

# Objectives

- **Review** the importance of families as the child's first teacher
- **Identify** early literacy skills to be reinforced at home
- **Design** a family engagement early literacy activity to reinforce what children are learning in the classroom

**Families are their children's first  
and most important teachers**







# DC Early Learning Standards

## Our focus today will be on three of the DC Early Learning Standards (ELS)

- 10. Demonstrates comprehension of printed materials read aloud
- 11. Hears and discriminates the sounds of English and/or home language(s)
- 12. Writes letters and sounds



# Alignment

## **DC Early Learning Standards**

- 10. Demonstrates comprehension of printed materials read aloud
- 11. Hears and discriminates the sounds of English and/or home language(s)
- 12. Writes letters and sounds

## **Teaching Strategies Objectives for Development & Learning**

- 18. Comprehends and responds to books and other texts
- 15. Demonstrates phonological awareness
- 19. Demonstrates emergent writing skills

# Anatomy of a standard

## Standard 10:

**Domain**

**Standard**

**Indicators**

**Example**

**Supportive  
Practices**

LITERACY	PRESCHOOL
STANDARDS	Indicators
10. Demonstrates comprehension of printed materials read aloud	10a. Uses some words and/or concepts from the text to talk about a story, poem or informational text read aloud
	<i>Example:</i> <ul style="list-style-type: none"><li>• After hearing the book "Old McDonald" read aloud, retell the story to a doll, using some of the teacher's gestures and animal sounds.</li></ul>
	<i>Supportive Practices:</i> <ul style="list-style-type: none"><li>• Encourage children to talk about a book read earlier in the day as they are waiting for everyone to get their coats on.</li><li>• Ask questions (e.g., use open-ended questions and ask follow-up questions) about a story read or ask to retell the story.</li></ul>

# Standard 10 Demonstrates comprehension of printed materials read aloud





# Developmental Progression

## Standard 10

Standard	Preschool	Pre-K Exit
10 Demonstrates comprehension of printed materials read aloud	10a. Uses some words and/or the text to talk about a story, poem or informational text read	10a. With prompting and support asks and answers questions about key details of a story

# Supportive Practices

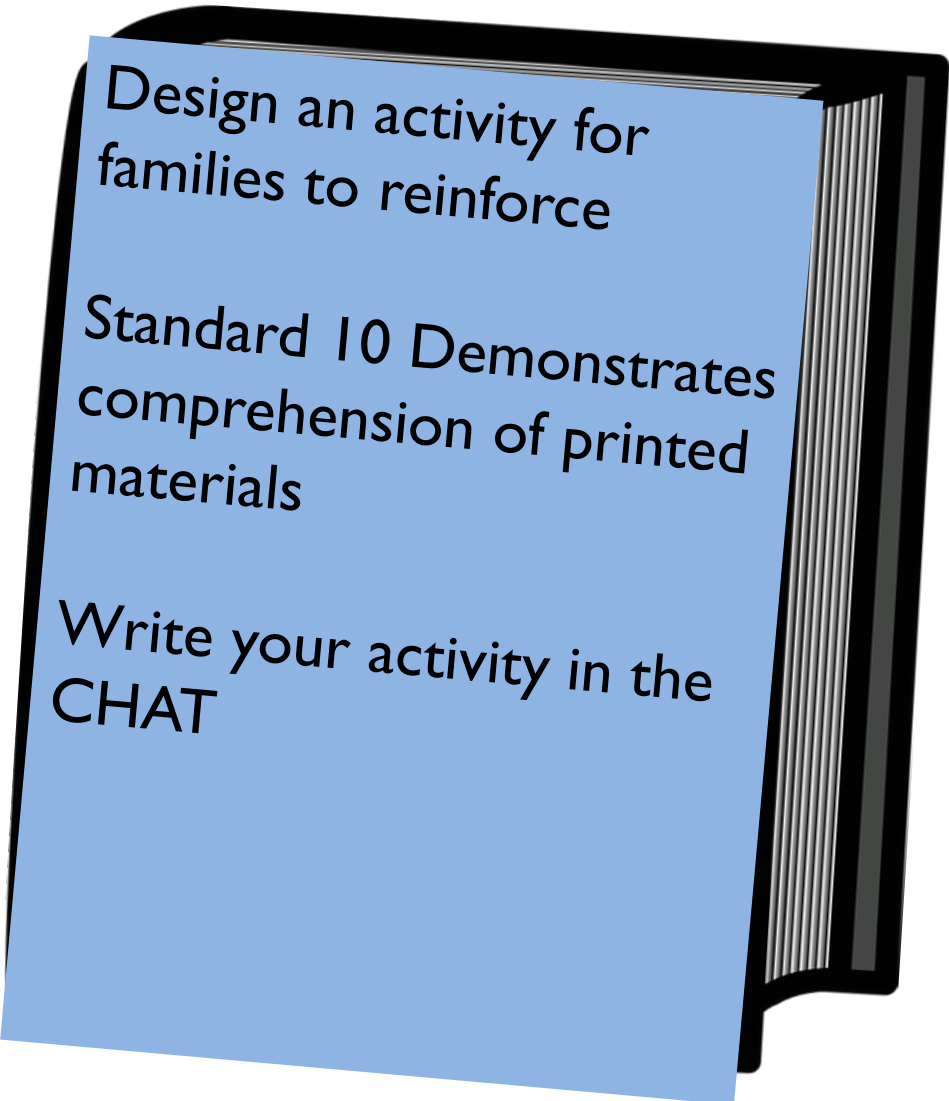
## Supportive Practice Standard 10



### Supportive Practices:

- Ask questions (e.g., use open-ended questions and ask follow-up questions) about a story read or ask to retell the story.
- Provide opportunities to act out stories like “The Three Bears.”

# Activity for Families

A blue book with a white page showing instructions for a family activity. The page is tilted and contains three lines of text.

Design an activity for  
families to reinforce

Standard 10 Demonstrates  
comprehension of printed  
materials

Write your activity in the  
CHAT



# Standard 11 Hears and discriminates sounds of English and/or home language(s)





# Developmental Progression

## Standard 11

Standard	Preschool	Pre-K Exit
11 Hears and discriminates sounds of English and/or home language	11a. Plays with language experimenting with beginning and ending sounds.	11a. Shows awareness of separate words in a sentence.

# Supportive Practices

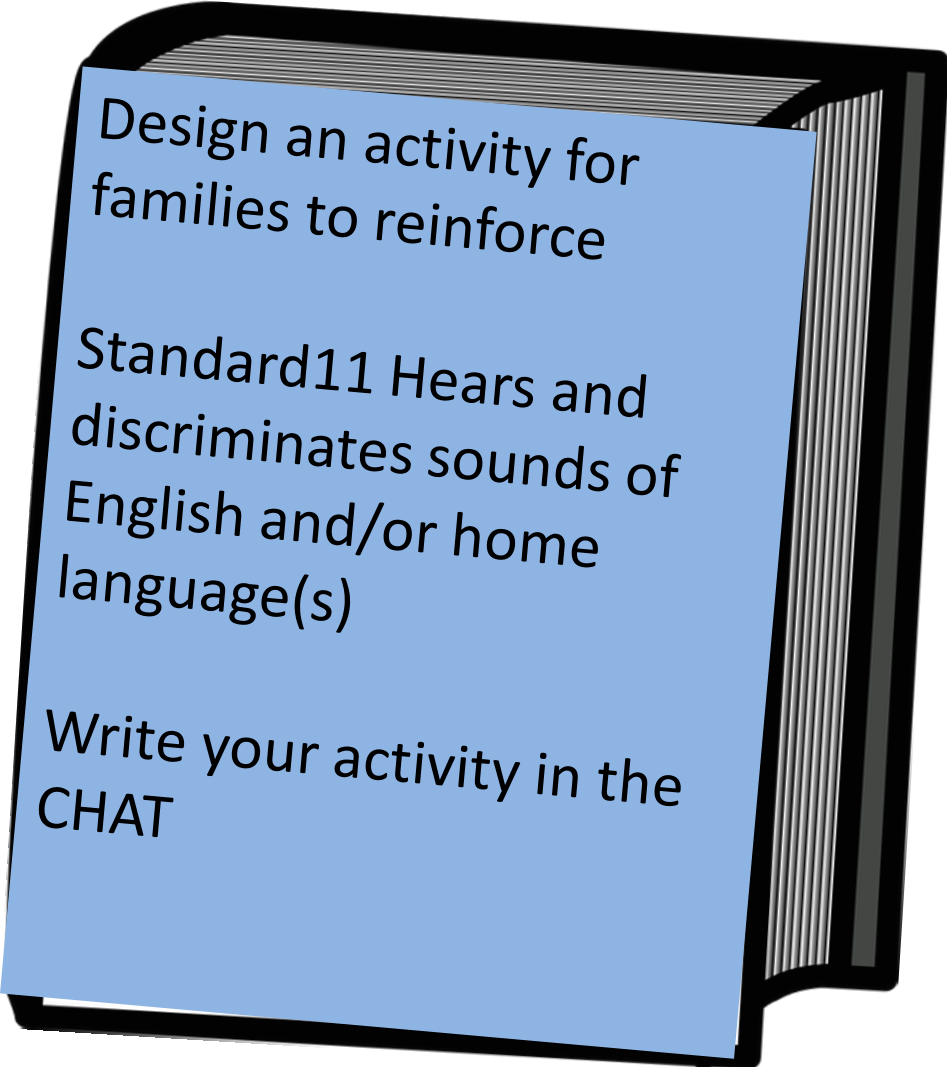
## Supportive Practice Standard I I



### Supportive Practices:

- Call attention to particular words in your morning message by highlighting them.
- Read a short poem and ask children whether they hear rhyming words in it, like night and light.
- Talk with children about how words can be broken into smaller parts,. Use their names as examples (e.g. Sha-kir-a).

# Activity for Families

A blue book with a white page containing text. The book is shown from a three-quarter perspective, with the spine on the right. The page is slightly tilted to the left.

Design an activity for families to reinforce

Standard 11 Hears and discriminates sounds of English and/or home language(s)

Write your activity in the CHAT





# Standard 12 Writes letters and words





# Developmental Progression

## Standard 12

Standard	Preschool	Pre-K Exit
12 Writes letters and words	12a. Uses letter-like forms, letter strings, some letter combinations that are words	12a. Begins to invent spelling while writing to convey a message with prompting and support

# Supportive Practices

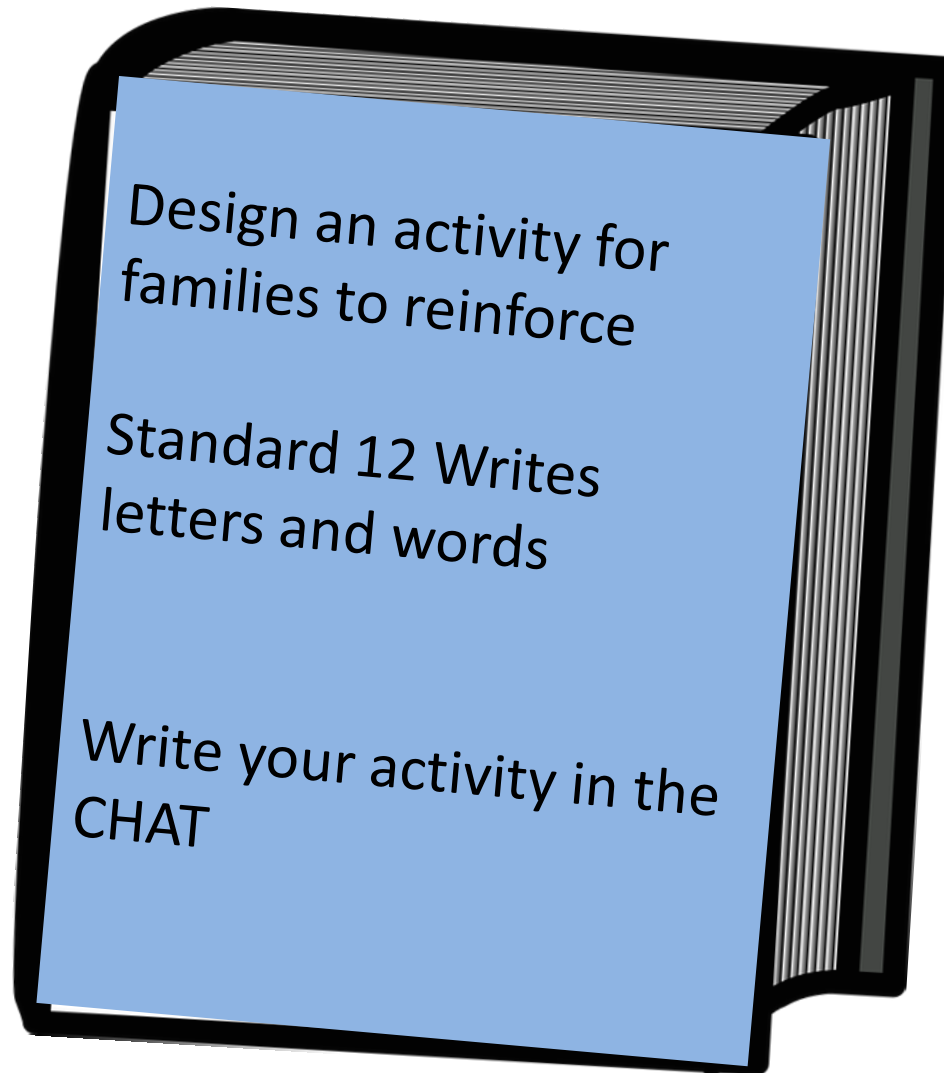
## Supportive Practice Standard 12



### Supportive Practices:

- Ask children to make signs for the classroom that will help new children know where each center is located
- Make sure that writing materials (e.g., markers, crayons, pencils, post-its, index cards, copy paper, etc.) are available throughout the classroom.

# Activity for Families





# Resources for Families

- Reading Rockets - [www.readingrockets.org](http://www.readingrockets.org)
- National Center for Families Learning: [30 Days of Families Learning Together.](#)
- Sesame Street Preschool Learning Games: <https://www.sesamestreet.org/parents/learning-areas/literacy>
- PBS Early Literacy Program: Learning at Home: 9 Early Literacy Activities: <https://www.pbs.org/parents/thrive/learning-at-home-9-early-literacy-activities>



# References

Office of the State Superintendent of Education (OSSE) (2019), District of Columbia Early Learning Standards 2019. OSSE, Washington, DC

Heroman, C. , Jones, C. The Creative Curriculum for Preschool, 6<sup>th</sup> Edition, Volume 3 Literacy. (2016) Teaching Strategies, Washington, DC

Shanahan, T & Lonigan C. (Eds) Early Childhood Literacy: The National Early Literacy Panel and Beyond (2016). Brookes Publishing, Baltimore, MD

