

Bridging to Literacy

Goals	Age 2	Age 6		
<p style="text-align: center;"><u>Representative Language</u></p> <p>Represents feelings and ideas through play.</p>	USES PRETEND PLAY			
	<p><u>Exploratory Play:</u> Children do things over and over to keep experiencing the joy of "having mastered something new and to affirm for themselves their newly acquired abilities." (Piaget)</p> <p style="text-align: center;">▶▶</p>	<p><u>Constructive Play:</u> Children begin to use objects and materials to create a representation of something.</p> <p style="text-align: center;">▶▶</p>	<p><u>Dramatic Play:</u> Children use objects, actions, and language to create imaginary roles and situations.</p>	<p style="text-align: right;"><small>* Definitions from <i>Literacy Through Play</i>, by Gretchen Owocki</small></p>
<p style="text-align: center;"><u>Expressive Language</u></p> <p>Uses language to communicate.</p>	<p>Non-verbal</p> <p style="text-align: center;">▶▶</p>	<p>States basic wants & needs</p> <p style="text-align: center;">▶▶</p>	<p>Shares ideas with others using sentences</p> <p style="text-align: center;">▶▶</p>	<p>Describes real or imaginary situations with organized ideas</p> <p style="text-align: center;">▶▶</p>
<p style="text-align: center;"><u>Receptive Language</u></p> <p>Listens for different purposes.</p>	<p>Follows simple directions</p> <p style="text-align: center;">▶▶</p>	<p>Listens to books, stories, and ideas</p> <p style="text-align: center;">▶▶</p>	<p style="text-align: center;">▶▶</p> <p style="text-align: center;">▶▶</p>	<p>Follows multi-step directions</p> <p style="text-align: center;">▶▶</p> <p>Interacts with books, stories and ideas</p>

Sounds of Language (phonological awareness)	Listens to rhymes, simple songs, poems, and fingerplays	▶▶	May repeat rhymes, simple songs, poems, & finger plays	▶▶	May invent own rhymes, simple songs, poems, & finger plays
	Can clap along to syllables of words, names, or rhythm	▶▶		▶▶	May mimic or create own sound patterns
	Experiments with language sounds	▶▶	Perceives differences in similar sounding words	▶▶	May discover letter/sound connection

Goals	Age 2	
<u>Written Language</u> Uses writing as a means of communication	<i>Experiments With Writing</i>	
	Shows no interest in writing, writing tools, or materials ▶▶	Experiments with writing tools and materials ▶▶

Age 6				
<i>Writes With a Purpose to Communicate Ideas and Information</i>				
Uses scribbles, shapes, pictures, & letters to write ▶▶	Uses strands of letters to represent writing ▶▶	Uses words to represent writing. Copies words spontaneously from environment.* ▶▶	Uses inventive and/or conventional spelling in writing ▶▶	Begins to use mechanics in writing (punctuation, capitals, spacing)

*Children write their name at any point of writing development

Pre-Reading Milestones

- Shows interest in books

- Exhibits book handling skills
 - top to bottom, left to right
 - knows books are for reading

- Mimics reading
 - joins in with predictable phrases
 - uses pictures to “read” story
 - may “read” from memory

- Responds to text
 - points out familiar objects
 - makes predictions

- Reads environmental print and symbols
 - store signs
 - product logo

- Identifies some alphabet letters
 - some letters in name
 - some letters in personally meaningful words
 - (i.e. “mom”, “dad”)

- Recognizes that print represents spoken words
 - shares ideas for the purpose of having the ideas written down
 - (i.e. News of the Day)
 - creates “print” to express ideas
 - (i.e. Journaling)

- Develops a sense of story
 - tells a story from pictures
 - recognizes variations in retelling of stories
 - predicts outcomes of stories
 - tells stories with beginnings, middles, and ends
 - dictates stories for others to write down
 - tells stories based on personal experiences, imagination, dreams, and/or stories from books
 - recalls information about setting, characters, events in a story