Child/Children Observed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Letter and Word Recognition, cont*

☐ With modeling and support, recognize that sounds are associated with letters

*Phonological Awareness*

☐ With modeling and support, recognize and produce rhyming words

☐ With modeling and support recognize words in spoken sentences

☐ With modeling and support identify, blend and segment syllables in broken words

☐ With modeling and support, orally blend and segment familiar compound words

☐ With modeling and support, blend and segment onset and rime in single-syllable spoken words

☐ With modeling and support, identify initial and final sounds in spoken words

*Letter and Word Recognition*

☐ With modeling and support, recognize and “read” familiar words or environmental print

☐ With modeling and support, recognize and name some upper and lower case letters in addition to those in first name

☐ With modeling and support, demonstrate an understanding that alphabet letters are a special category of symbols that can be named and identified

Strand: Reading Ohio Early Learning and Development Standards: Pre-Kindergarten

 Language and Literacy Development

Strand: Listening & Speaking Ohio Early Learning and Development Standards: Pre Kindergarten

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Anecdotal Record: