

### Objective 15a Notices and Discriminates Rhyme

Checkpoints:	Not Yet	1	2	3	4	5	6	7	8
			<b>Joins in rhyming songs and games</b>		<b>Fills in the missing rhyming word; generates rhyming</b>		<b>Decides whether two words rhyme</b>		<b>Generates a group of rhyming words when</b>
<b>Goal:</b>			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 ____ (mat).", STUDENT will complete the rhyme in a phrase improving cognitive skills from completing the rhyme in a phrase X/X opportunities to completing the rhyme in a phrase X/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
			<b>Sings songs and recites rhymes and refrains with repeating initial sounds</b>		<b>Shows awareness that some words begin the same way</b>		<b>Matches beginning sounds of some words</b>		<b>Isolates and identifies the beginning sound of a word</b>
<b>Goal:</b>			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 X/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 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
			<b>Shows awareness of separate words in sentences</b>		<b>Shows awareness of separate syllables in words</b>		<b>Verbally blends and separates onset and rime in one-syllable words</b>		



<b>Goal:</b>	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 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
			<b>Shows interest in books</b>		<b>Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</b>		<b>Knows some features of a book (e.g., title, author, illustrator, front and back covers): connects specific books to authors</b>		<b>Uses various types of books for their intended purposes</b>
<b>Goal:</b>			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 opportunities 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.				