

RESOURCES

American Academy of Pediatrics: www.aap.org

Arizona Department of Education: www.azed.gov

Arizona Literacy & Learning Center: www.azliteracy.org

Arizona Promising Practices: www.azpromisingpractices.com

Arizona Ready: www.arizonaready.com

AZ FIND: www.azed.gov/special-education/az-find

Campaign for Grade-Level Reading: www.gradelevelreading.net

Expect More Arizona: www.expectmorearizona.org

First Book: www.firstbook.org

First Things First: www.azftf.gov

Library—find a library near you: www.azlibrary.gov/LibDir

Make Way for Books: www.makewayforbooks.org

Move On When Reading: www.azed.gov/mowr

Raising Special Kids: www.raisingpecialkids.org

Reach Out and Read: www.roraz.org

Reading Is Fundamental (RIF): www.rif.org

Reading Rockets: www.readingrockets.org

Read On Arizona: www.ReadOnArizona.org

Ready Arizona Kids: www.readyazkids.com

Southwest Human Development: www.swhd.org

Zero to Three: www.zerotothree.org



When Arizona Reads, Arizona Thrives

www.ReadOnArizona.org

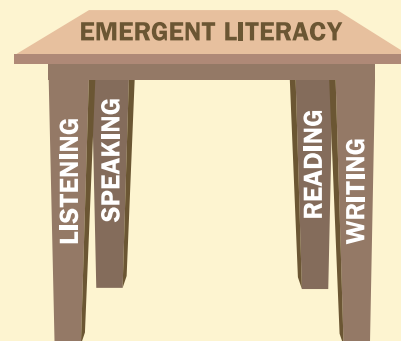


When Arizona Reads, Arizona Thrives

BUILDING BLOCKS TO BECOMING A READER

The Four Legs of Emergent Literacy

Think of the four table legs represented here as the four components that form the foundation of literacy. When all four components are in place, the table is in balance. If one is uneven, the child's emergent literacy skills are out of balance and that skill needs a little bolstering. For successful literacy development, all four skills need to be evenly developed in children.



Reading is vital to a child's ability to learn and be successful in school. But a child's ability to read doesn't happen automatically. Children develop important language skills from birth—and early language abilities are directly related to later reading abilities.

This resource shows how a reader's journey starts from birth and outlines some of the critical milestones that guide the development of a healthy reader. It identifies essential concepts and skills that children are expected to have acquired by the end of key milestone ages, and how adults in their lives can assess where they're at on the continuum and what the next stage is in their literacy development.

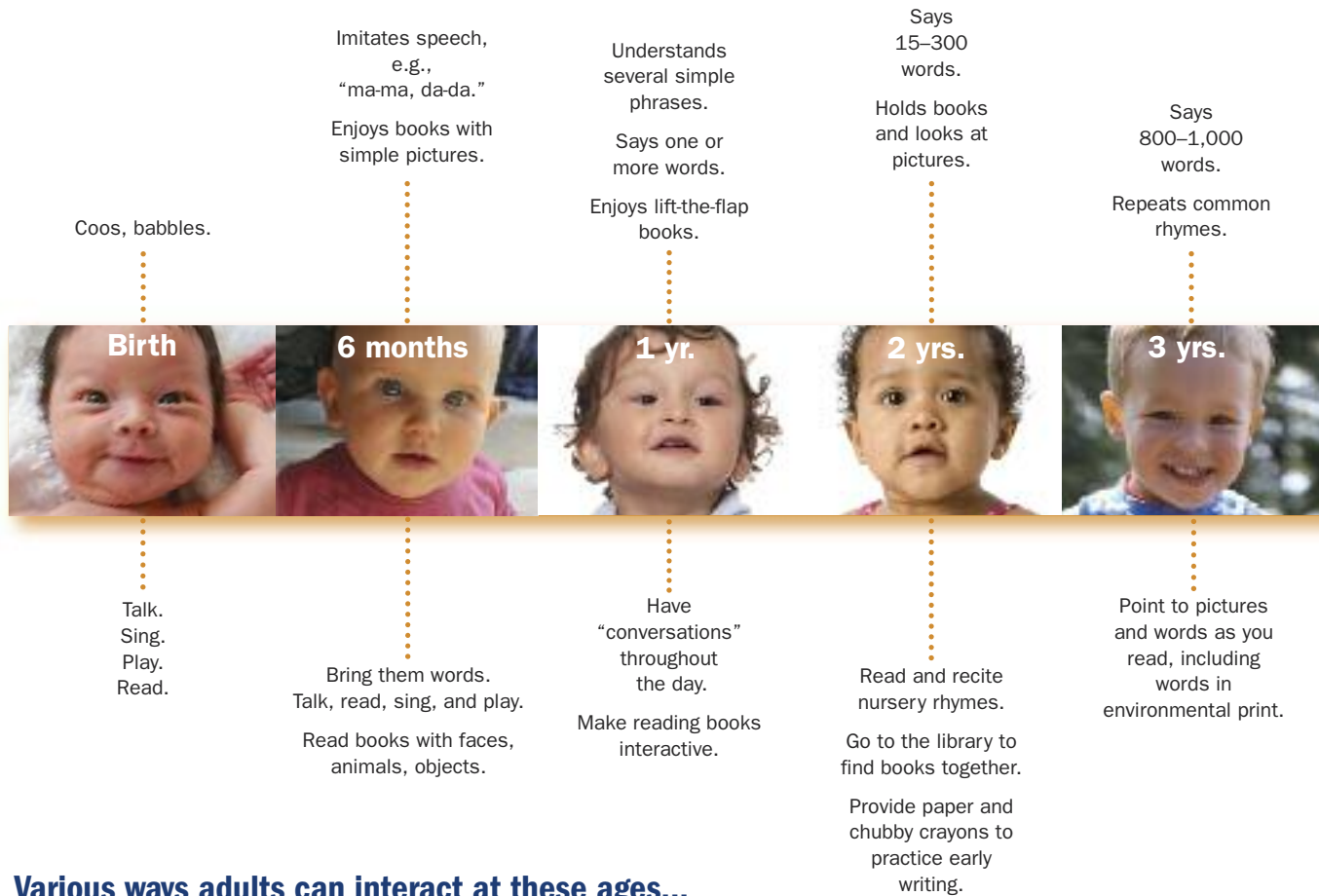
Having a set of generally agreed-upon guidelines helps parents, families, child-care professionals, and educators work together to help children grow and learn.

For the full "Continuum of Effective Literacy Practices" report, visit www.ReadOnArizona.org/Continuum

(BIRTH THROUGH THIRD GRADE, AGE 8)

A reader's typical milestones

At various ages, a child...



Various ways adults can interact at these ages...



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Comfortably uses long sentences (3–5 words).
Begins to rhyme and play with words, letter names, and numbers.
Makes predictions while reading using knowledge, pictures, and text.

Says 3,000–5,000 words.
Starts to match letters with sounds.
Uses complex and compound sentences.

Starts to read words on the page.
Retells stories and makes connections.

Starts to read words automatically.
Expands knowledge by listening to and reading books.

Reads chapter books.
Is now learning an estimated 3,000 words a year.



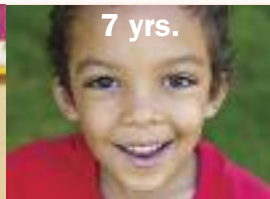
4 yrs.



5 yrs.



6 yrs.



7 yrs.



8 yrs.

Focus on a few new words while you read. Repeat them in other situations.
Providing modeling and support, help child write own name using letter-like forms.

Call attention to letters on signs.
Talk about letter sounds.
Have fiction and nonfiction books and magazines available.

Find books that meet their interests.
Visit museums, libraries, and other community resources.

Build vocabulary through reading.
Limit screen time to encourage reading.
Providing modeling and support, guide child to write multiple sentences in an order that supports a main idea or story.

Help child develop an independent reading routine before bedtime.

Ways adults can support children's language, reading, and writing

- Talk and read to your child in your native language so he or she is exposed to a rich vocabulary.
- Sing songs and play games.
- Babies enjoy being held and talked to while looking at simple picture books.
- Make reading a daily routine.
- Toddlers like to look at pictures while lifting flaps and feeling textures and hearing rhymes.
- Elaborate on what they say to increase their language, then tell your own stories about everyday life—and encourage them to tell theirs.
- Children ages 4 to 9 enjoy longer stories and repeated reading of favorite books.
- It is valuable for children's language growth to hear great stories that are beyond their reading ability. It is also fun for adults and children alike to read together.
- Make a point of reading chapter books out loud—listening is tough work for kids at first, but becomes easier with practice.
- While this chart shows typical development, children with special needs or who have experienced trauma may be developing on a slightly delayed continuum. Adults can support them with activities at a level aligned with their development.