

The background is white and filled with various floating books and small colored dots. The books are in different colors (red, teal, yellow) and orientations (horizontal, vertical, tilted). Some books are open, showing pages. The dots are small circles in red, teal, and yellow. A large teal rectangle is in the center, containing the title and subtitle. Below the teal rectangle is a light beige rectangle containing the speakers' names. At the bottom is a dark blue rectangle containing the university name.

Getting Ready to be Readers

Preliteracy During the EHDI Period

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TEACHERS COLLEGE COLUMBIA UNIVERSITY

Disclosures

Smolen & Hartman receive a salary from Teachers College, Columbia University.

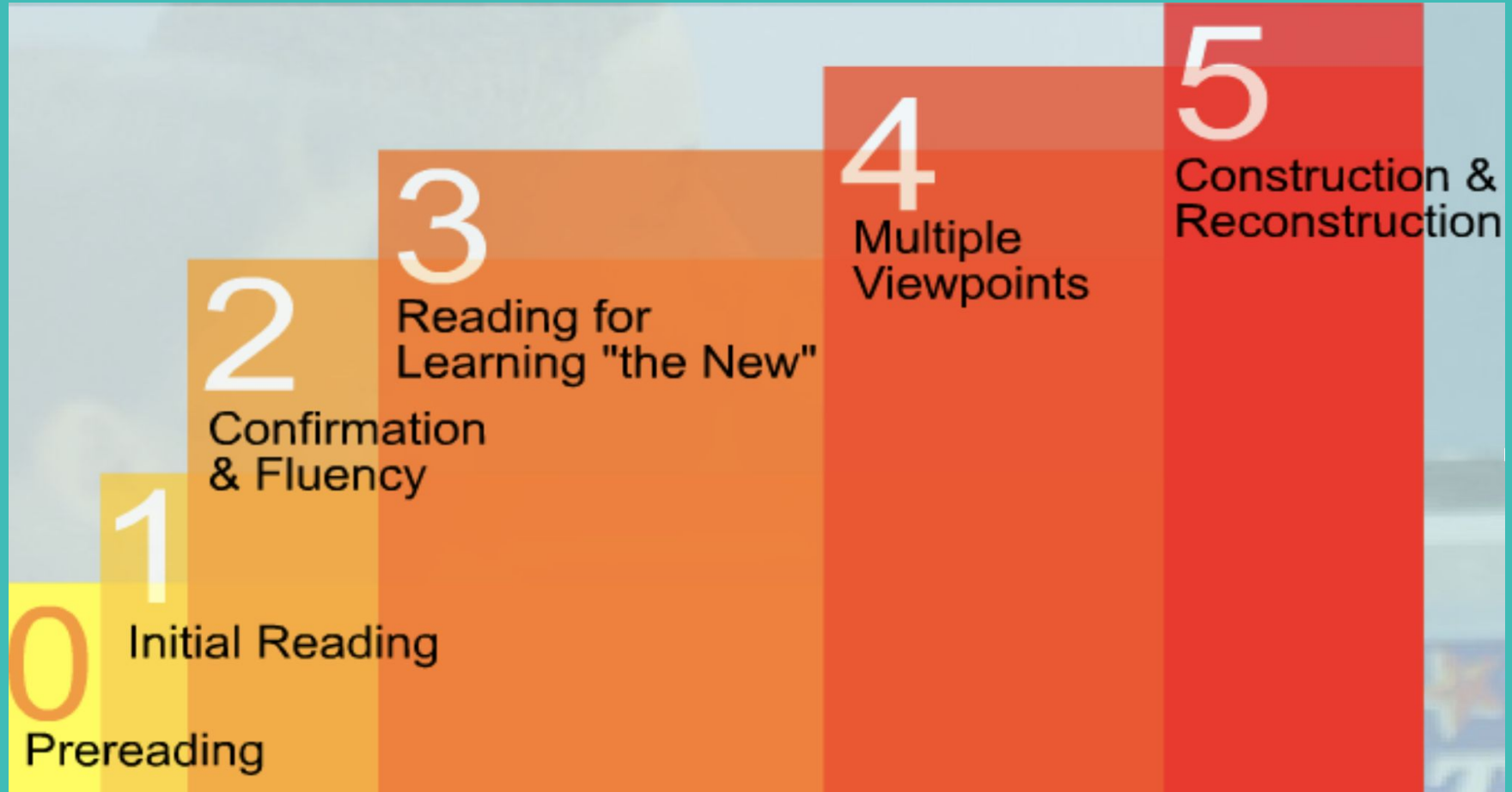
Hartman & Smolen co-created the Reading CASLLS, but they do not receive royalties or compensation from its sale.

Smolen is hard of hearing and wears hearing aids.

Agenda

- Stages and skills in preliteracy development
- Pre-reading achievement in our study of DHH pre-kindergarteners
- Strategies for targeting pre literacy and early literacy skills

Chall's Stages of Reading Development (1983)



Stage 0: Pre Reading/Pseudo Reading (Birth - Age 6)

Child develops:

- language skills
- phoneme system
- simple concepts of reading, writing through experiences with books, writing tools
- “pretend reading” or pseudo reading

By ages 4-5, some children can:

- can point to words, pictures when asked
- recite alphabet, recognize written letters, write own name
- understand thousands of words they hear/see but can read few if any of them



Phonological Awareness

The ability to hear and manipulate the spoken parts of words and sentences.

Word Awareness

Syllable

Onset - Rime

Rhyme

Phonemic Awareness

The ability to work with the individual sound or phoneme in spoken words.

Phoneme Blending

Phoneme Manipulation

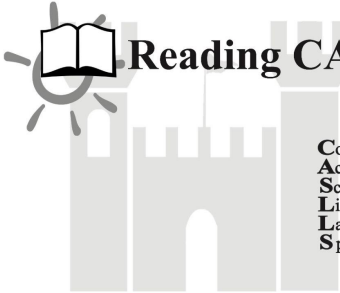
Phoneme Substitution

Phoneme Segmentation

Reading CASLLS

- Three instruments in one booklet:
 - Early Literacy (0-36 months)
 - Pre-Reading (3-5 years)
 - Learning to Read (kindergarten-3rd grade)

First Edition



Reading CASLLS

**Cottage
Acquisition
Scales for
Listening
Language &
Speech™**

Child's Name: _____		DOB: _____
Teacher/Therapist	School Year	Color Coding
_____	_____ - _____	<input type="checkbox"/>
_____	_____ - _____	<input type="checkbox"/>
_____	_____ - _____	<input type="checkbox"/>
_____	_____ - _____	<input type="checkbox"/>
_____	_____ - _____	<input type="checkbox"/>

Key
Ages (i.e. 0-12 months) indicate typical age ranges for development of behaviors or acquisition of skills.

<input type="checkbox"/> Objective goal	<input type="checkbox"/> Behavioral/skill is achieved	<input type="checkbox"/> Emerging	<input type="checkbox"/> Mastered
<input type="checkbox"/> Selected objective	<input type="checkbox"/> Achieved at enrollment/ initial evaluation	<input type="checkbox"/> Date achieved-month/year	<input type="checkbox"/> Skill not expected to be mastered at this stage

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Developed by Maria C. Hartman, Ph.D. & Elaine R. Smolen, Ph.D., LSLs Cert. AVEI

Early Literacy

Alphabetic System/Phonological Awareness

Book Handling/Print Concepts

0-12 months	O	A
Makes eye contact with the pictures (without hand contact)		
Grasps book with hands, brings to mouth to suck and chew/ shows interest in books, grabs and holds books		
Shakes, crumples, and waves book		
May tear pages		
Shows enjoyment with tactile and board books with mirrors, flaps, and sounds		
Helps adult turn pages of board book		
12-24 months	O	A
Gives book to adult to read		
Sits on an adult's lap or on floor for 2-10 minutes to look at books		
Turns to front of a board book to begin story		
Turns pages awkwardly/begins to turn pages with some help		
Turns book right-side up or turns head toward book		
Uses book babble (jargon that sounds like book reading)		
Holds board book in lap and flips pages randomly		
24-36 months	O	A
Turns pages well in a paper book		
No longer tears pages intentionally/experiments with tearing book pages		
"Reads" to dolls, stuffed animals, other children or adults		
Recognizes some books by cover and may choose books among toys to entertain self		
Turns pages at appropriate time when story is shared		
May point to print instead of pictures when sharing books		
Selects favorite book from several choices		

0-12 months	O	A
Listens to books when read in an engaging manner (attention span)		
Prefers infant-directed speech and singing		
Begins to develop vocal play while listening to stories		
Imitates some consonants and inflections while listening to stories		
12-24 months	O	A
Scribbles/draws with writing tools		
Imitates sounds during scribble time		
Develops a wider repertoire of consonant and vowel sounds during singing and listening to stories		
Begins to be aware of rhyme		
Sings along with appropriate prosody, but not necessarily with words yet		
Enjoys chanting books (e.g., <i>Brown Bear, Brown Bear</i>)		
24-36 months	O	A
May reveal knowledge of print organization through scribbling/ drawing activities		
Begins to mimic spoken language styles of familiar adults		
Uses 9-10 initial consonants and 5-6 final consonants in speech		
Engages in and shows enjoyment of language play (e.g., alliterative language, rhyming, sound patterns)		
Sings using understandable words		
Becomes familiar with ABC song but does not consistently label letters		
Begins to scribble or draw to represent an idea, event, or story		

Picture Reading/Vocabulary

0-12 months	O	A
Looks intently at interesting pictures of familiar adults		
Attends to speaker's eyes & mouth during shared reading and singing		
Begins to understand that pictures represent objects, and develops preferences for certain pictures, pages, or stories (e.g., family photos, magazine pictures depicting people and objects)		
Looks at what adult is pointing to on a page		
12-24 months	O	A
Laughs or smiles at a familiar picture (usually one for which adult makes an interesting sound or reads in an unusual way)		
Joins by pointing along with adult pointing to individual pictures		
Vocalizes when pointing to picture		
Names pictures that have been named repeatedly for them		
Points correctly to a familiar object in books when asked, "Where's _____?"		
Makes animal or other sounds when appropriate familiar pictures are seen		
Starts to recognize cartoon-type representations of people, animals, and objects		
24-36 months	O	A
Initiates pointing to people and objects during book reading		
Labels picture when asked "What's that?" Some children may respond when asked, "What happened?" or "What is _____ doing?"		
Follows directions presented through pictures (e.g., pat the bunny)		
Imitates actions that are part of the story (e.g., From Head to Toe)		
Points to pictures and asks, "What's that?" and "What's she/ he doing?"		
Selects a picture that shows a given emotion (e.g., "Who is happy?")		
Recognizes objects that are line drawings (e.g., coloring books)		

Fluency/Visual & Auditory Memory

0-12 months	O	A
During daily routines, begins to babble, and over time babbling may resemble the rising and falling intonation of talk or questions		
Tunes in to rhythm, repetition, and rhyme of daily scripts/routines/ familiar books		
Tunes into parentese		
Associates familiar songs with familiar routines (e.g., clean-up song)		
Imitates suprasegmentals used during daily routines (e.g., "pee-yew" when something stinks)		
12-24 months	O	A
Shows awareness of rhythm through body movement		
Imitates reading; may capture the tone and voice and stress on words that caregivers emphasize when reading the book		
Attention span grows to one-item memory by recasting last word heard		
Associates stereotypic phrases with specific familiar stories		
Points to one item (noun) on a page in a story (e.g., "Find the doggie.")		
Demonstrates understanding of descriptor of an object in a story (e.g., "Find the black doggie.")		
Demonstrates understanding of the action of a subject in a story ("Find the doggie eating.")		
Understands early preposition shared from a story (e.g., "Find the doggie under the bed.")		
Discriminates nursery rhymes and songs (e.g., "Humpty Dumpty" vs. "Hickory Dickory Dock")		
Listens to and recognizes songs and stories on electronic media		
Points to two items (nouns) on a page in a story (e.g., "Find the doggie and the cat.")		
24-36 months	O	A
Enjoys nursery rhymes and acts out two events from the story		
Shows awareness when an adult leaves out or shortens a familiar story or song		
Finds three items in a story (e.g., "Find the giraffe, monkey, and water.")		
Sequences three events from a nursery rhyme or story		

Comprehension

0-12 months	O	A
Enjoys being read to/enjoys book-sharing time and demonstrates increased joint attention		
Shows interest in books		
Demonstrates turn-taking behaviors with books through imitation		
12-24 months	O	A
Relates object or action in a book to the real world (e.g., goes to get teddy bear after seeing a picture of one)		
Selects books on the basis of their content (e.g., picks up a book with a picture of a duck in it after playing with toy duck)		
When listening to repetitive and predictable books frequently, begins to anticipate what comes next in a book, possibly inserting words or phrases from the story		
"Reads" board book independently/jabbers as if reading		
Points to pictures while being read to and asks, "Dat?" or "Whadat?"		
24-36 months	O	A
Takes turns with adults during book reading		
Shows preference for certain books		
Shows favorite page of book by searching for it or holding book open at a certain page repeatedly		
Shows empathy for characters (e.g., pretends to cry after being told duck is sad)		
Makes associations across books (e.g., retrieves second book about ducks after reading one; gets two books and shows that they contain similar pictures, events)		
Sustains attention to an entire story		
Answers some "who" and "what" questions posed by caregiver about a story		
Retells stories with simple, predictable phrases, while turning pages and using pictures to prompt recall		

Comprehension

24-36 months	O	A
Begins to recognize some frequently seen signs and symbols in the environment that contain print (e.g. stop signs, logos, product packaging, fast food signs)		
Initiates questions about the story		
Requests the same book be read over and over		

Read Up Study

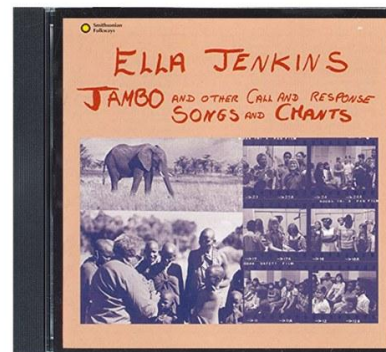
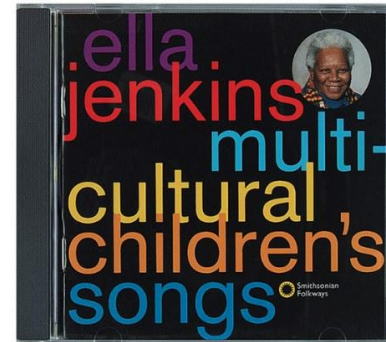
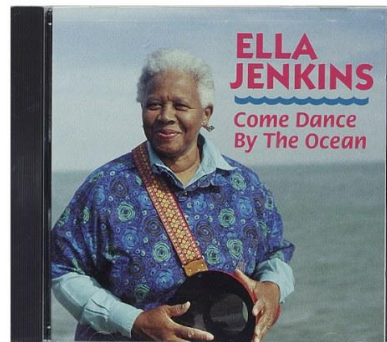
- Setting: large listening and spoken language program in Southwest
- Woodcock Johnson IV Tests of Achievement:
 - 8 subtests in spelling, word attack, reading comprehension, fluency, vocabulary
- Pre-COVID, average scores for participants (pre-k - 3rd grade) were in the average range (Smolen et al., 2020)
 - Strong phonological awareness and basic reading skills
 - Reading fluency was relatively weak

Read Up Study: Results

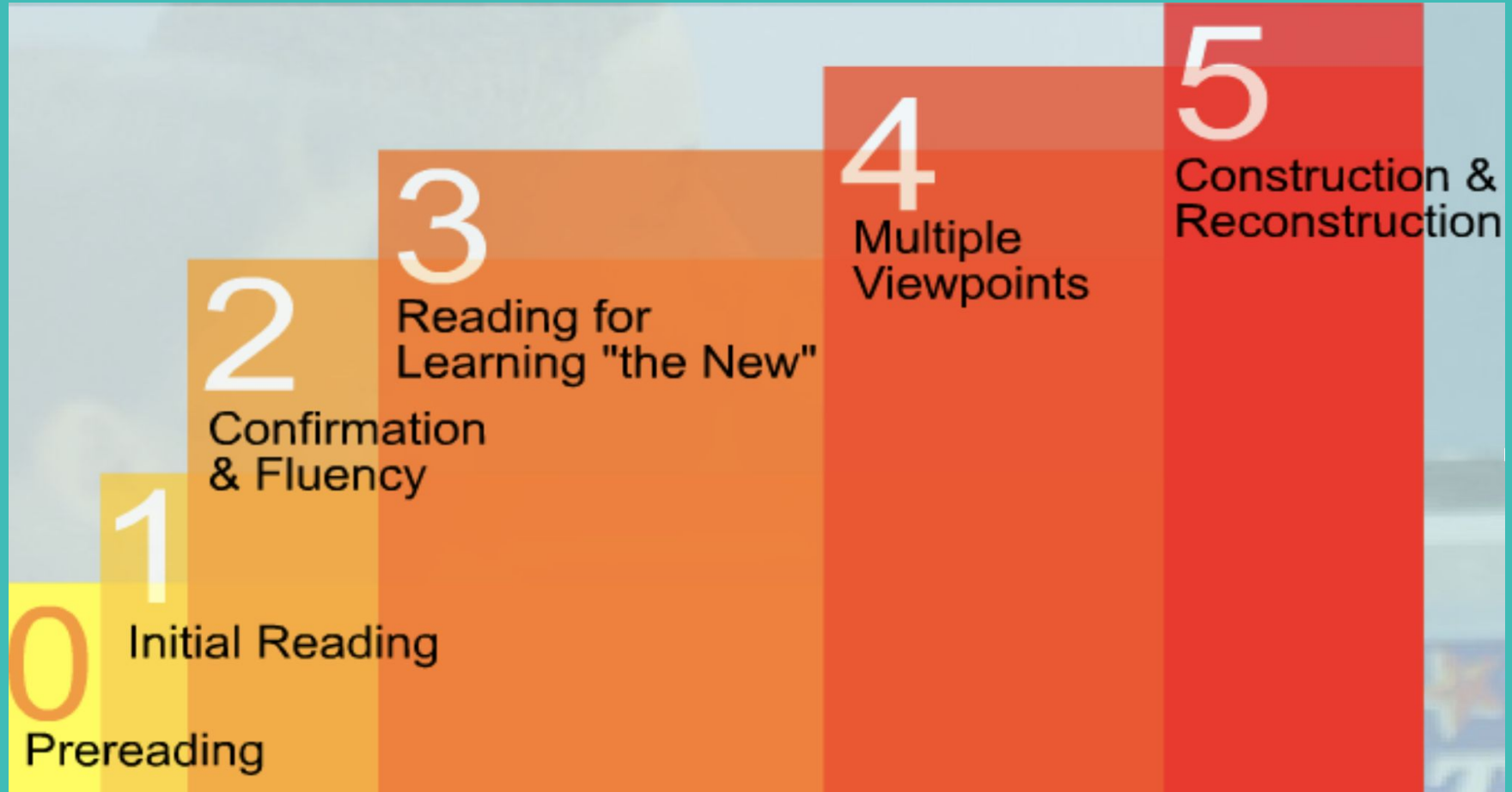
- Pre-k participants:
 - 2018-19: $n = 16$
 - 2021-22: $n = 22$
- No significant differences between 2018-19 and 2021-22 cohorts in any of the eight subtests or five cluster skills, $p > .05$
 - No significant “learning loss” due to COVID pandemic
- But more variability in 2021-22 scores
 - All mean standard scores in average range, except:
 - Oral Reading ($M = 81.18$, $SD = 10.47$)
 - Sentence Reading Fluency ($M = 83.36$, $SD = 5.86$)
- What might parents and professionals have been doing to support preliteracy development during virtual learning?

Supporting Development in Stage 0

- [Interact](#) linguistically
- [Baby games](#)
- Songs, poems, chants, and rhymes
- [Who Fed the Chickens,](#)
- [Books for phonemic awareness](#)
- [Wordless picture books](#) - Tell the story with your voice.
- [Storytelling with puppets](#) - The Three Bears, The Three Little Pigs
- [Songs That Build Phonological & Phonemic Awareness](#)



Chall's Stages of Reading Development (1983)

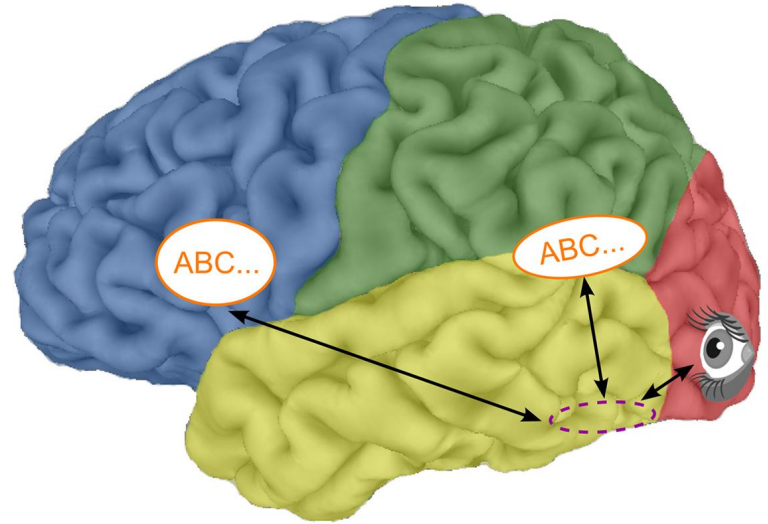


Stage 1: Initial Reading/Decoding (Grades 1-2, Ages 6-7)

The child learns:














































- Alphabetic principle
- Decoding (phonological recoding)
- Gains insight into nature of spelling system

*Child has to let go of pseudo reading, engage in “glued to the print” behaviors in order to achieve more later.



Phonics - Oral and Visual Skill

- Instructional approach to teaching sound/symbol correspondences
- System of rules we teach and model
 - Rules about pronunciation
 - Rules about spelling
- Orthographic mapping

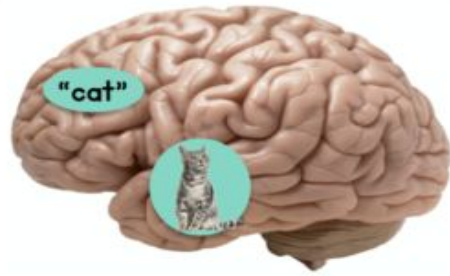
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g 	d 	ck 	r 	h 	u 	ai 	ee 	igh 
b 	f 	l 	j 	v 	oa 	oo 	oo 	ar 
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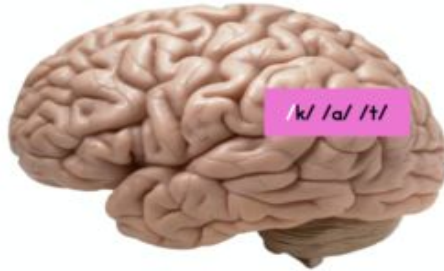
Supporting Development in Stage 1

- Using print - Continue to develop PA, TEACH letter-sound knowledge, phoneme and syllable manipulation
- Provide opportunities to manipulate, trace, and hear the sounds of letters.
- Select books that have few words on each page, large font size, high-frequency words and phonetically regular words, and use skills and insight to sound out new words.
- During shared reading, adults should increase the number of print-focused questions that they ask children.



"cat"

Meaning
(semantics)

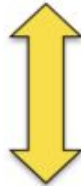


/k/

/ɑ/

/t/

Sounds
(phonology)



c



a



t

Spelling pattern
(orthography)

Orthographic mapping explainer

Supporting Development in Stage 1

Free and Affordable Decodable Text



- Transitioning From Word Walls to Sound Walls
- A New Model for Teaching High Frequency Words - Keep your eyes on the words!
- Heart Word Magic - Help Students Learn to Read and Spell High Frequency Words
- Routine for Teaching Irregular Heart Words
- Word Study Instruction in the K-2 Classroom
- Word Work!!!
- Reading CASLLS - Learning to Read

Pre-Reading

Print Concepts

Beginning of Preschool (36-42 months)	E	M
Identifies front and back of book		
Uses pictures as clues to the story line		
Notifies print in books (e.g., points to label under picture)		
Indicates knowledge of what a familiar page says before text is read (may be only one word)		
End of Preschool (42-48 months)	E	M
Knows left-to-right directionality		
Understands that print conveys a message		
Discriminates letters and numbers from scribbling and pictures		
Begins to recognize/extend simple ABAB patterns with objects or print		
Beginning of Pre-k (4-4½ years)	E	M
Moves finger or whole hand across a line of print and "reads" (either verbatim or accurate paraphrase)		
Differentiates letters from numbers		
End of Pre-k (4½-5 years)	E	M
Recognizes/extends more complex patterns (e.g. AABAAB and ABC-ABC) with objects or print		
Identifies some conventional features of print that communicate meaning, including end punctuation and case (e.g., first letter in a name is capitalized)		

Alphabetic System/Phonological Awareness

Beginning of Preschool (36-42 months)	E	M
Chooses own topics for writing/drawing		
Demonstrates understanding that drawing/writing can represent ideas, events or stories		
Demonstrates understanding that once an oral message is written down it reads the same way every time		
Sings alphabet song by rote		
Identifies and labels several letters from own name		
End of Preschool (42-48 months)	E	M
Recognizes own first and/or last name on possessions or charts		
Matches/recognizes letters of the alphabet		
Names some upper/lowercase letters		
Recognizes that letters are grouped to form words		
Beginning of Pre-k (4-4½ years)	E	M
Chooses a picture that rhymes with a given word from a set of two		
Recognizes high-frequency words and classmates' names from environmental labels		
Can point to a word, a letter, and a space on request		
With prompting and support, demonstrates one-to-one letter-sound correspondence by producing the primary sound of some consonants		
Writes some recognizable uppercase letters		
Points out two words that start with same sound		
Produces a word that begins with the same sound as a given pair of words		
Writes own name using legible letters in proper sequence		

Alphabetic System/Phonological Awareness

End of Pre-k (4½-5 years)	E	M
Identifies word that rhymes or doesn't rhyme in set of 3-4		
Names at least 20 uppercase and 20 lowercase letters		
Moves from scribbles to some sound-letter correspondences, using beginning and ending sounds when writing		
Independently uses letters to make words or parts of words		
Uses appropriate directionality when writing (top to bottom, left to right)		
Begins to experiment with punctuation when writing		
Has some letter-sound correspondences for vowels		
Identifies beginning and ending sounds in a word		
Begins to clap out words in a sentence and syllables in a word		
Combines words to make a compound word		
Deletes a word from a compound word		
Blends initial consonant and vowel to form a familiar one-syllable word with and without pictorial support		
Recognizes and blends spoken phonemes into one-syllable words with pictorial support		

Vocabulary

Beginning of Preschool (36-42 months)	E	M
Uses words related to color, size, and shape		
Understands basic concepts related to position: <i>top, under, high, up, outside, near</i>		
Understands basic concepts related to quantity/size: <i>empty, missing, all, large</i>		
End of Preschool (42-48 months)	E	M
Provides several examples of items in a category (e.g., food, clothing, toys)		
Understands basic concepts related to position: <i>down, near, before, first</i>		

Vocabulary

End of Preschool (42-48 months)	E	M
Understands basic concepts related to quantity/size: <i>full, both, tallest, many, most</i>		
Understands basic concepts related to comparison: <i>same, different</i>		
Uses mental state verbs		
Beginning of Pre-k (4-4½ years)	E	M
Understands basic concepts related to position: <i>across, in front, around, lower, together, middle</i>		
Knows what a title is		
Knows what an author and an illustrator does		
Identifies category label for groups of items		
Learns new names and labels through incidental exposure during read alouds		
End of Pre-k (4½-5 years)	E	M
Uses a wide variety of words to label and describe people, places, things, actions		
Demonstrates understanding of terms used in instructional language of the classroom		
Demonstrates understanding of the meaning of 3000 to 4000 words (more than they use)		
Uses large speaking vocabulary and adds several new words daily		
Understands basic concepts related to size: smaller, longer, shorter		

Fluency

Beginning of Preschool (36-42 months)	E	M
Reads familiar phrases along with an adult		
Responds to repetition and rhythm in stories read aloud		
End of Preschool (42-48 months)	E	M
Responds to rhyme and alliteration in stories read aloud		
Asks to read familiar books to adults		

Fluency

Beginning of Pre-k (4-4½ years)	E	M
Memorizes songs, poems, or play lines		
Recites nursery rhymes		
Recites text from story outside of storytime context (e.g., while swinging)		
Begins to engages in finger-point reading (listens to texts being read and tries to follow along by pointing to the words as they are being read)		
End of Pre-k (4½-5 years)	E	M
Recites whole phrases from favorite stories if adult pauses		
Engages in finger-point reading (listens to texts being read and tries to follow along by pointing to the words as they are being read)		
Dictates a story to go with drawing using appropriate prosody		

Comprehension

Beginning of Preschool (36-42 months)	E	M
Gives last word of line		
Names characters in familiar stories		
Responds to stories in guided activities (e.g., making craft of item from story, making pancakes like a character did)		
Begins to tell simple events from stories		
End of Preschool (42-48 months)	E	M
Answers a variety of questions		
Sequences 3 critical events		
Solves simple riddles		
Completes easy analogies with opposites		
Tells two events in correct order		
Listening comprehension: Shows understanding by responding appropriately to what has been said		
Follows two- and three-step oral directions		
Responds to stories by drawing		

Comprehension

End of Preschool (42-48 months)	E	M
Begins to relate characters and events in storybooks to own experiences		
Protests when an adult misreads a word in a familiar, usually predictable, story		
Describes characters' feelings/emotions		
Beginning of Pre-k (4-4½ years)	E	M
Recalls five details from a story		
Tells what happened with all critical points for 3- to 4-sentence paragraph		
Retells beginning, middle, and end of a story		
Distinguishes between real and make-believe		
Retells, through dramatic play, a story presented three or fewer times		
Answers "What will happen next?" with familiar books		
Begins to demonstrate Theory of Mind while sharing books (understanding characters' diverse beliefs, false beliefs)		
Asks and responds to questions relevant to text read aloud		
End of Pre-k (4½-5 years)	E	M
Answers questions about stories with open set		
Comprehends complex directions about pictures		
Comprehends irreversible passives		
Makes simple inferences or predictions about a story		
Uses information learned from books by describing, relating, categorizing, or comparing and contrasting		
Discusses and contributes ideas for drafts composed in whole-/small-group writing activities		
Demonstrates Theory of Mind while sharing books (understanding characters' diverse beliefs, false beliefs)		

Learning to Read

Print Concepts

Kindergarten (5-6 years)	E	M
Points to words in a book or runs finger along text from top to bottom while pretending to read		
Follows words from left to right, top to bottom, page by page		
Knows that books have titles, authors, and (often) illustrators		
In writing, reveals knowledge of print organization depending on type (e.g., grocery list versus story)		
Knows order of the alphabet		
Knows upper and lowercase words and matches them		
Identifies and distinguishes letters, words, sentences		
First Grade (6-7 years)	E	M
Uses punctuation as a clue to meaning		
Matches words to voice; finger-point reading		
Tracks print (front to back of book, top to bottom of page, left to right on line, sweep back left for next line)		
Identifies and distinguishes letters, words, sentences		
Identifies parts of a book and their functions (front cover, title page, title, back cover, page numbers)		
Recognizes distinguishing features of a paragraph		

Alphabetic Knowledge/Phonological Awareness

Kindergarten (5-6 years)	E	M
Tells whether given sounds in words are same or different		
Identifies initial sound in one-syllable word		
Identifies last sound in a one-syllable word		
Tells whether words rhyme		
Blends 2 words to create one (rain+bow), orally blends onset/rime		
Segmentation: claps syllables in words		
tells number of syllables (rainbow= 2 claps)		
claps number of words in a sentence		
tells number of words in a sentence		
Identifies which word is different (by initial sound)		
Identifies which sound is different		
Identifies medial sound in a one syllable word		
First Grade (6-7 years)	E	M
Generates rhyming words		
Blends 3, 4 phonemes into a whole word		
Given choices, completes a sentences with rhyming words (e.g., "We beep at the _____")		
Blends by changing a sound in a word to make a new word		
Segments 3- and 4-phoneme, 1-syllable words		
Deletes syllables when asked (e.g., "Say rainbow without bow")		

Word Study/Phonics

Kindergarten (5-6 years)	E	M
Identifies and labels letters of the alphabet		
Knows letter/sound correspondence for: consonants		
short vowels sounds <i>a, i, o, e, u</i>		
consonant digraphs (<i>sh, th, ch, wh, ck</i>)		
Uses pictures to help decode		
Reads 50 high-frequency words		
First Grade (6-7 years)	E	M
Reads: plurals/Inflected endings <i>s, es, ing</i>		
long vowels (<i>a, i, o, u, e</i>)		
silent e		
comparative endings (<i>er, est</i>)		
Reads 100 high-frequency words		
Decodes some multi-syllabic words		
Uses syntactic and semantic clues to decode new words		
Reads: vowel diphthongs		
prefixes (<i>un, re</i>)		
<i>r-controlled</i> vowels		
contractions		
Reads 150 high-frequency words		

Vocabulary

Kindergarten (5-6 years)	E	M
Concept naming and use: labels pictures of simple, concrete concepts		
uses words to describe location, size, color and shape		
Recognizes common color words		
Understands basic concepts: <i>side, last, end, few, as many, farthest, between, least</i>		
Identifies and sorts pictures of common words into basic categories		
Learns new words through stories and instruction		
Matches synonyms and antonyms to pictures		
Concept naming and use: begins to label pictures of abstract/complex concepts		
Understands basic concepts: <i>center, medium, separated, next, other, pair</i>		
First Grade (6-7 years)	E	M
Develops vocabulary through direct instruction, concrete experiences, reading, listening to text read aloud		
Understands antonyms and synonyms		
Labels pictures of abstract/complex concepts		
Sorts grade-appropriate words with or without pictures into categories		
Understands basic time concepts: <i>every, never, second, third</i>		
Reads descriptive words (location, size, color, shape, number, ideas, feelings)		
Reads high-utility words (shapes, colors, question words, time, position/directional words)		

Fluency

Kindergarten (5-6 years)	E	M
Joins in increasingly long songs and poems		
Participates in echo reading with correct expression and phrasing		
Reads 20-40 high-frequency words as wholes (some irregular)		
Reads a list of CVC, CVCE words accurately (1 word per 2-3 seconds)		

Fluency

First Grade (6-7 years)	E	M
Reads common sight words automatically		
Rereads and self-corrects while reading		
Recites memorized poems		
Reads a list of words fluently (1 word per second)		
Reads sentences while attending to end punctuation		
Reads and rereads to increase familiarity		
Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures		

Comprehension/Story Structure

Kindergarten (5-6 years)	E	M
Uses cover and title to predict what story will be about		
Answers who, where, what questions after listening to a story		
Responds to stories by answering and asking questions, discussing ideas		
Retells a familiar story with a book		
Labels connections between characters, actions, events in a story and own life		
Enjoys a variety of stories, poems, nursery rhymes, and fairy tales		
Tells feelings of characters		
Describes or illustrates characters from read-aloud books		
Begins to label mood		
Recognizes when mood or feelings of a character change in a story		
Can answer "What is this story about?"		
Answers simple questions requiring recall of important details		
Provides an ending to a story		
Uses pictures to identify what will happen next		
Responds to stories by answering and asking questions and discussing ideas		

Comprehension/Story Structure

First Grade (6-7 years)	E	M
Identifies story elements: setting		
characters		
main idea		
events		
problem		
solution		
Retells a familiar story with a book		
Puts three events in sequence using pictures		
Describes connections between characters, actions, events in a story and own life		
Categorizes stories vs. poetry		
Begins to understand how emotions can affect outcomes		
Answers simple cause/effect and conclusion questions		
Uses pictures and info about the story to predict what will happen next		
Makes, confirms, and modifies predictions based on text information		
Justifies predictions based on world knowledge ("Why do you think that?")		
Responds to stories by answering and asking more abstract questions, justifying ideas		
Retells a familiar story without a book, including beginning, middle and end; includes characters, setting, important events		
Describes connections between characters, actions, events in a story to those in other texts		
Identifies realistic fiction vs. fantasy		
Begins to identify folktales, fairy tales, fables, expository texts		
Demonstrates understanding of figurative language		
Answers cause/effect and conclusion questions of increasing complexity		



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