

Scope of Skills (Identified in the OWL Program Guide)

Oral Language, Speaking

- OLS1 Speaks clearly using appropriate tone, inflection, and volume so that words can be understood by peers and adults
- OLS2 Communicates using verbal and nonverbal cues
- OLS3 Engages in conversation and uses language to enter into play situations
- OLS 4 Uses language to develop relationships
- OLS 5 Asks and answers questions and gives directions
- OLS 6 Uses speech to communicate needs, wants, or thoughts
- OLS 7 Tells a personal narrative
- OLS8 Uses language to resolve conflicts
- OLS9 Uses multiple-word sentences or phrases with at least five words
- OLS 10 Uses a variety of sentence types with simple to increasingly complex structure
- OLS 11 Refines and extends his or her understanding of known words in English and/or home language
- OLS12 Uses new words as a part of his or her speaking vocabulary in meaningful ways
- OLS 13 Says the words that complete rhymes, poems, or lines from stories, either individually or in a group
- OLS 14 Says new words and dialogue from stories
- OLS 15 Uses language while participating in dramatic play

ORAL LANGUAGE, SPEAKING	OLS1	OLS	OLS3	OLS4	OLS5	OLS6	OLS7	OLS8	OLS9	OLS10	OLS	OLS	OLS	OLS	OLS
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Scope of Skills (Identified in the OWL Program Guide)

Oral Language, Listening

- OLL1 Responds to own name and requests for action or information
- OLL2 Follows two-step directions and builds up to following multiple-step directions
- OLL3 Listens to/attends to several turns in a conversation
- OLL4 Responds to verbal cues from a partner in dramatic play
- OLL5 Listens with increasing attention during group time and story time
- OLL6 Listens to/attends to a variety of genres read aloud: stories, songs, rhymes, poems, and expository text
- OLL7 Listens to/attends to stories, poems, rhymes, and songs on audiotapes, CDs, or computers
- OLL8 Shows a steady increase in the number of words in his/her listening vocabulary
- OLL9 Shows a steady increase in understanding more complex language structures
- OLL10 Includes two or more events from the past while talking about or dictating personal stories

ORAL LANGUAGE, LISTENING	OLL1	OLL2	OLL3	OLL4	OLL5	OLL6	OLL7	OLL8	OLL9	OLL10
OWL										
Songs/words/letters	X	X								
Let's find out about it	X	X			X	X	X	X	X	X
Let's talk about it	X	X	X	X	X	X	X	X	X	X
Story time	X	X			X	X	X	X	X	
OWL +SEL										
Center time		X	X	X	X	X	X	X	X	X
Small groups	X	X	X	X	X	X	X	X	X	X
Outdoor play/ transitions/mealtimes	X	X	X	X	X	X	X	X	X	X
Connect with families							X			
SEL										
Question of the week	X	X	X							
Mystery word	X	X	X		X					
Morning message					X			X	X	X
Linear calendar					X				X	X
Graphic practice		X			X					
Buddy reading	X	X	X			X		X	X	X
Literacy games	X	X					X	X		
Play planning	X	X	X		X			X	X	X
Play lead-in activities/ Theme development	X	X	X	X	X	X	X	X	X	X
Mature make-believe play	X	X	X	X				X	X	X
Freeze games		X			X		X			

Scope of Skills(Identified in the OWL Program Guide)

Books and Print Knowledge, Interest in Reading

- IR1 Chooses independently to read or pretend to read books in the book area and other settings
- IR2 Uses and shares books and other print in play
- IR3 Reads or pretends to read information books
- IR4 Requests that favorite stories be read aloud
- IR5 Demonstrates increasing levels of sustained and focused engagement during read-aloud times

BOOKS AND PRINT KNOWLEDGE, INTEREST IN READING	IR1	IR2	IR3	IR4	IR5
OWL					
Songs/words/letters	X				
Let's find out about it		X	X		
Let's talk about it		X	X		
Story time	X	X	X		
OWL +SEL					
Center time	X	X	X	X	X
Small groups		X	X		
Outdoor play/ transitions/mealtimes	X	X	X		
Connect with families					
SEL					
Question of the week					
Mystery word					
Morning message		X			X
Linear calendar					
Graphic practice					
Buddy reading	X		X		X
Literacy games					
Play planning		X			
Play lead-in activities/ Theme development	X	X	X	X	X

Mature make-believe play	X	X	X		
Freeze games					

Scope of Skills (Identified in the OWL Program Guide)

Books and Print Knowledge, Print and Book Awareness

- PBA1 Understands that pictures, print, and other symbols carry meaning (e.g., children ask what words say)
- PBA2 Has a beginning understanding of the concept of a letter and a word as indicated by appropriate use of each term
- PBA3 Understands that letters represent sounds, they are formed in a particular way, and they go together to make printed words
- PBA4 Identifies different kinds of texts (e.g., recipes, menus, signs, newspapers, greeting cards, letters, storybooks, nonfiction books, lists, charts, poems)
- PBA5 Seeks out nonfiction texts to find information
- PBA6 Makes up stories that follow basic structure (during dramatic play, while relating recent past experiences, while dictating to an adult)
- PBA7 Identifies the cover of a book and knows that the title, author, and illustrator of the book are listed on the cover
- PBA8 Holds a book upright and turns its pages from front to back while reading or pretending to read
- PBA9 Shows that reading is done from top to bottom and from left to right

Scope of Skills (Identified in the OWL Program Guide)

Books and Print Knowledge, Letter Knowledge, and Early Word Recognition

- LWR1 Refers to letters as “letters” and to numbers as “numbers”
- LWR2 Can identify many uppercase letters by pointing as adult names them
- LWR3 Names many uppercase letters
- LWR4 Names many lowercase letters
- LWR5 Names all the letters in his or her own name
- LWR6 Notices specific letters in words in the environment (e.g., signs, book titles)
- LWR7 Recognizes own name in conventional form
- LWR8 Recognizes several familiar words in the environment or in books
- LWR9 Makes statements such as “A is for *acorn*” or “B is for *banana*”
- LWR10 Attempts to read words in the environment or in books by sounding out individual aspects of print

Scope of Skills (Identified in the OWL Program Guide)

Books and Print Knowledge, Comprehension

- C1 Uses pictures to understand a book
- C2 Predicts what will happen next in a story
- C3 Names the main characters when asked, "Who is in this story?"
- C4 Retells a story by enacting roles in dramatic play or with puppets
- C5 Recalls some main events when asked, "What happens in this story?"
- C6 Relates events in a sequence when retelling a familiar story
- C7 When retelling a story, includes information about setting, problem, and problem resolution
- C8 Uses own experiences to understand story events and expository text
- C9 Uses own experiences to understand characters' feelings and motivations
- C10 Uses and develops background knowledge to understand story events
- C11 Links characters' basic emotions to their actions
- C12 Responses to discussion questions indicate increasing understanding of a story's main theme
- C13 Child's dramatic play is influenced by stories child has heard read aloud

Scope of Skills (Identified in the OWL Program Guide)

Books and Print Knowledge, Emergent Writing

- EW1 Writes for many purposes (e.g., signs, labels, stories, messages)
- EW2 Uses writing in the context of dramatic play
- EW3 Writes and draws using a variety of writing and drawing tools on a variety of surfaces
- EW4 Writes own name, using good approximation of letters needed
- EW5 Experiments with letter forms by making mock letters and actual letters
- EW6 Composes and dictates or writes messages
- EW7 Indicates own writing or pretend writing conveys meaning
- EW8 Experiments with making words by stringing letters together to look like words or by linking sounds in words to specific letter names
- EW9 Writes or pretends to write from left to right and from top to bottom
- EW10 Attempts to sound out words to spell them (i.e., can isolate first sound)

Scope of Skills (Identified in the OWL Program Guide)

Phonological Awareness

- PA1 Recites songs, rhymes, chants, and poems, and engages in language and word play
- PA2 Produces words that rhyme
- PA3 Notices words with the same beginning sound
- PA4 Blends syllables to form a word
- PA5 Segments words into syllables
- PA6 Blends onset-rime to form a word
- PA7 Segments words into onset-rime portions
- PA8 Blends phonemes to form a word
- PA9 Segments words into phonemes (up to four phonemes)
- PA10 Substitutes one sound for another to create new words

