

**Skill Comparison**  
**Every Child Ready to Read® First Edition--DC Public Library and**  
**DC Early Learning Standards (OSSE) and**  
**Head Start Child Outcomes**

DCPL STAR Initiative Every Child Ready to Read @ your library®	DC Early Learning Standards Infant/Toddler Language Domain	DC Early Learning Standards Pre-Kindergarten Language and Literacy	Head Start Child Outcomes Language Development And Literacy
<b>Print Motivation:</b> A child's interest in and enjoyment of books and reading	<b>Standard 18:</b> Exhibits an interest in pictures, storytelling, and book reading	<b>II. Reading</b> * Children understand and value books and other print materials.	<b>Book Knowledge &amp; Appreciation:</b> * Shows growing interest in reading-related activities * Chooses to look at books * Asks to take books home
<b>Phonological Awareness:</b> Ability to hear and play with the smaller sounds in words (rhyming, syllables, starting sounds)	<b>Standard 18:</b> Exhibits an interest in pictures, storytelling, and book reading, including developing sound awareness and reacting to the sounds of language, animal sounds	<b>I. Listening and Speaking:</b> * Children hear and discriminate the various sounds of language to develop auditory discrimination and phonemic awareness.	<b>Phonological Awareness</b> * Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, poems * Shows growing to ability to hear and discriminate sounds in spoken language and syllables in words * Shows growing awareness of beginning and ending sounds of words * Shows awareness that different words begin with same sound
<b>Vocabulary:</b> knowing the names of things (things, feelings, concepts, ideas)	<b>Standard 16:</b> Understands verbal and nonverbal communication	<b>I. Listening and Speaking:</b> * Children comprehend oral directions and explanations * Children acquire and use increasingly rich vocabulary and language for a variety of purposes (receptive and expressive vocabulary).	<b>Listening &amp; Understanding</b> * Understands an increasingly complex and varied vocabulary * Progresses towards speaking in sentences of increasing length, grammatical complexity <b>Speaking &amp; Communicating</b> * Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions for varied purposes
<b>Narrative Skills:</b> expressive language; ability to recount events, describe things, tell and retell stories	<b>Standard 17:</b> Uses vocalizations, gestures, and eventually words for a variety of purposes <b>Standard 18:</b> Exhibits an interest in pictures, storytelling, and book reading, including answering questions about stories	<b>I. Listening and Speaking:</b> * Children ask questions for a variety of purposes and answer questions of peers and adults. * Children participate in conversations. * Children comprehend stories and other texts.	<b>Listening and Understanding</b> * Demonstrates increasing ability to attend to and understand stories, songs, poems, conversations * Shows progress in understanding and following simple and multi-step directions <b>Speaking &amp; Communicating</b> * Uses an increasingly complex and varied spoken vocabulary * Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. <b>Book Knowledge &amp; Appreciation</b> * Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry * Demonstrates progress in abilities to and dictate stories from books and experiences, in acting out stories in dramatic play, in predicting what will happen next in a story

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<p><b>Print Awareness:</b> knowing that print has meaning; how to handle a book, follow words on page, environmental print</p>	<p><b>Standard 18:</b> Exhibits an interest in pictures, storytelling, and book reading  <b>Standard 19:</b> Shows an interest in drawing and writing.</p>	<p><b>II. Reading</b></p> <ul style="list-style-type: none"> <li>* Children understand and value books and other print materials.</li> <li>* Children demonstrate knowledge of and appreciation for books.</li> <li>* Children demonstrate understanding of print concepts.</li> <li>* Children develop awareness of print.</li> <li>* Children use emerging reading skills to make meaning from print.</li> </ul> <p><b>III. Writing</b></p> <ul style="list-style-type: none"> <li>* Children understand the purposes of writing.</li> </ul>	<p><b>Print Awareness and Concepts</b></p> <ul style="list-style-type: none"> <li>* Shows increasing awareness of environmental print</li> <li>* Recognizes a word as unit of print</li> <li>* Awareness that letters grouped to form words; that words separated by spaces</li> <li>* Increasingly aware that speech can be written down, that print conveys meaning</li> <li>* Develops growing understanding of different functions of forms of print: signs, newspapers, messages, menus</li> <li>* Develops increasing awareness of concepts of print, direction of print, that print conveys message</li> <li>* Shows progress in recognizing the association between spoken and written words by following print as it is read aloud</li> </ul> <p><b>Book Knowledge &amp; Appreciation</b></p> <p>Progresses in learning how to handle and care for books</p> <ul style="list-style-type: none"> <li>* Knows book has title, author, illustrator</li> <li>* Demonstrates increasing awareness of concepts of print, direction of print</li> </ul> <p><b>Early Writing</b></p> <ul style="list-style-type: none"> <li>* Develops understanding that writing is a way of communicating</li> <li>* Begins to represent stories and experiences through pictures, dictation, and in play</li> <li>* Experiments with a growing variety of writing tools and materials</li> <li>* Progresses from using scribbles, shapes or pictures to represent ideas to using letter-like symbols to writing familiar words/name</li> </ul>
<p><b>Letter Knowledge:</b> knowing that the same letter can look different, that letters have names and are related to sounds</p>	<p><b>Standard 19:</b> Shows an interest in drawing and writing.</p>	<p><b>II. Reading</b></p> <ul style="list-style-type: none"> <li>* Children develop familiarity with the forms of alphabet letters, awareness of print and letter forms.</li> </ul> <p><b>III. Writing</b></p> <ul style="list-style-type: none"> <li>* Children use emergent writing skills to make letters and words in many settings and for many purposes.</li> </ul>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>* Associates sounds with written words</li> </ul> <p><b>Alphabet Knowledge</b></p> <ul style="list-style-type: none"> <li>* Knows that letters of the alphabet are a special category of visual graphics that can be individually named</li> <li>* Shows progress in associating the names of letters with their shapes and sounds</li> <li>* Increases in ability to notice the beginning letters in familiar words</li> <li>* Identifies at least 10 letters of the alphabet, especially in their own name</li> <li>* Progresses from using letter-like symbols to writing familiar words such as own name</li> </ul>

Column 1: from Every Child Ready to Read @ your library, American Library Association ([www.ala.org/everychild](http://www.ala.org/everychild)) Information in workshops is directed at the parent/caregiver.  
Columns 2 & 3: from DC Office of Superintendent of Schools, Early Learning Standards (<http://osse.dc.gov/seoframes.asp?doc=/seo/lib/seoframework/earlylearningstandards.pdf>)  
Column 4: from Head Start Child Outcomes Framework, Administration for Children and Families (<http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/eecd/Assessment/Screening/ScreeningandAss.htm#hea>)