

Language & Literacy: 4 Years

Reading Literature

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** [RL1](#)

A Key Ideas & Details

- 1** With modeling and prompting, answer questions about details in a text. [RL1.1](#)

- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** [RL2](#)

A Key Ideas & Details

- 1** With modeling and support, retell familiar stories/poems. [RL2.1](#)

- 3 Analyze how and why individuals, events, and ideas develop and interact over the course of text.** [RL3](#)

A Key Ideas & Details

- 1** With modeling and support, identify characters, settings and major events in a story. [RL3.1](#)

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** [RL4](#)

A Craft & Structure

- 1** With modeling and support, answer questions about unknown words in stories and poems. [RL4.1](#)

- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** [RL5](#)

A Craft & Structure

- 1** Gain exposure to common types of literary texts (e.g., storybooks, poems). [RL5.1](#)

- 6 Assess how point of view or purpose shapes the content and style of a text.** [RL6](#)

A Craft & Structure

- 1** With modeling and support, identify the role of author and illustrator. [RL6.1](#)

7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* **RL7**

A Integration of Knowledge & Ideas

1 With modeling and support, tell how the illustrations support the story. **RL7.1**

9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **RL9**

A Integration of Knowledge & Ideas

1 With modeling and support, compare adventures and experiences of characters in familiar stories. **RL9.1**

10 Read and comprehend complex literary and informational texts independently and proficiently. **RL10**

A Range of Reading and Level of Text Complexity

1 Actively engage in group reading activities with purpose and understanding. **RL10.1**

Reading Informational Text

1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **RI1**

A Key Ideas & Details

1 With modeling and support, answer questions about details in an informational text. **RI1.1**

2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. **RI2**

A Key Ideas & Details

1 With modeling and support, recall one or more detail(s) related to the main topic from an informational text. **RI2.1**

3 Analyze how and why individuals, events, and ideas develop and interact over the course of text **RI3**

A Key Ideas & Details

1 With modeling and support, connect individuals, events, and pieces of information in text to life experiences. **RI3.1**

4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **RI4**

A Craft & Structure

1 With modeling and support, answer questions about unknown words in a text. **RI4.1**

5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. RI5

A Craft & Structure

- 1 With modeling and support identify the front cover, and back cover of a book. RI5.1

6 Assess how point of view or purpose shapes the content and style of a text RI6

A Craft & Structure

- 1 With modeling and support define the role of the author and illustrator/photographer in presenting the ideas or information in a text. RI6.1

7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* RI7

A Integration of Knowledge and Ideas

- 1 With modeling and support, tell how the illustrations/photographs support the text. RI7.1

8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. RI8

A Integration of Knowledge and Ideas

- 1 With modeling and support identify the reasons an author gives to support points in a text. RI8.1

9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. RI9

A Integration of Knowledge and Ideas

- 1 With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions). RI9.1

10 Read and comprehend complex literary and informational texts independently and proficiently. RI10

A Range of Reading and Level of Text Complexity

- 1 Actively engage in group reading activities with purpose and understanding. RI10.1

Reading Foundational Skills

1 Demonstrate understanding of the organization and basic features of print. RF1

A Print Concepts

- 1a Demonstrate an awareness that words are read from left to right, top to bottom and page by page. RF1.1A
 - 1b Recognize that spoken words can be written and read. RF1.1B
 - 1c Understand that words are separated by spaces in print. RF1.1C
 - 1d Recognize and name some upper and lowercase letters of the alphabet. RF1.1D
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2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF2

A Phonological Awareness

- 1a Recognize rhyming words in spoken language. RF2.1A
 - 1b Identify and isolate individual words in a spoken sentence. RF2.1B
 - 1c Count, pronounce, blend, and segment syllables in spoken words. RF2.1C
 - 1d Blend and segment onsets and rimes of single-syllable spoken words. RF2.1D
 - 1e Isolate and pronounce the initial sound in spoken words. RF2.1E
 - 1f Orally blend and segment individual phonemes in two- to-three phoneme words. RF2.1F
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3 Know and apply grade-level phonics and word analysis skills in decoding words. RF3

A Phonics & Word Recognition

- 1a Recognize that words are made up of letters and their sounds. RF3.1A
 - 1b Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants. RF3.1B
 - 1c Recognize name in print as well as some environmental print (symbols/words). RF3.1C
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4 Engage with a variety of texts with purpose and understanding. Read with sufficient accuracy and fluency to support comprehension. RF4

A Fluency

- 1 Engage with a variety of texts (e.g., a variety of structures and/or genres) with purpose and understanding. RF4.1
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Writing

1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W1

A Text Types and Purposes

- 1 With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book. W1.1

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- 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.** W2
- A Text Types and Purposes
- 1 Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic. W2.1
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- 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** W3
- A Text Types & Purposes
- 1 With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence. W3.1
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- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** W5
- A Production and Distribution of Writing
- 1 With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing. W5.1
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- 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.** W6
- A Production and Distribution of Writing
- 1 With prompting and support from adults, explore a variety of digital tools to express ideas. W6.1
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- 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.** W7
- A Research to Build and Present Knowledge
- 1 Participate in shared research and shared writing projects. W7.1
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- 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.** W8
- A Research to Build and Present Knowledge
- 1 With modeling and support from adult, recall information from experiences or information from provided sources to answer a question. W8.1
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Speaking & Listening

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.** SL1

A Comprehension and Collaboration

- 1** Participate in collaborative conversations with diverse partners about prekindergarten topics and texts with peers and adults in small and larger groups. **SL1.1**
 - a** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion). **SL1.1A**
 - b** During scaffolded conversations, continue a conversation through multiple exchanges. **SL1.1B**

2 **Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** **SL2**

A Comprehension and Collaboration

- 1** Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support. **SL2.1**

3 **Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.** **SL3**

A Comprehension and Collaboration

- 1** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **SL3.1**

4 **Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.** **SL4**

A Presentation of Knowledge and Ideas

- 1** Describe familiar people, places, things, and events with modeling and support. **SL4.1**

5 **Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.** **SL5**

A Presentation of Knowledge and Ideas

- 1** Add drawings or visual displays to descriptions as desired to provide additional detail. **SL5.1**

6 **Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.** **SL6**

A Presentation of Knowledge and Ideas

- 1** With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly. **SL6.1**

Language

1 **Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.** **L1**

A Conventions of Standard English

- 1 Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.). L1.1
 - a Print upper and lowercase letters in first name. L1.1A
 - b Use frequently occurring nouns and verbs. L1.1B
 - c Develop understanding of singular and plural nouns (e.g., dog means one dog; dogs means more than one dog). L1.1C
 - d Understand and begin to use question words (e.g., interrogatives such as who, what, where, when, why, how). L1.1D
 - e Gain exposure to the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). L1.1E
 - f Produce complete sentences in shared language activities. L1.1F

2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L2

3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L3

4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. L4

A Vocabulary Acquisition and Use

- 1 Determine or clarify the meaning of unknown words and phrases based on pre-kindergarten reading and content. L4.1

5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L5

6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. L6

- 1 Use words and phrases acquired through conversation, being read to, and responding to text. L6.1

Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared

- a Recognize that their name begins with a capital letter. L2.1A
 - b Demonstrate awareness of name and function of end punctuation (e.g., period, question mark and exclamation point). L2.1B
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reading and writing experiences. L2.1

c Use letter-like shapes, symbols, letters, and words to convey meaning. L2.1C

d Develop fine motor skills necessary to control and sustain handwriting. L2.1D

(Begins in grade 2.) L3.1

1 (Begins in grade 2.) L3.1

With modeling and support from adults, explore word relationships and nuances in word meanings. L5.1

a With modeling and support, sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. L5.1A

b With modeling and support, demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). L5.1B

c Identify real-life connections between words and their use (e.g., note objects in classroom that are small). L5.1C