

Language Arts Standards

Phonemic Awareness, Word Recognition and Fluency Standards

- *Phonemic awareness – same and different sounds; matching sounds, rhymes, syllables*
- *Word recognition- iden. name in print; some upper and lower case letters; concept of word*
- *Fluency – recognize/read familiar words; use of phrasing, intonation and expression in shared reading*
- Identify matching sounds and recognize rhymes in familiar stories, poems, songs and words
- Hear sounds in words by isolating the syllables of a word using snapping, clapping or rhythmic movement
- Differentiate between sounds that are the same and different (i.e. environmental sounds, animal sounds)
- Letter-sound correspondence; decode words
- Fluent oral reading, using sight words and decoding skills

Acquisition of Vocabulary Standard

- *Understand meaning of words from context of conversations, pictures, objects, adult cues (frame of reference, etc.)*
- *Name items in common categories (animals, food, transportation etc.)*
- *Demonstrate orally or communicate position and directional words*
- Context clues (i.e. word order, homograph/phone/nyms, comparison/contrast)
- Read high frequency sight words (i.e categories)
- Apply Structural Analysis Skills to build and extend vocabulary (i.e. directional words, synonyms/antonyms,
- Knowledge of word parts to determine meanings of words (i.e. environmental print, compound words)
- Multiple resources to determine meanings and pronunciations unknown words (i.e. dictionary, glossary, footnotes/sidebars, thesauruses)
- Infer meaning through analogies and other word relationships (i.e. metaphors, similes)
- Knowledge of roots, affixes (prefix/suffix), symbols, acronyms, word origins determine meanings of words (read/use/decode root word or word origins, contractions, abbreviations)
- Recognize function of figurative language (i.e. idioms, puns)
- Explain influence of the English language world literature, communications and popular culture.

Reading Process

- *Understand print has meaning; functions of print through play activities*
- *Hold books right; know that people read pages front to back, top to bottom, left to right*
- *Begin to distinguish print from pictures*
- *Represent understanding of text through a variety of media and play*
- *Predict what might happen next during reading of text*
- *Connect information or ideas in text to prior knowledge and experience*
- *Answer literal questions to demonstrate comprehension of orally read texts*
- *Select favorite books, and poems and participate in shared oral reading and discussions*
- Purpose for reading; use strategies to understand literary passages and text
- Make predictions
- Draw conclusions
- Summarize; compare and contrast information
- Responding to questions
- Apply self-monitoring strategies -assess understanding

Reading Application: Informational, Technical and Persuasive Text Standard

- *Use pictures and illustrations, charts and labels to aid comprehension*
- *Retell information from informational text*
- *Tell topic of a selection that has been read aloud (What is the book about)*
- *Follow simple directions*
- Use text features to organize content, draw conclusions, build text knowledge, analyze and draw inferences from content
- Ask clarifying questions
- Identify central ideas; supporting details
- Use visual aids to gain additional information
- Evaluate two and three step directions for sequencing and completeness
- Recognize cause and effect; fact and opinion to analyze text
- Explain how main ideas connect
- Explain organization of ideas from different texts to draw conclusions
- Determine how summary reflects main idea, critical details and underlying meaning of original text
- Analyze how author appeals to audience and develops an argument or viewpoint; using multiple sources

Reading Applications: Literary Text Standard

- *Identify characters in favorite books and stories*
- *Retell or re-enact events from a story through a variety of media*
- *Begin to demonstrate an understanding of the difference between fantasy and reality*
- *Participate in shared reading of repetitious or predictable texts*
- Compare/ contrast plot across literary works
- Use supporting details; identify and describe main ideas, characters and setting
- Recognize different types of literary forms and genres;
- Explain author's word choice influence the reader; techniques used develop style; critique
- Identify theme of text
- Identify elements; plot/future event
- Differentiate points of view
- Explain figurative language expresses ideas/conveys mood

Writing Process Standard

- *Generate ideas for a story with assistance*
- *Choose a topic for writing related to personal experience*
- *Begin to determine purpose for writing*
- *Dictate or produce writing to express thoughts*
- *Begin to use resources (labels, books, word walls, etc) to convey meaning*
- Generate ideas for compositions
- Develop audience and purpose
- Use organizers
- Use revision strategies to improve ideas/content/organization/word choice/ detail
- Edit sentence fluency/grammar/usage
- Apply tools to judge the quality
- Publish writing
- Use variety of resources

Writing Applications Standard

- *Dictate stories or produce simple stories using pictures, mock letters or words*
- *Name objects and label with assistance from adult cues*
- *Play at writing from top to bottom, horizontal rows as format*
- *Dictate words or produce writing approximations for variety of purposes (menus in dramatic play, note to friend)*
- Compose writings convey clear message/details
- Write responses to literature
- Write letters (friendly, formal, informal, business)
- Write narrative accounts that develop character, setting and plot
- Write informational reports
- Use persuasive strategies establishing a clear position

Writing Conventions Standard

- *Print letters (own name, meaningful words) with assistance using mock letters*
- *Begin to demonstrate letter formation in "writing"*
- *Scribble write familiar words with mock letters and some actual letters*
- *Indicate awareness of letters that cluster as words, words in phrases, sentences by use of spacing, symbols or marks*
- Print/Write legibly
- Spell
- Punctuation/capitalization
- Grammatical structures

Research Standard

- *Ask questions about experiences, pictures, letters, words etc.*
- *Use variety of resources to gather information with assistance*
- *Recall information about a topic*
- *Share findings if information through retelling, media and play*
- Generate questions/gather information
- Retell important details
- Identify topic of study, determine appropriate sources for gathering information
- Summarize information; evaluate usefulness and credibility
- Create list of sources
- Communicate findings; document sources

Communication: Oral and Visual Standard

- *Attend to speaker, stories, poems and songs*
- *Connect information and events to personal experiences by sharing*
- *Follow simple oral directions*
- *Express ideas, feelings and needs*
- *Initiate and sustain a conversation through turn-taking*
- Use listening strategies, ask clarifying questions to identify the main idea; draw logical inferences and gain information from oral presentations
- Connect prior experience to those of a speaker
- Speak clearly and at appropriate pace and volume; use specific vocabulary to communicate ideas; voice modulation and enunciation
- Identify facts and opinions and explain differences
- Deliver a variety of presentations; include relevant information; beginning middle and end; using visual materials; technology
- Clarify information in presentations through the use of important details from variety of

*** *Italicized print – Content Standard from Early Learning Content Standard*