

Foundational Literacy

Materials in the Foundational Literacy interest area support young children as they develop strong literacy skills. These materials are selected intentionally to provide a variety of hands-on opportunities to strengthen phonemic awareness and letter and sound recognition. Research notes that many children who struggle with slow word recognition need systematic phonics instruction (Foundational Skill Supplemental Curriculum). When selecting materials, keep your student's developmental levels in mind and offer activities that make students feel a sense of success and accomplishment. Teachers can facilitate activities and respond to the students' progress and change materials accordingly throughout the year.



Materials in this center should support the development of the foundational literacy standards:

PK.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	PK.FL.PA.2 Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support	PK.FL.PC.1 Demonstrate understanding of the organization and basic features of print.
PK.FL.PWR.3 a. Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonant.	PK.FL.PA.2a Recognize and discriminate between rhyming words in spoken language.	PK.FL.PC.1c With guidance and support, understand that words are made up of alphabet letters.
PK.FL.PWR.3 b Recognize high-frequency words by sight, including own name and other familiar words in the environment.	PK.FL.PA.2b Begin to pronounce and identify syllables in familiar words in a sentence	PK.FL.PC.1d Recognize familiar uppercase letters and some of the most common lowercase letters.
PK.FL.PWR.3 c. Begin to decode regularly spelled CVC words.	PK.FL.PA.2c Begin to blend and segment onset and rhymes of single-syllable spoken words	PK.FL.PC.1e Distinguish between pictures and words
PK.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words.	PK.FL.PA.2d Begin to isolate and pronounce the initial, final, and/or medial vowel sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.	
PK.FL.WC.4 a Begin to recognize the difference between upper and lowercase letters.	PK.FL.PA.2e Identify whether two words begin or end with the same sounds.	

Supporting resources:

ECERS-3 Item 16, page 45

“Staff frequently point out letters and words as they read print, helping children hear the sounds of the letters or words in a way that engages children.” (This should be happening throughout the classroom, not only at the foundational literacy center.)

Head Start ELOF Domain: Literacy

P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sounds.

P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

P-LIT 3. Child identifies letters of the alphabet and produce correct sounds associated with letters.



PK.FL.WC.4 a

Begin to recognize the difference between upper and lowercase letters

PK.FL.PC.1d

Recognize familiar uppercase letters and some of the most common lowercase letters

PK.FL.PWR.3 a.

Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonant

PK.FL.PA.2d

Begin to isolate and pronounce the initial, final, and/or medial vowel sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/

PK.FL.PWR.3 b

Recognize high-frequency words by sight, including own name and other familiar words in the environment

PK.FL.PWR.3 c.

Begin to decode regularly spelled CVC words

