

LLD 9: Letter and Word Knowledge

Child shows increasing awareness of letters in the environment and their relationship to sound, and increasing understanding that letters make up words



Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○
<p>Demonstrates awareness of a few letters in the environment</p> <p>Examples</p> <ul style="list-style-type: none"> ▶ Holds up hand or communicates, "Me," when an adult holds up a sign with child's name. ▶ Finds the first letter of own name in the environment, such as on labels, artwork, cubbies, or chairs. ▶ Communicates, "I found the same letter," when playing a letter matching game in print or Braille. 	<p>Identifies some letters by name</p> <ul style="list-style-type: none"> ▶ Names some letters while looking at an alphabet book. ▶ Points and names some letters in an alphabet puzzle. ▶ Communicates some letter names in Braille. ▶ Identifies some letters in Braille. 	<p>Identifies ten or more letters (not necessarily at the same time);</p> <p><i>and</i></p> <p>Shows understanding that letters make up words</p> <ul style="list-style-type: none"> ▶ Names at least ten letters while placing them on a magnet board. ▶ Copies the word "cat" and communicates that it says "cat" (letters may not be written accurately). ▶ Says, "Fish," after reading the word in Braille. 	<p>Identifies most uppercase letters and most lowercase letters (not necessarily at the same time);</p> <p><i>and</i></p> <p>Shows understanding that letters correspond to sounds in words</p> <ul style="list-style-type: none"> ▶ Communicates, "I have two As in my name, one big A and one little a," when reading own name, Anna, on cubby. ▶ Names, by sight or touch, most of the letters of the alphabet, when reading an alphabet book. ▶ Communicates, "Those both start with B," after hearing the words "ball" and "bat" in a story. ▶ Looks at the word "mat" in large print and says "m" (letter sound). 	<p>Demonstrates knowledge of all of the letters of the alphabet (upper and lower case) and corresponding sounds for the majority of consonants and many vowels;</p> <p><i>and</i></p> <p>Identifies frequently-used words (e.g., the, of, is, to, you, she, my)</p> <ul style="list-style-type: none"> ▶ Says every letter while reading an alphabet book, sometimes also sounding out the letters, such as "h,/ha/." ▶ Says the sound of each letter, "/c/-/a/-/t/, cat," after identifying the word "cat" by sight or touch. ▶ Identifies common words "the" and "like" when looking at a song chart. 	<p>Assembles or splits apart words to make new words;</p> <p><i>and</i></p> <p>Identifies both short vowel sounds and long vowel sounds for most vowels</p> <ul style="list-style-type: none"> ▶ Communicates, "There are two ways you can say this letter," while pointing to the lowercase letter "a." ▶ Looks at the word "bait," and accurately says "the second vowel means it's not "bat," it's "bait." ▶ Communicates, "If you take out the "o" in "come" and put in an "a" it becomes "came.""

○ Child is emerging to the next developmental level

○ If you are unable to rate this measure, explain here:

Letter and Word Knowledge

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