

LLD 9: Letter and Word Knowledge

Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
Possible Examples		<i>There are no earlier levels for this measure</i>	Demonstrates awareness that pictures represent people or things	Demonstrates awareness of a few common simple symbols in the environment	Demonstrates awareness of a few letters in the environment	Identifies some letters by name	Identifies ten or more letters (not necessarily at the same time); and Shows understanding that letters make up words	Identifies most upper-case letters; and Identifies most lower-case letters; and Shows understanding that a letter corresponds to a sound in words
			<ul style="list-style-type: none"> Points to a picture of a bird in a book when adult communicates, "Bird." Goes and gets teddy bear after seeing a picture of a bear. Sees a photo of mother and communicates, "Mama." 	<ul style="list-style-type: none"> Recognizes that a stop sign means "stop." Places paper in a recycling bin after noticing the recycling symbol (three arrows forming a circle) on the bin. Notices a familiar store or business in the neighborhood from its logo. Asks an adult what signs in Braille say. 	<ul style="list-style-type: none"> Holds up hand or communicates, "Me," when an adult holds up a sign with child's name. Finds the first letter of own name in the environment, such as on labels, artwork, cubbies, or chairs. Communicates, "I found the same letter," when playing a letter matching game in print or Braille. 	<ul style="list-style-type: none"> Names some letters while looking at an alphabet book. Points and names some letters in an alphabet puzzle. Identifies some letters in Braille. 	<ul style="list-style-type: none"> Names at least ten letters while placing them on a magnet board. Copies the word "cat" and communicates that it says "cat" (letters may not be written accurately). Says, "Fish," after reading the word in Braille. 	<ul style="list-style-type: none"> Communicates, "Hay dos letras A en mi nombre, una A grande y una a pequeña," ["I have two As in my name, one big A and one little a," in Spanish] when reading own name, Anna, on cubby. Names, by sight or touch, most of the letters of the alphabet, when reading an alphabet book. Communicates, "Ball starts with B," after hearing the word "ball" in a story. Looks at the word "mat" in large print and says "m" (letter sound).

Child is not yet at the earliest developmental level on this measure

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence

