

	 <p>Begins to show interest in print in his/her environment (STOP signs, labels on familiar objects, etc.)</p>			
	<p>Enjoys rhyming stories and may begin to understand that some words rhyme</p>			
	<p>Begins to gain arm, hand, and finger control required to hold a book and turn the pages</p>			
	<p>Begins to show an interest in letters of the alphabet and to sing the ABC song</p>			
	<p>Begins to understand the concept of rhyming (may begin with just “parrotting” or repeating rhyming words)</p>			

Legend



Oral Language



Book and Print Awareness



Alphabets and Phonological Awareness

By the age of four, my child:		I see this daily	Just beginning	Not Yet	Comments
	Has very clear speech—95% can be understood by a stranger				
	Talks in the present (“I am eating now”), past (“I ate”), and future (“I will eat”) tense				
	Can correctly identify colors and understands terms like “more,” “less,” and “most”				
	Shows that he/she understands the literal meaning of a story, song, or books read aloud				
	Can answer “why,” “where,” and “how” questions				
	Begins to make the connection between spoken and written words; understands it is the words that are being read in a story				
	Recites rhymes and sings simple songs from memory				
	Pretends to “read” a book while retelling the story				
	Is aware that we read print in English from top to bottom and from left to right on a page				
	Shows that he/she is starting to understand that print has function and that it appears in many forms in many places				

	Shows progress in being able to name letters, pays attention to their shape and sometimes even their sound (“ssss” is the sound for the letter “s”), and can identify at least ten letters of the alphabet by this year’s end		Understands that alphabet letters are a special visual graphic that can be named individually		Pays attention to repeating sounds in language and separate sounds within words		Knows that sentences and phrases can be broken into single words, not in print but by talking about them and listening to them (“When I say the word ‘fingernail,’ it can be broken into two words—‘finger’ and ‘nail’—and into three syllables—fin-ger-nail.)
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Legend



Oral Language



Book and Print Awareness



Alphabets and Phonological Awareness

By the age of five, my child:		I see this daily	Just beginning	Not Yet	Comments
	Is beginning to retell stories and recount events in his/her own words and likes to act out in dramatic play				
	Is beginning to retell stories and recount events in his/her own words and likes to act out in dramatic play				
	Can use his/her words to tell what will happen next in the story				
	Can identify common opposites (go/stop, big/little, tall/short)				
	Is continuing to use more, different words each day (as many as 1,500 unique words including more adjectives and adverbs)				
	Wants to read				
	Likes to act out stories when appropriate while listening to a read-aloud				
	May begin to recognize more print in his/her everyday world (like Wal-Mart or McDonald's) and may start to read some simple words				
	Can name 10 or more letters of the alphabet and is very familiar with the one that starts his/her name (and perhaps all of the letters in that name)				
	Is trying to write his or her own name and enjoys "pretending" to write while at play, such as "writing" on the bottom of a picture he/she drew (squiggles that don't really look like letters come first, but children show an understanding that these squiggles mean something)				
	Begins to pay attention to common beginning sounds in words (like the /b/ in "banana," "baby," "ball," and "balloon") and loves tongue twisters				

				<p>Understands that, in speech, words can be broken down into parts (the word “cat” can be broken down into the sounds /c/ and /a/ and /t/) and sometimes into larger chunks (“black” into /bl/ and /ack/).*</p>			
				<p>May be able to “manipulate” words, although this is less common (may be an indicator of early development): changes “mop” to “top” by taking away the /m/ sound and replacing it with a /t/ sound; successfully takes away the /s/ sound from the word “stop” and understands that makes a new word, “top”; hears separate sounds like /b/, /a/, and /t/ and knows that this represents the word “bat” (all this manipulation/play with words still relates only to sound, not to actually looking at words in print and separating the letters and their corresponding sounds)</p>			

*Whenever you see a letter or combination of letters with a slash on each side, it refers to the sound of the letter or group of letters, not the name.

Legend



Oral Language



Book and Print Awareness



Alphabetics and Phonological Awareness