

*The Barclay Early Childhood Center*  
*Language Arts/Literacy*  
*Preschool Standards and Benchmarks*

Literacy learning has a profound and lasting effect on the social and academic lives of children. Their future educational opportunities and career choices are directly related to literacy ability. Since early childhood is the period when language develops most rapidly, it is imperative that young children be provided with a variety of literacy and language experiences throughout each day and that the classroom environment is rich with language and print. Early childhood teachers and families have the responsibility to support each child's literacy development.

Literacy learning begins at birth and develops rapidly during the preschool period. The main components of literacy - listening, speaking, reading and writing - should all be encouraged through participation with adults and peers in conversations and activities that are meaningful to the child. Each child's interest and motivation to engage in literacy-related activities are evident before that child is able to read or write conventionally. Children should be provided with environments that encourage literacy exploration and their emergent reading and writing behaviors should be valued, encouraged and fostered by their teachers.

Summary of Standard and Benchmarks

**Standard 1**

**The student demonstrates competence in Language Arts/Literacy.**

<b>Benchmarks</b>
1.1 Children listen and respond to environmental sounds, directions and conversations.
1.2 Children converse effectively in their home language, English or sign language for a variety of purposes relating to real experiences and different audiences.
1.3 Children demonstrate emergent reading skills.
1.4 Children demonstrate emergent writing skills.

## Standard 1

The student demonstrates competence in Language Arts/Literacy.

**Benchmark 1.1** Children listen and respond to environmental sounds, directions and conversations.

Developmental Continuum	Example Behaviors
Follows oral directions	<ul style="list-style-type: none"><li>• Responds appropriately to oral directions that involve several actions</li></ul>
Identifies sounds in the environment and distinguishes among them	<ul style="list-style-type: none"><li>• A phone ringing,</li><li>• A truck passing by or blowing its horn,</li><li>• Animal sounds,</li><li>• Musical instruments,</li><li>• Voices of peers in room, etc.</li></ul>
Listens for various purposes	<ul style="list-style-type: none"><li>• Demonstrates that a response is expected when a question is asked,</li><li>• Enters into dialogue after listening to others,</li><li>• Repeat parts of stories, poems, or songs)</li></ul>
Shows interest, pleasure and enjoyment during listening activities	<ul style="list-style-type: none"><li>• Responds with appropriate eye contact, body language and facial expressions.</li></ul>

## Standard 1

### The student demonstrates competence in Language Arts/Literacy..

**Benchmark 1.2** Children converse effectively in their home language, English or sign language for a variety of purposes relating to real experiences and different audiences.

Developmental Continuum	Example Behaviors
Uses language to express relationships, make connections, describe similarities and differences, express feelings and initiate play with others.	<ul style="list-style-type: none"><li>• Describes previous experiences and relates them to new experiences or ideas.</li><li>• Asks questions to obtain information.</li></ul>
Listens and responds appropriately in conversations and group interactions by taking turns and generally staying on topic.	<ul style="list-style-type: none"><li>• Joins in singing, finger plays, chanting, retelling and inventing stories and dramatic play activities.</li></ul>
Uses language and imitates sounds appropriate to roles in dramatic play and sets the stage by describing actions and events.	<ul style="list-style-type: none"><li>• Uses new vocabulary</li><li>• asks questions to extend understanding of words</li></ul>
Uses language to communicate and negotiate ideas and plans for activities.	<ul style="list-style-type: none"><li>• Connects new meanings of words to vocabulary already known (e.g., "It's called bookend because the books end.").</li></ul>
Uses complex sentence structure such as compound sentences, if-then statements, and explanations	<ul style="list-style-type: none"><li>• "I wanted to make a long snake but Mimi has the scarf."</li><li>• "If I set the table, then you can eat."</li><li>• "Pigs wouldn't like it on the moon because there isn't any mud."</li></ul>

## Standard 1

The student demonstrates competence in Language Arts/Literacy.

**Benchmark 1.3** Children demonstrate emergent reading skills.

<b>Print Awareness</b>	
<b>Developmental Continuum</b>	<b>Example Behaviors</b>
Identifies the meaning of common signs and symbols	<ul style="list-style-type: none"><li>• rebuses,</li><li>• picture recipes,</li><li>• traffic signs</li></ul>
Recognizes print in the local environment.	<ul style="list-style-type: none"><li>• empty food and household containers,</li><li>• menus,</li><li>• recipe cards,</li><li>• phone books,</li><li>• order pads</li></ul>
Recognizes that a variety of print letter formations and text forms are used for different functions.	<ul style="list-style-type: none"><li>• labels on objects throughout the classroom,</li><li>• signs with clear meaning</li></ul>
Identifies some alphabet letters by their shapes, especially those in his/her own name	<ul style="list-style-type: none"><li>• reads alphabet books</li><li>• plays games that contain alphabet letters</li></ul>
Recognizes own name in a variety of contexts.	<ul style="list-style-type: none"><li>• locates his/her artwork by finding the first letter of his/her name</li></ul>
Recognizes that letters form words.	<ul style="list-style-type: none"><li>• words are separated by spaces</li></ul>
Recognizes that it is the print that is read in stories.	<ul style="list-style-type: none"><li>• Recognizes sight words in repetitive stories (i.e. <i>Cat in the Hat</i>)</li></ul>

<b>Developing Knowledge and Enjoyment of Books</b>	
<b>Developmental Continuum</b>	<b>Example Behaviors</b>
Displays knowledge of how books work.	<ul style="list-style-type: none"> <li>• turning the book right side up,</li> <li>• using left to right sweep,</li> <li>• turning one page at a time,</li> <li>• recognizing familiar books by cover</li> </ul>
Exhibits reading-like behavior	<ul style="list-style-type: none"> <li>• pretend to read to self and others</li> <li>• read own writing</li> </ul>
Uses a familiar book as a cue to retell their version of the story.	<ul style="list-style-type: none"> <li>• <u>The Three Little Kittens</u>, <u>The Three Little Pigs</u>, <u>Goldie Locks and the Three Bears</u></li> </ul>
Shows an understanding of story structure	<ul style="list-style-type: none"> <li>• comment on characters,</li> <li>• predict what will happen next,</li> <li>• ask appropriate questions</li> <li>• act out familiar stories</li> </ul>
Asks questions and makes comments pertinent to the story being read and connects information in books to his/her personal life experiences.	<ul style="list-style-type: none"> <li>• analyzing visual cues,</li> <li>• making predictions</li> <li>• making personal connections</li> </ul>

<b>Phonemic Awareness</b>	
<b>Developmental Continuum</b>	<b>Example Behaviors</b>
Engages in language play	<ul style="list-style-type: none"> <li>• manipulate separable and repeating sounds</li> </ul>
Makes up and chants own rhymes	<ul style="list-style-type: none"> <li>• when playing in the water table, saying "squishy, wishy, dishy soap,"</li> <li>• at lunchtime, children are conversing and say, "A light is for night."</li> </ul>
Play with alliterative language	<ul style="list-style-type: none"> <li>• "Peter, Peter Pumpkin Eater"</li> </ul>

## Standard 1

The student demonstrates competence in Language Arts/Literacy.

**Benchmark 1.4** Children demonstrate emergent writing skills.

Developmental Continuum	Example Behaviors
"Writes" messages as part of play and other activities	<ul style="list-style-type: none"><li>• drawing,</li><li>• scribbling,</li><li>• making letter-like forms,</li><li>• using invented spelling,</li><li>• conventional letter forms</li></ul>
Attempts to write own name on work.	<ul style="list-style-type: none"><li>• Traces name on individual art work, chaining approach (child does first letter, teacher finishes)</li></ul>
Attempts to make own names using different materials	<ul style="list-style-type: none"><li>• magnetic letters,</li><li>• play dough,</li><li>• alphabet blocks,</li><li>• computer</li></ul>
Asks adults to write	<ul style="list-style-type: none"><li>• asks for labels on block structures,</li><li>• dictation of stories,</li><li>• list of materials needed for a project</li></ul>