
English Language Arts: Pre-Kindergarten

Reading is the process of understanding written language. Preschool children learn to read by having books read to them, reading alone, and by playing with the sounds of language. They come to understand that print conveys a meaning when adults read to them and use print to convey messages.

Strand: **PKE1: Reading**

Standard: **PKE1a: Word Recognition, Fluency, and Vocabulary Development**
Students know about print, sounds, letters, and words.

Component: ***Concepts about Print***

PKE1a.1: Hold the book right side up with the front cover facing the reader.

PKE1a.2: Listen to stories being read aloud.

PKE1a.3: Identify signs, symbols, and labels in the environment (*such as McDonalds, Stop, M&M's, Exit, etc.*).

PKE1a.4: Distinguish between print and pictures.

PKE1a.5: Identify some letters in his or her first name.

PKE1a.6: Recall information recorded in his or her own writing.

Component: ***Phonemic Awareness***

PKE1a.7: Differentiate between sounds that are the same and different (*such as animal sounds or environmental sounds*).

PKE1a.8: Sing finger plays and rhymes.

PKE1a.9: Recognize rhymes in familiar stories, songs, and words.

PKE1a.10: Recognize the beginning sound in his or her name.

PKE1a.11: Recognize that his or her name begins with the same sound as another child's name or another word.

Examples of phonemic awareness activities include:

1. *Start and stop a movement when a sound is heard.*
2. *Sing rhyming songs.*

Component: ***Decoding and Word Recognition***

PKE1a.12: Identify letters in familiar words.

PKE1a.13: Identify similarities and differences in letters.

PKE1a.14: Recognize name in print.

PKE1a.15: Recognize that his or her name begins with the same letter as another child's name.

Component: ***Vocabulary and Concept Development***

PKE1a.16: Identify objects and things in pictures.

PKE1a.17: Demonstrate or communicate position and directional words. (*such as near, far, next to, first, behind, inside*)

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- PKE1a.18:** Name items in common categories (*such as animals, food, clothing, transportation*).
- PKE1a.19:** Describe the attributes or characteristics of familiar objects, people, and or events using descriptive words and phrases.
- PKE1a.20:** Use multiple word sentences to describe ideas, feelings, activities, and experiences.
Examples of vocabulary and concept development activities include:
1. *Tell whether a rock is smooth or rough.*
 2. *Compare the size, shape, color, or weight of objects.*
 3. *Tell whether an object is in-front of, behind, under, or beside something.*

Standard: **PKE1b: Comprehension and Analysis of Nonfiction and Informational Text**
Students identify the basic facts and ideas in what they have heard, or seen. In PK, students will use explanatory talk to discuss pictures, name and identify objects in texts, and react to informational text.

Component: ***Structural Features of Informational and Technical Materials***

PKE1b.1: Locate the title of a book.

PKE1b.2: Request or provide explanations about information in nonfiction texts.

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

PKE1b.3: Seek information from informational texts.

PKE1b.4: Describe information in simple charts, labels, and photos.

PKE1b.5: Orally or visually represent information using first, next, last sequence.
Examples of informational text analysis activities include:

1. *Share facts learned from text through talking, drawing, or writing.*
2. *Re-enact steps in a process (such as life cycle) using props.*

Standard: **PKE1c: Comprehension and Analysis of Literary Text**
Students respond to a wide variety of children's literature. In PK, students will discuss a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.

Component: ***Analysis of Grade-Level-Appropriate Literary Text***

PKE1c.2: Retell favorite stories.

PKE1c.3: Retell or re-enact a simple story using a variety of media. (*such as flannel boards, puppets, or dramatic play with props, use drawings or constructions to describe what happened in the story.*)

PKE1c.4: Tell a story by looking at the pictures in a text.

PKE1c.5: Identify and talk about characters in a story.

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PKE1c.6: Relate events in a book to real-life experiences.

PKE1c.7: Make predictions about what will happen next in the story.

Strand: **PKE2: Writing**

Standard: **PKE2a: Processes and Features**
Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.

Component: **Organization and Focus**
PKE2a.1: Scribble, draw pictures, or use letter-approximations to express ideas.

PKE2a.2: Copy words from the environment.

PKE2a.3: "Write" his or her name.

Component: **Research Process and Technology**
PKE2a.4: Ask how and why questions about books, experiences, or activities.

PKE2a.5: Share information gained from text through speaking, drawing, or writing.

Standard: **PKE2b: Applications (Different Types of Writing and Their Characteristics)**
Students use words and visual representations to express ideas to others.

Component: **Writing Application**
PKE2b.1: Dictate short stories or descriptions of paintings, drawings, or block constructions to adults.

PKE2b.2: Scribble, draw pictures, and use letters to relay a message.

Examples:

1. Draw on the sidewalk with chalk.
2. Make a sign for a block construction.
3. Dictate a story to an adult.

Standard: **PKE2c: English Language Conventions**
Students begin to learn the written conventions of Standard English.

Component: **Handwriting**
PKE2c.1: Position the paper when painting, writing or drawing.

PKE2c.2: Use a three-finger grip to hold a writing tool.

PKE2c.3: "Write" by moving from left to right and from top to bottom.
Example: Examples of organization and focus activities include:

1. Asking an adult to write a story on a drawing.
2. Writing letter-like forms on a paper during play.

Component: **Spelling**

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- PKE2c.4:** Ask how to spell words or refer to environmental text for words that he or she wants to write (*for example; I love you*).
- Examples:*
1. "Write" name on sign-in sheet at the computer.
 2. "Copy" words found in the classroom (such as; Exit).

Strand: **PKE3: Listening and Speaking**

Standard: **PKE3a: Skills and Strategies**
Listening and speaking are foundational skills for reading. By reading, writing, and talking, children encounter sounds, words, and language uses that, together, make a natural bridge to sounding out words, understanding stories and writing to communicate. Students listen and respond to oral communication.

Component: **Comprehension**

PKE3a.1: Carry out directions with two to three simple steps.

Component: **Oral Communication**

PKE3a.2: Use words or signs to express an opinion, communicate wants, ideas, and experiences.

PKE3a.3: Initiate conversations.

PKE3a.4: Sustain or expand conversations through turn taking.

PKE3a.5: Make relevant responses to questions and comments from others.

PKE3a.6: Ask for clarification when they do not understand the topic of conversation.

PKE3a.7: Resolve conflicts with peers using language.

Standard: **PKE3b: Applications**
Students talk about what they know, take turns in discussions, engage in collaborative problem solving, and give brief performances in front of a group.

Component: **Speaking Applications**

PKE3b.1: Recite short rhymes, stories, or songs to a variety of audiences.

PKE3b.2: Retell a story in order with a beginning, middle and end.