

## Early Language and Literacy (Indicators 48 - 60 months)

### Speaking and Listening

#### a. Comprehension and Collaboration:

- Uses language to engage in collaborative conversations about preschool topics and texts with peers and adults.
- With modeling and support, follows classroom expectations for discussions (e.g., listen to others, take turns speaking about the topic under discussion).
- With modeling and support, continues a conversation through multiple exchanges.
- Confirms understanding of a text read aloud, or information presented orally, or through other media by asking and answering questions.
- Asks questions in order to seek help, gather information, or clarify something that is not understood.

#### b. Presentation of Knowledge and Ideas

- With modeling and support from adults, uses drawings, or other visual displays to add details to verbal descriptions.
- With modeling and support from adults, uses language (i.e. spoken, sign, or other augmentative or alternative communication) to express thoughts, feelings, and ideas clearly.

### Knowledge of Language

#### a. Conventions of Standard English

- Demonstrates the ability to communicate using spoken language, sign, or other augmentative or alternative communication in complete sentences.
- Uses frequently occurring nouns and verbs.
- Forms some regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- Understands the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Responds to and uses more question words/interrogatives (e.g., who, what, where, when, why, how).
- Begins to use knowledge of language and its conventions when relaying messages or listening for comprehension.

*\*Additional Conventions of Standard English indicators can be found in the Writing element.*

#### b. Vocabulary Acquisition and Use

- Asks and answers questions about the meaning of unknown words and phrases introduced through books and play.
- With guidance, prompting and support, begins to generate words that are similar in meaning (e.g., happy/glad, angry/mad).

- With guidance and support from adults, begins to demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
- With guidance and support from adults, uses words and phrases acquired through conversations, listening to books read aloud, activities, and play.
- Sorts common objects into categories (e.g., big/small, living/nonliving).

## Foundations of Early Literacy

### a. Print Concepts

- Demonstrates understanding of the organization and basic features of print.
- Identifies parts of a book including, front cover, back cover, and title.
- Holds the book correctly for reading and turns one page at a time.
- Follows words from left to right and top to bottom.
- Understands that words are separated by spaces in print.
- Recognizes that printed words represent spoken language and carry meaning.
- Recognizes and names at least 15 upper case and 15 lower case letters, including the letters in their own name.

### b. Phonological Awareness

- Demonstrates understanding of words, syllables, and sounds (i.e. phonemes).
- With prompting and support:
  - Recognizes and produces rhyming words.
  - Counts, blends, and segments syllables in words.
  - Blends and segments onsets (e.g. b, t, m) and rimes (e.g. at, an, ip) in single-syllable words.
  - Isolates and identifies the initial sounds (i.e. phonemes) in single-syllable words and their own name.
- Begins to add or substitute initial sounds (ie. phonemes) in single-syllable CVC words to make new words (e.g., cat/hat/sat; pig/wig/big).

### c. Phonics and Word Recognition

- Produces the sounds associated with several recognized letters.
- Begins to link a sound to a picture of an object that begins with that sound.
- Recognizes names of other children in the classroom and common print around the classroom.
- With prompting and support applies beginning phonics and word analysis skills.

### d. Key Ideas and Details

- With prompting and support:
  - Actively engages with texts read aloud for understanding and enjoyment
  - Asks and answers questions about simple stories and informational text read aloud.

- Actively participates in discussions about the illustrations, diagrams, and other visual forms of information
- Identifies characters, settings, and major events in a story.
- Recalls important facts from an informational text read aloud or by studying particular pages/visuals of the text.
- Begins to notice connections between characters and events in a story.
- Makes predictions about what event might happen next.

**e. Craft and Structure**

- Asks questions about unknown words and phrases in stories and informational texts read aloud or shared visually.
- Begins to recognize that there are different text structures, such as stories, poems, and songs.
- Begins to demonstrate an understanding of the difference between fiction and nonfiction.
- With prompting and support, identifies texts that tell stories.
- With prompting and support, identifies texts that provide information.
- Begins to describe the roles of authors and illustrators.

**f. Integration of Knowledge and Ideas**

- Actively engages with texts read aloud for understanding and enjoyment.
- Retells familiar stories using both storybook language and pictures.
- Begins to make connections between characters and events in familiar stories.
- Recognizes that information on a topic can be found in more than one text.
- With prompting and support, describes important information from text and pictures/photos/graphics, and begin to compare similarities and differences between two texts on the same topic.
- Represents or acts out concepts learned from hearing a text read aloud (e.g., makes a skyscraper out of blocks, pretends to be a character in a story).

**g. Fluency**

- Attends to fluent models of reading.
- Imitates fluent models of reading using phrasing, intonation and expression during shared and choral reading of familiar books, poems, or nursery rhymes.

**Writing**

**a. Composing for Audience and Purpose**

- With prompting and support, uses a combination of drawing, dictating and writing to:
  - Communicates opinions on topics of interest
  - Communicates information about a topic
  - Tells a story
- Prints some upper and lowercase letters.



- Begins to demonstrate the use of standardized English capitalization, punctuation, and spelling when writing:
  - Capitalizes the first letter in their own name.
  - Begins to recognize punctuation (e.g., ?, !, .).
  - Begins to write letters to represent sounds.
- Begins to spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**b. Process and Production**

- With prompting and support:
  - Collaborates to plan and develop a message to share with others.
  - Shares drawing and writing with others and is prepared to give and receive feedback with peers.
  - Begins to use digital tools to produce messages with pictures and words to communicate to a audience.

**c. Inquiry to Build and Present Knowledge**

- With prompting and support:
  - Acquires information about a topic through research as modeled by adults.
  - Gathers and recalls information from multiple sources.