

Preschool Milestones Language and Literacy

1. Listening

A. Gains meaning by listening

1. Listens attentively to stories read aloud
2. Listens with interest to songs
3. Listens to audio books on tape/CD
4. Listens and responds to questions asked

B. Follows two or three step directions

1. Follows a simple direction given to them specifically
2. Matches movements and actions to the music and directions in a song
3. Follows a simple teacher direction given to the whole class
4. Follows two-step requests ("Please fill up your drinking bottle and take it with you outside.")
5. Follows three-step requests ("Please pick up the pine cones and put them in the basket and place the basket on the shelf.")

C. Demonstrates phonological awareness

1. Repeats familiar rhymes or songs
2. Tells if two words begin with the same sound
3. Identifies rhyming words
4. Selects objects that begin with the same sound
5. Claps for each syllable of 1-3 syllable words

2. Speaking

A. Speaks clearly enough to be understood without contextual clues

1. Speaks in sentences of more than 3 words
2. Asks who, what and where questions
3. Tells a short story
4. Speaks clearly enough for a visitor to understand
5. Initiates conversations with peers
6. Participates in a conversations at Group Time/Morning Meeting

B. Uses expanded vocabulary and language for a variety of purposes

1. Dictates a complete story with a beginning, middle and end
2. Uses new words introduced at Morning Circle, during other times of the day

3. Tells jokes to friends
4. Asks questions relevant to another person's conversation

3. Reading

A. Shows appreciation for books and reading

1. Listens with interest to picture book stories
2. Chooses to look at books independently
3. Answers simple questions about a story at the end of the book
4. Listens to an audio story and follows along in the book
5. Asks questions or makes comments about a story
6. Frequently "reads" books while turning the pages
7. Shares favorite stories with friends

B. Shows beginning understanding of concepts about print

1. "Reads" own name in print (on art work, cubbie, etc)
2. "Reads" some logos and environmental words
3. "Reads" the names of some books
4. "Reads" the names of some classmates
5. Reads some familiar short words in print
6. Sorts letters from words
7. Sorts letters from numbers
8. Points to words using a left to right progression when "reading" book
9. Recognizes that words have spaces between them
10. Moves a finger along the text when a story or rhyme is read

C. Begins to develop knowledge about letters

1. Identifies first letters of own name
2. Identifies first letter in the names of several friends
3. Identifies all letters in own name
4. Sorts upper from lower case letters
5. Identifies upper case letters as they sing the alphabet song
6. Develops a personal list of words they can recognize by sight
7. Sounds out some simple words

D. Comprehends and responds to stories read aloud

1. Asks relevant questions as a story is read
2. Labels pictures in familiar books
3. Recognizes when the reader omits a part of a favorite story

4. Retells a familiar story
5. Acts out a familiar story
6. Places picture events from a story in sequence and describes the action
7. Predicts what might happen next in a story
8. Tells the beginning, middle and end of a story just heard
9. Names three characters in a story just heard

4. Writing

- A. Represents ideas and stories through pictures, dictation and play
 1. Draws a picture and tells about it
 2. Makes up own story using flannel board pieces
 3. Dictates a story and asks the teacher to write it down
 4. Draws illustrations for a story
 5. Role plays a familiar situation
 6. Tells stories using story can story props

- B. Uses letter-like shapes, symbols and letters to convey meaning
 1. Scribbles on paper and describes the thoughts “written” down
 2. “Scribble writes” with some recognizable letters
 3. Writes own name
 4. Writes classmates’ names and other environmental words
 5. Uses some sound/symbol correspondence when writing
 6. Uses invented spelling with beginning, middle and ending consonant sounds
 7. Asks how to spell words
 8. Writes from left to right
 9. Writes from top to bottom
 10. Writes, leaving spaces between words

- C. Understands purposes for writing
 1. Creates a “scribble” writing product for an expressed purpose (grocery list, restaurant order, etc)
 2. Writes in response to an activity or story (pictures with some letters or words)
 3. Writes in personal journal with obvious enjoyment (pictures with some letters and words)
 4. Willing to “read” personal writing
 5. Asks teacher to help make a sign to communicate a message
 6. “Writes” messages to friends, teachers, parents