



Language and Literacy

Listening and Speaking		Reading		Writing	
At around 48 months	At around 60 months	At around 48 months	At around 60 months	At around 48 months	At around 60 months
1.0 Language Use and Conventions		1.0 Concepts about Print		1.0 Writing Strategies	
1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting and rejecting.	1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.	1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.	1.1 Display appropriate book-handling behaviors and knowledge of print conventions.	1.1 Experiment with grasp and body position using a variety of drawing and writing tools.	1.1 Adjust grasp and body position for increased control in drawing and writing.
1.2 Speak clearly enough to be understood by familiar adults and children.	1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.	1.2 Recognize print as something that can be read.	1.2 Understand that print is something that is read and has specific meaning.		
1.3 Use accepted language and style during communication with familiar adults and children.	1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.	2.0 Phonological Awareness			
1.4 Use language to construct short narratives that are real or fictional	1.4 Use language to construct extended narratives that are real or fictional.	Note: The foundations for phonological awareness are written only for older four-year-olds, because much of the initial development of phonological awareness occurs between 48 months and 60 months of age.		2.1 Orally blend and delete words and syllables without the support of pictures or objects.	
		Note: The foundations for phonological awareness are written only for older four-year-olds, because much of the initial development of phonological awareness occurs between 48 months and 60 months of age.		2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets or words, <u>with</u> the support of pictures or objects.	1.2 Write using scribbles that are different from pictures
2.0 Vocabulary		3.0 Alphabets and Word/Print Recognition			
2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	3.1 Recognize the first letter of own name.	3.1 Recognize own name or other common words in print.	1.3 Write marks to represent own name.	1.3 Write first name nearly correctly.
2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life.	2.2 Understand and use accepted words for categories of objects encountered in everyday life.	3.2 Match some letter names to their printed form.	3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.		
2.3 Understand and use simple words that describe the relations between objects.	2.3 Understand and use both simple and complex words that describe the relations between objects.		3.3 Begin to recognize that letters have sounds.		
3.0 Grammar		4.0 Comprehension and Analysis of Age-Appropriate Text			
3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.	3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.	4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.	4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.		
3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.	3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.	4.2 Demonstrate knowledge from informational text through labeling, describing, playing or creating artwork.	4.2 Use information from information text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.		
		5.0 Literacy Interest and Response			
		5.1 Demonstrate enjoyment of literacy and literacy-related activities.	5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.		
		5.2 Engage in routines associated with literacy activities.	5.2 Engage in more complex routines associated with literacy activities.		