

# ACCESS: PRE-K Language and Literacy Development

## Strand: Listening & Speaking

Ohio Early Learning and Development Standards: Pre-Kindergarten  
Language & Literacy Development

### Receptive Language and Comprehension

- Demonstrate understanding of increasingly complex concepts and longer sentences
- Ask meaning for words
- Follow two-step directions

### Expressive Language

- Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem solve, reason, predict and seek new information
- Speak audibly and express thoughts, feelings and ideas clearly
- Describe familiar people, places, things, and experiences
- Use drawings or other visuals to add details to verbal descriptions

With modeling and support, use the conventions of standard English:

- Use familiar nouns and verbs to describe persons, animals, places, and events
- Form regular plural nouns orally by adding /s/ or /es/
- Understand and use question words (interrogatives)
- Use frequently occurring prepositions
- Produce and expand complete sentences in shared language activities
- With modeling and support, use words acquired through conversations and shared reading
- With modeling and support, determine the meanings of unknown words/concepts using the context of conversations,

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



**Anecdotal Record:**

# ACCESS: PRE-K Language and Literacy Development

## Strand: Listening & Speaking

Ohio Early Learning and Development Standards: Pre-Kindergarten  
Language & Literacy Development

### Expressive Language, cont.

Identify real life connections between words and their use

With modeling and support explore relationships between word meanings

### Social Communication

With modeling and support follow typical patterns when communicating with others

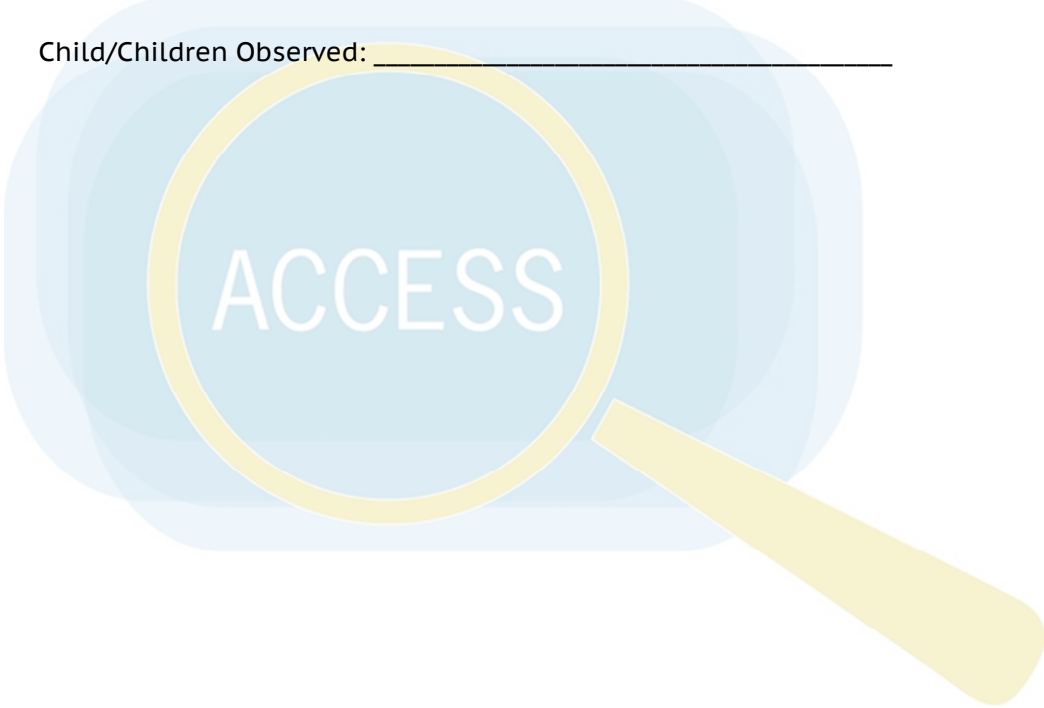
With modeling and support, continue a conversations through multiple exchanges

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

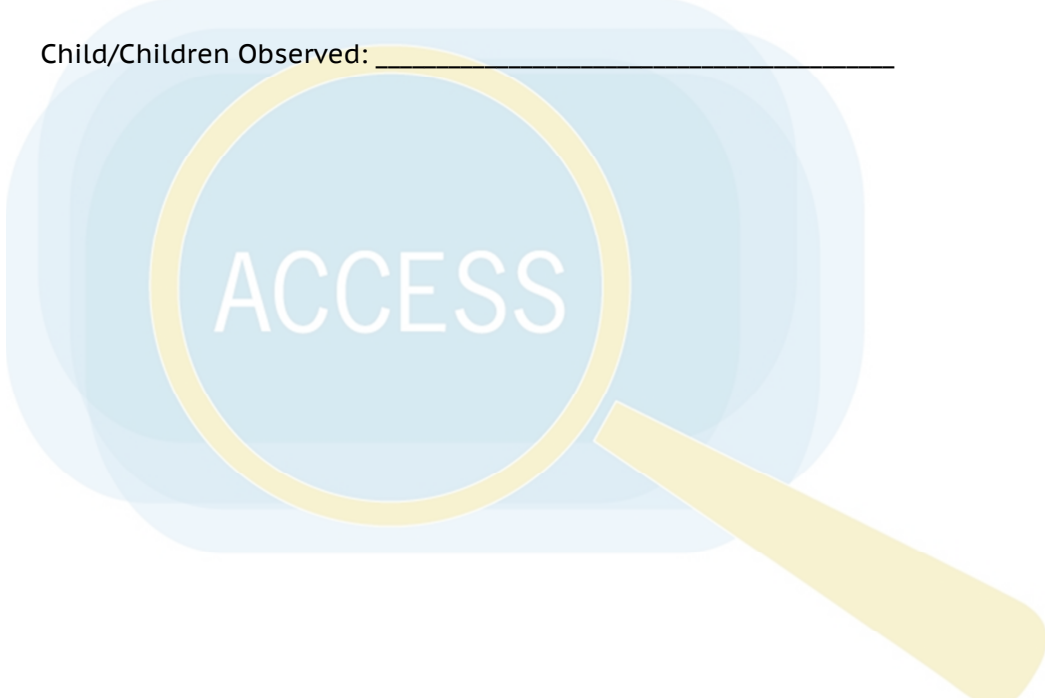


**Anecdotal Record:**

# ACCESS: PRE-K Language and Literacy Development

Strand: Reading	Ohio Early Learning and Development Standards: Pre-Kindergarten Language & Literacy Development
<p><u>Reading Comprehension</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask and answer questions, and comment about characters and major events in familiar stories</li> <li><input type="checkbox"/> Retell or re-enact familiar stories</li> <li><input type="checkbox"/> Identify characters and major events in a story</li> <li><input type="checkbox"/> Demonstrate an understanding of the differences between reality and fantasy</li> <li><input type="checkbox"/> With modeling and support, describe what part of the story the illustration depicts</li> <li><input type="checkbox"/> With modeling and support, name the author and illustrator of a story and what part each person does to a book</li> <li><input type="checkbox"/> With modeling and support, identify the topic of an informational text that has been read aloud</li> <li><input type="checkbox"/> With modeling and support, describe, categorize and compare and contrast information in informational text</li> <li><input type="checkbox"/> With modeling and support, discuss some similarities and differences between two texts on the same topic</li> <li><input type="checkbox"/> Actively engage in group reading with purpose and understanding</li> </ul> <p><u>Fluency</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts</li> </ul>	<p>Child/Children Observed: _____</p> <div style="text-align: center;">  </div> <div style="border: 1px solid black; height: 150px; margin-top: 20px;"></div> <p><b>Anecdotal Record:</b></p>

# ACCESS: PRE-K Language and Literacy Development

Strand: Reading	Ohio Early Learning and Development Standards: Pre-Kindergarten Language & Literacy Development
<p><u>Print Concepts</u></p> <p><input type="checkbox"/> Demonstrate an understanding of basic conventions of print in English and other languages</p> <p><input type="checkbox"/> Orient books correctly for reading and turn pages one at a time</p> <p><input type="checkbox"/> Demonstrate an understanding that print carries meaning</p> <p><u>Phonological Awareness</u></p> <p><input type="checkbox"/> With modeling and support, recognize and produce rhyming words</p> <p><input type="checkbox"/> With modeling and support recognize words in spoken sentences</p> <p><input type="checkbox"/> With modeling and support identify, blend and segment syllables in broken words</p> <p><input type="checkbox"/> With modeling and support, orally blend and segment familiar compound words</p> <p><input type="checkbox"/> With modeling and support, blend and segment onset and rime in single-syllable spoken words</p> <p><input type="checkbox"/> With modeling and support, identify initial and final sounds in spoken words</p> <p><u>Letter and Word Recognition</u></p> <p><input type="checkbox"/> With modeling and support, recognize and “read” familiar words or environmental print</p> <p><input type="checkbox"/> With modeling and support, recognize and name some upper and lower case letters in addition to those in first name</p> <p><input type="checkbox"/> With modeling and support, demonstrate an understanding that alphabet letters are a special category of symbols that can be named and identified</p>	<p>Child/Children Observed: _____</p>  <p><b>Anecdotal Record:</b></p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>

# ACCESS: PRE-K Language and Literacy Development

<b>Strand: Reading</b>	Ohio Early Learning and Development Standards: Pre-Kindergarten Language & Literacy Development
------------------------	---

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

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



**Anecdotal Record:**

# ACCESS: PRE-K Language and Literacy Development

<b>Strand: Writing</b>	Ohio Early Learning and Development Standards: Pre-Kindergarten Language & Literacy Development
------------------------	---

Writing Process

- Use a 3-finger grasp of dominant hand to hold a writing tool
  
- Demonstrate an understanding of the structure and function of print
  
- With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters
  
- With modeling and support, demonstrate letter formation in "writing"
  
- With modeling and support, show awareness that one letter or cluster of letters represents one word

Writing Application & Composition

- "Read" what he/she has written
  
- With modeling and support, notice and sporadically use punctuation in writing
  
- With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes
  
- With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, express ideas, and to share information about an experience or topic
  
- With modeling and support, discuss and respond to questions from others about writing/drawing
  
- With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or answer a question

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



**Anecdotal Record:**