

IDAHO EARLY LEARNING EGUIDELINES

GOAL 58: READING - CHILDREN DEMONSTRATE AWARENESS OF PRINT CONCEPTS.

Domain 5: Communication, Language, and Literacy

Sub-Domain: Literacy

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY			
SUB-DOMAIN: LITERACY			
READING			
GOAL 58: READING - CHILDREN DEMONSTRATE AWARENESS OF PRINT CONCEPTS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>Birth through 8 Months</p>	<p>Builds foundational experiences for later print concept development.</p>	<ul style="list-style-type: none"> ▪ Investigates and manipulates books (mouthing, turning them upside down, moving them from hand to hand, or shaking and throwing them). ▪ Attends to and explores a variety of printed materials such as photos, illustrations to story books. 	<ul style="list-style-type: none"> ▪ Establish daily reading routines with children. ▪ Read with child one-on-one so that child observes and handles books often. ▪ Provide child with age appropriate board, cloth, and plastic books for the child to explore (pictures of real faces, animals). ▪ Model holding a book correctly and turning pages. ▪ Explore a variety of printed materials with child (photo albums, magazines, song books). ▪ Follow child's lead and attention span.

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6 to 18 Months	Attends to visual features of a book.	<ul style="list-style-type: none"> ▪ Pays attention to pictures in books. ▪ Responds to mirrors and sensory material in books. ▪ Holds cloth, plastic, or board book. ▪ Turns pages of a board book. ▪ Recognizes a picture when named from a book. ▪ Begins to position book right side up. ▪ Shows increasing ability to handle books, without assistance. ▪ May have favorite books. 	<ul style="list-style-type: none"> ▪ Read daily and tell stories to child. ▪ Plan to read and re-read books with patterns and repetition. ▪ Share enthusiasm and love for reading. ▪ Draw attention to the cover of the book. ▪ Provide child with board books, cloth, and plastic books that can be manipulated and explored with assistance. ▪ Acknowledge when child is using printed matter appropriately. ▪ Explore a variety of printed materials with child (photo albums, magazines, song books). ▪ Follow the child's lead when reading together. Allow child to turn pages, point, and babble. ▪ Provide children's books with photos or clear drawings of babies, faces, animals, and vehicles, with limited words per page. ▪ Make books accessible to children (basket, low shelf).

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY

SUB-DOMAIN: LITERACY

READING

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>16 to 38 Months</p>	<p>Displays awareness of the function and use of printed materials.</p>	<ul style="list-style-type: none"> ▪ Knows where books are kept. ▪ Returns books to designated place when asked. ▪ Finds specific pictures in a familiar book. ▪ Begins to turn pages; move from board books to conventional books. ▪ Recognizes specific books by cover. ▪ Communicates a desire to be read to (locates a book and takes it to the reader). ▪ Points to pictures in books. ▪ Holds a book right side up. ▪ Handles book with purpose and care. ▪ May have a favorite book. ▪ Recognizes signs and logos such as grocery store, fast food places, and favorite cereal in grocery store. 	<ul style="list-style-type: none"> ▪ Read daily and tell stories to child. ▪ Plan to read and re-read books with patterns and repetition. ▪ Share enthusiasm and love for reading. ▪ Model proper care of books. ▪ Draw attention to the different features of a book (front cover, title, pictures). ▪ Model holding a book correctly and turning pages one at a time. ▪ Follow along text with finger or special pointer. ▪ Read books with rhymes and rhythm. ▪ Make books accessible (basket, low shelf). ▪ Point out signs and logos in community. ▪ Make regular visits to the library. ▪ Allow children to select books.

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36 to 60 Months	Knows that languages and words have a written form that can be read, and shows awareness of reading conventions.	<ul style="list-style-type: none"> ▪ Identifies or recognizes signs, symbols, or labels in the environment. ▪ Identifies some letters in own name, and some letters in others names. ▪ Enjoys following along as book is read. ▪ Begins to read books from front to back and recognizes front and back of book. ▪ Turns pages one at a time. ▪ Differentiates between print and pictures. ▪ Knows that printed text carries meaning when read. ▪ Recognizes that written words represent spoken words. ▪ Shows understanding that letters make up words. ▪ Imitates the act of reading a book by looking at pictures, reciting from memory, or retelling of familiar stories. ▪ Differentiates between letters and numbers. ▪ Identifies words that look similar and different, with assistance. ▪ Begins to understand that print progresses from left to right (exceptions are Arabic, Chinese, and Japanese text). 	<ul style="list-style-type: none"> ▪ Read daily to child. ▪ Plan to read and re-read books with patterns and repetition. ▪ Share enthusiasm and love for reading. ▪ Encourage child to follow the text with movement, mime, or choral reading. ▪ Write child's name to label personal items, cubby. ▪ Write child's dictated stories and read back to them. ▪ Assist child in creating books and other printed materials in home language and other languages. ▪ When reading with child, use punctuation to create natural breaks (point to the period to indicate the end of the sentence). ▪ Keep a variety of fiction and non-fiction books, poetry, etc., where child can reach them and look through them. Place books near couch, chairs, pillows, and or bed. ▪ Add books and print-rich material to all play areas (cookbooks and shopping lists in play kitchen, mechanic manuals with play cars). ▪ Provide opportunities and materials to create books; having children draw pictures and dictate text. ▪ Uses both letters and numbers when writing for children. ▪ Make regular visits to the library. ▪ Allow children to select books. ▪ Label shelves and toy containers with picture and printed word.

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60 Months through Kindergarten	Demonstrates increasing skills in print directionality and understands that print holds meaning which can be read.	<ul style="list-style-type: none"> ▪ Demonstrates how to follow text in proper order on a written page while reading or following along (for English: left to right and top to bottom). ▪ Identifies numerals 0-20. ▪ Reads familiar sight words (names on cereal boxes). ▪ Reads some environmental print (bus, STOP). ▪ May recognize when something is written in his/her home language (ELL). ▪ Chooses books according to interests. ▪ Identifies and explains the role of the author and illustrator of a book. 	<ul style="list-style-type: none"> ▪ Demonstrate, explain, and provide opportunities for child to use books; introducing the parts of a book (title page, front and back covers). ▪ When reading with child, use punctuation to create natural breaks (e.g. "Let me finish this sentence before I answer your question." When the sentence is complete, point to the period to indicate the end of the sentence.). ▪ Use child-made books to identify parts of the book. ▪ Acknowledge child when he/she uses printed matter appropriately (looks at the picture on the cover page to find what the book is about). ▪ Provide a variety of printed materials including books in play areas (cookbooks, catalogues, junk mail, or magazines). ▪ Provide opportunities and materials to create books; having child dictate story and then draw pictures. Later dictate story and then draw illustrations. ▪ Label shelves and toy containers with picture and printed word; progress to print only. ▪ Suggest looking together for a reference book when child raises a question or seeks more information. ▪ Make regular visits to the library. ▪ Allow children to select books.