Language and Literacy Development

Foundational Language Development

1.0 Listening and Speaking

Vocabulary

1.1 Understanding and Using Vocabulary

Early (3 to 4½ years)

1. Understand and use words for objects, actions, and attributes frequently experienced in everyday life, such as through play, conversations, or stories. 1.1

Later (4 to 5½ years)

1. Understand and use an increasing variety of words for objects, actions, and attributes experienced in everyday life, such as through play, conversations, or stories. 1.1

1.2 Understanding and Using Words for Categories

Early (3 to 4½ years)

2. Understand and use commonly experienced vocabulary to describe categories and the relationships within them. 1.2

Later (4 to 5½ years)

2. Understand and use increasingly specific vocabulary to describe categories and the relationships within them. 1.2

1.3 Understanding and Using Size and Location Words

Early (3 to 4½ years)

3. Understand and use words to describe the size and location of objects (such as “tiny” and “on”), including simple comparisons (such as “bigger”). 1.3

Later (4 to 5½ years)

3. Understand and use increasingly specific words to describe and compare the size and location of objects (such as “longer” and “between”). 1.3

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Grammar

1.4 Using Grammatical Features and Sentence Structure

Early (3 to 4½ years)

4. Use common word forms and sentence forms to express thoughts and ideas. 1.4

Later (4 to 5½ years)

4. Use both common and less common word forms and sentence forms to express complex thoughts and ideas. 1.4

Language Use

1.5 Asking Questions

Early (3 to 4½ years)

5. Use questions to seek information and to clarify and confirm understanding. 1.5

Later (4 to 5½ years)

5. Use questions and follow-up questions to seek information and to clarify and confirm understanding. 1.5

1.6 Constructing Narratives

Early (3 to 4½ years)

6. Use language to construct real or fictional short narratives. 1.6

Later (4 to 5½ years)

6. Use language to construct real or fictional extended narratives that have several details or a plotline. 1.6

1.7 Sharing Explanations and Opinions

Early (3 to 4½ years)

7. Share descriptions, opinions, and explanations. 1.7

Later (4 to 5½ years)

7. Share detailed descriptions, opinions, and explanations. 1.7

1.8 Participating in Conversations

Early (3 to 4½ years)

8. Participate in back-and-forth conversations with adults and peers. Respond on topic for at least one turn in a conversation. 1.8

Later (4 to 5½ years)

8. Participate in increasingly long and complex back-and-forth conversations with adults and peers. Respond on topic across several turns in the conversation. 1.8

Phonological Awareness

2.1 Isolating Initial Sounds

Early (3 to 4½ years)

1. Match words that have the same first sound in speech, with adult support or the support of pictures or objects. 2.1

Later (4 to 5½ years)

1. Isolate and pronounce the first sound of a word, with adult support or the support of pictures or objects. 2.1

2.2 Recognizing and Blending Sounds

Early (3 to 4½ years)

2. When presented with two single-syllable words (such as “sand” and “box”), blend them into a compound word in speech with adult support or the support of pictures or objects. 2.2

Later (4 to 5½ years)

2. When presented with syllables and individual sounds, blend them into words in speech with adult support or the support of pictures or objects. 2.2

2.3 Participating in Rhyming and Wordplay

Early (3 to 4½ years)

3. Recognize or participate in familiar rhymes or songs. 2.3

Later (4 to 5½ years)

3. Produce rhyming sounds or words. Rhymes may be imperfect and can be real or nonsense words. 2.3

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Alphabetics and Print

2.4 Identifying Letters

Early (3 to 4½ years)

4. Match some letter names to their printed form. These will commonly be letters in the child's first name. If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, match some (about three to eight) uppercase letter names to their printed form. 2.4

Later (4 to 5½ years)

4. Match many letter names to their printed form. If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, match most (about 15 to 20) uppercase letter names and approximately half (about 12 to 16) of the lowercase letter names to their printed form. 2.4

2.5 Learning Letter–Sound Correspondence

Early (3 to 4½ years)

5. Recognize that letters or characters have sounds. 2.5

Later (4 to 5½ years)

5. Accurately identify or produce sounds associated with several letters or common characters with adult support. If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, accurately identify or produce sounds associated with about half of the letters. 2.5

Concepts About Print

2.6 Understanding the Concept of Print

Early (3 to 4½ years)

6. Recognize print as something that can be read and has meaning. 2.6

Later (4 to 5½ years)

6. Identify the meaning of a few instances of familiar print in the environment. 2.6

2.7 Understanding Print Conventions

Early (3 to 4½ years)

7. Display basic book-handling behaviors and knowledge of basic print conventions, such as turning pages in a single direction and recognizing the cover and title of a book. 2.7

Later (4 to 5½ years)

7. Display increasingly sophisticated book-handling behaviors and knowledge of print conventions, such as turning pages one at a time and understanding the direction and orientation of print. 2.7

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3.0 Reading

Literacy Interest and Response

3.1 Demonstrating Interest in Literacy Activities

Early (3 to 4½ years)

1. Demonstrate interest in and engagement with literacy and literacy-related activities. 3.1

Later (4 to 5½ years)

1. Demonstrate interest in and engagement with literacy and literacy-related activities for progressively extended periods of time and with increasing independence. 3.1

Comprehension and Analysis of Age-Appropriate Text

3.2 Understanding Stories

Early (3 to 4½ years)

2. Demonstrate basic understanding of main characters or events in a story after the child has experienced the story a few times. 3.2

Later (4 to 5½ years)

2. Demonstrate understanding of details in a story, including knowledge of characters, events, and ordering of events, and use their increased understanding of story structure to predict what might come next when asked. 3.2

3.3 Understanding Informational Text

Early (3 to 4½ years)

3. Demonstrate basic understanding of informational text after the child has experienced the text a few times. 3.3

Later (4 to 5½ years)

3. Demonstrate deeper understanding of informational text using their abilities to make connections to previous knowledge, make inferences, and ask questions. 3.3

4.0 Writing

Writing Skills

4.1 Developing Fine Motor Skills in Writing

Early (3 to 4½ years)

1. Experiment with grasp and body position using a variety of drawing and writing tools. 4.1

Later (4 to 5½ years)

1. Adjust grasp and body position for increased control in drawing and writing. 4.1

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Writing as Communication

4.2 Writing to Represent Sounds

Later (4 to 5½ years)

2. Write, with adult support, a few recognizable letters that are intended to represent their corresponding sounds. 4.2

4.3 Dictating Thoughts and Ideas to Be Conveyed in Writing

Early (3 to 4½ years)

3. Engage in dictating thoughts and ideas when an adult offers to help with writing them down. 4.3

Later (4 to 5½ years)

3. Demonstrate interest in conveying extended thoughts and ideas in writing, engaging the help of an adult. 4.3

4.4 Writing to Represent Words or Ideas

Early (3 to 4½ years)

4. Write using scribbles that resemble letters or characters and are distinct from pictures. 4.4

Later (4 to 5½ years)

4. Write a few recognizable letters or characters to represent words or ideas. 4.4

4.5 Writing Own Name

Early (3 to 4½ years)

5. Write marks to represent own name. 4.5

Later (4 to 5½ years)

5. Write own name nearly correctly. 4.5

English Language Development

1.0 Listening and Speaking

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Vocabulary

1.1 Understanding Words

Discovering

1. Pay attention to English oral language and understand a few common English words, while relying mainly on intonation, facial expressions, and gestures of the speaker in interactions with adults and peers. 1.1

Developing

1. Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in interactions with adults and peers. 1.1

Broadening

1. Demonstrate understanding of a larger set of words in English (for example, objects and actions, personal pronouns, possessives, and descriptive terms) in interactions with adults and peers. 1.1

1.2 Using Words

Discovering

2. Use English words, mainly consisting of concrete nouns. 1.2

Developing

2. Use varied English words, including an increasing number of concrete nouns and some verbs and pronouns. 1.2

Broadening

2. Use a wide variety of English words to share knowledge of concepts, including words across all parts of speech, with some inaccuracies. 1.2

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Grammar

1.3 Using Grammatical Features

Discovering

3. Use one or two familiar English verbs as all-purpose verbs, with some inaccuracies. 1.3

Developing

3. Use some grammatical rules in English, such as using -s or -es for plural nouns and -ing for verbs, sometimes with inaccuracies. 1.3

Broadening

3. Broaden the use of English grammatical rules, such as irregular plurals or simple past tense verbs, sometimes with inaccuracies. 1.3

1.4 Using Complex Sentence Structures

Discovering

4. Use words or phrases repeatedly experienced in English to communicate. 1.4

Developing

4. Use a few formulaic English sentence structures to communicate on a range of topics by switching out key words in a phrase. 1.4

Broadening

4. Use a variety of English grammatical forms, with some inaccuracies, to produce many different types of sentence structures. Grammatical forms can include adding appropriate possessive pronouns (for example, your, my); conjunctions (for example, and, or); and other elements (for example, adjectives, adverbs). 1.4

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Language Use

1.5 Communicating Needs

Discovering

5. Use single English words and nonverbal communication with English speakers, such as gestures or behaviors, to seek attention, make a request, or initiate a response. 1.5

Developing

5. Combine nonverbal communication and some English phrases to be understood by English speakers. 1.5

Broadening

5. Show increasing reliance on verbal communication in English to be understood by English speakers. 1.5

1.6 Understanding Requests and Directions

Discovering

6. Follow simple directions in English when given additional contextual clues. 1.6

Developing

6. Follow directions in English that involve repeatedly experienced routines or contextual clues. 1.6

Broadening

6. Follow directions that involve more than one step, relying less on contextual clues. 1.6

1.7 Asking Questions

Discovering

7. Use a frequently experienced question phrase (such as “What’s that?”) or use one or two English words with a rising pitch to ask questions. 1.7

Developing

7. Use a few question structures as a formula, filling in different words to ask about various topics. 1.7

Broadening

7. Use “who,” “what,” “why,” “how,” “when,” and “where” to produce questions in many forms to ask about a variety of topics in English. 1.7

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1.8 Constructing Narratives

Discovering

8. Identify parts of real or fictional narratives using a few English vocabulary words. 1.8

Developing

8. Construct real or fictional short narratives using English vocabulary in a few simple English sentence structures. 1.8

Broadening

8. Construct real or fictional narratives by stringing together sentences with varied structures in English. 1.8

1.9 Sharing Explanations and Opinions

Discovering

9. Use English vocabulary and gestures to share descriptions, opinions, and explanations. 1.9

Developing

9. Use a few simple sentence structures to share descriptions, opinions, and explanations. 1.9

Broadening

9. Use varied sentence structures to share descriptions, opinions, and explanations. 1.9

1.10 Participating in Conversations

Discovering

10. Engage in conversation with English speakers, by mostly listening and responding with a few English words, gestures, or other nonverbal responses. 1.10

Developing

10. Converse with others using frequently heard vocabulary in English, often using short, commonly used sentences and phrases and a few repeated grammatical structures, sometimes with inaccuracies. 1.10

Broadening

10. Engage in conversations in English using increasingly complex vocabulary and varied grammatical structures, sometimes with inaccuracies. 1.10

2.0 Foundational Literacy Skills

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Phonological Awareness

2.1 Recognizing and Segmenting Sounds

Discovering

1. Recognize and produce sounds of spoken English. 2.1

Developing

1. Match English words that have the same first sound in speech, with adult support or the support of pictures or objects. 2.1

Broadening

1. Isolate and pronounce the first sound of a word in English, with adult support or the support of pictures or objects. 2.1

2.2 Recognizing and Blending Sounds

Discovering

2. Recognize and produce sounds of spoken English. 2.2

Developing

2. When presented with two single-syllable English words (such as “sand” and “box”), blend them into a compound word in speech, with adult support or the support of pictures or objects. 2.2

Broadening

2. When presented with syllables and individual sounds, blend them into English words in speech, with adult support or the support of pictures or objects. 2.2

2.3 Participating in Rhyming and Wordplay

Discovering

3. Attend to and participate in frequently experienced simple songs, poems, and fingerplays in English, with gestures and some key words. 2.3

Developing

3. Repeat or recite parts of simple songs, poems, and fingerplays that emphasize rhyme in English. 2.3

Broadening

3. Repeat, recite, produce, or initiate simple songs, poems, and fingerplays that emphasize rhyme in English. 2.3

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Alphabetics and Print

2.4 Recognizing and Identifying Letters

Discovering

4. Recognize the first letter in their own name in the English alphabet. 2.4

Developing

4. Accurately identify a few letters of the alphabet in English. 2.4

Broadening

4. Accurately identify many uppercase and some lowercase letters of the alphabet in English. 2.4

2.5 Learning Letter–Sound Correspondence

Discovering

5. Demonstrate awareness that English alphabet letters have sounds. 2.5

Developing

5. Accurately identify or produce the sound associated with one or two letters in the English alphabet. 2.5

Broadening

5. Accurately identify or produce the sounds of a few letters of the English alphabet (about 5–10), with adult support. 2.5

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Concepts About Print

2.6 Understanding the Concept of Print

Discovering

6. Interact with materials representing the letters of the English alphabet. 2.6

Developing

6. Demonstrate awareness that they are interacting with English print. 2.6

Broadening

6. Demonstrate awareness of English print as something that can be read and has specific meaning. 2.6

2.7 Understanding Print Conventions

Discovering

7. Engage and interact with English-language books. Demonstrate understanding of a few general book-handling behaviors, such as turning pages one at a time in a single direction. 2.7

Developing

7. Demonstrate understanding of a few book-handling behaviors or print conventions specific to English, such as turning pages from right to left and recognizing the front cover of a book. 2.7

Broadening

7. Demonstrate understanding that print in English is organized from left to right, top to bottom and that pages are turned from right to left when a book is read. 2.7

3.0 Reading

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Literacy Interest and Response

3.1 Demonstrating Interest in Literacy Activities

Discovering

1. Attend to English-language literacy activities. 3.1

Developing

1. Demonstrate interest in and engagement with English-language literacy activities. 3.1

Broadening

1. Demonstrate interest in and engagement with English-language literacy activities with increasing independence. 3.1

3.2 Participating in Read-Aloud Activities

Discovering

2. Pay attention to an adult reading a short English-language book. 3.2

Developing

2. Engage in read-aloud activities with English-language books when the language is predictable or repetitive and communicate about the content of the books. 3.2

Broadening

2. Engage in read-aloud activities with English-language books and communicate about the content of the books. 3.2

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Comprehension and Analysis of Age-Appropriate Text

3.3 Understanding Stories

Discovering

3. Use pictures or other supports (such as objects or gestures) to understand major characters and details in an English-language story. 3.3

Developing

3. Demonstrate understanding of a few major characters and events in an English-language story, including some details that are conveyed only through the words of the story, after experiencing it a few times. 3.3

Broadening

3. Demonstrate understanding of major characters and events in an English-language story, including details that are conveyed only through the words of the story, after experiencing it for the first time. 3.3

3.4 Understanding Informational Text

Discovering

4. Use pictures or other supports (such as objects or gestures) to understand a few major details in an English-language informational text. 3.4

Developing

4. Demonstrate understanding of a few major details about an English-language informational text, including details that are conveyed only through the words of the text, after experiencing it a few times. 3.4

Broadening

4. Demonstrate understanding of a few major details about an English-language informational text, including details that are conveyed only through the words of the text, after experiencing it for the first time. 3.4

4.0 Writing

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Writing as Communication

4.1 Writing to Represent Words or Ideas

Discovering

1. Write scribbles to represent words and ideas in English. 4.1

Developing

1. Write letter-like scribbles to represent words and ideas in English, with adult support. 4.1

Broadening

1. Write a few recognizable letters to represent words and ideas in English independently. 4.1

4.2 Writing Own Name

Discovering

2. Write marks to represent their own name in the English alphabet. 4.2

Developing

2. Copy their own name in the English alphabet. 4.2

Broadening

2. Write their first name independently in the English alphabet nearly correctly. 4.2