Literacy

SLPs' knowledge of normal and disordered language acquisition, and their clinical experience in developing individualized programs for children and adolescents, prepare them to assume a variety of roles related to the development of reading and writing. Appropriate roles and responsibilities for SLPs include, but are not limited to (a) preventing written language problems by fostering language acquisition and emergent literacy; (b) identifying children at risk for reading and writing problems; (c) assessing reading and writing; (d) providing intervention and documenting outcomes for reading and writing; and (e) assuming other roles, such as providing assistance to general education teachers, parents, and students; advocating for effective literacy practices; and advancing the knowledge base (ASHA, 2001).

This chart lists reasonable expectations of literacy skills in children from infancy through seven years of age.

Age	Milestones				
3 – 12 months	 Likes to chew and pat books Can focus on large and bright pictures in a book Shares books with an adult as routine part of life 				
1 – 2 years	 Recognizes certain books by their covers Listens to simple stories, songs, and rhymes Likes to turn pages Attends to a book or a toy for two minutes Points to and labels pictures independently Pretends to read books 				
2 – 3 years	 Likes to listen to books/stories for longer periods of time Holds a book correctly Begins to recognize logos (e.g., McDonald's Golden Arches) Begins to show a difference in writing versus drawing 				
3 – 4 years	Begins to pay attention to specific print, such as the first letter of his name Recognizes logos and other environmental print and understand that print carries a message Identifies some letters and makes letter/sound matches Participates in rhyming games Talks about characters in a book Likes to "read" stories to herself and others Protests if an adult changes the story Produces some letter-like forms in scribbles that resemble letter				
4 – 5 years	 Understands story sequence Understands the function and purpose of print Knows many letter names Uses more letter-like forms than scribbles 				

LS Guide to . Communication Milestones

14

© 2008 LinguiSystems, Inc.

as the description of the result of the second

racy

I language acquisition, and their clinical ograms for children and adolescents, related to the development of reading sibilities for SLPs include, but are age problems by fostering language tifying children at risk for reading and d writing; (d) providing intervention and riting; and (e) assuming other roles, ucation teachers, parents, and students; and advancing the knowledge base

literacy skills in children from infancy

		100			Sugar
· N	9 i 8 2	36	10	1991.4	25
	8887	53.	-	25.	53

bright pictures in a book dult as routine part of life

ks by their covers , songs, and rhymes

toy for two minutes tures independently

stories for longer periods of time

os (e.g., McDonald's Golden Arches) ence in writing versus drawing

to specific print, such as the first letter

ther environmental print and understands

ind makes letter/sound matches games

n a book

o herself and others

iges the story

ce forms in scribbles that resemble letters

in and purpose of print

rans than scribbles

© 2008 LinguiSystems, Inc.

Age	Milestones		
Kindergarten	 Recognizes letters and letter-sound matches Understands that print is read left to right and top to bottom Retells simple stories Begins to write letters and some words heard often Begins to write stories with some readable parts with assistance Tries to spell words when writing 		
End of Kindergarten	 Understands that spoken words are made up of sounds Recognizes some words by sight Identifies and writes uppercase and lowercase letters "Reads" a few picture books from memory Prints own first and last name 		
Beginning of First Grade	 Identifies an increasing number of words by sight Begins to decode new words independently Uses a variety of reading strategies such as rereading, predicting what will happen, asking questions, or using visual cues or pictures Reads and retells familiar stories Reads aloud with ease Decides independently to use reading and writing for different purposes Sounds out and represents major sounds in words when trying to spell Tries to use some punctuation and capitalization 		
End of First Grade	 Identifies letters, words, and sentences Has a sight vocabulary of 100 words Understands what is read Creates rhyming words Reads grade-level material fluently Expresses ideas through writing Prints clearly Spells frequently-used words correctly Begins sentences with capital letters and attempts to use punctuation Writes a variety of stories, journal entries, or notes 		

We'd like to thank the following sources from which we obtained information for this section: The American Speech-Language-Hearing Association (www.asha. org/policy, www.asha.org/public/speech/development/chart.htm, and www.asha. org/about/publications/literacy/); the United States Department of Education (www. ed.gov/parents/academic/help/reader/part9.html); and the University of North Carolina at Chapel Hill, School of Medicine (www.med.unc.edu/ahs/clds/files/earlychildhood-resources/OralandWrittenLanguageMilestones.pdf). For more information, please see the full References, Websites, & Resources list on pages 22-24.

LS Guide to Communication Milestones

15

© 2008 LinguiSystems, Inc.