

## Description of the Adaptations to the New Standards® Performance Standards and New Standards® Primary Literary Standards by DoDEA

NCEE and the University of Pittsburgh collaborated in developing the New Standards® Performance Standards, which are curriculum standards for English and Language Arts (ELA), mathematics, science, and applied learning for grades 4, 8 and 10, and the New Standards® Primary Literary Standards, which are standards for reading and writing for grades K through 3. DoDEA has developed content standards for grades Pre-K, 5, 6, 7, 9, 11 and 12 based on New Standards® Performance Standards and the New Standards® Primary Literary Standards. DoDEA will use its NCEE-based content standards as a basis for conducting subsequent curriculum and standards work, to include a collection of student work for use as exemplars of performance benchmarks, and the description of how such student work meets DoDEA content standards. It will also continue to refine existing NCEE-based standards solely for its own internal applications.

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English Language Arts: Pre- Kindergarten

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Strand:

**E1 Reading**

Reading fundamentally, 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 meaning when adults read to them and use print to convey messages.

Standard:

**E1a: Print-Sound Code**

Children learn about print concepts by living in an environment rich in signs, symbols, words, numbers, and art that reflect the children's different cultures. They acquire knowledge of the alphabet when provided with experiences that present letters in ways that are meaningful to their lives. Children learn to discriminate sounds by playing with language through planned opportunities and by their own discovery.

Components:

**E1a.1:** Children know that letters of the alphabet are a special category of visual graphics that can be individually named.

**E1a.2:** Children hear and discriminate the sounds of language.

**E1a.3:** Children explore the concepts of print and develop the knowledge that print conveys a message.

Standard:

**E1b: Getting the Meaning**

Learning to use comprehension skills begins with understanding that symbols and print convey meaning and by using oral language to describe past experiences. Providing children with opportunities to actively engage in literacy activities that build on prior knowledge and experiences promotes their reading comprehension.

Components:

**E1b.1:** Children use emerging listening and speaking skills to construct meaning from conversations with others.

**E1b.2:** Children use emerging reading skills to explore the use of print and to construct meaning from print.

Standard:

**E1c: Reading Habits**

Preschool children's reading habits develop as they listen to stories, poems, chants and songs and engage in conversations with others. By observing others using print for creative and meaningful activities, being read to daily, and having opportunities to explore books, children realize that words and books can amuse, delight, comfort, illuminate, inform, and excite.

Components:

**E1c.1:** Children demonstrate an interest in a variety of literature and other printed materials.

**E1c.2:** Children demonstrate book-handling awareness.

**E1c.3:** Children relate information to their own experiences by responding to questions, discussing pictures, naming and identifying objects, and reacting to stories.

Strand:

**E2 Writing**

Preschool children should have opportunities to experiment with writing materials everyday. As their fine motor skills develop their beginning "texts" move from scribbles, to drawings, to scribble-like letters, and finally to familiar words and phrases. They gain exposure to the mechanics of writing by having their own

stories recorded by others. They come to appreciate the power and beauty of written language when they understand that print carries meaning.

Standard: **E2a: Habits and Processes**  
Learning to speak and write begins with opportunities to engage in conversations with families, other young children, and adults. Preschool children must have multiple opportunities to experiment with using symbols, letters, and a variety of writing materials.

Components: **E2a.1:** The student creates messages by drawing, dictating, and using emergent writing.  
**E2a.2:** The student develops competence in the use of writing materials.

Standard: **E2b: Writing Purposes and Resulting Genres**  
Learning to write for and speak with others begins with meaningful verbal and written correspondence with families, friends, and teachers. Young children use words and visual representations to help adults understand their needs, recount events, enter into and participate in play with others, create imaginative stories, ask questions, express and understand feelings, and solve problems. Preschool children need to hear language being used for different purposes; and they need an environment that supports the use of authentic oral and written language.

Components: **E2b.1:** The student demonstrates an understanding of the need to express their ideas in writing.  
**E2b.2:** The student writes and speaks for a variety of audiences and purposes.

Standard: **E2c Language Use and Conventions**  
Children naturally acquire numerous grammatical rules as they listen to and use language in daily conversations. They become aware of the rhythm, cadence, and structure of our language as they engage in meaningful discussion with responsive adults. An understanding of how language is used in various social settings is an important foundation for learning the conventions of vocabulary and grammar.

Components: **E2c1:** The student begins to experiment with basic writing conventions such as grasp, body and paper positioning, and writing progression.  
**E2c2:** The student listens to and experiments with the rhythm, cadence, and structure of language through listening to and experimenting with oral language, as well as, an exposure to written language.

Strand: **E3 Speaking and Listening**  
Speaking and listening 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. By “thinking out loud”, asking questions, listening to others, discussing topics, and collaborating and solving problems, with others, children learn about the things that make up their world. Speaking and listening are academic, social and life skills that are valued in school and the world. Children who can talk about what they know, hold a polite conversation, take turns in a discussion and perform in front of a group hold a distinct advantage in school and social situations.

Standard: **E3a: Habits**  
Children must develop certain habits that become a natural part of their social and academic experience. They need daily interactions with peers

and adults to engage in quality talk and attentive listening and to give and receive useful feedback. Learning to initiate and sustain lengthier conversations is important at this age. Quality preschool programs are rich in literacy so that children see the connection between spoken language and printed words.

Components:

**E3a.1: Talking a Lot**

Activities involving high-quality, purposeful talk and attentive feedback are critical for the development of language skills. Such talk can occur simultaneously with learning activities, playtime and mealtime. Children should experiment and *play* with language daily. Specifically we expect preschool children to:

- talk daily for various purposes;
- engage in play using talk to enact or extend a story line;
- playfully manipulate language;
- express ideas, feelings and needs;
- listen and respond to direct questions;
- ask questions;
- talk and listen in small groups; and
- share and talk daily about their own experiences, products or writing.

Components:

**E3a.2: Talking to One's Self**

Preschoolers begin to use language to monitor their social behavior, verbalize goals, talk themselves through a task, remember steps in a newly learned skill or emphasize their intentions. This behavior is a precursor to the valuable self-monitoring skills used later in reading. Specifically, we expect preschool children to:

- begin to make spontaneous and audible corrections to their own behavior, actions or language; and
- talk to themselves out loud to make plans, guide behavior and actions, or monitor thinking.

Components:

**E3a.3: Conversing at Length on a Topic**

Daily conversations with others are critical if children are going to develop their language skills. Preschoolers begin to advance from simple yes or no answers to lengthier exchanges on a single, familiar topic or experience. Specifically, we expect preschool children to:

- initiate and sustain a conversation with comments or questions through at least four exchanges;
- recognize the topic of the conversation and make topic-relevant responses;
- recognize invitations to converse versus questions intended to elicit a brief response; and
- listen to others and avoid "talking-over".

Components:

**E3a.4: Discussing Books**

Understanding the conventions of book reading is critical to the development of early reading skills. Discussing books should become an automatic companion to read-aloud sessions with preschoolers. Very young children relate texts primarily to their own experiences, but they also should be provided ample opportunities to discuss pictures, name and identify objects, and react to stories. Specifically, we expect preschool children to:

- gather around a book and pay attention to the reader and the book;

- know the front-to-back progression of a book and the left-to-right progression of print;
- know that words and pictures convey meaning;
- pose and answer specific questions about the text;
- recite familiar refrains from book(s) that have been heard several times;
- if asked, use the text to predict what might happen next;
- discuss character motivation; and
- identify a favorite book and tell why they like it.

Standard:

**E3b: Kinds of Talk and Resulting Genres**

Children need ample opportunities to speak and listen in the different genres. Standard 2 identifies four genres as narrative, explaining and seeking information, getting things done, and producing and responding to performances.

Components:

**E3b.1: Narrative**

The spoken narrative is a precursor to the forms of fiction and nonfiction narrative accounts that children eventually will read. In addition, relating past experiences is a prerequisite for transitioning from speech to print. Preschool children can produce longer narratives if adults extend the production with questions that increase structure. Specifically, by the end of preschool we expect children to:

- give a simple narrative recounting two or more events that are not necessarily in chronological order;
- recount knowledge gained through observation, experience or text,
- orient the listener by giving some setting information about people, objects, and where and when events occurred;
- describe information and evaluate or reflect on it;
- include quotations; and
- mark the end of the story directly or with a coda.

Components:

**E3b2 Explaining and Seeking Information**

Children who experience daily read-alouds and conversation with peers and adults are likely to turn to books to seek information. In later year, children are expected information in essays and reports, the preschool version of which is explanatory talk. Though preschoolers still may use personal narratives to provide information explanatory talk should begin to appear. Specifically, we expect preschool children to:

- seek or provide information by observing; looking at books; or asking teachers, parents and peers;
- request or provide explanations of their own or others' actions, speech or feelings;
- explain their own or others intentions and thinking when asked;
- give simple, one-sentence explanations with supporting details or evidence;
- request or provide explanations of word meanings;
- use all their sense to describe physical characteristics of objects, self and others;
- describe objects, self and others in terms of location and position; and
- gestures and sounds when they don't have descriptive words.

Components:

**E3b.3: Getting Things Done**

Children are able to give and follow directions on simple tasks that are

visible, familiar or close at hand. While their ability to plan step by step is limited, they may articulate future goals or actions. They can complete projects that span several days with assistance. Their sharing and negotiating skills are just beginning to mature. Specifically, we expect preschool children to:

- listen to, comprehend and carry out directions with three to four simple steps;
- give directions that include several sequenced steps;
- ask for clarification to carry out more complicated directions;
- use actions or pictures to augment language; and engage in brief conversation to negotiate sharing, planning and problem solving.

Components:

**E3b.4: Producing and Responding to Performances**

When preschoolers respond to a performance, they are taking the first tentative steps toward what eventually will become reflection and critique of works, or art, music or literature. Offering polite attention or giving a simple reaction is sufficient at this age. They are ready to produce brief performances, especially in small groups accompanied by music, rhyme or body movement. This is an excellent entrée into skills needed in reading aloud, giving reports and public speaking in later years.

Specifically, we expect preschool children to:

- attend to a performance for 10 or more minutes;
- describe the experience and/or their reaction to the performance;
- ask questions about things that they don't understand;
- join in appropriately;
- draw from a rehearsed repertoire to give a brief performance;
- as a performer, look at the audience as appropriate;
- speak, sing or act in a loud-enough voice; and
- speak, sing or act out a few sentences.

Standard:

**E3c: Language Use and Conventions**

Language for use in social interaction, word play, phonological awareness and a growing vocabulary all support the development of fluency and accuracy in speaking, listening, reading and writing.

Components:

**E3c.1: Rules of Interaction**

Preschoolers need to feel confidence speaking. A general respect for language differences and social rules of school interaction is critical for children's willingness to talk—and talk is critical to academic success. Specifically we expect preschool children to:

- know and be able to describe rules for school interactions; and
- learn rules for polite interactions.

Components:

**E3c.2: Word Play, Phonological Awareness and Language Awareness**

Children's enjoyment of language and capacity to play with language enriches their lives and offer opportunities to learn things about language that will be helpful to them later on with formal reading and writing. While children play and experiment with words, they develop foundation skills for reading and writing. Specifically, we expect preschool children to:

- listen for and play with the rhythm of language;
- recognize and enjoy rhymes;
- play with language through songs, alliteration and word substitution;
- play with words and their meanings;
- experiment with unconventional uses of words;

- recognize and enjoy metaphorical language;
- in a string of sounds or words, listen for and identify the first, middle or last sound or word in the string;
- in a string of sounds or words, listen for and identify the missing sound or word;
- try oral blending of familiar word parts;
- build letter recognition;
- recognize violations of word order;
- engage in sentence play; and
- transition from speech to print.

Components:

**E3c.3: Vocabulary and Word Choice**

There is a direct correlation between vocabulary development and academic success, so students' acquisition of new words should be emphasized from the start. Learning new words and the ideas and concepts associated with those words should occur daily. The most effective way for increasing vocabulary is by reading to them. Specifically, we expect preschool children to:

- add words to familiar knowledge domains;
- sort relationships among words in knowledge domains;
- add new domains from subjects and topics they are studying;
- learn new words daily in conversation;
- learn new words daily from what is being explored or read aloud;
- show a general interest in words and word meanings, asking adults what a word means or offering definitions;
- recognize that things may have more than one name;
- categorize objects or pictures and tell why they go together;
- increase vocabulary of verbs, adjectives and adverbs to exercise options in word choice;
- use some abstract words and understand that these words differ from concrete things, places or people; and
- use verbs referring to cognition, communication and emotions.