

E1 Reading

Reading fundamentally, is the process of understanding written language. Preschool children learn to read by having books read to them, reading alone, and by playing with the sounds of language. They come to understand that print conveys meaning when adults read to them and use print to convey messages.

E1a: Print-Sound Code

Children learn about print concepts by living in an environment rich in signs, symbols, words, numbers, and art that reflect the children's different cultures. They acquire knowledge of the alphabet when provided with experiences that present letters in ways that are meaningful to their lives. Children learn to discriminate sounds by playing with language through planned opportunities and by their own discovery.

E1a1: Children know that letters of the alphabet are a special category of visual graphics that can be individually named.

E1a2: Children hear and discriminate the sounds of language.

E1a3: Children explore the concepts of print and develop the knowledge that print conveys a message.

E1b. Getting the Meaning

Learning to use comprehension skills begins with understanding that symbols and print convey meaning and by using oral language to describe past experiences. Providing children with opportunities to actively engage in literacy activities that build on prior knowledge and experiences promotes their reading comprehension.

E1b1: Children use emerging listening and speaking skills to construct meaning from conversations with others.

E1b2: Children use emerging reading skills to explore the use of print and to construct meaning from print.

E1c Reading Habits

Preschool children's reading habits develop as they listen to stories, poems, chants and songs and engage in conversations with others. By observing others using print for creative and meaningful activities, being read to daily, and having opportunities to explore books, children realize that words and books can amuse, delight, comfort, illuminate, inform, and excite.

E1c1: Children demonstrate an interest in a variety of literature and other printed materials.

E1c2: Children demonstrate book-handling awareness.

E1c3: Children relate information to their own experiences by responding to questions, discussing pictures, naming and identifying objects, and reacting to stories.