

Preschool Language Arts Literacy Checklist

3.1 Emergent Reading Skills

- ▶ Identify the meaning of common signs and symbols.
- ▶ Recognize print in the local environment.
- ▶ Recognize that a variety of print letter formations and text forms are used for different functions (e.g., menu, store sign).
- ▶ Identify some alphabet letters by shape, especially in his/her own name.
- ▶ Recognize own name in a variety of contexts.
- ▶ Recognize that letters form words and that print is read in stories.
- ▶ Display book handling knowledge (e.g., turning one page at a time, holding book right side up)
- ▶ Exhibit reading-like behaviors, such as pretending to read to self and others.
- ▶ Use a familiar book as a cue to retell their version of the story.
- ▶ Show an understanding of story structure (e.g., predicting what will happen next, actin out stories).
- ▶ Ask questions and make comments about the story being read, connecting it to personal experiences.
- ▶ Engage in language play, such as repeating sounds, making up chants, creating rhymes.
- ▶ Play with alliterative language (e.g., “Peter, Peter Pumpkin Eater”).

Essential Questions: What do I need to know before I can learn to read?

Enduring Understandings: Emergent reading skills are necessary before a child can learn to read conventionally.

Suggested Activities/Resources:

Create a literacy-rich environment, with print at children’s eye level.
Provide a variety of materials and opportunities for children to experience stories, songs, poems, chants, and rhymes.
Call attention to the function of print during daily routines.
Call attention to the sounds they hear in words, using daily routines.
Make language play interactive, integrating as many sensory activities as possible.

Suggested Assessment Activities:

Use observation tools, such as simple checklists and anecdotal records.
Survey early print concepts individually.

3.2 Emergent Writing Skills

- ▶ “Write” messages as part of play and other activities, including scribbling, drawing, making letter-like forms, or using invented/conventional spelling.
- ▶ Attempt to write own name on work.
- ▶ Attempt to make own name using different materials, such as magnetic letters, play dough, rubber stamps, blocks, or a computer.
- ▶ Ask adults to write (e.g., for labels or dictation of stories).

Essential Questions: What do I need to do before I learn to write?

Enduring Understandings: Emergent writing skills are necessary before a child can learn to write conventionally.

Suggested Activities/Resources:

Provide a variety of materials and opportunities for children to choose and use writing tools daily.
Incorporate tools and materials into a writing center.
Model writing in a variety of genre (e.g., lists, messages, dictated stories, shared writing, interactive writing, charts).
Encourage children’s interest in writing, responding positively to all writing efforts.

Suggested Assessment Activities:

Have children self-select writing samples to display or save in a folder. Conference with them about their choices.

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3.3 Speaking

- ▶ Describe previous experiences and relate them to new experiences or ideas.
- ▶ Ask questions to obtain information and extend meaning of words.
- ▶ Use language to express relationships, make connections, describe similarities/differences, express feelings, and initiate play.
- ▶ Listen/respond appropriately in conversations and group interactions by taking turns and generally staying on topic.
- ▶ Join in singing, finger plays, chanting, and retelling/inventing stories.
- ▶ Use language and imitate sounds appropriate to roles in dramatic play.
- ▶ Use language to communicate ideas, negotiate, and plan activities.
- ▶ Uses new vocabulary, connecting meanings to words already known.
- ▶ Begins to use complex sentence structures, such as compound sentences, if-then statements, and explanations.

Essential Questions: How does talking help us learn and work with others?

Enduring Understandings: Children converse effectively for a variety of purposes relating to real experiences and different audiences. Oral language develops most rapidly during early childhood. Strong oral language development will enable future readers to comprehend texts and information.

Suggested Activities/Resources:

Engage in many individual and small-group conversations throughout the day, encourage peer interactions, and provide opportunities for children to explain ideas and retell stories.
Extend and recast children's responses, using rich vocabulary, descriptive language, and correct conventions.
Encourage oral language development with developmentally appropriate activities (e.g., dramatic play, sharing during circle time, storytelling, puppetry, nature walks).
Provide a variety of props and materials that encourage oral language development.
Use songs, finger plays, chants, rhymes, and poems in daily routines.

Suggested Assessment Activities:

Listen carefully while conversing with students, noting any speech delays.
Listen carefully to student interactions, noting any speech difficulties or lack of social conventions.

3.4 Listening

- ▶ Listen to follow oral directions that involve several actions.
- ▶ Identify/distinguish environmental sounds, such as musical instruments, animal sounds, or vehicle noises.
- ▶ Listen to respond to a question, repeat part of a story, or enter into a conversation.
- ▶ Show interest and enjoyment during listening activities by responding with appropriate eye contact, body language, and facial expressions.

Essential Questions: Why is listening important?

Enduring Understandings: Good listeners can understand sounds, directions, and conversations. Strong listening skills are needed before phonological skills can be mastered.

Suggested Activities/Resources:

Play "Simon Sez" and other movement games that rely on good listening.
Have students listen to follow directions and create a simple product.
Play listening games that ask students to identify sounds (shaking objects in closed containers).
Use finger plays and chants that require children to listen and follow.

Suggested Assessment Activities:

Read aloud a short story and ask questions.
Evaluate how well the student has followed directions.
Note student's performance during listening games.