

Communication, Language, and Literacy Part A and Part B

Part A

MOTIVATION

- 1** Demonstrates motivation to communicate **PK.AC.1**
 - a** Participates in small or large group activities for story-telling, singing or finger plays **PK.AC.1.A**
 - b** Asks questions **PK.AC.1.B**
 - c** Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions) **PK.AC.1.C**
 - d** Initiates and extends conversations, both verbally and nonverbally **PK.AC.1.D**
 - e** Makes choices about how to communicate the ideas they want to share (e.g., gestures, scribbles, home language, sign language, speaking) **PK.AC.1.E**

BACKGROUND KNOWLEDGE

- 2** Demonstrates they are building background knowledge **PK.AC.2**
 - a** Asks questions related to an item, event or experience **PK.AC.2.A**
 - b** Correctly identifies meanings of words in read-alouds, in conversation, and in descriptions of everyday items in the world around them **PK.AC.2.B**
 - c** Attempts to use new vocabulary correctly **PK.AC.2.C**
 - d** Makes comparisons to words and concepts **PK.AC.2.D**

VIEWING

- 3** Demonstrates understanding of what is observed **PK.AC.3**
 - a** Uses vocabulary relevant to observations **PK.AC.3.A**
 - b** Asks questions related to visual text and observations **PK.AC.3.B**
 - c** Makes inferences or draws conclusions based on information from visuals, including observation of situations, peers and adults (e.g., sees another child crying and says, “he is sad”) **PK.AC.3.C**

VOCABULARY

- 4 Demonstrates a growing receptive vocabulary **PK.AC.4**
 - a Understands and follows spoken directions **PK.AC.4.A**
 - b Identifies pictures related to words (e.g., points to the correct picture in book if prompted) **PK.AC.4.B**
 - c Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use) **PK.AC.4.C**
 - d Expresses understanding of words used in read-alouds, in conversations and in descriptions of everyday items in the world **PK.AC.4.D**
 - 5 Demonstrates a growing expressive vocabulary **PK.AC.5**
 - a Uses facial expressions, body language, gestures, home language, and/or sign language to engage in reciprocal conversations **PK.AC.5.A**
 - b Increasingly uses more complex words in conversations **PK.AC.5.B**
 - c Uses new and rare words introduced by adults or peers **PK.AC.5.C**
 - d Begins to use appropriate volume and speed so that the spoken message is understood **PK.AC.5.D**
 - e Initiates conversations about a book, situation, event or print in the environment **PK.AC.5.E**
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REPRESENTING

- 6 Demonstrates their ability to represent ideas using a variety of methods **PK.AC.6**
 - a Uses facial expressions, body language, gestures, or sign language to express ideas **PK.AC.6.A**
 - b Uses existing objects to represent desired or imagined objects in play or other purposeful way **PK.AC.6.B**
 - c Uses visual media to represent an actual experience **PK.AC.6.C**
 - d Reviews and reflects on their own representations **PK.AC.6.D**
 - e Writes and/or draws to communicate meaning with peers and adults during play **PK.AC.6.E**
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Print Concepts

- 1 Demonstrates understanding of the organization and basic features of print **PK.ELAL.1**
 - a Recognizes that words are read from left to right, top to bottom, and page to page **PK.ELAL.1.A**
 - b Recognizes that spoken words are represented in written language **PK.ELAL.1.B**
 - c Understands that words are separated by spaces in print **PK.ELAL.1.C**
 - d Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name **PK.ELAL.1.D**
 - e Recognizes that letters are grouped to form words **PK.ELAL.1.E**
 - f Differentiates letters from numerals **PK.ELAL.1.F**
 - g Identifies front cover and back cover **PK.ELAL.1.G**

Phonological Awareness

- 2 Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes) **PK.ELAL.2**
 - a Begins to recognize and match spoken words that rhyme (e.g., songs, chants, finger plays) **PK.ELAL.2.A**
 - b Begins to recognize individual syllables within spoken words (e.g., cup-cake, base-ball) **PK.ELAL.2.B**
 - c Isolates and pronounces the initial sounds (phonemes) in spoken one-syllable words (e.g., the/m/in map) **PK.ELAL.2.C**

Phonics and Word Recognition

- 3 Demonstrates emergent phonics and word analysis skills **PK.ELAL.3**
 - a Demonstrates one-to-one letter-sound correspondence by producing the primary sound of some consonants **PK.ELAL.3.A**

Fluency

- 4 Displays emergent reading behaviors with purpose and understanding **PK.ELAL.4**

READING

Key Ideas and Details

- 5 Participates in discussions about a text (e.g., during whole or small group interactive readaloud discussions, during peer sharing, within play scenarios) **PK.ELAL.5**
- 6 Retells stories or share information from a text **PK.ELAL.6**
- 7 Develops and answers questions about characters, major events, and pieces of information in a text **PK.ELAL.7**
- 8 Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words) **PK.ELAL.8**
- 9 Interacts with a variety of genres (e.g., storybooks, poems, songs) **PK.ELAL.9**
- 10 Describes the role of an author and illustrator **PK.ELAL.10**
- 11 Describes the relationship between illustrations and the text (e.g., what person, place, thing or idea in the text an illustration depicts) **PK.ELAL.11**
- 12 Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember) **PK.ELAL.12**

WRITING

Text Types and Purposes

- 13 Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning **PK.ELAL.13**
- 14 Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning **PK.ELAL.14**
- 15 Uses a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence **PK.ELAL.15**
- 16 Creates a response to a text, author, or personal experience (e.g., dramatization, art work or poem) **PK.ELAL.16**

Research to Build and Present Knowledge

- 17 Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge (e.g., record and discuss an experiment of items that float and sink) **PK.ELAL.17**
- 18 Engages in a discussion using gathered information from experiences or provided resources (e.g., collect materials from a nature walk; record and discuss what they are) **PK.ELAL.18**

SPEAKING AND LISTENING

Comprehension and Collaboration

- 19 Participates in collaborative conversations with diverse peers and adults in small and large groups and during play [PK.ELAL.19](#)
 - a Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic [PK.ELAL.19.A](#)
 - b Participates in conversations through multiple exchanges [PK.ELAL.19.B](#)
 - c Considers individual differences when communicating with others [PK.ELAL.19.C](#)
- 20 Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling) [PK.ELAL.20](#)
- 21 Identifies the speaker [PK.ELAL.21](#)

Presentation of Knowledge and Ideas

- 22 Describes familiar people, places, things and events [PK.ELAL.22](#)
- 23 Creates a visual display (e.g., drawing, art work, building, writing) [PK.ELAL.23](#)
- 24 Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing) [PK.ELAL.24](#)

Language

- 25 Demonstrates command of the conventions of academic English grammar and usage when writing or speaking. [PK.ELAL.25](#)
- 26 Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing. [PK.ELAL.26](#)

Knowledge of Language

- 27 Explores and uses new vocabulary in child-centered, authentic, play-based experiences [PK.ELAL.27](#)

Vocabulary Acquisition and Use

- 28 Explores and discusses word relationships and word meanings [PK.ELAL.28](#)
 - a Sorts common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent [PK.ELAL.28.A](#)
 - b Demonstrates understanding of frequently occurring words by relating them to their opposites (e.g., hot/cold) [PK.ELAL.28.B](#)
- 29 Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences [PK.ELAL.29](#)