

# Literacy: Age 4–5/Not Yet in Kindergarten

## PHONOLOGICAL AWARENESS

- 1 Child demonstrates awareness that spoken language is composed of smaller segments of sound. 1**
    - a Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. 1.A
    - b Recognizes changes in the sounds of words (phonemic awareness), such as noticing the problem with “Old McDonald had a charm.” 1.B
    - c Is able to count syllables and understand sounds in spoken words. 1.C
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## PRINT AND ALPHABET KNOWLEDGE

- 2 Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). 2**
    - a Begins to demonstrate an understanding of the connection between speech and print. 2.A
    - b Shows a growing awareness that print has rules, such as holding a book correctly or following a book left to right when reading in English. 2.B
  - 3 Child identifies letters of the alphabet and produces correct sounds associated with letters. 3**
    - a Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters often seen in the environment. 3.A
    - b Produces the sound of many recognized letters. 3.B
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## COMPREHENSION AND TEXT STRUCTURE

- 4 Child demonstrates an understanding of narrative structure through storytelling/re-telling. 4**
    - a Retells 2–3 key events from a well-known story, typically in the right order and using some simple sequencing terms, such as “first ... and then.” 4.A
  - 5 Child asks and answers questions about a book that was read aloud. 5**
    - a With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. 5.A
    - b With support, can answer questions about stories, such as predictions or how/why something is happening in a particular moment. 5.B
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## WRITING

- 6 Child writes for a variety of purposes using increasingly sophisticated marks. 6**
- a With trusted adult prompting, holds a writing tool with a three-finger grasp. 6.A
  - b Able to imitate zigzag and crossed lines, trace dotted lines, and draw simple figures. 6.B
  - c Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. 6.C
  - d With support, may use invented spelling consisting of main or beginning sounds, such as MV for movie or B for bug. 6.D