

# Early Learning Standards

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Listed below are the national Early Learning Standards in Language and Literacy for children ages 3 to 5 years old. **Alphabet Anatomy can offer your child mastery of these principles.**

## **STRAND 2: PRE-READING PROCESS**

### **Concept 3: Sounds and Rhythms of Spoken Language (Phonological Awareness)**

Because of their inherent language capacity, children learn to discern a variety of different sounds of spoken language. But how do they accomplish this?

- Children can discriminate among many environmental sounds, such as a dog's bark and a cat's meow. It is this very auditory ability that aids them in the language learning process, enabling them to recognize phonemes.
- According to research, a child's phonological awareness determines how quickly and easily they will learn to read.
- Children demonstrate their ability to manipulate the smallest units of speech (phonemes) via rhymes, alliteration, as well as prefixes and suffixes.
- Phonological awareness and phonemic awareness are the foundations that enable some preschool children to match letters and sounds (phonics). A preschooler's phonetic skills will further develop at the kindergarten level.

#### Indicators:

- Recognizes words that rhyme in familiar games, songs, and stories.
- Invents rhymes and repetitive phrases.
- Identifies syllables in words by snapping, clapping, or other rhythmic movement.
- Recognizes when different words begin or end with the same sound (phonemic awareness).
- Examples in the Context of Daily Routines, Activities, and Play:
  - Child points to pictures of words that rhyme.
  - Child whose name is Joy, while playing, spontaneously says, "Joy, noy, boy, loy, toy."
  - Child claps each syllable of a name during a name game or name song. (Ben-ja-min = clap, clap, clap)
  - Child named Maria says, "My name starts like Monique's name."

### **Concept 4: Letter Knowledge**

A child conveys letter knowledge by demonstrating knowledge of the alphabet.

Young children begin to recognize some printed alphabet letters, particularly those that compose their own names. To support young learners' knowledge of letters, adults should repeatedly reinforce written letters and words in fun, easy, interesting ways.

Indicators:

- Discriminates letters from other shapes and symbols.
- Identifies similarities and differences in letters.
- Identifies letters in familiar words, including those in own name.
- Recognizes and names at least ten (10) letters of the alphabet.
- Makes some letter-sound matches (phonics).
- Examples in the Context of Daily Routines, Activities, and Play:
  - Child discriminates between numerals and letters in puzzles, games, or computer software activities.
  - Child points to the upper case 'E' and the upper case 'F' and says, "This one [F] lost a leg."
  - When Raul sees Rosa's name, he points to it and says, "That's my name."
  - Child correctly names letters while playing with alphabet stamps, magnets, cards, or puzzles.
  - While writing her name, Taylor makes the "t" sound as she prints the letter.

**Concept 5: Vocabulary Development**

A child demonstrates vocabulary development with an increasingly complex vocabulary.

The early childhood years are a period of vocabulary exploration. Research indicates that there is a strong connection between vocabulary development and academic success.

- Children gain language and vocabulary skills by having multiple and frequent opportunities to listen, talk, read, share ideas, relate experiences, and engage in interesting conversations.
- They need to play with familiar language and experiment with language in different settings.
- Rhymes, songs, and read-alouds that use uncommon words allow children to talk about and develop an understanding of words they would not otherwise hear in everyday conversations.

Indicators:

- Identifies familiar objects, people, and events.
  - Describes familiar objects, people, events, and their attributes with general and specific words and phrases.
  - Uses new and expanding vocabulary and grammar, including:
    - Positional and directional words (e.g. in, on, out, under, off, beside, behind).
    - Temporal words (e.g. before-after )
    - Comparative words (e.g. faster-slower, heavier-lighter).
  - Uses multiple word sentences with grammatical complexity to describe ideas, feelings, activities, and experiences.
  - Uses rare words (uncommon words) in communication.
  - Examples in the Context of Daily Routines, Activities, and Play:
    - Child points to a cup when asked “Show me the cup.”
    - Child says, “Fire truck,” while holding a fire truck.
    - Child communicates through words, sign language, or other assistive technology devices, “This red flower is a rose.”
    - Child uses sign language to indicate, “On table,” when asked, “Where is the bowl?”
    - Child communicates, “After lunch, I’m going to Grandma’s.”
    - Child says, “My car went faster than Joey’s.”
    - Child says, “You build the bridge so I can push my car under it.”
    - Child says, “Aunt Lydia’s hat is magnificent!”
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