Chicka Chicka Boom Boom*.

With prompting and support, your child can recognize and name some upper and lowercase letters of the alphabet, especially those in his own name.

- Name the upper and lowercase letters of the alphabet with manipulatives.
- Name the letters in his own name.
- Identify belongings of others by the name written on them.
- Write his own name beginning with an uppercase letter.
- Participate in games matching uppercase to lowercase letters.

HELP AT HOME

- ▶ Make a variety of materials available for letter recognition and formation.
- ▶ Label items (e.g., clothing, books, drawings) using your child's name.
- ▶ Encourage your child to write his name on his work.



With prompting and support, your child can differentiate letters from numbers.

- Separate letters from numbers.



HELP AT HOME

- ▶ Read books, such as *Chicka Chicka Boom Boom* and *Chicka Chicka, 123*, and talk about the differences between the two books.
- ▶ Provide manipulative materials with letters and numbers, such as alphabet and number puzzles and magnets.
- ▶ Play letter and number matching games with your child.

With prompting and support, your child can recognize words as a unit of print and understand that letters are grouped to form words.

- Pretend to “read” words in books.
- Point to words in books while pretending to read them.
- Identify labels at home.
- Tell the number of words in a line of text.

HELP AT HOME

- ▶ Demonstrate pointing to words in books while reading.
- ▶ Label the items in your child’s personal spaces.
- ▶ Use print found around your home and in the community.
- ▶ Point to one letter and then point to one word. Ask your child how they relate (e.g., letters combine together to make words).



With prompting and support, your child can understand that print moves from left to right, top to bottom, and page by page.

- Hold a book appropriately.
- Pretend to read by moving finger appropriately on the page.

HELP AT HOME

- ▶ Demonstrate moving a finger below the text to demonstrate the correct way to read a book.
- ▶ Hold a book upside down and look puzzled, while trying to unsuccessfully read the book. Say, "I can't seem to read this book. Why can't I read it?"



With prompting and support, your child can understand that words are separated by spaces in print.

- Point to words while “reading” a list posted on the wall, pausing between each word.
- Place fingers between words while an adult takes a dictation.

HELP AT HOME

- ▶ Point to words while reading a book.
- ▶ Demonstrate writing appropriately by leaving space between words.



With prompting and support, your child can engage in language play.

- Participate in activities that have rhyming words, repeating words with long/short sounds.

HELP AT HOME

- ▶ Lead your child in “finger plays” and songs that have rhyming and sound patterns (e.g., “Itsy Bitsy Spider”).
- ▶ Read books with repeating and/or rhyming words or phrases. After reading half of the book, pause at these words or phrases and encourage your child to finish the phrases for you.

With prompting and support, your child can explore and recognize rhyming words.

- Repeat words that rhyme.
- Recite parts of familiar poems and stories.
- Use songs, “finger plays,” nursery rhymes, imitation, poetry, and conversation.

HELP AT HOME

- ▶ Encourage your child to identify and repeat words that rhyme while reading a familiar poem, story, or nursery rhyme.
- ▶ Create a poetry book incorporating poems recited together over the year.
- ▶ Lead your child in singing jump rope rhymes while outside.
- ▶ Make up silly words that are not real so they rhyme with a real word.



With prompting and support, your child can demonstrate awareness of the relationship between sounds and letters.

- Identify the letter for the beginning sound in a word.
- Attempt to sound out a word by looking at the beginning letter.
- Say the sounds of letters.

HELP AT HOME

- ▶ Read books and prompt your child to identify initial sounds of words.
- ▶ Demonstrate the sounds letters make.

With prompting and support, your child can demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.

- Copy an adult's clapping syllables in words.

HELP AT HOME

- ▶ Clap syllables in your child's name or other family members' names.
- ▶ Clap syllables in words found in poems, rhymes, or songs.

With prompting and support, isolate and pronounce the initial sounds in words.

- Say the beginning sounds of a word.
- Recite familiar tongue twisters.

HELP AT HOME

- ▶ Play "I Spy" to identify something that begins with a /t/ sound as in table.
- ▶ Read books with alliteration – same beginning sound/letter of words (e.g., Sally sells seashells by the seashore), drawing your child's attention to the words that begin with a similar sound.



With prompting and support, your child can demonstrate an awareness of ending sounds in words.

- Recognize the ending sound of a word.
- Choose the object with the ending sound that corresponds to a spoken word.

HELP AT HOME

- ▶ Play “I Spy” to identify something that ends with a /p/ sound as in cup.
- ▶ Say a word and direct your child to choose an object that ends with that sound.

With prompting and support, your child can demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.

- Point to a consonant letter while saying the primary letter sound.
- Pick a consonant letter out of a mystery bag and say its primary letter sound.



HELP AT HOME

- ▶ Play word games and color the initial consonant in a different color from the rest of the word (e.g., cat, hat, sat).
- ▶ Provide a mystery bag of consonant letters and instruct your child to choose one and say its primary consonant sound.

With prompting and support, your child can recognize his or her own name, environmental print, and some common high-frequency sight words.

- Identify his name in print.
- Identify some familiar words in print, such as the names of his parents, siblings, and/or relatives.
- Identify pronouns (e.g., I, me, you) and articles (e.g., and, the) in print.

HELP AT HOME

- ▶ Display your child’s name on artwork, toys, etc.
- ▶ Ask your child to find his name and his family members’ names.
- ▶ Play sight word games, such as a friend says a sight word and your child has to find it in print.



Your child can display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).

- Pretend to “read.”
- Use a pointer to “read” around the room.

HELP AT HOME

- ▶ Have your child “read” familiar stories to you.

