Objective 15a Notices and Discriminates Rhyme										
Not Yet	1	2	3	4	5	6	7	8		
		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		
		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, 3/4 data days as measured by classroom		When given a rhyming phrase, i. e. "The fat cat sat on the(mat).", STUDENT will complete the rhyme in a phrase improving cognitive skills from completing the rhyme in a phrase X/X opportunities, 3/4 data days as measured by classroom data		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.		collection.		data collection.				
	Not Yet	Not Yet 1	Not Yet 1 2 Joins in rhyming songs and games Joins in rhyming songs and games 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 XX opportunities to engaging in a rhyming song or game XX opportunities, 3/4 data days as measured by classroom	Not Yet 1 2 3 Joins in rhyming songs and games Joins in rhyming songs and games Image: Comparison of the second second second second second second second second second second second second seco	Not Yet 1 2 3 4 Joins in rhyming songs and games Joins in rhyming songs and games Fills in the missing rhyming word; generates rhyming When given a flyming 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 XX opportunities to engaging in a rhyming song or game XX opportunities to engaging in a rhyming song or game XX opportunities of songeting song or game XX opportunities of songeting song or game XX opportunities to days as measured by classroom When given a days as measured by classroom	Joins in rhyming songs and games Fills in the missing rhyming word; generates rhyming 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 is on graging in a rhyming song or game X/X opportunities, 3/4 data days as as measured by classroom When given a rhyming phrase, i. e. "The fat cat sat on the	Not Yet 1 2 3 4 5 6 Joins in rhyming songs and games Joins in rhyming songs and games Fills in the missing rhyming word; generates rhyming Decides whether two words rhyme 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 to completing the rhyme in a phrase X/X opportunities 3/4 data days as as measured by classroom When given a rhyming picture cards X/X opportunities of accurately matching the rhyming cards X/X opportunities of accurately matching the rhyming cards X/X opportunities 3/4 data days as measured by classroom	Not Yet 1 2 3 4 5 6 7 Image: Stress of the		

Objective 15a Notices and Discriminates Rhyme

Objective 15b Notices and Discriminates Alliteration

Checkpoints:	Not Yet	1	2	3	4	5	6	7	8
			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
Goal:			When given a song with repeating initial 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 XX 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 initial sounds of words X/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
			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		

Goal:		When given a short sentence, STUDENT will show awareness of separate words in sentences improving cognitive skills from clapping each word in the sentence X/X opportunities to clapping each word in the sentence X/X opportunities, 3/4 data days as measured by classroom data collection.	When given multi-syllabic words, STUDENT will separate syllables in words improving cognitive skills from identifying the number of syllables in words X/X opportunities to identifying the number of syllables in words X/X opportunities, 3/4 data days as measured by classroom data collection.	When given one-syllable words, STUDENT will separate onset and rime in words improving cognitive skills from verbally separating a word X/X opportunities to verbally separating a word X/X opportunities, 3/4 data days as measured by classroom data collection.	

Objective 16a Idenifies and Names Letters

Checkpoints:	Not Yet	1	2	3	4	5	6	7	8
			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 uppercase and 11-20 lowercase letters when presented in random order		Identifies and names all uppercase and all Iowercase letters when presented in random order
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, X% of opportunities to matching by letter, 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 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 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
			Identifies the sounds of a few letters		Produces the correct sounds for 10-20 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

		When given a variety of					
	When given a variety of	alphabet materials and	When given a variety of				
	alphabet materials and	activities STUDENT will	alphabet materials and	When given a variety of alphabet	When given a variety of alphabet	When given a variety of alphabet	
	activities STUDENT will	receptively identify the letter	activities STUDENT will	materials and activities	materials and activities	materials and activities	
	receptively identify the letter	sounds improving cognitive	accurately and consistently	STUDENT will accurately and	STUDENT will accurately and	STUDENT will accurately and	
	sounds improving cognitive	skills from accurately	produce the letter sounds	consistently produce the letter	consistently produce the letter	consistently produce the letter	
	skills from accurately	identifying X/26 letter	improving cognitive skills from	sounds improving cognitive skills	sounds improving cognitive skills	sounds improving cognitive skills	
	identifying X/26 letter sounds to	sounds to accurately identify	accurately naming X/26 letter	from accurately naming X/26	from accurately naming X/26	from accurately naming X/26	
	accurately identify 5/26 letter	10/26 letter sounds of the	sounds to accurately naming	letter sounds to accurately	letter sounds to accurately	letter sounds to accurately	
	sounds of the alphabet, 3/4	alphabet, 3/4 trials in a	5/26 letter sounds of the	naming 10/26 letter sounds of the	naming 20/26 letter sounds of the	naming 26/26 letter sounds of the	
	trials in a given data week as	given data week as	alphabet, 3/4 trials in a given	alphabet, 3/4 trials in a given	alphabet, 3/4 trials in a given	alphabet, 3/4 trials in a given	
	measured by classroom data	measured by classroom	data week as measured by	data week as measured by	data week as measured by	data week as measured by	
Goal:	collection.	data collection.	classroom data collection.	classroom data collection.	classroom data collection.	classroom data collection.	

Objective 17a Uses and Appreciates Books and Other Texts

	1		· · · · · · · · · · · · · · · · · · ·						1
Checkpoints:	Not Yet	1	2	3	4	5	6	7	8
			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
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.				