Language and Literacy Handout

This document includes (1) an introduction to the domain, (2) guiding questions that mirror what is asked on the public comment survey, (3) the complete revised standards including indicators and examples, and (4) the current standard statements grouped by age band.

Overview of Language and Literacy

The Language and Literacy domain reflects knowledge and skills fundamental to children's learning of language, phonological awareness, print awareness and emergent writing. Young children's language competencies pertain to their growing abilities to communicate effectively with adults and peers, to express themselves through language, and to use growing vocabularies and increasingly sophisticated language structures. Phonological awareness skills include awareness of syllables in spoken words, initial sounds, onsets and rimes in spoken words and understanding of rhyming.

The Language and Literacy domain includes numerous revisions. It has been updated to align with Ohio's Plan to Raise Literacy Achievement that includes a framework grounded in the Science of Reading. The Kindergarten English Language Arts standards are currently under revision as well and we are working closely together to ensure we have vertical alignment, focusing on necessary foundational skills for kindergarten literacy instruction while being cautious not to push down kindergarten skills to preschool.

The number of strands did increase because *Receptive Language* and *Expressive Language* became two strands instead of having a *Listening and Speaking* strand to be more inclusive. *Phonological Awareness* is now its own strand with three standards: (1) syllables, (2) initial sounds/onset and rimes, and (3) understanding of rhyme. The *Print Awareness* strand is much more specific and the *Emergent Writing* strand includes foundational writing skills that lead to being able to access kindergarten standards.

There are 12 standard statements in this draft and each developmental continuum has between four and ten indicators with a total of 71 indicators in this domain. This domain has standards with some repeating indicators in the phonological awareness strand which is intentional to illustrate the inter-related development of the skills. The developmental continuum for each of the three phonological awareness skills have the same indicators that lead to developing discrete awareness of syllables, initial sounds, onsets and rimes and rhyming. So, although standard statement 3.b. has ten indicators, six of those indicators are repeated in standard 3.a. and the first three of those indicators are also repeated in standard statement 3.c.

Guiding Questions

1. Do these revised standard statements represent what children should know and be able to do upon completing preschool?
2. Are these revised standards an improvement from the current version?
3. Do the standard statements, indicators and examples reflect developmentally appropriate practice and illustrate inclusiveness in children's unique abilities?
4. What are the strengths of this revised domain?
5. Do you have any suggestions for improvement for this domain?

Strands	Standard Statements
1. Receptive Language	a. Demonstrates understanding of increasingly complex language.
	b. Develops and expands vocabulary.
	c. Develops increasingly complex understanding of narrative structure and comprehension through engagement with books, songs, poems, and storytelling.
2. Expressive Language	a. Communicates using increasingly complex language.
	b. Participates in conversations with increasing application of turn taking skills.
3. Phonological Awareness	a. Develops awareness of syllables in spoken words.
	b. Develops awareness of initial sounds, and onsets and rimes in spoken words.
	c. Develops understanding of rhyme.
4. Print Awareness	a. Develops knowledge of print organization.
	b. Develops knowledge of the alphabet.
5. Emergent Writing	a. Develops understanding that writing represents spoken language.
	b. Draws and writes using increasingly sophisticated grasp.

Indicators are listed in the order in which the skill or knowledge typically develops from the earliest indicator on top (infant or young toddler in most cases) through end of preschool at the bottom.

1.a. Demonstrates understanding of increasingly complex language.

	Indicator	Example
	Attends and responds to language and sounds.	• Turns to face toward the caregiver who is singing. • While feeding from a bottle, hears a loud sound then stops sucking and turns toward the sound.
	Recognizes caregiver's voice.	• Gets excited at sound of parent or caregiver's voice.
	Engages in back-and-forth interactions with caregiver.	• Plays back and forth interactions with the caregiver such as back and forth smiles, noises, wiggles.
	Connects words with objects.	• Hands a toy to caregiver when asked.
	Shows understanding of simple requests and statements referring to people and objects around them.	• Walks toward the caregiver when the caregiver says, "Who is going outside with me?" • Looks toward door when the caregiver says, "Your daddy's here."
	Shows understanding of requests and statements referring to people, objects, ideas, and feelings.	• Picks up the container for blocks when the teacher says, "Let's put the balls away before painting." • Finds the bear and gives it to Jesse when the teacher says, "Jesse is sad, he can't find his bear."
	Demonstrate understanding of complex concepts and longer sentences.	• Sees there are four children and hands each child a block after teacher says, "We have to share the blocks, but we only have two red blocks and two blue blocks." Then the children build a tower together.

1.b. Develops and expands vocabulary.

	Indicator	Example
	Engages in back-and-forth interaction with caregiver.	• Plays back and forth interactions with the caregiver such as back and forth smiles, noises, wiggles, gestures, actions with objects.
	Attends to language.	• Attends to caregiver's voice. • Pats a storybook being read. • Looks or gestures toward an object or person to indicate interest. • Points or gestures and asks, "What's that?" using their form of communication modality. • Listens to and looks at a story book.
	Attends to an unfamiliar word.	• Names all four-legged animals as "dog" but when caregiver says, "That's not a dog. That's a cow," the child says, "Cow."
	Demonstrates interest in and uses words that are new or unfamiliar in conversation and play.	• Pretends to feed a baby doll and says, "He's crying. He wants to eat. He wants to eat food. He's hungry." • Organizes a hunt for caterpillars on the playground after listening to a story about caterpillars.
	Demonstrates understanding of categories of words and relationships between word meanings.	• Gathers a fire truck, car, and a motorcycle when the teacher suggested they might put some vehicles in the block city. • Comments to teacher when a song instructs to march, "Marching is like walking with high knees."

1.c. Develops increasing complex understanding of narrative structure and comprehension through engagement with books, songs, poems, and storytelling.

	Indicator	Example
	Shows interest in books, pictures, songs, and rhymes.	• Turns toward the adult and watches her eyes and mouth while she's singing a song. • Cuddles and looks at the caregiver's face while being read to. • Babbles while looking at a book with the caregiver. • Pats the book as the caregiver reads. • Coos when a caregiver sings.
	Attends and responds when familiar books are read aloud.	• Reaches for the pages of a book when the caregiver holds it up and looks at it. • Turns the page of board books. • Follow an adult's face to look at a picture in a book. • Picks out a book a pretends to read.
	Participates in book reading, storytelling, and singing.	• Engages in hand motions with nursery rhymes and songs. • Points to a picture of a dog and make a barking noise or says, "Doggie." • Vocalizes and points to identify familiar signs, labels in the home and community (e.g., a stop sign). • Finishes a repetitive sentence when an adult reads the book.

	Demonstrates an understanding of text by answering both literal and inferential questions.	• Answers questions asked about a story read aloud such as
		   o Who is in this story? (Literal)
		   o How did [the character] feel when [something happened in the story]? (Inferential)

2.a. Communicates using increasingly complex language.

	Indicator	Example
	Expresses needs and feelings in a variety of ways.	• Cries differently when wet, when hungry, or when needing comfort. • Uses different sounds to express contentment: coos, gurgles, laughs.
	Demonstrates back and forth interactions with caregiver.	• Engages in back and forth talking and play interaction with caregiver during daily routines such as diapering, feeding, bath time, comforting, tummy time, and story time.
	Coos using single vowel sound.	• Vocalizes, "Ah." • Vocalizes, "Uh."
	Makes vowel and consonant sounds (babbles).	• Engages in vocal play (beginning with the sounds for b, m, p, d). • Makes noises with mouth (e.g., blowing, clicking, bubbles). • Says, "Ba ba" or "Ma ma ma" during vocal play. • Uses long strings of babbles together. • Says, "Ah, ah, ah, ah!" • Imitate adult's lip/mouth play (e.g., lip smacking, mouth opening and closing, sticking tongue out, wiggling tongue).
	Communicates purposefully using single words and gestures.	• Uses one-word sentences. • Asks or signs "more." • Reaches arms up, says approximation of "up." • Says, "Mama" or "Papa." • Points to an object to communicate that she wants the caregiver to get it for her.
	Combines words into simple phrases.	• Says, "Mommy work." "Dog run." • Uses phrases like, "My toy."
	Communicates using simple 3- and 4-word phrases or sentences to express complex ideas or requests.	• Says (or signs), "I have a big black kitty," after seeing a photograph of a cat. • Describes people, places, experiences, and things. • Uses phrases like "Mommy no home."
	Communicates sentences that include the following components: subject, verb, object, descriptive words, and prepositions.	• When given a picture, describes the image. "The black dog is running around the house."

2.b.   Participates in conversations with increasing application of turn taking skills.

	Indicator	Example
	Shows joint attention with caregiver.	• Attends to caregiver and activity during daily routines such as feeding (e.g., holds the spoon). • Attends to a toy or game together with caregiver (e.g., rolls the ball, turns the page of a story book). • Follows the gaze or point from a caregiver. • Attends to a person who is talking or playing with him/her. • Quiets or smiles when caregiver talks.
	Demonstrates back and forth interaction with caregiver	• Smiles, coos, sounds, gestures, wiggles, responds back and forth with caregiver.
	Responds differently to different tones and voices with the appropriate facial expression, vocalization, and/or gesture.	• Vocalizes or smiles when caregiver talks and pauses. • Vocalizes when the caregiver calls her name. • Smiles at caregiver when caregiver plays peek-a-boo.
	Participates in and initiates basic communications with family members or familiar others.	• Waves bye-bye in response to an adult waving bye-bye to her. • Engages in simple games and nursery rhymes such as Itsy-Bitsy Spider by attempting hand motions and vocalizing. • Runs to the window to blow kisses to her mother, even before she has left the room.
	Participates in and initiates communication by switching their communication skills to fit the need of the audience.	• Uses "please" and "thank you" appropriately when communicating with caregiver. • Sees a younger child and varies tone and pace of communication with the younger child while helping them complete a task. • Uses an "inside" voice when playing inside.
	Follows typical patterns when communicating with others (e.g., listen to others, take turns talking, and speaking about the topic or text being discussed).	• Takes a turn in a conversation by answering a question when asked, and then asking a question in return. • Continues a conversation through multiple exchanges.

3.a. Develops awareness of syllables in spoken words.

	Indicator	Example
	Attends to language and sounds.	- Startles when dog barks. - Looks at caregiver when they speak. - Child smiles when they hear a familiar voice or sound. - Moves limbs or body to music.
	Vocalizes sounds.	- Coos when spoken to. - Babbles with single consonants (e.g., says, "Ba, ba, ba"). - Experiments with variety of consonant sounds (e.g., says, "Ba, ba, ma").
	Engages in back-and-forth interactions with caregiver.	- Smiles back and forth with caregiver. - Makes sounds or motions back and forth with caregiver. - Plays peek-a-boo with caregiver. - Imitates sounds back and forth such as ba ba ba; ma ma ma.
	Imitates and uses single words.	- When adult says, "Say mama," child repeats, "mama." - Says, "Uh oh" when something spills. - Uses a picture of a cup to indicate they are thirsty. - Uses the sign for "help" to tell adult they need help with their coat zipper. - Says, "Cow," when teacher sings "Old MacDonald had a farm, e, i, e, i, o, and on that farm, he had a…" then pauses.
	Uses spoken words with meaning in phrases.	- Points to toy car and says, "Blue car." - Tells adult, "I'm thirsty." - Combines two signs of "more" and "drink" to tell adult they would like more juice.
	Recognizes words in spoken sentences.	- Claps for each word in a sentence. - Taps legs to the words of a story, song or poem.
	Blends and segments spoken compound words.	- Puts together picture cards of butter and a fly then says "butterfly." - When adult says, "What word does "snow" and "man" make?" child says, "Snowman."
	Blends and segments syllables in spoken words.	When given two parts of a word such as "ta" and "ble," child blends syllables to form the word "table."

3.b. Develops awareness of initial sounds, and onsets and rimes in spoken words.

Indicator	Example
Attends to language and sounds.	• Startles when dog barks. • Looks at caregiver when they speak. • Smiles when they hear a familiar voice or sound. • Moves limbs or body to music.
Vocalizes sounds.	• Coos when spoken to. • Babbles with single consonants (e.g., says, "Ba, ba, ba"). • Experiments with variety of consonant sounds (e.g., says, "Ba, ba, ma").
Engages in back-and-forth interactions with caregiver.	• Smiles back and forth with caregiver. • Makes sounds or motions back and forth with caregiver. • Plays peek-a-boo with caregiver. • Imitates sounds back and forth such as ba, ba, ba; ma, ma, ma.
Imitates and uses single words.	• When adult says, "Say mama," child repeats, "mama." • Says, "Uh oh" when something spills. • Uses a picture of a cup to indicate they are thirsty. • Uses the sign for "help" to tell adult they need help with their coat zipper. • Says, "Cow," when teacher sings, "Old MacDonald had a farm, e, i, e, i, o, and on that farm, he had a…" then pauses.
Uses spoken words with meaning in phrases.	• Points to toy car and says, "Blue car." • Tells adult, "I'm thirsty." • Combines two signs of "more" and "drink" to tell adult they would like more juice.
Recognizes words in spoken sentences.	• Claps for each word in a sentence. • Taps legs to the words of a story, song or poem.
Segments syllables in spoken words.	• Claps the syllables while listening or chanting classmates' names and other words. • When given the word "table," segments word into two parts of "ta" and "ble."
Recognizes that the beginning sound of words are the same or different.	• Says, "David and Dominic start with the same sound." • Says, "Jessica and Hannah don't sound the same at the beginning." • Gives thumbs up when asked, "Do *fish* and *frog* sound the same at the beginning?"
Isolates initial sound in spoken words.	• Says, "My name is Michael. It says /m/ at the beginning." • Makes the sound of /b/ when asked, "What is the first sound in the word *bat*." • Gives thumbs up, when asked, "Do you hear the /d/ sound at the beginning of *dog*?"
Blend and segment onset and rime in single syllable spoken words.	• Says, "Cup" when the teacher says, "say the word *c-up*." • When given the word "top," segments the word into two parts saying, "T" and "op." • Says, "C," then, "ar," then, "c-ar," in response to teacher prompts, "What's the first sound of the word *car*? What's the last part of the word *car*? Can you say the word *car* in two parts?"

3.c. Develops understanding of rhyme.

Indicator	Example
Attends to language and sounds.	• Startles when dog barks. • Looks at caregiver when they speak. • Child smiles when they hear a familiar voice or sound. • Moves limbs or body to music.
Vocalizes sounds.	• Coos when spoken to. • Babbles with single consonants (e.g., says, "Ba, ba, ba"). • Experiments with variety of consonant sounds (e.g., says, "Ba, ba, ma").
Engages in back-and-forth interactions with caregiver.	• Smiles back and forth with caregiver. • Makes sounds or motions back and forth with caregiver. • Plays peek-a-boo with caregiver. • Imitates sounds back and forth such as ba, ba, ba; ma, ma, ma.
Recognizes familiar sounds.	• Turns toward name when called. • Runs to door when doorbell rings. • Grabs phone when it rings.
Distinguishes between sounds that are the same and different.	• Looks up to the sky when an airplane flies by. • Identifies sounds of animals when asked (cow says 'moo' and horse says 'neigh'). • When given two sounds, identifies if they are the same by giving thumbs up, pointing to a smiley face, or verbally saying, "Yes."
Actively engages in nursery rhymes and songs.	• Moves body to rhythm of song (e.g., taps leg, claps hands, stomps feet). • Copies modeled movements to songs (e.g., finger plays, simple motions). • Repeats parts of songs or nursery rhymes. • Adds the correct word when teacher leaves a word out of a song or poem.
Repeats rhyming words.	• Says, "Dog, log."
Identifies rhyming words.	• Identifies words that rhyme by giving thumbs up, pointing to a smiley face, or verbally saying, "Yes," when given two spoken words such as *bat* and *cat*. • Identifies the two pictures that rhyme with each other when given three pictures: two that rhyme and one that does not rhyme.

4.a. Develops knowledge of print organization.

	Indicator	Examples
	Demonstrates interest in books.	• Touches, mouths and looks at books. • Attends to shared book reading.
	Selects books for adult to read.	• Brings favorite book to adult.
	Shows an understanding of book covers by self-selecting books to explore independently.	• "Reads" books to self and others. • Imitates sounds or babbles the story. • Repeats phrases. • Remembers key parts or words of the story.
	Orients books correctly and turns pages when "reading" from beginning to end.	• Knows where book starts. • Will turn a book right side up if upside down. • Starts at the first page of the story. • Knows where to start reading and the direction to follow.
	Knows some characteristics of books, such as cover, authors, illustrators.	• Uses the cover to select book based on interests.
	Demonstrates book and print organization by exploring and using books from a variety of genres.	• "Reads" storybook to baby doll. • Acts out stories in dramatic play. • Looks in non-fiction book to identify bug found on playground. • References book texts and illustrations when creating own art and writing. • Creates own book using a variety of methods (e.g., photos, illustrations, collage) based on own interests (e.g., creates a book about what was found in the dirt outside, creates a book based on experience).

4.b. Develops knowledge of the alphabet.

	Indicator	Example
	Notices when adult points to print.	• Visually tracks teacher's finger when following print.
	Says the names of some letters by rote (without print).	• Participates in the alphabet song (e.g., sings, signs, dances).
	Recognizes first letter of own name and names a few letters in own name.	• Points to the letter M and says, "That's my name." • Says, "J, N those letters make my name *Ja'Quon*." • Looks for first letter of own name in ABC book. • Plays with magnetic letters on a tray and names some of the letters.
	Recognizes letters in addition to those in first name.	• Sees the letter 'E' and says, "Ezra, that's your name." • Points out letter S on a stop sign.
	Demonstrates understanding that letters can be upper and lower case.	• Says, "This is a big A, and this is a little a."
	Identifies and names up to 18 upper case and 15 lower case letters.	• Matches upper- and lower-case letters when playing with letter manipulatives. • Identifies letters in environmental print.

5.a. Develops understanding that writing represents spoken language.

	Indicator	Example
	Tracks objects visually and focuses on an object or person. *	• Follows objects with eyes and focuses on an object or person. • Regards own hands.
	Notices familiar environmental signs and symbols.	• Points to picture of mom. • Recognizes a stop sign. • Recognizes logo of familiar store or restaurant. • Goes to footprints on the floor when at transition time.
	Scribbles or makes marks.	• Makes broad strokes. • Scribbles at an easel using egg-shaped chalk with a full-handed grasp and the shoulder and elbow initiating most of the movement.
	Imitates adults reading and writing.	• Points to pictures and turning pages. • Pretends to text on toy phone.
	Recognizes that print conveys a message.	• Scribbles to imitate adult writing (e.g., making a grocery list in dramatic play). • "Draws" or "writes" messaging. • Differentiates between text and illustrations in books. • Makes a scribbled picture and says, "It's a dinosaur" when showing it to her uncle. • Imitates adult reading.
	Interprets own writing for others.	• Shows their card and says, "This says I love you Mommy!" • Talks about what they are writing on their picture while drawing. • "Reads" what has been written. • Differentiates between drawing and writing in own work.
	Uses a combination of drawing, dictating and emergent writing for a variety of purposes.	• Records information gathered from other sources or experiences. • Discuss and respond to questions from others about writing/drawing to support/clarify their meaning. • Creates lists and menus. • Dictates notes to others. • Uses writing to communicate thoughts, ideas, feelings.

*Wisconsin Model Early Learning Standards

5.b. Draws and writes using increasingly sophisticated grasp.

	Indicator	Example
	Transfers and manipulates an object with hands.	• Grasps a rattle, lets go of it and then tries to grasp it again. • Picks up a small toy with thumb and fingers. • Watches an adult write.
	Makes marks and scribbles using a full-hand grasp (palmar grasp) to hold writing tool.	• Makes random marks on the sidewalk with chalk. • Uses a crayon to make marks on a piece of paper. • Chooses to use the markers or crayons during playtime to make scribbled pictures at easel.
	Scribbles and draws using thumb and fingers (5-finger grasp) of one hand to hold writing tool.	• Holds crayon with thumb and fingers of one hand. • Draws a circle and a straight line after watching someone else do it using 5-finger grasp. • Pretends to write own name using scribbles.
	Imitates drawing shapes and lines that are used in letter formation using an inconsistent 3-finger grasp of dominant hand to hold a writing tool.	• Writes a series of lines and symbols that look like letters. • Uses a combination of scribbles, shapes, drawings, and letters when writing. • Draws a picture of a sun and makes marks at the bottom of the page to label the picture as a caption or label.
	Prints letters of own name and other meaningful words with letter approximations and some actual letters using a stable 3-finger grasp.	• Copies the word stop from stop sign on classroom door. • Copies own name on sign-in sheet when entering the classroom.

**Current Standard Statements by Age Band for Language
and Literacy Domain**

Birth – 8 Months
- Attend and respond to language and sounds.   - Experiment intentionally with sound inflection and gestures in different ways to express wants, needs or feelings.   - Attempt to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture.   - Show interest in books, pictures, songs and rhymes.   - Attend and respond when familiar books are read aloud.   - Vocalize sounds.   - Show ability to transfer and manipulate an object with hands.

6 – 18 Months
- Show understanding of simple requests and statements referring to people and objects around them.   - Begin to use single words and conventional gestures to communicate with others.   - Participate in and often initiate basic communications with family members or familiar others.   - Actively participate in book reading, storytelling, and singing.   - Point to familiar pictures in books when labeled by adult.   - Demonstrate interest in exploring books.   - Explore sounds of materials and objects.   - Recognize familiar sounds (e.g., the sound of a particular animal, a friend's voice, etc.).   - Use full-hand grasp (palmar grasp) to hold writing tool to make marks and scribble.

16 – 36 Months.
- Show understanding of requests and statements referring to people, objects, ideas and feelings.   - Demonstrate interest in and use words that are new or unfamiliar in conversation and play.   - Understand when words are used in unconventional ways.   - Combine words to express more complex ideas, or requests.   - With modeling and support, describe experiences with people, places and things.   - Use words that indicate position and direction.   - Participate in and often initiate communication according to commonly accepted expectations with family members and in social groups.   - Show an appreciation for reading books, telling stories and singing.   - Demonstrate an understanding of the meaning of stories and information in books.   - Use pictures to describe and predict stories and information in books.   - Understand when words are used in unconventional ways during shared reading.   - Demonstrate a beginning understanding that print carries meaning.   - Distinguishes pictures from letters and words in a text.   - Distinguish between sounds that are the same and different (e.g., environmental sounds, animal sounds, etc.).   - With modeling and support, recognize familiar logos and environmental print.   - With modeling and support, recognize own name in print.   - Begin to use thumb and fingers (5-finger grasp) of one hand to hold writing tool.   - Make marks and "scribble writing" to represent objects and ideas.

**Current Standard Statements by Age Band for Language
and Literacy Domain (continued)**

PK 3 - 5

- Demonstrate understanding of increasingly complex concepts and longer sentences.
- Ask meaning of words.
- Follow two-step directions or requests.
- Uses language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek out new information.
- Speak audibly and express thoughts, feeling and ideas clearly. (Articulation)
- Describe familiar people, places, things and experiences.
- Use drawings or other visuals to add details to verbal descriptions.
- With modeling and support, use the conventions of standard English. (Grammar) -Use familiar nouns and verbs to describe persons, animals, places, events, actions, etc. -Form regular plural nouns orally by adding /s/ or /es/. -Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). -Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). -Produce and expand complete sentences in shared language activities.
- With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)
- With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)
- Identify real-life connections between words and their use. (Vocabulary)
- With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - walk, march, prance, etc.). (Vocabulary)
- With modeling and support, follow typical patterns when communicating with other (e.g., listen to others, take turns talking and speaking about the topic or text being discussed).
- With modeling and support, continue a conversation through multiple exchanges.
- Ask and answer questions, and comment about characters and major events in familiar stories.
- Retell or re-enact familiar stories.
- Identify characters and major events in a story.
- Demonstrate an understanding of the differences between fantasy and reality.
- With modeling and support, describe what part of the story the illustration depicts.
- With modeling and support, name the author and illustrator of a story and what part each person does for a book.
- With modeling and support, identify the topic of an informational text that has been read aloud.
- With modeling and support, describe, categorize and compare and contract information in informational text.
- With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).
- Actively engage in group reading with purpose and understanding.
- With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.
- Demonstrate an understanding of basic conventions of print in English and other languages.
- Orient books correctly for reading and turn pages one at a time.
- Demonstrate an understanding that print carries meaning.
- With modeling and support, recognize and produce rhyming words.
- With modeling and support, recognize words in spoken sentences.

**Current Standard Statements by Age Band for Language
and Literacy Domain (continued)**

PK 3 – 5 (continued)

- With modeling and support, identify, blend and segment syllables in spoken words.
- With modeling and support, orally blend and segment familiar compound words
- With modeling and support, blend and segment onset and rhyme in single-syllable spoken words.
- With modeling and support, identify initial and final sounds in spoken words.
- With modeling and support, recognize and "read" familiar words or environmental print.
- With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.
- With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be names and identified.
- With modeling and support, recognize the sounds associated with letters.
- Use a 3-finger grasp of dominant hand to hold a writing tool.
- Demonstrate an understanding of the structure and function of print.
- With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.
- With modeling and support, demonstrate letter formation in "writing."
- With modeling and support, show awareness that one letter or cluster of letters represents one word.
- "Read" what they have written.
- With modeling and support, notice and sporadically use punctuation in writing.
- With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books).
- With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest. (Composition)
- With modeling and support, discuss and respond to questions from others about writing/drawing.
- With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.
- With modeling and support, explore a variety of digital tools to express ideas.