Early Language and Literacy

Speaking and Listening: prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own. 6

a Comprehension and Collaboration 6.A

1 34-48 months 6.A.1

1 Begins to engage in collaborative conversations about preschool topics and texts with peers and adults in small and larger groups. 6.A.1.1

2 Begins to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 6.A.1.2

3 Begins to engage in conversations with multiple exchanges. 6.A.1.3

4 Begins to confirm understanding of a text read aloud, or information presented orally, or through other media by asking and answering questions. 6.A.1.4

5 Begins to ask questions in order to seek help, gather information, or clarify something that is not understood. 6.A.1.5

2 46-60 months End of Preschool Standards 6.A.2

1 Uses language to engage in collaborative conversations about preschool topics and texts with peers and adults. 6.A.2.1

2 With modeling and support, follows classroom expectations for discussions (e.g., listen to others, take turns speaking about the topic under discussion). 6.A.2.2

3 With modeling and support, continues a conversation through multiple exchanges. 6.A.2.3

4 Confirms understanding of a text read aloud, or information presented orally, or through other media by asking and answering questions. 6.A.2.4

5 Asks questions in order to seek help, gather information, or clarify something that is not understood. 6.A.2.5

b Presentation of Knowledge and Ideas 6.B

1 34-48 months 6.B.1

1 Begins to describe familiar people, places, things, and events. 6.B.1.1

2 With guidance and support from adults, begins to add drawings or other visual displays to provide additional detail. 6.B.1.2

3 With guidance and support from adults, begins to speak audibly to express thoughts, feelings, and ideas. 6.B.1.3

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2 46-60 months End of Preschool Standards 6.B.2

1 With modeling and support from adults, uses drawings, or other visual displays to add details to verbal descriptions. 6.B.2.1

2 With modeling and support from adults, uses language (i.e. spoken, sign, or other augmentative or alternative communication) to express thoughts, feelings, and ideas clearly. 6.B.2.2

Knowledge of Language: understand the system of rules and principles that governs the English language and how language functions in different contexts. 7

a Conventions of Standard English 7.A

1 34-48 months 7.A.1

1 Begins to demonstrate understanding of the conventions of standard English grammar and usage when speaking. 7.A.1.1

2 Begins to use frequently occurring nouns and verbs. 7.A.1.2

3 Begins to form some regular plural nouns orally by adding /s/ or /es? (e.g. dog, dogs; wish, wishes). 7.A.1.3

4 Begins to understand and use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with). 7.A.1.4

5 Begins to understand question words (e.g. who, what, where, when, why, how). 7.A.1.5

6 Begins to speak in complete sentences. 7.A.1.6

2 46-60 months End of Preschool Standards 7.A.2

1 Demonstrates the ability to communicate using spoken language, sign, or other augmentative or alternative communication in complete sentences. 7.A.2.1

2 Uses frequently occurring nouns and verbs. 7.A.2.2

3 Forms some regular plural nouns orally by adding /s/ or /es? (e.g. dog, dogs; wish, wishes). 7.A.2.3

4 Understands the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with). 7.A.2.4

5 Responds to and use more question words/ interrogatives (e.g. who, what, where, when, why, how). 7.A.2.5

6 Begins to use knowledge of language and its conventions when relaying messages or listening for comprehension. 7.A.2.6

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b Vocabulary Acquisition and Use 7.B

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1 34-48 months 7.B.1

1 Begins to ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play. 7.B.1.1

2 With guidance and support from adults, begins to explore word relationships and meanings. 7.B.1.2

3 With guidance and support from adults, begins to apply words learned in classroom activities to real-life examples (e.g., names the places in school that are fun, quiet, or noisy). 7.B.1.3

4 With guidance and support from adults, begins to sort common objects into categories (e.g., big/small, living/nonliving). 7.B.1.4

2 46-60 months End of Preschool Standards 7.B.2

1 Asks and answers questions about the meaning of unknown words and phrases introduced through books and play. 7.B.2.1

2 With guidance, prompting and support, begins to generate words that are similar in meaning (e.g., happy/glad, angry/mad). 7.B.2.2

3 With guidance and support from adults, begins to demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. 7.B.2.3

4 With guidance and support from adults, uses words and phrases acquired through conversations, listening to books read aloud, activities, and play. 7.B.2.4

5 Sorts common objects into categories (e.g., big/small, living/nonliving). 7.B.2.5

Foundations of Early Literacy: to understand and develop a working knowledge of concepts of print, the alphabetic principle, phonological/phonemic awareness, phonics and word recognition, and other basic conventions including the exploration of various genres of text. 8

a **Print Concepts** 8.A

1 34-48 months 8.A.1

1 Begins to display appropriate book-handling behaviors. 8.A.1.1

2 Begins to hold a book correctly, turn pages in a single direction, and follow a story from left to right. 8.A.1.2

3 Distinguishes between print and pictures. 8.A.1.3

4 Recognizes that print represents spoken words and carries meaning (e.g., asks an adult “What does this say?”). 8.A.1.4

5 Begins to show awareness of alphabet letters. 8.A.1.5

6 Begins to recognize and name letters in their own name. 8.A.1.6

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2 46-60 months End of Preschool Standards 8.A.2

1 Demonstrates understanding of the organization and basic features of print. 8.A.2.1

2 Identifies parts of a book including, front cover, back cover, and title. 8.A.2.2

3 Holds the book correctly for reading and turn one page at a time. 8.A.2.3

4 Follows words from left to right and top to bottom. 8.A.2.4

5 Understands that words are separated by spaces in print. 8.A.2.5

6 Recognizes that printed words represent spoken language and carry meaning. 8.A.2.6

7 Recognizes and names at least 15 upper case and 15 lower case letters, including the letters in their own name. 8.A.2.6

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b Phonological Awareness 8.B

1 34-48 months 8.B.1

1 Demonstrates an understanding of spoken words and syllables. 8.B.1.1

2 Demonstrates enjoyment of rhyme and alliteration in nursery rhymes and simple stories. 8.B.1.2

3 With support, begins to recognize when two words rhyme. 8.B.1.3

4 With support, begins to recognize when two words start with the same sound. 8.B.1.4

5 Begins to count, pronounce, blend, and segment syllables in their own names. 8.B.1.5

2 46-60 months End of Preschool Standards 8.B.2

1 Demonstrates understanding of words, syllables, and sounds (i.e. phonemes). 8.B.2.1

2 With prompting and support: 8.B.2.2

a Recognizes and produces rhyming words. 8.B.2.2.A

b Counts, blends, and segments syllables in words. 8.B.2.2.B

c Blends and segments onsets and rimes in single-syllable words. 8.B.2.2.C

d Isolates and identifies the initial sounds (i.e. phonemes) in single-syllable words and in their own name. 8.B.2.2.D

3 Begins to add or substitute initial sounds (i.e. phonemes) in single-syllable CVC words to make new words (e.g., cat, hat, sat; pig, wig, big). 8.B.2.3

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c Phonics and Word Recognition 8.C

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1 34-48 months 8.C.1

1 With prompting and support: 8.C.1.1

a Begin to recognize that letters represent sounds. 8.C.1.1.A

b Begin to link a sound to some familiar printed letters. 8.C.1.1.B

2 Begins to recognize their own name and the names of other children in the classroom. 8.C.1.2

3 Begins to recognize common print around the classroom. 8.C.1.3

2 46-60 months End of Preschool Standards 8.C.2

1 Produces the sounds associated with several recognized letters. 8.C.2.1

2 Begins to link a sound to a picture of an object that begins with that sound. 8.C.2.2

3 Recognizes names of other children in the classroom and common print around the classroom. 8.C.2.3

4 With prompting and support applies beginning phonics and word analysis skills. 8.C.2.4

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d Key Ideas and Details 8.D

1 34-48 months 8.D.1

1 With prompting and support: 8.D.1.1

a Begins to actively engage with texts read aloud for understanding and enjoyment. 8.D.1.1.A

b Begins to ask and answer questions about simple stories and informational text read aloud. 8.D.1.1.B

c Participates in discussions about the illustrations, diagrams, and other visual forms of information. 8.D.1.1.C

d Demonstrates understanding of whom or what a story is about. 8.D.1.1.D

2 Retells information about a character or an event in a simple story that is read aloud. 8.D.1.2

3 Recalls important facts from an informational text read aloud. 8.D.1.3

4 Identifies the topic of an informational text read aloud. 8.D.1.4

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2 46-60 months End of Preschool Standards 8.D.2

1 With prompting and support: 8.D.2.1

a Actively engages with texts read aloud for understanding and enjoyment. 8.D.2.1.A

b Asks and answers questions about simple stories and informational text read aloud. 8.D.2.1.B

c Actively participates in discussions about the illustrations, diagrams, and other visual forms of information. 8.D.2.1.C

d Identifies characters, settings, and major events in a story. 8.D.2.1.D

2 Recalls important facts from an informational text that is read aloud or by studying particular pages/visuals of the text. 8.D.2.2

3 Begins to notice connections between characters and events in a story. 8.D.2.3

4 Makes predictions about what events might happen next. 8.D.2.4

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e Craft and Structure 8.E

1 34-48 months 8.E.1

1 Make observations about words and pictures in books. 8.E.1.1

2 Begin to understand that a book has a title, author and illustrator. 8.E.1.2

2 46-60 months End of Preschool Standards 8.E.2

1 Asks questions about unknown words and phrases in stories and informational texts read aloud or shared visually. 8.E.2.1

2 Begins to recognize that there are different text structures, such as stories, poems, and songs. 8.E.2.2

3 Begins to demonstrate an understanding of the difference between fiction and nonfiction. 8.E.2.3

4 With prompting and support, identifies texts that tell stories. 8.E.2.4

5 With prompting and support, identifies texts that provide information. 8.E.2.5

6 Begins to describe the roles of authors and illustrators. 8.E.2.6

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f Integration of Knowledge and Ideas 8.F

1 34-48 months 8.F.1

1 Seeks out experiences (individually and in groups) with pictures, books, and other print materials (e.g., asks for a favorite story to be read again). 8.F.1.1

2 Begins to make connections between a story or poem and one's own experiences (e.g., acts out a familiar story during dramatic play with props). 8.F.1.2

3 Retells familiar stories or make up personal stories with words approximating storybook language. 8.F.1.3

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2 46-60 months End of Preschool Standards 8.F.2

1 Actively engages with texts read aloud for understanding and enjoyment. 8.F.2.1

2 Retells familiar stories using both storybook language and pictures. 8.F.2.2

3 Begins to make connections between characters and events in familiar stories. 8.F.2.3

4 Recognizes that information on a topic can be found in more than one text. 8.F.2.4

5 With prompting and support, describes important information from text and pictures/photos/graphics, and begin to compare similarities and differences between two texts on the same topic. 8.F.2.5

6 Represents or acts out concepts learned from hearing a text read aloud (e.g., makes a skyscraper out of blocks, pretends to be a character in a story). 8.F.2.6

g Fluency 8.G

1 34-48 months 8.G.1

1 Attends to fluent models of reading. 8.G.1.1

2 Begins to imitate fluent models of reading (e.g., initiates “reading” a book after hearing it read out loud). 8.G.1.2

2 46-60 months End of Preschool Standards 8.G.2

1 Attends to fluent models of reading. 8.G.2.1

2 Imitates fluent models of reading using phrasing, intonation and expression during shared and choral reading of familiar books, poems, or nursery rhymes. 8.G.2.2

Writing: explore a variety of texts and ideas in order to acquire skills needed to write letters and words, comprehend grammar and sentence structure, and cultivate the capacity to communicate ideas and feelings through written language. 9

a Composing for Audience and Purpose 9.A

1 34-48 months 9.A.1

1 With prompting and support, uses a combination of drawing, dictating and emergent writing to communicate ideas. 9.A.1.1

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2 46-60 months End of Preschool Standards 9.A.2

1 With prompting and support, uses a combination of drawing, dictating and writing to: 9.A.2.1

a Communicates opinions on topics of interest 9.A.2.1.A

b Communicates information about a topic 9.A.2.1.B

c Tells a story 9.A.2.1.C

2 Prints some upper and lowercase letters. 9.A.2.2

3 Begins to demonstrate the use of standardized English capitalization, punctuation, and spelling when writing: 9.A.2.3

a Capitalizes the first letter in their own name. 9.A.2.3.A

b Begins to recognize punctuation (e.g.,., ?, !). 9.A.2.3.B

c Begins to write letters to represent sounds. 9.A.2.3.C

4 Begins to spell simple words phonetically, drawing on knowledge of sound-letter relationships. 9.A.2.4

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b Process and Production 9.B

1 34-48 months 9.B.1

1 With prompting and support: 9.B.1.1

a shares drawing and writing with others 9.B.1.1.A

b recognizes that digital tools are used for communication and, with support and guidance, uses them to convey messages in picture and/or words 9.B.1.1.B

2 46-60 months End of Preschool Standards 9.B.2

1 With prompting and support: 9.B.2.1

a Collaborates to plan and develop a message to share with others. 9.B.2.1.A

b Shares drawing and writing with others and is prepared to give and receive feedback with peers. 9.B.2.1.B

c Begins to use digital tools to produce messages with pictures and words to communicate to an audience. 9.B.2.1.C

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c Inquiry to Build and Present Knowledge 9.C

1 34-48 months 9.C.1

1 Begins to participate in shared research and writing projects modeled by adults (e.g., community helpers). 9.C.1.1

2 With guidance and support from adults, begins to recall some information from experiences or gather information from resources. 9.C.1.2

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2 46-60 months End of Preschool Standards 9.C.2

1 With prompting and support: 9.C.2.1

a Acquires information about a topic through research as modeled by adults. 9.C.2.1.A

b Gathers and recalls information from multiple sources. 9.C.2.1.B