

# READING

## standard 1

Demonstrates competence in the general skills and strategies of the reading process.

## early literacy benchmark 1.1

Understands the basic concepts of written language.

### supporting knowledge

- Understands that a symbol is a representation of an object or event.
- Knows that there are conventional symbols as well as made-up symbols that only have personal meaning.
- Uses conventional symbols (letters and numbers).
- Understands that a written word has a specific meaning.
- Knows that words are composed of letters and that the order of the letters in a word is important.
- Knows that when you read, you read every letter in the word.
- Knows that a sentence is a unit of meaning that represents a complete thought.
- Knows that sentences are composed of words and that the order of words in a sentence affects its meaning.

### category

- Concepts of Print

### developmental continuum\*

Level 1. Understands that alphabetic symbols differ from other systems.

Level 2. Understands that written language consists of discrete words.

Level 3. Understands the concept of a sentence.

### example behaviors

- Is content to mix letters with other less conventional pictorial symbols.
- Recognizes that numbers and letters are conventional symbols.
- Recognizes that only letters have both a name and a matching sound.
- When asked to point to words in print, points to each word separately and does not sweep a finger across two or more words.
- When asked to point to letters in words in print, points to each letter separately and does not miss any letter.
- When asked to match two words, can match words consistently letter by letter in any context (including long words and different fonts).
- When listening to someone read, can distinguish between a short pause (at a comma) and a long pause or change of intonation indicating the end of a sentence. Never interrupts with questions or comments in the middle of a sentence, whether short or long.

