

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LITERACY****READING****GOAL 57: READING - CHILDREN MAKE CONNECTIONS BETWEEN SOUNDS, SYMBOLS, AND LETTERS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>36 to 60 Months</p>	<p>Recognizes letters as special symbols to represent spoken language.</p>	<ul style="list-style-type: none"> ▪ Sings alphabet songs. ▪ Knows that letters are symbols with individual names. ▪ Names and recognizes some letters in their own name. ▪ Recognizes and identifies letters in the environment (fast-food restaurants, stop signs, local stores). ▪ Recognizes beginning letters in familiar words (Mom, classmates' names). ▪ Begins to make letter/sound connections. ▪ Recognizes the difference between numbers and letters. 	<ul style="list-style-type: none"> ▪ Offer lotto games and puzzles that include letters. ▪ Make letters with a variety of materials (play dough, sand, shaving cream, and blocks). ▪ Point out letters and symbols in the environment (fast-food restaurants, familiar cereal names/logos, local stores). ▪ Play letter games with child. Start with the beginning letter in the child's name, their siblings, mom, dad, and other familiar people or objects. Point to objects in the environment that begin with the same letter. ▪ Read alphabet books with child. ▪ Immerse child in age-appropriate songs that focus on letter-sound recognition. ▪ Engage child in activities where he/she can manipulate and copy letters using different textures, tools, and mediums (let the child play with large sponge letters). ▪ Provide physical/motor activities to practice letter shapes (make letters with body parts, make a letter on the floor with yarn, chalk huge letters on pavement and walk around them). ▪ Identify letters and their sounds as you read books. Point out familiar letters, then, ask child to choose letters they would like to point out. ▪ Comment on similarities and differences in shapes of letters. ▪ Post children's names and pictures and encourage

			<p>children to share those posts with each other.</p> <ul style="list-style-type: none"> ▪ Label areas in environment with sentences (e.g. Sit at Table 1, Sit at Table 2, Sit at Table 3; Wash your hands. Open the door.). ▪ Provide "letter wall" to practice matching letters and word beginnings. ▪ Plan activities where children use symbols and letters to represent actions or people (e.g. Have children choose a smiling face or a frowning face to show their preferences for toys, or stories, or songs; or in Post Office play, have children match pre-written named envelopes to a child's name on the cubbies).
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