

One Page Resource: Literacy Development for 1-5 Year Olds

1-2 Year Olds

Speech – Sound

May say words with some resemblance to standard form.

Expressive Vocabulary

May be able to say about 50 words.

Sentence Structure

May start putting words together into short phrases.

2 – 3 Year Olds

Speech – Sound

(EI 6.1) **Converses Effectively**

May be understood by those familiar with them.

Expressive Vocabulary

(EI 6.1) **Converses Effectively**

May be able to say about 200-300 words; 3 year olds about 900-1000.

Sentence Structure

(EI 6.1) **Converses Effectively**

May use 3-6 word sentences and add word endings like –s, -ing and –ed.

Rhyme

(EI 5.3a) **Rhyme/Letter-Sound Correspondence**

May participate in saying words in nursery rhymes, finger plays, songs and books read to them.

3-4 Year Olds

Speech – Sound

(EI 6.1) **Converses Effectively**

May be generally understood by others and may still be learning to correctly say the sounds /r/, /l/, /th/, /sh/, /ch/.

Sentence Structure

(EI 6.1) **Converses Effectively**

May string many words together and combine sentences related to the same topic.

Rhyme

(EI 5.3a) **Rhyme/Letter-Sound Correspondence**

Can match words that rhyme.

Blending

Can combine a sequence of isolated syllables to produce words.

Segmenting

Can identify syllables in words.

Writing/Print Awareness

(EI 7.4) **Concepts of Print**

Can recognize beginning letters in familiar words.

4-5 Year Olds

Speech – Sound

(EI 6.1) **Converses Effectively**

May be understood by others while still learning to correctly say the sounds /r/ and /th/.

Expressive Vocabulary

(EI 6.1) **Converses Effectively**

May be able to express about 2,100 to 2,200 words.

Sentence Structure

(EI 6.1) **Converses Effectively**

May carry on conversations with mostly grammatically correct sentence forms.

Rhyme/Alliteration

(EI 5.3 a/b) **Rhyme/Letter-Sound Correspondence.**

Can produce words that rhyme, 5 year olds can recognize words with a common initial sound, may begin to produce a common initial sound as well.

Blending

Can combine a sequence of isolated sounds to produce words (entering Kindergarten).

Segmenting

(EI 5.3b) **Rhyme/Letter-Sound Correspondence.**

Can identify beginning sounds in words. May identify sounds in one-syllable words (5-6 Year Olds).

Writing/Print Awareness

(EI 7.4) **Concepts of Print**

Can learn both uppercase and lowercase letters. Can relate some letters to specific sounds.



Sources:

New Mexico Early Learning Guidelines.
McLaughlin, S. (1998). Introduction to language development. San Diego: Singular Publishing