Indiana Early Learning Standards

English/Language Arts: Preschool

Communication Process ELA.1

1 Demonstrate Receptive Communication ELA.1.1

- a Younger and Older Preschool: Demonstrate continual growth in understanding increasingly complex and varied vocabulary ELA.1.1.A
- b Younger and Older Preschool: Respond to complex gestures and/or actions to communicate (such as comforting others who are crying) ELA.1.1.B
- c Younger Preschool: Listen to and follow multi-step directions with adult support ELA.1.1.C
- d Older Preschool: Listen to and follow multi-step directions ELA.1.1.D
- e Older Preschool: With adult support, discover the meaning of new words and relate them to prior knowledge ELA.1.1.E

2 Demonstrate Expressive Communication ELA.1.2

- a Younger and Older Preschool: Demonstrate continual growth in increasingly varied and complex vocabulary ELA.1.2.A
- b Younger and Older Preschool: Use complex gestures and actions to communicate ELA.1.2.B
- c Younger Preschool: Describe activities and experiences with detail ELA.1.2.C
- d Older Preschool: Describe activities, experiences, and stories with expanded details ELA.1.2.D
- e Younger Preschool: Use expanded sentences ELA.1.2.E
- f Older Preschool: Use complex sentences ELA.1.2.F
- g Older Preschool: Change word tense to indicate time ELA.1.2.G
- h Older Preschool: Use communication for a variety of purposes ELA.1.2.H

3 Demonstrate ability to engage in conversations ELA.1.3

- a Younger Preschool: Answer questions posed by adults or peers ELA.1.3.A
- b Older Preschool: Answer openended questions posed by adults or peers ELA.1.3.B
- c Younger and Older Preschool: Ask questions for understanding and clarity ELA.1.3.C
- d Younger and Older Preschool: Make on-topic comments ELA.1.3.D
- e Younger Preschool: Stay on topic in two-way conversation with others ELA.1.3.E

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f Older Preschool: Stay on topic in two-way conversation that involves multiple turns ELA.1.3.F

g Older Preschool: Communicate actively in group activities ELA.1.3.G

h Older Preschool: Vary tone and volume of expression to match the situation ELA.1.3.H

Early Reading ELA.2

1 Demonstrate awareness of the alphabet ELA.2.1

a Younger Preschool: Recognize and identify some uppercase and a few lowercase letters in a meaningful context (e.g., the first letter in their name) ELA.2.1.A

b Older Preschool: Recognize and identify most uppercase and some lowercase letters ELA.2.1.B

c Recognize own name in print ELA.2.1.C

2 Demonstrate phonological awareness ELA.2.2

a Younger and Older Preschool: Demonstrate basic knowledge of letter-sound correspondence ELA.2.2.A

b Younger and Older Preschool: Engage in rhyming games and songs; can recognize a familiar rhyme ELA.2.2.B

c Younger Preschool: Identify rhyming words in spoken language ELA.2.2.C

d Older Preschool: Make rhymes to simple words ELA.2.2.D

e Younger Preschool: Orally blend and segment familiar compound words, with modeling and support ELA.2.2.E

f Older Preschool: Blend and segment syllables in spoken words with modeling and support ELA.2.2.F

g Younger Preschool: Demonstrate awareness of sounds as separate units ELA.2.2.G

h Older Preschool: Isolate the initial sound in some words ELA.2.2.H

3 Demonstrate awareness and understanding of concepts of print ELA.2.3

a Younger Preschool: Begin to understand that books are comprised of written words ELA.2.3.A

b Older Preschool: Understand that print carries meaning ELA.2.3.B

c Younger Preschool: Respond to and interact with readalouds of literary and informational text ELA.2.3.C

d Younger Preschool: Hold books right side up and turn pages left to right ELA.2.3.D

e Older Preschool: Track words in a book from left to right, top to bottom, and page to page with adult support ELA.2.3.E

4 Demonstrate comprehension ELA.2.4

Younger and Older Preschool: Respond and interact with literature, including both fiction and building background knowledge with nonfiction text ELA.2.4.A

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b Younger and Older Preschool: Answer questions about a story ELA.2.4.B

c Younger Preschool: With adult support, begin to retell familiar stories ELA.2.4.C

d Older Preschool: Retell familiar stories ELA.2.4.D

Early Writing ELA.3

1 Demonstrate mechanics of writing ELA.3.1

a Younger Preschool: Recognize that drawings, paintings, and writings are meaningful representations ELA.3.1.A

b Older Preschool ELA.3.1.B

c Younger Preschool: Copy simple lines and shapes during play ELA.3.1.C

d Older Preschool: Use writing tools ELA.3.1.D

e Younger Preschool: Use writing tools with adult support during play ELA.3.1.E

f Younger Preschool: Create a simple picture ELA.3.1.F

g Older Preschool: Copy more complex lines, shapes, and some letters, particularly the letters in their name ELA.3.1.G

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2 Demonstrate ability to communicate a story ELA.3.2

a Younger and Older Preschool: Create writing with the intent of communicating ELA.3.2.A

b Younger Preschool: Dictate a story for an adult to write ELA.3.2.B

c Older Preschool: Dictate a story that demonstrates simple details and narrative structure ELA.3.2.C

d Younger Preschool: Use pictures, letters, and symbols to communicate a story ELA.3.2.D

e Older Preschool: Use letters, symbols, and words to share an idea with someone ELA.3.2.E

f Use writing to label drawings ELA.3.2.F