

English Language Arts – Pre-Kindergarten

(PK.1) Listening Comprehension. By around 48 months of age, the child responds to situations in ways that demonstrate he understands what has been said. The child:

(A) shows understanding by responding appropriately

(B) shows understanding by following two-step oral directions and usually follows three-step directions

(C) listens to tapes and records, and shows understanding through gestures, actions, and/or language

(PK.2) Speaking (Conversation) Skills. Young children gain the ability to use language in a variety of settings and for a variety of reasons. The child:

(A) is able to use language for different purposes

(B) engages in conversations in appropriate ways

(C) provides appropriate information for various situations

(D) demonstrates knowledge of verbal and nonverbal conversational rules

(E) matches language to social contexts

(PK.3) Speech Production Skills. Young children must learn to vocalize, pronounce and discriminate among the sounds of the alphabet and words of language. The child:

(A) speech is understood by both teacher and other adults in the school

(B) perceives differences between similar sounding words

(PK.4) Vocabulary. Pre-kindergarten children experience rapid growth in their understanding of words and word meanings. Vocabulary knowledge reflects children's previous experiences and growing knowledge of the world around them and is one of the most important predictors of later reading achievement. As children learn through experiences, they develop concepts, acquire new words, and increasingly refine their understanding of words they already know. The child:

(A) uses a wide variety of words to label and describe people, places, things and actions

(B) demonstrates understanding of terms used in the instructional language of the classroom

(C) shows understanding of many words and a steady increase in vocabulary

(D) uses category labels to understand how the words/objects relate to each other

(PK.5) Sentences and Structure Skills. Effective communication requires that children use their knowledge of vocabulary, grammar, and sense of audience to convey meaning. Three- and four-year-old children become increasingly adept at using language to express their needs and interests, to play and pretend, and to share ideas. Children's use of invented words and the overgeneralization of language rules (for example, saying "foots" instead of "feet") is a normal part of language acquisition. The child:

(A) uses simple sentences of three to four words to express needs

(B) uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement

(C) uses sentences with more than one phrase

(D) combines more than one idea using complex sentences

(E) combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning

(PK.6) Motivation to Read Skills. Pre-kindergarten children benefit from classroom activities and environments that create an association between reading and feelings of pleasure and enjoyment, as well as learning and skill development. These early experiences will come to define their assumptions and expectations about becoming literate and influence their motivation to work toward learning to read and write. The child:

(A) engages in pre-reading and reading-related activities

(B) begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems

(C) uses books and other written materials to engage in pre-reading behaviors

(D) asks to be read to or asks the meaning of written text

(PK.7) Phonological Awareness Skills. Phonological awareness represents a crucial step toward understanding that letters or groups of letters can represent phonemes or sounds (the alphabetic principle). This understanding is highly predictive of success in beginning reading. The child:

(A) combines syllables into words

(B) can delete a syllable from a word

(C) understands that letters are different from numbers

(D) understands that illustrations carry meaning but cannot be read

(E) understands that a book has a title and an author

(F) begins to understand that print runs from left to right and top to bottom

(G) can produce a word that rhymes with a given word

(H) can produce a word that begins with the same sound as a pair of given words

(I) understands that different text forms are used for different functions (e.g., lists for shopping, recipes for cooking, newspapers for learning about current events, letters and messages for interpersonal communication).
(J) combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support
(K) combines onset and rime to form familiar one-syllable words without pictorial support
(L) recognizes and blends two phonemes into real words with pictorial support
(PK.8) Alphabet Knowledge Skills. Letter knowledge is an essential component of learning to read and write. Knowing how letters function in writing and how these letters connect to the sounds children hear in words is crucial to children's success in reading. Combined with phonological awareness, letter knowledge is the key to children's understanding of the alphabetic principle. Children will use this sound/letter connection to begin to identify printed words. The child:
(A) begins to associate the names of letters with their shapes
(B) begins to know the difference between capital letters and lower case letters
(C) names all upper and at least 20 lower case letters
(D) recognizes at least 20 letter sounds
(E) produces the correct sounds for at least 10 letters
(PK.9) Comprehension of Text Read Aloud Skills. Pre-kindergarten children benefit from classroom environments that associate reading with pleasure and enjoyment as well as learning and skill development. These early experiences will come to define their assumptions and expectations about becoming literate and influence their motivation to work toward learning to read and write. The child:
(A) demonstrates an interest in books and reading through body language and facial expressions
(B) retells or re-enacts a story after it is read aloud
(C) uses information learned from books by describing, relating, categorizing, or comparing and contrasting
(D) asks and answers appropriate questions about the book
(E) shares books and engages in pretend-reading with other children
(F) enjoys visiting the library.
(G) recognizes favorite books by their cover
(H) understands that books and other print resources (e.g., magazines, computer-based texts) are handled in specific ways
(I) begins to predict what will happen next in a story
(J) connects information and events in books to real-life experiences
(PK.10) Motivation to Write Skills. As children watch adults write for many purposes, they develop the understanding that print conveys meaning. With this understanding of the function and meaning of print comes the motivation to use print in the same manner. The child:
(A) intentionally uses scribbles/writing to convey meaning
(B) independently uses letters or symbols to make words or parts of words
(C) writes own name (first name or frequent nickname)
(D) independently writes some letters on request
(E) uses some appropriate writing conventions when writing or giving dictation
(F) begins to dictate words, phrases, and sentences to an adult recording on paper (e.g., "letter writing," "storywriting")