Objective 15a Notices and Discriminates Rhyme

| Checkpoints: | Not Yet | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
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|  |  |  | Joins in rhyming songs and games |  | Fills in the missing rhyming word; generates rhyming |  | Decides whether two words rhyme |  | Generates a group of rhyming words when |
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| Goal: |  |  | When given a rhyming song, game or fingerplay, STUDENT will join in and engage with the song or game (i.e. sings, hums) improving cognitive skills from engaging in a rhyming song or game X/X opportunities to engaging in a rhyming song or game X/X opportunities, $3 / 4$ data days as measured by classroom data collection. |  | When given a rhyming phrase, i. e. "The fat cat sat on the $\qquad$ (mat).", STUDENT will complete the rhyme skills from completing the rhyme in a phrase $X / X$ opportunities to completing the rhyme in a phrase $\mathrm{X} / \mathrm{X}$ opportunities, $3 / 4$ data days as measured by classroom data collection. |  | When given a rhyming picture cards, STUDENT will decide whether two words rhyme improving cognitive skills from accurately matching the rhyming cards X/X opportunities to accurately matching the rhyming cards X/X opportunities, 3/4 data days as measured by classroom data collection. |  |  |

Objective 15b Notices and Discriminates Alliteration

| Checkpoints: | Not Yet | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
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|  |  |  | Sings songs and recites rhymes and refrains with repeating initial sounds |  | Shows awareness that some words begin the same way |  | Matches beginning sounds of some words |  | Isolates and identifies the beginning sound of a word |
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| Goal: |  |  | When given a song with repeating intial sounds (i.e. "I'm bringing home a baby bumble bee..."), STUDENT will join in and sing the song improving cognitive skills from engaging in a song with repeating initial sounds for X/X opportunities to engaging in a song with repeating initial sounds $\mathrm{X} / \mathrm{X}$ opportunities, $3 / 4$ data days as measured by classroom data collection. |  |  |  | When given groups of words that begin with the same initial sound, STUDENT will group objects or pictures that begin with the same sound improving cognitive skills from matching inital sounds of words $\mathrm{X} / \mathrm{X}$ opportunities to matching initial sounds of words X/X opportunities, $3 / 4$ data days as measured by classroom data collection. |  |  |

Objective 15c Notices and Discriminates Discrete Units of Sound

| Checkpoints: | Not Yet | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
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|  |  |  | Shows awareness of separate words in sentences |  | Shows awareness of separate syllables in words |  | Verbally blends and separates onset and rime in one-syllable words |  |  |
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Objective 16a Idenifies and Names Letters

| Checkpoints: | Not Yet | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
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|  |  |  | Recognizes and names a few letters in own name |  | Recognizes as many as 10 letters, especially those in own name |  | Identifies and names 11-20 <br> uppercase and 11-20 lowercase letters when presented in random order |  | Identifies and names all uppercase and all lowercase letters when presented in random order |
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| Goal: |  | When given a variety of preschool letter materials STUDENT will accurately match the letter to the corresponding letter improving cognitive skills from matching by letter, $\mathrm{X} \%$ of opportunities to matching by letter, $\mathrm{X} \%$ of opportunities, $3 / 4$ data days as measured by classroom data collection. | When given a variety of letter materials SUZIE will receptively identify the letters in her name improving cognitive skills from identifying the letters of her name $0 / 5$ opportunities to identifying the letters of her name $5 / 5$ opportunities, 3/4 data days as measured by classroom data collection. | When given the letters of her name in random order SUZIE will accurately tell the name of the letters improving cognitive skills from accurately telling the name of X/5 letters in her name in random order to correctly telling the name of $5 / 5$ letters in her name in random order, $3 / 4$ trials in a given data week as measured by classroom data collection. | When given a variety of alphabet materials and activities STUDENT will accurately name the letters improving cognitive skills from accurately naming X/26 letters of the alphabet inconsistently to accurately naming 10/26 letters of the alphabet, $3 / 4$ trials in a given data week as measured by classroom data collection. | When given a variety of preschool materials STUDENT will name the letter that is being asked improving cognitive skills from naming $\mathrm{X} / 26$ letters to naming X/26 letters, $3 / 4$ data days as measured by classroom data collection. | When given a variety of preschool materials STUDENT will name the letter that is being asked improving cognitive skills from naming $\mathrm{X} / 26$ letters to naming X/26 letters, $3 / 4$ data days as measured by classroom data collection. |  |  |

Objective 16b Idenifies Letter-Sound Correspondences

| Checkpoints: | Not Yet | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
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|  |  |  | Identifies the sounds of a few letters |  | Produces the correct sounds for $\mathbf{1 0 - 2 0}$ letters |  | Shows an understanding that a sequence of letters represents a sequence of spoken sounds |  | Applies letter-sound correspondence when attempting to read and write |
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| Goal: | When given a variety of alphabet materials and activities STUDENT will receptively identify the letter sounds improving cognitive <br> skills from accurately identifying X/26 letter sounds to accurately identify $5 / 26$ letter sounds of the alphabet, $3 / 4$ trials in a given data week as measured by classroom data collection. | When given a variety of alphabet materials and activities STUDENT will receptively identify the letter sounds improving cognitive skills from accurately identifying X/26 letter sounds to accurately identify 10/26 letter sounds of the alphabet, $3 / 4$ trials in a given data week as measured by classroom data collection. | When given a variety of alphabet materials and activities STUDENT will accurately and consistently produce the letter sounds improving cognitive skills from accurately naming X/26 letter sounds to accurately naming $5 / 26$ letter sounds of the alphabet, $3 / 4$ trials in a given data week as measured by classroom data collection. | When given a variety of alphabet materials and activities STUDENT will accurately and consistently produce the letter sounds improving cognitive skills from accurately naming X/26 letter sounds to accurately naming 10/26 letter sounds of the alphabet, $3 / 4$ trials in a given data week as measured by classroom data collection. | When given a variety of alphabet materials and activities STUDENT will accurately and consistently produce the letter sounds improving cognitive skills from accurately naming X/26 letter sounds to accurately naming 20/26 letter sounds of the alphabet, $3 / 4$ trials in a given data week as measured by classroom data collection. | When given a variety of alphabet materials and activities STUDENT will accurately and consistently produce the letter sounds improving cognitive skills from accurately naming X/26 letter sounds to accurately naming 26/26 letter sounds of the alphabet, $3 / 4$ trials in a given data week as measured by classroom data collection. |
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Objective 17a Uses and Appreciates Books and Other Texts

| Checkpoints: | Not Yet | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
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|  |  |  | Shows interest in books |  | Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers |  | Knows some features of a book (e.g., title, author, illustrator, front and back covers): connects specific books to authors |  | Uses various types of books for their intended purposes |
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| Goal: |  |  | When given a directed or self selected story activity, STUDENT will show interest in books improving cognitive skills from looking at pictures in a book for $X$ minutes to looking at pictures in a book for X minutes, $3 / 4$ data days as measured by classroom data collection. |  | When given a directed or self selected story activity, STUDENT will show interest in books improving cognitive skills from carefully turning pages in a book one at a time from the front of the book to the back X/X opportunties to carefully turning pages in a book one at a time from the front of the book to the back X/X opportunities, 3/4 data days as measured by classroom data collection. |  |  |  |  |

