

BIRTH TO 2 YEARS

LITERACY SOCIALIZATION	PHONOLOGICAL AWARENESS	PRINT KNOWLEDGE	READING	WRITING
<ul style="list-style-type: none"> • Enjoys joint book reading • Learns to hold book right-side up • Learns to turn pages • Answers questions about pictures 	<ul style="list-style-type: none"> • Rhyme awareness emerges at 24-30 mo. 	<ul style="list-style-type: none"> • Learns to distinguish print from pictures 	<ul style="list-style-type: none"> • May pretend to read when others are reading 	<ul style="list-style-type: none"> • Learns to hold crayon, scribble

2 TO 5 YEARS

LITERACY SOCIALIZATION	PHONOLOGICAL AWARENESS	PRINT KNOWLEDGE	READING	WRITING
<ul style="list-style-type: none"> • Interested in books • Learns the need to turn page to get to next part of story • Learns print is stable; anyone reading a book reads the same words • Recognizes familiar books, may know their titles 	<ul style="list-style-type: none"> • Segments sentences into words • Segments words into syllables (emerges at 48-60 mo) • Counts syllables (50% by age four) • Recognizes/produces rhymes (ability to produce rhyme emerges at 30-36 mo) • Recognizes/produces words with the same beginning sound • Segments/blends words by onset/rime (s+un=sun) OR given sounds, can blend them into a word 	<ul style="list-style-type: none"> • Learns alphabet song • Learns to recognize and name letters • Knows some letter names, can identify 10 (usually if it's in their name) • Learns letters "have" sounds (i.e., grapheme-phoneme relationship awareness) • Knows that print is what you read • Learns clusters of letters separated by space, form words 	<ul style="list-style-type: none"> • Learns to recognize name in print • May recognize environmental print on signs and labels (reads "Stop" sign) • Knows to read from front to back • Learns left-right progression of print 	<ul style="list-style-type: none"> • Begins representational drawing • Learns to write name • Distinguishes drawing from writing • Learns to write some letters • May use invented spelling to label drawings • Experiment by writing/scribbling strings of letters or numbers, or similar forms • May write left to right, right to left, or up, down, and backwards

Selected References:

Johnson, K. L., & Roseman, B. A. (2003). *The source for phonological awareness*. East Moline, IL: Linguistics, Inc.
 Paul, R. (2007). *Language disorders from infancy through adolescence: Assessment & intervention* (3rd ed.). St. Louis: Mosby, Inc.

5 TO 7 YEARS

LITERACY SOCIALIZATION	PHONOLOGICAL AWARENESS	PRINT KNOWLEDGE	READING	WRITING
<ul style="list-style-type: none"> • Reads picture books for pleasure, with assistance (e.g., audiotaped book) • Reads picture books for pleasure, independently • Knows parts of a book and their functions 	<ul style="list-style-type: none"> • Identifies (names) first and last letters and sounds in words • Lists words that start with the same sound • Counts sounds in words (50% of children by age 5) • Tells which of three words have common sounds (e.g., ball, bat, pen) • Tells which of three words is different (e.g., sit, sit, sat) • Blends 3-4 sounds to make a word (/h/ + /ae/ + /n/ + /d/ = <i>hand</i>) • Segments words into 3-4 phonemes (<i>hand</i> = (/h/ + /ae/ + /n/ + /d/)) • Manipulates syllables (e.g., delete, substitute, reverse) • Manipulates sounds in words (What's hop without the /p/? [/ha/]) • Manipulates letters to make new words (can change <i>hat</i> to <i>cat</i>) 	<ul style="list-style-type: none"> • Learns alphabetic principle: Words are made up of sounds; sounds can be represented by letters • Learns all letter names, letter sounds for consonants • Learns sounds for vowels • Matches letters to sounds (grapheme-phoneme correspondence) • May recognize words by sight 	<ul style="list-style-type: none"> • Learns to decode by identifying sounds for printed letters and synthesizing sounds across letters to form words • Learns some words by sight • Starts to track print when listening to a familiar story • May read a few short, regularly spelled words (e.g., their names or their classmates names) 	<ul style="list-style-type: none"> • Learns conventional spelling for some words • Writes many uppercase and lowercase letters • Learns to spell by using phonemic awareness and letter knowledge • Makes errors based on phonetic correspondences • Writes most letters and some words from dictation • Writing is simpler than speech • Writing begins to be more common than drawing

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7 TO 9 YEARS

LITERACY SOCIALIZATION	PHONOLOGICAL AWARENESS	PRINT KNOWLEDGE	READING	WRITING
<ul style="list-style-type: none"> • Reads "chapter books" for pleasure independently • May read non-fiction for pleasure, as well 	<ul style="list-style-type: none"> • Plays with sounds in words, as in pig latin and other secret codes • Uses phonological awareness skills when spelling 	<ul style="list-style-type: none"> • Begins to learn conventions for punctuation, capitalization, other conventions of print 	<ul style="list-style-type: none"> • Transitions from emergent to "real" reader • Recognizes more words by "sight" • More phonic patterns are recognized to increase automaticity of decoding (e.g., "silent e rule") • As reading becomes more automatic, more attention is focused on comprehension • Reading moves toward fluency 	<ul style="list-style-type: none"> • Learns spelling patterns (e.g., <i>-ight</i> pattern words) • Increases vocabulary of known spellings • Makes fewer spelling errors • Uses writing to send messages • Begins school-sponsored writing, such as book reports • Writing resembles level of complexity in speech • Oral and literate styles are mixed in writing • Narrative writing predominates

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HIERARCHY OF PHONOLOGICAL AWARENESS SKILLS

- ◆ PREPARATORY ACTIVITIES
 - Develop listening habits - *Preschool-Early Kindergarten*
 - Tune into print - *Preschool-Early Kindergarten*
- ◆ RHYME AWARENESS ACTIVITIES
 - Identify words that rhyme - *Preschool-Kindergarten*
 - Produce words that rhyme - *Preschool-Kindergarten*
- ◆ PHONEME AWARENESS ACTIVITIES
 - Identify the **beginning** sound of a word - *Preschool-Kindergarten*
 - Identify the **ending** sound of a word - *Preschool-Kindergarten*
 - Identify the **middle** sound of a word - *Kindergarten-First Grade*
- ◆ SEGMENTING ACTIVITIES
 - Segments sentences into **words** - *Preschool-Kindergarten*
 - Segment words into **syllables** - *Preschool-Kindergarten*
 - Segment words into **sounds** - *Kindergarten-First Grade*
- ◆ BLENDING ACTIVITIES
 - Blend **syllables** into words - *Kindergarten-First Grade*
 - Blend **sounds** into words - *Kindergarten-First Grade*
- ◆ MANIPULATION ACTIVITIES
 - Delete **syllables** from words - *First Grade*
 - Substitute **syllables** in words - *First Grade*
 - Delete **sounds** from words - *First Grade*
 - Substitute **sounds** in words - *First Grade*

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