

Preschool

Children comprehend and understand the English language (Receptive Language). **PK.1**

1 Children comprehend and understand the English language (Receptive Language). **PK.1**

With guidance and support students can:

a Attend to adults and/or peers, using items familiar to the student, that provide additional information during conversations, songs, stories, routines and other learning experiences. **PK.1.A**

b Respond to descriptive words (e.g., hot dirty, broken, wet) and spatial concepts. **PK.1.B**

c Follow simple one- to two-step directions within familiar routines. **PK.1.C**

Children use language to convey thoughts and feelings (Expressive Language). **PK.2**

2 Children use language to convey thoughts and feelings (Expressive Language). **PK.2**

With guidance and support students can:

a Participate in communicative exchanges (e.g., facial expressions, gestures, verbalizations, vocalizations, or other communication system) with peers and adults for at least one back and forth interaction. **PK.2.A**

b Use expressive communication to get their needs met from familiar people. **PK.2.B**

c Use familiar vocabulary in multiple settings. **PK.2.C**

d Understand the difference between a question and a statement. **PK.2.D**

e Make simple statements about familiar activities and routines. **PK.2.E**

f Express at least 2 word phrases. **PK.2.F**

Children understand and obtain meaning from stories and information from books and other texts. **PK.3**

3 Children understand and obtain meaning from stories and information from books and other texts. **PK.3**

With guidance and support students can:

- a Interact with a variety of reading materials. **PK.3.A**
- b Attend (e.g., showing joint attention, looks at the book, keeps body still) to the reader and the book. **PK.3.B**
- c Answer simple questions about familiar topics related to print. **PK.3.C**
- d Attend to different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics. **PK.3.D**
- e Identify when a picture or object is real world or fantasy. **PK.3.E**
- f Retell a story from a familiar book. **PK.3.F**
- g Make predictions based on illustrations. **PK.3.G**

Phonological awareness is the building block for understanding language. **PK.4**

- 4 Phonological awareness is the building block for understanding language. **PK.4**

With guidance and support students can:

- a Attend to a sentence and alert to and/or respond to individual words. **PK.4.A**
- b Use multisensory modes to indicate syllables in at least 2 syllable words. **PK.4.B**
- c Attend to the different sounds that make up words (e.g., begins to rhyme, use plurals). **PK.4.C**
- d Participate in activities (e.g., games, songs, stories) that use rhymes and/or patterns of sounds. **PK.4.D**

Print concepts and conventions anchor concepts of early decoding. **PK.5**

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With guidance and support students can:

- a Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs. **PK.5.A**
- b Identify print. **PK.5.B**
- c Orient book correctly and turn pages from the front of the book to the back. **PK.5.C**
- d Understand that letters are grouped to form words. **PK.5.D**
- e Recognize the association between spoken words and written words. **PK.5.E**

The names and sounds associated with letters makes up alphabetic knowledge. **PK.6**

6 The names and sounds associated with letters makes up alphabetic knowledge. **PK.6**

With guidance and support students can:

a Recognize letters from non-letters in familiar settings. **PK.6.A**

b Recognize that letters of the alphabet have distinct sound(s) associated with them. **PK.6.B**

c Attend to at least 3 beginning letters and sounds of familiar words. **PK.6.C**

d Recognize letters and associate the beginning letter sound in own name. **PK.6.D**

Familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters. **PK.7**

7 Familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters. **PK.7**

With guidance and support students can:

a Explore a variety of writing tools. **PK.7.A**

b Use shapes, symbols and letters to express ideas. **PK.7.B**

c Use drawing, dictation and scribbles or marks to convey a message. **PK.7.C**

d Experiment with vertical and horizontal straight lines – alone, next to or on top of other lines. **PK.7.D**

Begin research by asking a question to identify and define a problem and its possible solutions. **PK.8**

8 Begin research by asking a question to identify and define a problem and its possible solutions. **PK.8**

With guidance and support students can:

a Demonstrate questioning behavior to seek information (e.g., opening a book, pointing to objects/pictures). **PK.8.A**

b Observe and imitate how other people solve problems during parallel play or small group. **PK.8.B**