

LITERACY DEVELOPMENT FRAMEWORK

AGE	STAGE	LITERACY DEVELOPMENT	LITERACY GOAL	ADULT ROLE
Birth -2 Years	PRE-TALKERS	<p>Responds to sounds; follows sounds; "reads" gestures and facial expressions; responds to and is comforted by being touched and held; babbles; imitates speech sounds; responds to own name; squeals with joy or pleasure; responds to "peek-a-boo;" imitates words; names familiar objects; points to familiar objects when named; directs movement of objects as in scribbling; speaks in 4-5 word sentences; names pictures;begins to help self.</p>	<p>Develop a comfort with and interest in books</p>	<p>Hold child comfortably on lap; follow baby's cues for "more" and "stop"; point to objects and name pictures; respond to child's prompting to read; let the child control the book; get comfortable with toddler's short attention span; ask: "Where is the...?"; let the child point; relate books to child's experiences; use books in routines such as bedtime; ask, "What's that?" and give the child time to answer; pause and let the child complete the sentence.</p>
2-3 Years	TALKERS	<p>Names a color; repeats and imitates words and phrases; uses spatial and number concepts; likes rituals; points to named objects; pretends to read; understands there are concepts about print (right to left, top to bottom); knows pictures and words stay the same and have meaning; recognizes letters.</p>	<p>Actively engage in interactive storybook reading</p>	<p>Use books in routines; read at bedtime; be willing to read the same story over again; ask, "What's that?" relate books to the child's experience; provide crayons and paper.</p>

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4-5 Years	PRE-READERS	<p>Uses questions; understands sequence of events; tells simple stories; reads using pictures; reads and retells familiar stories;; uses fantasy and imaginative play to create meaning; shows preference for right or left hand; recognizes letters; connects letters with sounds and makes letter-sound matches; shows familiarity with rhyming and beginning sounds; makes line drawings .</p>	<p>Develop basic concepts about print and words</p>	<p>Ask, "What's happening?"; encourage writing and drawing; let child tell a story; name objects; reinforce letters and numbers; encourage "sight" reading of familiar words (STOP, family names, store names); expose child to a variety of print experiences and purposeful reading; read and reread stories; visit library regularly; let child draw and print.</p>
5-8 Years	NEW READERS	<p>Uses descriptive language; uses letter-sound associations, word parts, context to identify new words; matches spoken words with written ones; recognizes words by sight; reads orally with increasing fluency; adds expression; begins to write letters and some words; uses reading and writing for various purposes; attempts capitalization and punctuation; enjoys being read to.</p>	<p>Engage and experiment with reading and writing</p>	<p>Read and talk about a variety of interesting and favorite books; let child read aloud; allow child to select her own books; expose child to a range of text forms (lists, etc.); encourage child's attempts at reading and writing, such as writing letters; allow child to participate in activities that involve reading and writing (cooking, etc.); play games that have specific directions; have conversations throughout the day; read daily.</p>

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7-10 Years	READERS	<p>Reads with greater fluency; applies diverse strategies to identify new words; identifies more words by sight; uses common letter patterns to spell words; begins to read for comprehension and regularly uses varied strategies for comprehension; self-corrects and rereads to increase comprehension; reads independently; makes connections between texts; writes expressively in different forms; uses a rich vocabulary and sentences appropriate to text forms; uses reading to research topics; punctuates and proofreads; likes to be read to.</p>	<p>Read independently and with increasing fluency</p>	<p>Continue reading to child and encourage her to read to others; engage child in activities requiring reading and writing; show interest in a child's learning by displaying her work; encourage child to use and enjoy print for many purposes (games, sports, etc.); build a love of language in all its forms; engage child in conversations; support child's interests or hobbies with reading materials and references; visit the library regularly.</p>
8-12 Years	ENRICHMENT READERS	<p>Reads with greater fluency; applies diverse strategies to identify new words; identifies more words by sight; uses common letter patterns to spell words; begins to read for comprehension; regularly uses varied strategies for comprehension; reads independently; makes connections between texts; writes expressively in different forms; uses a rich vocabulary and sentences appropriate to text forms; uses reading to research topics; punctuates and proofreads still likes to be read to.</p>	<p>Read for enrichment and information</p>	<p>Continue to read to child and encourage her to read to others; read (and preview) books the child reads; engage in conversation; visit the library regularly and book stores.</p>