Children’s Knowledge of Books

Literacy learning begins at birth, through relationships and environmental literacy experiences. It is crucial that children have positive experiences during book readings, as it helps them develop the motivation to enjoy reading and become readers (Paulson & Moats, 2010, 2018). A child’s readiness for school depends on their early learning experiences. Adults can enhance these experiences through exposing children to a variety of high-quality books that promote their engagement, vocabulary, and comprehension skills (ibid.). When selecting literature for children, adults should consider their interests and a variety of genres, including nonfiction and fiction. (EI 7.2 Reading Comprehension; 7.3a Concepts of Print; 7.3b Print Meaning)

- Children use and appreciate books
  - Children show an interest in books, begin to recognize familiar books by their covers, demonstrate correct book orientation (front-back, left-to-right, top-to-bottom), and identify some book features of a book (cover, spine, text vs pictures).

- Children use print concepts
  - Children begin to understand that text is read for meaning, know where to start reading text, and show awareness of different print features (letters, font, and words).

- Children interact during read-alouds
  - Children become listeners and participants as they ask and answer questions about books.

- Children use emergent reading skills
  - Children begin to read familiar books by using some of the language from text and using the pictures as cues.

- Children retell and invent stories
  - Children begin to ask questions and retell events from familiar stories. Dialogue between adult and child is extremely important, as children begin to search for meaning.

References: