

Grade Pre-K-K

Adopted 2020

Oral Expression and Listening OL.1

1. Children comprehend and understand the English language. PK.1.1

- a. Attend to language during conversations, songs, stories or other learning experiences. PK.1.1.A
 - b. Comprehend increasingly complex and varied vocabulary. PK.1.1.B
 - c. Follow two- to three-step directions. PK.1.1.C
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2. Children use language to convey thoughts and feelings. PK.1.2

- a. Participate in conversations of more than three exchanges with peers and adults. PK.1.2.A
 - b. Use language to express ideas and needs. PK.1.2.B
 - c. Use increasingly complex and varied vocabulary. PK.1.2.C
 - d. Understand the difference between a question and a statement. PK.1.2.D
 - e. Practice asking questions and making statements. PK.1.2.E
 - f. Speak in sentences of five or six words. PK.1.2.F
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Reading for All Purposes RAP.2

1. Children understand and obtain meaning from stories and information from books and other texts. PK.2.1

- a. Show interest in shared reading experiences and looking at books independently. PK.2.1.A
- b. Recognize how books are read, such as front-to-back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator. PK.2.1.B
- c. Ask and answer questions and make comments about print materials. PK.2.1.C
- d. Demonstrate interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics. PK.2.1.D
- e. Begin to identify key features of reality versus fantasy in stories, pictures, and events. PK.2.1.E
- f. Retell stories or information from books through conversation, artistic works, creative movement, or drama. PK.2.1.F
- g. Make predictions based on illustrations. PK.2.1.G
- h. Begin to identify key features of reality versus fantasy in stories, pictures, and events. PK.2.1.H

2. Phonological awareness is the building block for understanding language. PK.2.2

- a. Identify and discriminate between words in language. PK.2.2.A
- b. Identify and discriminate between separate syllables in words. PK.2.2.B
- c. Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. PK.2.2.C
- d. Recognize patterns of sounds in songs, storytelling, and poetry through interactions and meaningful experiences. PK.2.2.D

3. Print concepts and conventions anchor concepts of early decoding. PK.2.3

- a. Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs. PK.2.3.A
- b. Understand that print conveys meaning. PK.2.3.B
- c. Understand conventions, such as print moves from left to right and top to bottom of a page. PK.2.3.C
- d. Recognize words as a unit of print and understand that letters are grouped to form words. PK.2.3.D
- e. Recognize the association between spoken or signed and written words. PK.2.3.E

4. The names and sounds associated with letters makes up alphabetic knowledge. PK.2.4

- a. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named. PK.2.4.A
- b. Recognize that letters of the alphabet have distinct sound(s) associated with them. PK.2.4.B
- c. Attend to the beginning letters and sounds in familiar words. PK.2.4.C
- d. Identify letters and associate correct sounds with letters, including a minimum of ten letters, preferably including letters in the child's name. PK.2.4.D

**Writing and
Composition** WC.3

1. Familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters. PK.3.1

- a. Experiment with writing tools and materials. PK.3.1.A
 - b. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion. PK.3.1.B
 - c. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas. PK.3.1.C
 - d. Copy, trace, or independently write letters or words. PK.3.1.D
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Research Inquiry and Design RID.4

- 1. Begin research by asking a question to identify and define a problem and its possible solutions.** PK.4.1
 - a. Differentiate between questions and statements. PK.4.1.A
 - b. Identify problems and search for solutions by asking questions during collaborative explorations of the topic; begin to state facts about the topic. PK.4.1.B