

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](#)
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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](#)
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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](#)

- 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](#)
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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](#)
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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](#)
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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](#)
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4 Demonstrate comprehension [ELA.2.4](#)

- a Younger and Older Preschool: Respond and interact with literature, including both fiction and building background knowledge with nonfiction text [ELA.2.4.A](#)

- 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](#)
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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](#)