

Glossary for Preschool Literacy Standards

CONTENT TERMS	DEFINITION	STANDARD(S)
author's choice	decisions that the writer makes in his/her story	ER.1.A.5
book handling concepts	books are held so pages can be turned from right to left; they have a front, back, top, and bottom	ER.1.C.2
content	what the text is about	ER.1.A.5
conventional spelling	words written correctly (e.g., reading the room signs, ask a teacher, look in a book)	WS.2.2
drawings	representation of thoughts on paper	WS.2.7
early forms of writing	types of beginning writing (e.g., scribbling, drawing, use of letter strings, copied environmental print)	WS.2.2
experiences	events in a child's life or own mind (real or imaginary)	WS.2.4
familiar words	words used regularly including those with personal meaning (e.g., their own name)	WS.2.5
functional grip	how a writing utensil is held and used, pincer grip	WS.2.8
ideas can be read	the process of gaining information from another's written thoughts	WS.2.1
ideas can be read by others	the process of gaining information from another's written thoughts	ER.1.C.1
ideas can be written	the way in which the student represents a concept or thought (e.g., pictures, symbol, letter/sound representation, combination of the above)	ER.1.C.1
ideas can be written	the way in which the student represents a concept or thoughts (e.g., picture, symbol, letter/sound representation, combination of the above)	WS.2.1
important events	the most meaningful things that happened	ER.1.A.1
important ideas	the most meaningful concepts shared	ER.1.A.1
in comprehension strategies	<p>methods used by students to make sense of written material:</p> <ul style="list-style-type: none"> ○ making predictions using what they already know ○ using structure for texts ○ linking themselves and their experiences to the written materials ○ asking relevant questions 	ER.1.A.1 ER.1.A.2 ER.1.A.3 ER.1.A.4 ER.1.A.5

CONTENT TERMS	DEFINITION	STANDARD(S)
in concepts about reading	in understanding how readers make sense of text	ER.1.C.1 ER.1.C.2 ER.1.C.3 ER.1.C.4 ER.1.C.5
in print and alphabetic knowledge	in written form or through the understanding of letters, shapes, names, and sounds	ER.1.B.1 ER.1.B.2 ER.1.B.3
letters with their names	connecting a letter with its name	ER.1.B.1
letters with their sounds	connecting a letter with its sound	ER.1.B.1
people read for many purposes	people read for enjoyment, information, and to understand directions	ER.1.C.3
personally meaningful words	words that are relevant and important to the child (i.e., their own name, mom, dad, signs) (e.g., name tag, exit, library, women's/girl's bathroom, men's/boy's bathroom)	ER.1.B.2
phonetic spelling	words written based on the sounds a student hears	WS.2.2
physical skills to write letters and numbers	fine motor skills used to manipulate writing utensils (e.g., crayon or pencil)	WS.2.8
play activities with sounds	verbal interactions that emphasize phonemes (e.g., rhyming games, and finger plays)	ER.1.B.3
preferences	reasons for liking something: <ul style="list-style-type: none"> ○ favorite author – favorite person who writes something ○ kinds of books – genres including poetry, fiction/non-fiction, nursery rhymes, informational ○ topics – subjects 	ER.1.A.5
print concepts	to know how print and text work; how books and other written words create meaning	ER.1.C.2
print in their environment	print students experience in their daily lives (e.g., store names, road signs, magazines, labels on food, etc.)	ER.1.B.2
printed materials	anything with words	ER.1.C.4
purposes for writing	way and/or ways we use words and letters to communicate	WS.2.3

CONTENT TERMS	DEFINITION	STANDARD(S)
reading-like behaviors with familiar written materials	a way of acting when reading print that a reader has experienced several times <ul style="list-style-type: none"> • i.e., moving from labeling pictures to creating connecting stories using book language (e.g., “Once upon a time...”) • i.e., using patterns and vocabulary that occur in printed material to make use of printed text (e.g., trying out what one is learning about words and sounds) 	ER.1.A.4
roles of authors	telling stories by writing words	ER.1.C.5
roles of illustrators	telling stories by creating pictures	ER.1.C.5
strategies for understanding written materials	methods used by students to make sense of written material: <ul style="list-style-type: none"> ○ making predictions using what they already know ○ using structure for texts ○ linking themselves and their experiences to the written materials ○ asking relevant questions 	ER.1.A.3
various forms of printed materials	signs, labels, notes, letters, types	ER.1.C.4
various functions of printed materials	for the purpose of informing, entertaining, or instructing	ER.1.C.4
vocabularies	a group of words that are used in oral and written language	ER.1.A.2
words from conversation	vocabulary students have heard from listening to and talking with others	ER.1.A.2
words from instructional materials and activities	resources used for learning or tasks done for the purpose of learning	ER.1.A.2
writings	pictures, symbols, or words that represent ideas	WS.2.7
written materials	text and environmental print	ER.1.A.1 ER.1.A.3
written work	marks, symbols, pictures, letters, or words that are recorded to represent ideas	WS.2.6



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SKILL TERMS	DEFINITION	STANDARD(S)
associate	to connect	ER.1.B.1
attempt to read	to try to use strategies that have been learned to read the written words	WS.2.6
begin to develop an understanding	to begin to know, show, talk about, and use information	WS.2.3
begin to understand	to know, show, talk about, and use information	WS.2.1
begin to write	the act of making marks, symbols, letter strings, and letter/sound representations on a surface to create meaning	WS.2.5
connect	to form a relationship between experiences and ideas	ER.1.A.2
demonstrate	to show by applying	ER.1.A.4
	to show by doing	WS.2.8
develop an understanding	to begin to know, show, talk about, and use information	ER.1.C.5
develop greater control	strengthening physical skills in order to use coordinated hand muscles for making basic strokes	WS.2.8
enlarge	to increase through use and understanding	ER.1.A.2
ideas can be read	the process of gaining information from another's written thoughts	WS.2.1
ideas can be written	the way in which the student represents a concept or thoughts (e.g., pictures, symbol, letter/sound representation, combination of the above)	WS.2.1
identify	to point to or pick out	ER.1.B.1 ER.1.C.1
move toward	to make progress	WS.2.2
participate	to take part in activity	ER.1.B.3
pretend to read	to say what is thought to be written or drawn on the page	WS.2.6
question	to ask about unknown information	ER.1.A.5
recognize	to identify or point to; based on prior knowledge or experience	ER.1.A.4 ER.1.B.2
represent through writing	to use symbols, letters, words, or pictures to convey an idea (with or without pictures)	WS.2.4

SKILL TERMS	DEFINITION	STANDARD(S)
retell	to tell again in own words	ER.1.A.1
show beginnings of a sense to look over	look at writing and drawing to see if anything needs to be changed	WS.2.7
show beginnings of a sense to modify	to change a writing or drawing	WS.2.7
Show progress in associating	to make movement forward toward a goal of connecting	ER.1.B.1
show progress in identifying	to make movement toward a goal of recognizing letters	ER.1.B.1
talk about	to verbally express ideas and opinions (critical literacy)	ER.1.A.5
tell	to share thinking out loud	ER.1.A.3 WS.2.4
understand	to know, show, talk about, and use information	ER.1.C.1 ER.1.C.2 ER.1.C.3 ER.1.C.4
use	to apply	ER.1.A.3 WS.2.2
write	to mark using a symbol; to make marks, symbols, letters, or words	WS.2.6