

**ELA Overview PreK –Kindergarten** - By the end of the year in kindergarten students will be able to:

**By the end of kindergarten, students should recognize, name, and write all 26 letters of the alphabet. This is inclusive of upper case and lower-case letters. They will know the correct sound that each letter makes, and they'll be able to read about 30 high-frequency words—such as he, see, all, and.**

		Pre-K	Kindergarten
<b>Foundational Skills</b>			
	Phonological Awareness and Phonics	<p>Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>• Begin to recognize and match spoken words that rhyme (e.g., songs, chants, finger plays).</li> <li>• Begin to recognize individual syllables within spoken words (e.g., cupcake, baseball).</li> <li>• Isolate and pronounce the initial sounds (phonemes) in spoken one-syllable words (e.g., the /m/ in map).</li> </ul>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>• Recognize and produce spoken rhyming words.</li> <li>• Blend and segment syllables in spoken words.</li> <li>• Blend and segment onsets and rimes of spoken words.</li> <li>• Blend and segment individual sounds (phonemes) in spoken one-syllable words.</li> <li>• Create new words by manipulating the phonemes orally in one-syllable words. (e.g., cap, map, tap)</li> </ul>
	Phonics and Word Recognition	<p>Demonstrate emergent phonics and word analysis skills.</p> <ul style="list-style-type: none"> <li>• Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.</li> </ul>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.</li> <li>• Decode short vowel sounds with common spellings.</li> <li>• Decode some regularly spelled one-syllable words.</li> <li>• Read common high-frequency words by sight. (e.g. me, go, at, you, we, it)</li> </ul>
	Print Concepts	<p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>• Recognize that words are read from left to right, top to bottom and page to page.</li> </ul>	<p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>• Follow words from left to right, top to bottom, and page by page.</li> </ul>

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		<ul style="list-style-type: none"> <li>Recognize that spoken words are represented in written language.</li> <li>Understand that words are separated by spaces in print.</li> <li>Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.</li> <li>Recognize that letters are grouped to form words.</li> <li>Differentiate letters from numerals.</li> <li>Identify front cover and back cover</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>Understand that words are separated by spaces in print.</li> <li>Recognize and name all upper- and lowercase letters of the alphabet.</li> <li>Identify the front cover, back cover, and title page of a book.</li> </ul>
	Fluency	<ul style="list-style-type: none"> <li>Displays emergent reading behaviors with purpose and understanding</li> </ul>	<ul style="list-style-type: none"> <li>Will engage with emergent level texts and read-alouds to demonstrate comprehension.</li> </ul>
<b>Comprehension</b>			
	Key Ideas and Details	<ul style="list-style-type: none"> <li>Participate in discussions about a text. (RI&amp;RL)</li> <li>Retell stories or share information from a text. (RI&amp;RL)</li> <li>Develop and answer questions about characters, major events, and pieces of information in a text. (RI&amp;RL)</li> </ul>	<ul style="list-style-type: none"> <li>Develop and answer questions about a text. (RI&amp;RL)</li> <li>Retell stories or share key details from a text. (RI&amp;RL)</li> <li>Identify characters, settings, major events in a story, or pieces of information in a text. (RI&amp;RL)</li> </ul>
	Craft and Structure	<ul style="list-style-type: none"> <li>Exhibit an interest in learning new vocabulary. (RI&amp;RL)</li> <li>Interact with a variety of genres. (RI&amp;RL)</li> <li>Describe the role of an author and illustrator. (RI&amp;RL)</li> </ul>	<ul style="list-style-type: none"> <li>Identify specific words that express feelings and senses. (RI&amp;RL)</li> <li>Identify literary and informational texts. (RI&amp;RL)</li> <li>Name the author and illustrator and define the role of each in presenting the ideas in a text. (RI&amp;RL)</li> </ul>
	Integration of Knowledge and Ideas	<ul style="list-style-type: none"> <li>Describe the relationship between illustrations and the text. (RI&amp;RL)</li> <li>Make connections between self, text, and the world. (RI&amp;RL)</li> </ul>	<ul style="list-style-type: none"> <li>Describe the relationship between illustrations and the text. (RI&amp;RL)</li> <li>Identify specific information to support ideas in a text. (RI&amp;RL)</li> </ul>

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			<ul style="list-style-type: none"> <li>• Make connections between self, text, and the world. (RI&amp;RL)</li> </ul>
<b>Writing</b>			
	<b>Text Types and Purposes</b>	<ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning.</li> <li>• Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning.</li> <li>• Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.</li> <li>• Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).</li> </ul>	<ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.</li> <li>• Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.</li> <li>• Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.</li> <li>• Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem)</li> </ul>
	<b>Research to Present Knowledge</b>	<ul style="list-style-type: none"> <li>• Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.</li> <li>• Engage in a discussion using gathered information from experiences or provided resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.</li> <li>• Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).</li> </ul>
<b>Speaking and Listening</b>			

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	Comprehension and collaboration	<p>Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</p> <ul style="list-style-type: none"> <li>• Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.</li> <li>• Participate in conversations through multiple exchanges.</li> <li>• Consider individual differences when communicating with others.</li> <li>• Interact with diverse formats and texts.</li> <li>• Identify the speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</li> <li>• Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.</li> <li>• Participate in conversations through multiple exchanges.</li> <li>• Consider individual differences when communicating with others.</li> <li>• Participate in a conversation about features of diverse texts and formats.</li> <li>• Develop and answer questions to clarify what the speaker says.</li> </ul>
	Presentation of Knowledge and ideas	<ul style="list-style-type: none"> <li>• Describe familiar people, places, things, and events.</li> <li>• Create a visual display.</li> <li>• Express thoughts, feelings, and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe familiar people, places, things, and events with detail.</li> <li>• Create and/or utilize existing visual displays to support descriptions.</li> <li>• Express thoughts, feelings, and ideas.</li> </ul>
<b>Language Standards</b>			
	Vocabulary Acquisition and Use	<ul style="list-style-type: none"> <li>• Explore and use new vocabulary in child-centered, authentic, play-based experiences.</li> <li>• Explore and discuss word relationships and word meanings.</li> <li>• Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.</li> </ul>	<p>Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following:</p> <ul style="list-style-type: none"> <li>• Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>• Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</li> <li>• Explore and discuss word relationships and word meanings.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Demonstrate understanding of frequently occurring words by relating them to their opposites (e.g., hot/cold).</li> <li>• Use words to identify and describe the world around them.</li> <li>• Use words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.</li> <li>• Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>• Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are colorful).</li> <li>• Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.</li> <li>• Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ul>
Reading Standards		<ul style="list-style-type: none"> <li>• Participate in discussions about a text</li> <li>• Retell stories or share information from a text</li> <li>• Develop and answer questions about characters, major events, and pieces of information in a text</li> <li>• Exhibit an interest in learning new vocabulary</li> <li>• Interact with a variety of genres</li> <li>• Describe the role of an author and illustrator.</li> <li>• Describe the relationship between illustrations and the text.</li> <li>• Make connections between self, text, and the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and answer questions about a text.</li> <li>• Retell stories or share key details from a text.</li> <li>• Identify characters, settings, major events in a story, or pieces of information in a text.</li> <li>• Identify specific words that express feelings and senses.</li> <li>• Identify literary and informational texts.</li> <li>• Name the author and illustrator and define the role of each in presenting the ideas in a text.</li> <li>• Describe the relationship between illustrations and the text</li> <li>• Identify specific information to support ideas in a text.</li> <li>• Make connections between self, text, and the world</li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>• Show interest in reading kindergarten level texts from a variety of genres, such as alphabet books, stories, poems, and informational texts</li><li>• Choose to read familiar kindergarten level texts</li><li>• Demonstrate familiarity with some book titles and authors</li></ul> |
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