



Research Foundation: Language and Literacy



Research Foundation: Language and Literacy

Language learning begins at birth, but many children do not receive the ongoing experiences that support this learning. Children’s language and literacy development may be negatively affected by factors, including poverty; limited English proficiency; visual, hearing, and language impairments; cognitive deficiencies; and parents who have had difficulty reading (National Early Literacy Panel, 2008; Snow et al., 1998).

Strong language skills are essential for children’s success in school and life (Hart & Risley, 2003; Heath & Hogben, 2004; Jalongo, 2008; Kalmar, 2008), and one of the best predictors of educational and life-skills competency is the level to which a child progresses in reading and writing (Neuman, Copple, & Bredekamp, 2000). Effective instruction in the early years can have a large impact on children’s language and literacy development, and children at risk for school failure stand to benefit the most from high-quality experiences (Campbell, Ramey, Pungello, Sparling, & Miller-Johnson, 2002). Without such instruction, differences in children’s understanding and use of language can vary enormously by age 3 (Copple & Bredekemp, 2009; Strickland & Shanahan, 2004).

Given that language and literacy develops during a child’s first five years, early childhood educators need to make a conscious effort to intentionally plan activities and experiences that optimize conditions for children to acquire positive attitudes, skills, and knowledge about language and literacy. The research tells us that a teacher’s role is critical to a child’s learning and that teachers can inspire children to read, write, and learn through thoughtful planning and developmentally appropriate literacy instruction (Neuman et al., 2000).

These and other important research findings led Teaching Strategies to update and revise *The Creative Curriculum® for Preschool*. The expanded curriculum, which is in its fifth edition, includes special new materials that emphasize the function of language as a tool to help children use language to express their own thoughts and ideas and communicate

.....

with others. *The Creative Curriculum* shows early childhood educators how to intentionally infuse literacy practices in their classroom and use the environment as a natural source to create literacy-related experiences. It also offers teachers explicit language to model when engaging the interests of children and stimulating their intellectual capacity in a myriad of specific, focused, small- and large-group activities, which can be found in our new *Intentional Teaching Cards™* and teaching guides.

From its inception, *The Creative Curriculum* has taken a comprehensive approach toward teaching literacy in preschool. The literature reviewed to retool *The Creative Curriculum for Preschool* mines new research related to the importance of early literacy development at the preschool level as well as developmentally appropriate practices that advance literacy learning. The curriculum incorporates the latest best practices that support children's language and vocabulary, phonological awareness, knowledge of the alphabet, concepts of print, read-alouds, and writing. Research indicates that children's development does not occur in one discrete, isolated area at a time but is interdependent.

This edition of *The Creative Curriculum*, which now includes five volumes, translates and applies the research to show educators how to more effectively boost reading development and design developmentally appropriate, literary-focused classrooms that encourage children to engage regularly with literacy concepts. Another key addition to the curriculum articulates strategies that help teachers develop the emergent literacy and language skills of English-language learners and children with disabilities. Teachers will learn how to gauge the level of support to assist a child's learning, and how and when to more actively engage families in their child's literacy development.

The Creative Curriculum draws on other research that includes the findings that language is the foundation for ongoing literacy support (Strickland & Shanahan, 2004) and involves learning about the structure and sequence of speech sounds, vocabulary, grammar, and the rules for engaging in appropriate and effective conversation (Berk, 2003). It also helps educators support the literacy and language development of children from low-income families. Research shows that poverty issues affect development, and that children from low-income families face the most difficulty learning to read in the primary grades. They begin school with less prior knowledge, verbal abilities, phonological sensitivity, familiarity with the basic purposes and mechanisms of reading, and letter knowledge (National Early Literacy Panel, 2008; Snow, Burns, & Griffin, 1998). These less affluent children have not been exposed to as many reading hours as children from middle-class families and have smaller vocabularies by first grade. The findings show that a child from a low-income family has been

.....

exposed to about 25 hours of one-to-one reading while the average child from a middle-class family has logged more than 1,000 hours (Berk, 2006; Neuman 2003). The size of their vocabulary also is one-fourth the size of their middle-class peers (Berk, 2006).

For these children in particular, the importance of incorporating purposeful and intentional language and literacy experiences into each preschool day cannot be underestimated and is an essential task for any high-quality early childhood program. Taken as a whole, Teaching Strategies' literacy-related resources empower teachers and parents with the latest research-based strategies so that language and literacy learning is integrated into everyday interactions with children while intentionally teaching critical literacy skills. Our resources tap into the importance of how to properly implement materials, from the teaching guides to special cards that discuss books and teach vital literacy and language concepts. What sets the revised Teaching Strategies' curriculum apart from others is the implementation of the materials, because it is a teacher's implementation of them that influences the quality of the learning.

The Components of The Teaching Strategies System for Preschool

The Teaching Strategies system for preschool, anchored by *The Creative Curriculum® for Preschool*, fifth edition, is composed of resources that support early childhood educators through every step of the process of teaching literacy to young children. The curriculum, which includes five volumes, teaching guides, and related resources, translates and applies the latest research into hands-on daily routines. The new teaching guides and *Intentional Teaching Cards* provide specific, focused, small- and large-group instructional opportunities. All of the literacy-related resources include:

- *The Creative Curriculum for Preschool, Volume 3: Literacy*
 - *The Creative Curriculum for Preschool* teaching guides
 - *Intentional Teaching Cards* for literacy
 - *Mighty Minutes*
 - *Book Discussion Cards*
 - *Reading Right From the Start: A Parent's Guide to the First Five Years*
 - *Building Your Baby's Brain: A Parent's Guide to the First Five Years*
-

The Creative Curriculum for Preschool Foundation, Volumes 1-5

Effective and vibrant early childhood classrooms reflect a fundamental understanding of child development and best early childhood practices. For over 30 years, *The Creative Curriculum* has embodied this philosophy, resting on a firm foundation of research and continually responding to new insights into what teachers need to know in order to build high-quality programs. *The Creative Curriculum for Preschool*, fifth edition, combines the current research and knowledge about high-quality early childhood programs into five comprehensive volumes that articulate clearly the “what” and “why” of preschool teaching. The third volume in the series, *The Creative Curriculum for Preschool, Volume 3: Literacy*, empowers teachers to use the latest research-based strategies for supporting early literacy learning, encouraging them to be intentional in teaching children critical skills and incorporating oral language and literacy learning into everyday classroom experiences.

The Creative Curriculum for Preschool Teaching Guides

The six *Creative Curriculum for Preschool* teaching guides provide teachers with step-by-step, daily guidance and curriculum plans for the entire year. The teaching guides feature studies—enjoyable, in-depth investigations that begin with children’s questions. The studies provide the context for incorporating literacy and literacy-related skills, such as learning new vocabulary, using writing to document learning, and exploring books. The first guide, *Beginning the Year*, is not considered a study. It addresses the first six weeks of school, which are devoted to building a strong classroom community, forging a connection with children’s families, and helping children become familiar with the skills needed to conduct an investigation. In the teaching guides, children play an active role as they explore topics, such as balls, buildings, and trees. Each study shows teachers how to intentionally incorporate literacy into children’s daily explorations. These comprehensive daily plans make literacy learning part of a unified whole but still provide the opportunity for setting discrete literacy goals in the classroom.

Intentional Teaching Cards for Literacy and Language

The Creative Curriculum for Preschool, fifth edition, contains 63 *Intentional Teaching Cards* that focus specifically on language and literacy learning. The cards describe playful and engaging activities that can be used throughout the day during planned small- and large-group time to teach important literacy skills to children. Each *Intentional Teaching Card* shows teachers how to implement an activity in the classroom and demonstrates which literacy objectives it addresses. The cards allow

teachers to ensure that, in addition to incorporating general literacy learning throughout the day and into interest areas, they are also intentionally carving out time every day to focus on specific literacy skills.

Mighty Minutes™

Mighty Minutes, a collection of songs, chants, rhymes, games, and short activities, help teachers create learning opportunities during transition times or “in-between” times. *Mighty Minutes* intentionally teach literacy skills, including rhyming and letter recognition. *Mighty Minutes* can be done anywhere and at any time, such as when teachers are preparing to go outside or gathering children for large group time. *Mighty Minutes* allow teachers to make the most of transitional times through intentional, focused literacy opportunities.

Book Discussion Cards

Book Discussion Cards include discussion questions that build children’s comprehension, critical-thinking, and social skills during repeated, interactive read-alouds. The cards are linked to selected books in the Teaching Strategies Children’s Book Collection and provide teachers with suggestions for introducing the book, emphasizing vocabulary as they read, making comments, and asking probing and high-quality questions. *Book Discussion Cards* help teachers engage children in discussing the problems posed by complex stories. This research-based approach is designed to improve comprehension and vocabulary.

Reading Right From the Start: A Parent’s Guide to the First Five Years and Building Your Baby’s Brain: A Parent’s Guide to the First Five Years

Reading Right From the Start and *Building Your Baby’s Brain* are resources that teachers can share with parents to help support literacy learning at home. In addition to teachers, parents play a significant role in helping children learn and develop in every area, including vocabulary, familiarity with books, and seeing how writing serves various purposes. These easy-to-read resources show parents simple ways of encouraging brain development and incorporating literacy into daily routines and experiences at home, beginning from birth. *Reading Right From the Start* and *Building Your Baby’s Brain* help teachers reinforce the essential connection between school and home and encourage parents with simple, non-intimidating ways to support their child’s brain development and acquisition of literacy skills.

Application of the Research

The Creative Curriculum for Preschool, Volume 3: Literacy and other Teaching Strategies resources that focus on language and literacy provide early childhood educators with guidance for incorporating language and literacy learning throughout the day and into interest areas, along with purposeful, focused opportunities that nurture the development of literacy skills in even the youngest of learners. By directly translating into practice the most current research on how children develop and learn language and literacy skills, teachers using *The Creative Curriculum for Preschool* can be certain that they are focusing on what matters most for a child's success, in language and literacy as well as in other curricular areas.

What the research says...	<i>The Teaching Strategies application...</i>
Knowledge of the Alphabet	
<p>Children's own names are highly motivating for learning letter names (Share & Jaffe-Gur, 1999; Bloodgood, 1999).</p>	<p>Teaching Strategies' curricular materials provide teachers with activities and games. Some of the activities focus on children's names to draw attention to letters in a meaningful way.</p>
<p>Exposure to alphabet books may increase children's letter knowledge and phonological processing skills (Baker, Fernandez-Fein, Scher, & Williams, 1998; Murray, Stahl, & Ivey, 1996).</p>	<p>Suggestions on selecting appropriate books for group and one-on-one reading are provided.</p> <p><i>The Creative Curriculum</i> classroom incorporates alphabet books into various interest areas, including alphabet books in the home languages of the children.</p>

What the research says...	<i>The Teaching Strategies application...</i>
<p>The shapes of letters are learned by distinguishing one character from another by its type of spatial features (Gibson & Levin, 1975).</p>	<p>Teaching Strategies' curricular materials describe a child's developmental progression that leads to alphabet recognition (round letters; letters with curves; letters with diagonal lines).</p> <p>Guidance on how to encourage sensory exploration of the alphabet and teaching about shapes is provided.</p> <p>Teachers are encouraged to provide alphabet materials that children can manipulate, e.g., magnetic letters, letter tiles, lacing letters, and intentionally call attention to their features, forms and letter sounds.</p>
Phonological awareness	
<p>Children develop a sense of the sound structure of language by saying rhymes, singing, reciting fingerplays, and clapping the syllables to chanted words (Adams, 1990; Adams, 2001; Carroll, Snowling, Hulme, & Stevenson, 2003; Strickland & Schickedanz, 2004; Jenkins & Bowen, 1994).</p>	<p>Phonological awareness activities, e.g., songs, rhymes, language games, sharing books that focus on sounds, rhyming, and alliteration, are intentionally integrated into almost every event of the day, including, small- and large group time, choice time, outdoors, and during interactions with children in the 11 interest areas.</p>

What the research says...	<i>The Teaching Strategies application...</i>
<p>Phonological awareness skills are typically learned in a particular order (Anthony, Lonigan, Driscoll, Phillips, & Burgess, 2003). However, children acquire these skills in an overlapping sequence rather than by mastering one level before the next (Dickinson & Neuman (Eds.), 2006).</p>	<p>Teaching Strategies' curricular materials show a continuum of phonological awareness skills—listening, rhyming, alliteration, sentences and words, syllable blending, onset and rime, and phoneme manipulation.</p> <p>Teachers are shown how to strengthen each child's skills through a variety of songs, stories, games, and activities.</p>
<p>Knowledge of print and its uses</p>	
<p>Knowledge of print concepts develops through direct contact with books and explicit modeling by skilled readers as well as through exposure to environmental print (Adams, 1990).</p>	<p>Teachers are shown how to use interactive writing and read-alouds to develop children's print knowledge—left-to-right directionality, spoken-to-written word correspondence, word concepts, spacing, punctuation, and capitalization. During planned read-alouds, for example, teachers emphasize vocabulary words and discuss a book character's thinking, feelings, and actions.</p>
<p>Children learn much about print from what is included in the environment, e.g., signs and labels, and from including print in their play (McGee, Lomax, & Head, 1988; Neuman & Roskos, 1993).</p>	<p>Teaching Strategies' curricular materials present techniques for incorporating literacy into the overall physical environment, including the 11 interest areas. Teachers are encouraged to include print in the environment that is meaningful, functional, and interesting. Many specific examples are provided.</p>

What the research says...	<i>The Teaching Strategies application...</i>
<p>When adults supported children's learning in a print-rich environment, children were found to learn significantly more words in context than their peers who experienced a print-enriched environment without adult interactions (Vukelich, 1990).</p>	<p>Teaching Strategies' curricular materials provide implementation strategies to create a print-rich environment that draws children's attention to print in a meaningful way.</p>
Comprehension of books and other texts	
<p>Comprehension of oral language and simple texts is essential to future reading success; children learn to process what they hear and read (Teale & Yokota, 2000).</p>	<p>Teaching Strategies' curricular materials present strategies for encouraging children's comprehension of text through book discussions, story retellings, interactive readings, and props to extend story activities.</p> <p>Teachers are encouraged to engage children in extended conversations by expanding and extending topics, asking questions, and connecting new ideas and information to their prior knowledge and experiences.</p>
<p>Children who engage in frequent activities with books have larger, more literate vocabularies and learn to read better than children who have few book experiences (Dickinson & Tabors, 1991).</p>	<p>Teaching Strategies' curricular materials present opportunities for increasing children's vocabularies through story reading by connecting advanced language in books to familiar concepts and words that children already know. Book-reading activities are encouraged throughout the daily schedule with one-on-one reading and small- or large group-time story reading.</p>

What the research says...	<i>The Teaching Strategies application...</i>
<p>Children follow a typical progression in learning to read storybooks, from pointing and labeling pictures to talking about the pictures to using known words, letter and sound knowledge, and pictures to make meaning of text (Sulzby, 1985).</p>	<p>Teaching Strategies' curricular materials recognize that each child's prior knowledge, experiences, and interests influence their knowledge of print and how it works. Teachers are encouraged to individualize book-reading experiences for each child to scaffold their learning, e.g., a younger child may benefit from the teacher talking about the pictures while an older child may be reading to talk about the letter–sound correspondence.</p>
<p>Retelling stories helps children develop a sense of story structure and other understandings about language that contribute to their comprehension of text (Morrow, 2005).</p>	<p>Teaching Strategies' curricular materials provide teachers with multiple ways to encourage story retelling through dramatic play, props, and drawing pictures.</p>
Emergent writing skills	
<p>Writing letters or name writing is a predictor of later literacy (National Early Literacy Panel, 2008).</p>	<p>Opportunities for writing letters occur throughout the <i>The Creative Curriculum</i> classroom. Teachers encourage children to sign-in as part of their daily arrival routine, write their names on their artwork, draw and write in their journals, and sign their names in the appropriate column for the question of the day and other natural contexts provided for writing their names throughout the classroom.</p>

What the research says...	<i>The Teaching Strategies application...</i>
<p>Writing originates from drawing and is supported by make-believe play; children learn to associate symbols with meaning (Vygotsky, 1997).</p>	<p>Teaching Strategies' curricular materials present techniques facilitating writing throughout the classroom as children engage in play. Interest areas are equipped with writing tools so that children can write as a natural extension of their play, e.g. making signs for their constructions in the Block area, taking orders during restaurant play in the dramatic play area.</p>
<p>Writing letters requires children to know how each letter looks and how to put line segments together to form them; they must also know the orientation of letters and the order in each word (Schickedanz, 1999).</p>	<p>Teaching Strategies' curricular materials recognize that children go through a developmental progression in learning to write letters. The materials provide ideas for teaching children about the shapes of the letters. Some of the ideas include sensory exploration of the alphabet and calling children's attention to the title of recipes during cooking activities.</p>
<p>Listens to and understands increasingly complex language</p>	
<p>Children learn the meaning of most words indirectly, through everyday experiences with oral and written language (National Institute of Child Health and Human Development, 2000).</p>	<p>Teachers explicitly teach vocabulary in an integrated, meaningful way and in the context of everyday experiences. Teaching Strategies' curricular materials show how each of the following strategies are used to promote oral language and vocabulary development, which covers informal conversations, songs, rhymes, fingerplays, movement activities, play, read-alouds, and storytelling.</p>

What the research says...	<i>The Teaching Strategies application...</i>
<p>Children benefit from conversations that include varied vocabulary and challenge their thinking (Dickinson & Tabors (Eds.) 2001); use open-ended questions (Mooney, 1995); and are rich in explanatory talk (Dickinson & Tabors (Eds.) 2001).</p>	<p>A range of strategies to promote vocabulary and language development about what teachers do and say to children are woven throughout the curriculum.</p>
<p>Sociodramatic play impacts children’s language development through increased language and more complex language structures (Heisner, 2005).</p>	<p><i>The Creative Curriculum</i> classroom includes an area designed to inspire creative and imaginative dramatic play. The materials provide specific guidance about how to intentionally scaffold children’s sociodramatic play so that it advances their learning.</p>
<p>Reading aloud to children has a profound impact on their language skills (Dickinson & Smith, 1994; Leung, 1992; Robbins & Ehri, 1994; Sénéchal, 1997), especially when teachers:</p> <ul style="list-style-type: none"> • Engage in repeated readings of stories (Senechal, 1997) • Involve children in discussions about stories (Senechal, 1997) 	<p>Teaching Strategies’ curricular materials instruct teachers on how to conduct interactive story times with groups and individual children and offers suggestions on how to effectively facilitate story retellings.</p>

What the research says...	<i>The Teaching Strategies application...</i>
Uses spoken language to express thoughts and needs	
<p>Oral language is important to children’s literacy development; children’s first writing experiences are usually based on what they learned through narrative talk (Beals, 2001; Dickinson & Tabors, 2001; Hart & Risley, 1995).</p>	<p>Teaching Strategies’ curricular materials support oral language development by providing strategies to encourage conversation between children and adults and among the children. These strategies included using repetition, expansion, extension, self-talk, parallel talk, and open-ended questions. Throughout the curriculum, teachers will find specific examples to extend children’s thinking and learning in each of the interest areas.</p>
<p>There are major differences in children’s oral language skills due to family background and income; family language patterns affect how much speech children use to express their feelings, needs, and ideas (Rogoff, Mistry, Goncu & Mosier, 1993).</p>	<p>Teachers are shown how to build positive partnerships with families to share the importance of language development and explain the connection between vocabulary and learning how to read. Teachers provide language-rich experiences for all children throughout the day.</p>
<p>Some children use other forms of communication besides spoken language; English-language learners and children with language delays may face additional difficulties in using language (Cook, Klein, & Tessier, 2004; Weitzman & Greenberg, 2002).</p>	<p>Teaching Strategies’ curricular materials include specific strategies for promoting optimal language development for children with special needs and English-language learners. These strategies include using visual cues and gestures to accompany the spoken word to aid comprehension, connecting classroom experiences to children’s prior knowledge, and using small-group settings to provide a secure environment in which children can comfortably practice their emerging language skills.</p>

What the research says...	<i>The Teaching Strategies application...</i>
Uses appropriate conversational and other communication skills	
<p>Children acquire vocabulary, other language skills, and background knowledge about many topics by participating in frequent, meaningful conversations with responsive adults; such conversations contribute to early reading success (Dickinson & Tabors, 2001).</p>	<p>Teachers are encouraged to engage children in back-and-forth exchanges to expand their thinking, build on concepts, and increase vocabulary. Teachers talk about topics that are of interest to children to encourage conversation. All aspects of the daily plans utilize times for social engagement and conversation.</p>
<p>Children also must learn the social rules of communicating—being polite, speaking so the listener understands, and turn-taking; social rules often vary from culture to culture and from one community to another (Trawick-Smith, 2006).</p>	<p>Teachers intentionally model the rules of social conversation and behavior as they give children time to respond, talk with classmates, respond appropriately, and ask follow up questions. Teaching Strategies’ curricular materials provide guidance on how communication styles vary from culture to culture. They also show teachers how to build positive partnerships with families in view of their culture.</p>

<i>Intentional Teaching Card™</i>	Objective Addressed	Dimension Addressed
Shared Writing	Demonstrated knowledge of print and its uses	Print concepts
Desktop Publishing	Demonstrates knowledge of the alphabet Demonstrates knowledge of print and its uses	Identifies and names letters Letter-sound knowledge
Alphabet Cards	Demonstrates knowledge of the alphabet	Identifies and names letters
Bookmaking	Demonstrates knowledge of print and its uses	Uses and appreciates books Print concepts
Jumping Beans	Demonstrates knowledge of the alphabet	Identifies and names letters
Dramatic Story Retelling	Comprehends and responds to books and other texts	Retells stories
Letters, Letters, Letters	Demonstrates knowledge of the alphabet	Identifies and names letters Letter-sound knowledge
Memory Games	Uses language to express thoughts and needs Remembers and connects experiences	
Pocket Storytelling: The Mitten	Comprehends and responds to books and other texts	Interacts during read-alouds & book conversations
Rhyming Chart	Demonstrates phonological awareness	Rhyme
Rhyming Riddles	Demonstrates phonological awareness	Rhyme
Same Sound Sort	Demonstrates phonological awareness	Alliteration
Shaving Cream Letters	Demonstrates knowledge of the alphabet; Demonstrates emergent writing skills	Letters Writes names
Did You Ever See...?	Demonstrates phonological awareness	Rhyme

<i>Intentional Teaching Card™</i>	Objective Addressed	Dimension Addressed
Texture Letters	Demonstrates knowledge of the alphabet	Letters Letter-sounds
Tongue Twisters	Demonstrates phonological awareness	Alliteration
Walk a Letter	Demonstrates knowledge of the alphabet	Identifies and names letters Letter sounds
What's Missing?	Uses language to express thoughts and needs Remembers and connects experiences	
Silly Names	Demonstrates phonological awareness	Alliteration
Baggie Books	Demonstrates knowledge of the alphabet Demonstrates knowledge of print and its uses	Print concepts
Buried Treasures	Demonstrates knowledge of the alphabet	Identifies and names letters
Coupon Match	Demonstrates knowledge of print and its uses	Print concepts
Playing with Environmental Print	Demonstrates knowledge of the alphabet Demonstrates knowledge of print and its uses	Identifies and names letters Print concepts
Lemonade	Demonstrates knowledge of print and its uses	Print concepts
What's for Snack?	Demonstrates knowledge of print and its uses	Print concepts
Searching the Web	Demonstrates knowledge of the alphabet	Identifies and names letters
Writing Poems	Uses spoken language to express thoughts and needs	

<i>Intentional Teaching Card™</i>	Objective Addressed	Dimension Addressed
Stick Letters	Demonstrates knowledge of the alphabet	Identifies and names letters
Making My Name	Demonstrates knowledge of the alphabet	Identify and name letters
Knowing Our Friends	Demonstrates knowledge of the alphabet Demonstrates knowledge of print and its uses	Identifies and names letters Print concepts
I Went Shopping	Demonstrates knowledge of print and its uses	Print concepts
Describing Art	Demonstrates emergent writing skills	Writes to convey meaning
Clothesline Storytelling	Comprehends and responds to books and other texts	Retells stories
Alphabet Books	Demonstrates knowledge of the alphabet	Identifies and names letters
Fruit Salad	Demonstrates knowledge of print and its uses	Print concepts
Salsa	Demonstrates knowledge of print and its uses	Print concepts
Roll-Ups	Demonstrates knowledge of print and its uses	Print concepts
Hummus	Demonstrates knowledge of print and its uses	Print concepts
My Daily Journal	Demonstrates emergent writing skills	Writes to convey meaning
What Was for Breakfast?	Demonstrates knowledge of the alphabet Demonstrates emergent writing skills	Letters and letter sounds Writes to convey meaning

<i>Intentional Teaching Card™</i>	Objective Addressed	Dimension Addressed
Our Names, Our Things	Demonstrates knowledge of the alphabet Demonstrates knowledge about self	Letters and letter sounds
Daily Sign-In	Demonstrates knowledge of the alphabet Demonstrates emergent writing skills	Letters and letter sounds Writes name
Introducing New Vocabulary	Uses language to express thoughts and needs	Uses expanding expressive vocabulary
Rhyming Tubs	Demonstrates phonological awareness	Rhyme
Observational Drawing	Uses spoken language to express thoughts and needs Demonstrates emergent writing skills	Writes to convey meaning
Storyboard	Demonstrates knowledge of print and its uses	Print concepts
The Name Game	Demonstrates knowledge of the alphabet	Identifies and names letters
D Is for Door	Demonstrates knowledge of the alphabet	Identifies and names letters Letter sounds
Vegetable Soup	Demonstrates knowledge of print and its uses	Print concepts
Making Shiny Paint	Demonstrates knowledge of the alphabet Demonstrates knowledge of print and its uses	Letters and letter sounds Print concepts
Pizza	Demonstrates knowledge of print and its uses	Print concepts
Tap It, Clap It, Stomp It, Jump It	Demonstrates phonological awareness	Notifies and discriminates smaller and smaller units of sound

<i>Intentional Teaching Card™</i>	Objective Addressed	Dimension Addressed
A-Camping We Will Go	Uses language to express thoughts and needs	Tells about another time and place
Asking Questions	Uses language to express thoughts and needs	Tells about another time and place
Dance & Remember	Listens to and understands increasingly complex language	Comprehends language
Find the Matching Letter	Demonstrates knowledge of the alphabet	Letters and letter sounds
Photo Writing	Demonstrates emergent writing skills	Writes to convey meaning
Our Super Duper Writing Box	Demonstrates emergent writing skills	Writes to convey meaning
Question Basket	Demonstrates emergent writing skills	Writes to convey meaning
Writing With Wordless Books	Demonstrates emergent writing skills	Writes to convey meaning
Color Hunt	Uses language to express thoughts and needs	
Retelling Wordless Books	Comprehends and responds to books and other texts	Retells stories
Investigating & Recording	Demonstrates emergent writing skills	Writes to convey meaning

References

- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.
- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Urbana: University of Illinois Center for the Study of Reading.
- Adams, M. J. (2001). Alphabetic anxiety and explicit systematic phonics instruction: A cognitive science perspective. In S.B. Neuman & D.K. Dickinson (Eds.), *Handbook of early literacy research* (pp. 66–80). New York: Guilford Press.
- Anthony, J. L., Lonigan, C., Driscoll, K., Phillips, B. M., & Burgess, S. R. (2003). Preschool phonological sensitivity: A quasi-parallel progression of word structure units and cognitive operations. *Reading Research Quarterly*, 38, 470–487.
- Baker, L., Fernandez-Fein, S., Scher, D., & Williams, H. (1998). Home experiences related to the development of word recognition. In J. L. Metsala, & L. C. Ehri (Eds.), *Word recognition in beginning literacy* (pp. 263–287). Mahwah, NJ: Erlbaum.
- Beals, D. E. (2001). Eating and reading: Links between family conversations with preschoolers and language and literacy. In D. K. Dickinson & P. O. Tabors (Eds.), *Beginning literacy with language: Young children learning at home and school* (pp. 75–92). Baltimore: Paul H. Brookes.
- Berk, L. E. (2006). Looking at kindergarten. In D. F. Gullo (Ed.), *K today: Teaching and learning in the kindergarten year* (pp. 11–25). Washington, DC: National Association for the Education of Young Children.
- Berk, L. E. (2009). *Child development* (8th ed.). Boston: Pearson.
- Bloodgood, J. W. (1999). What's in a name? Children's name writing and literacy acquisition. *Reading Research Quarterly*, 34 (3), 342–367.
- Campbell, F. A., Ramey, C. T., Pungello, E., Sparling, J., & Miller-Johnson, S. (2002). Early childhood education: Young adult outcomes from the Abecedarian project. *Applied Developmental Science*, 6, 42–57.
- Carroll, J. M., Snowling, J. J., Hulme, C., & Stevenson, J. (2003). The development of phonological awareness in preschool children. *Developmental Psychology*, 39(5), 913–923.
-

-
- Cook, R. E., Klein, M. D., & Tessier, A. (2004). *Adapting early childhood curricula for children in inclusive settings* (6th ed.). Upper Saddle River, NJ: Pearson Education.
- Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth to age 8* (3rd ed.). Washington, DC: National Association for the Education of Young Children.
- Dickinson, D. K., & Tabors, P. O. (1991). Early literacy: Linkages between home, school, and literacy achievement at age five. *Journal of Research in Childhood Education*, 6, 30–46.
- Dickinson, D. K., & Tabors, P. O. (Eds.). (2001). *Building literacy with language: Young children learning at home and school*. Baltimore: Paul H. Brookes.
- Dickinson, D. K. & Smith, M. W. (1994). Long-term effects of preschool teachers' book readings on low-income children's vocabulary and story comprehension. *Reading Research Quarterly*, 29, 104-122.
- Dickinson, D., & Neuman, S., Eds. (2006). *Handbook of Early Literacy Research*, Volume 2. New York: Guildford Press.
- Epstein, A. S. (2007). *The intentional teacher: Choosing the best strategies for young children's learning*. Washington, DC: National Association for the Education of Young Children.
- Gibson, E., & Levin, E. (1975). *The psychology of reading*. Cambridge, MA: MIT Press.
- Hart, B., & Risley, T. (1995). *Meaningful differences in the everyday experience of young children*. Baltimore: Paul H. Brookes.
- Hart, B., & Risley, T. R. (2003). The early catastrophe. *Education Review*, 17(1), 110–118.
- Heath, S. M., & Hogben, J. H. (2004). Cost-effective prediction of reading difficulties. *Journal of Speech, Language, and Hearing Research*, 47, 751–765.
- Heisner, J. (2005). Telling stories with blocks: Encouraging language in the block center. *Early Childhood Research and Practice*, 7(2). Retrieved September 23, 2008, from <http://ecrp.uiuc.edu/v7n2/heisner.html>
- Heroman, C. & Jones, C. (2004). *Literacy: The Creative Curriculum® approach*. Washington, DC: Teaching Strategies, Inc.
-

-
- Jalongo, M. R. (2008). *Learning to listen, listening to learn: Building essential skills in young children*. Washington, DC: National Association for the Education of Young Children.
- Jenkins, R., & Bowen, L. (1994). Facilitating development of preliterate children's phonological abilities. *Topics in Language Disorders, 14*(2), 26-39.
- Kalmar, K. (2008). Let's give children something to talk about! Oral language and preschool literacy. *Young Children, 63*(1), 88-92.
- Leung, C. B. (1992). Effects of word-related variables on vocabulary growth repeated read-aloud events. In C. K. Kinzer & D. J. Leu (Eds.), *Literacy research, theory, and practice: Views from many perspectives: 41st yearbook of the National Reading Conference* (pp. 491-498). Chicago, IL: The National Reading Conference.
- McGee, L., Lomax, R., & Head, M. (1988). Young children's written language knowledge: What environmental and functional print reading reveals. *Journal of Reading Behavior, 20*, 99-118.
- Mooney, C. (2005). *Use your words: How teachers talk help children learn*. St. Paul, MN: Redleaf Press.
- Morrow, L. (2005). *Literacy development in the early years: Helping children read and write* (5th ed.). Boston: Allyn & Bacon.
- Murray, B. A., Stahl, S. A., & Ivey, M. G. (1996). Developing phoneme awareness through alphabet books. *Reading and Writing, 8*, 307-322.
- National Early Literacy Panel. (2008). *Developing early literacy: Report of the National Early Literacy Panel*. Retrieved January 21, 2010, from <http://www.nifl.gov/publications/pdf/NELPReport09.pdf>
- National Institute of Child Health and Human Development. (1998). *Why children succeed or fail at reading. Research from NICHD's program in learning disabilities*. Bethesda, MD: National Institute of Child Health and Human Development. (ERIC Document Reproductions Service No. ED427293)
- Neuman, S., & Roskos, K. (1993). Access to print for children of poverty: Differential effects of adult mediation and literacy-enriched play settings on environmental and functional print tasks. *American Educational Research Journal, 30*, 95-122.
-

-
- Neuman, S., Copple, C., & Bredekamp, S. (2000). *Learning to read and write: Developmentally appropriate practices for young children*. Washington, DC: National Association for the Education of Young Children.
- Neuman, S. B. (2003). From rhetoric to reality: The case for high-quality compensatory prekindergarten programs. *Phi Delta Kappan*, 85(4), 286–291.
- Peña, E. D., & Mendez-Perez, A. (2006). Individualistic and collectivistic approaches to language learning. *Zero to Three*, 27(1), 34–41.
- Robbins, C. & Ehri, L. C. (1994). Reading storybooks to kindergarteners helps them learn new vocabulary words. *Journal of Educational Psychology*, 86(1), 54-64.
- Rogoff, B., Mistry, A., Goncu, A., & Mosier, C. (1993). Guided participation in cultural activity by toddlers and caregivers. *Monographs of the Society for Research in Child Development*, 58, Serial No. 236.
- Schickedanz, J. A. (1999). *Much more than yhe abc's: The early stages of reading and writing*. Washington, DC: National Association for the Education of Young Children.
- Schickedanz, J., A. & Casbergue, R. M. (2009). *Writing in preschool: Learning to orchestrate meaning and marks*. (2nd ed.). Newark, DE: International Reading Association.
- Sénéchal, M. (1997). The differential effect of storybook reading on preschoolers' acquisition of expressive and receptive vocabulary. *Journal of Child Language*, 24(1), 123-138.
- Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Strickland, D., & Schickedanz, J. A. (2004). *Learning about print in preschool: Working with letters, words, and beginning links with phonemic awareness*. Newark, DE: International Reading Association.
- Strickland, D. S., & Shanahan, T. (2004). Laying the groundwork for literacy. *Educational Leadership*, 61(6), 74–77.
- Share, D. L., & Jaffe-Gur, T. (1999). How reading begins: A study of preschoolers' print identification strategies. *Cognition and Instruction*, 17, 177-213.
-

Sulzby, E. (1985). *Children's emergent reading of favorite storybooks: A developmental study*. *Reading Research Quarterly*, 20(4), 464. International Reading Association.

Teale, W., Yokota, J. (2000). Beginning reading and writing: Perspectives on instruction. In D. S. Strickland & L. M. Morrow (Eds.), *Beginning reading and writing: Language and literacy series* (pp. 3–21). Newark, DE: International Reading Association.

Trawick-Smith, J. (2006). *Early childhood development: A multicultural perspective*. New York: Pearson.

Vukelich, C. (1990). Where's the paper? Literacy during dramatic play. *Childhood Education*, 66(4), 205-209.

Vygotsky, L. (1997). *The history of the development of higher mental functions*. In R. W. Rieber (Ed.), *The collected works of L.S. Vygotsky* (M.J. Hall, Trans., Vol. 4). New York: Plenum Press.

Weitzman, E., & Greenberg, J. (2002). *Learning language and loving it*. Toronto, Ontario: The Hanen Centre.
