

ORAL LANGUAGE



PrekindergartenPK3 II. Emergent Literacy: Language and Communication Domain A. Listening Comprehension B. Speaking (Conversation) C. Articulation D. Vocabulary E. Sentences and Structure	PrekindergartenPK4 II. Emergent Literacy: Language and Communication Domain A. Listening Comprehension B. Speaking (Conversation) C. Articulation D. Vocabulary E. Sentences and Structure	Kindergarten K(1)Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	Grade 1 1(1)Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	Grade 2 2(1)Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
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PK3.II.B.3 Child is able to communicate basic information in familiar social settings

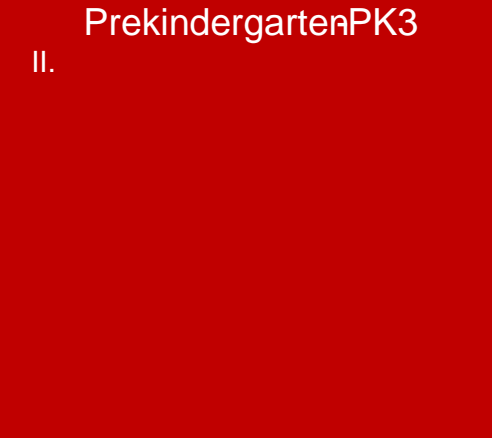
PK4.II.B.3

CONCEPTS OF PRINT

PrekindergartenPK3	PrekindergartenPK4	Kindergarten
III. Emergent Literacy: Reading Domain E. Concepts of Print	III. Emergent Literacy: Reading Domain A. Motivation to Read E. Concepts of Print	K(2)Developing and sustaining foundational language skills: listening

PHONOLOGICAL AWARENESS, PHONICS & MORPHOLOGY

PrekindergartenPK3
II.



PrekindergartenPK3	PrekindergartenPK4	Kindergarten	Grade 1
<p>II. Emergent Literacy: Language and Communication Domain</p> <p>C. Articulation</p> <p>III. Emergent Literacy: Reading Domain</p> <p>B. Phonological Awareness</p> <p>C. Alphabet Knowledge</p>	<p>II. Emergent Literacy: Language and Communication Domain</p> <p>C. Articulation</p> <p>III. Emergent Literacy: Reading Domain</p> <p>B. Phonological Awareness</p> <p>C. Alphabet Knowledge</p>	<p>K(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>1(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through</p>

VOCABULARY

<p>PrekindergartenPK3 II. Emergent Literacy: Language and Communication Domain D. Vocabulary</p>	<p>PrekindergartenPK4 II. Emergent Literacy: Language and Communication Domain D. Vocabulary</p>	<p>Kindergarten K(3)Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: AND K(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	<p>Grade 1 1(3)Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: AND 1(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	<p>Grade 2 2(3)Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: AND (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>
<p>PK3.II.D.1Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events</p>	<p>PK4.II.D.1Child understands (receptive) and uses (expressive) a wide variety of words to label, describe, and make connections among objects, people, places, actions, and events</p>	<p>K(3)(C)identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations</p>	<p>1(3)(D)identify and use words that name actions, directions, positions, sequences, categories, and locations</p>	<p>2(3)(D)identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context</p>
<p>PK3.II.D.3Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play</p>	<p>PK4.II.D.3Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.</p>	<p>K(6)(F)respond using newly acquired vocabulary as appropriate</p>	<p>1(7)(F)respond using newly acquired vocabulary as appropriate</p>	<p>2(7)(F)respond using newly acquired vocabulary as appropriate.</p>
<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p>K(3)(A)use a resource such as a picture dictionary or digital resource to find words</p>	<p>1(3)(A)use a resource such as a picture dictionary or digital resource to find words</p>	<p>2(3)(A)use print or digital resources to determine meaning and pronunciation of unknown words</p>

PrekindergartenPK3	PrekindergartenPK4	Kindergarten
<p>II. Emergent Literacy: Language and Communication Domain</p> <p>D. Vocabulary</p>	<p>II. Emergent Literacy: Language and Communication Domain</p> <p>D. Vocabulary</p>	<p>K(3)Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p>AND</p> <p>K(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to</p>

<p>PrekindergartenPK3</p> <p>III. Emergent Literacy: Reading Dom: D. Comprehension of Text</p>	<p>PrekindergartenPK4</p> <p>III. Emergent Literacy: Reading Dom: D. Comprehension of Text</p>	<p>Kindergarten</p> <p>K(5)Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student use metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>Grade 1</p> <p>1(6)Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student use metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>Grade 2</p> <p>2(6)Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student use metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>
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PK3.III.D.3

RESPONSE SKILLS

PrekindergartenPK3	PrekindergartenPK4	Kindergarten
II. Emergent Literacy: Language and Communication D. Vocabulary	II. Emergent Literacy: Language and Communication D. Vocabulary	K(6)Response skillslistening, speaking, reading, writing, and thinking using multiple texts. The student
III. Emergent Literacy: Reading Domain D. Comprehension of Text	III. Emergent Literacy: Reading Domain D. Comprehension of Text	

LITERARY ELEMENTS

PrekindergartenPK3
III. Emergent Literacy: Reading Doma

GENRES

PrekindergartenPK3 III. Emergent Literacy: Reading Domain B. Phonological Awareness	PrekindergartenPK4 III. Emergent Literacy: Reading Domain B. Phonological Awareness	Kindergarten K(8)Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts genres. The student recognizes and analyzes genres specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	Grade 1 1(9)Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts genres. The student recognizes and analyzes genres specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	Grade 2 2(9)Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts genres. The student recognizes and analyzes genres specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
No standard present in the vertical progression	No standard present in the vertical progression	K(8)(A)demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes	1(9)(A)demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes	2(9)(A)demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales
PK3.III.B.6 Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplays.	PK4.III.B.6 Child identifies rhyming words.	K(8)(B)discuss rhyme and rhythm in nursery rhymes and a variety of poems	1(9)(B)discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	2(9)(B)explain visual patterns and structures in a variety of poems
No standard present in the vertical progression	No standard present in the vertical progression	K(8)(C)discuss main characters in drama.	1(9)(C)discuss elements of drama such as	

PrekindergartenPK3

III. Emergent Literacy: Reading Domain
B. Phonological Awareness

PrekindergartenPK4

AUTHORS PURPOSE & CRAFT

<p>PrekindergartenPK3 N/A</p>	<p>PrekindergartenPK4 N/A</p>	<p>Kindergarten K(9)Author'spurpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The</p>
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COMPOSITION WRITING PROCESS

PrekindergartenPK3	PrekindergartenPK4	Kindergarten
<p>*III. Emergent Literacy: Reading Domain</p> <p>E. Concepts of Print</p> <p>IV. Emergent Literacy: Writing Domain</p> <p>A. Motivation to Write</p> <p>B. Writing as a Process</p> <p>C. Conventions in Writing</p>	<p>*III. Emergent Literacy: Reading Domain</p> <p>E. Concepts of Print</p> <p>IV. Emergent Literacy: Writing Domain</p> <p>A. Motivation to Write</p> <p>B. Writing as a Process</p> <p>C. Conventions in Writing</p>	<p>K(10)Composition: listening, speaking, reading, writing, and thinking using multiple texts- writing process. The student uses the writing process recursively to compose multiple texts</p>



PrekindergartenPK3	PrekindergartenPK4	Kindergarten
*III. Emergent Literacy: Reading Domain E. Concepts of Print	*III. Emergent Literacy: Reading Domain E. Concepts of Print	K(10)Composition: listening, speaking B
IV. Emergent Literacy: Writing Domain A. Motivation to Write B. Writing as a Process C. Conventions in Writing	IV. Emergent Literacy: Writing Domain A. Motivation to Write B. Writing as a Process C. Conventions in Writing	

<p>PrekindergartenPK3</p> <p>*III. Emergent Literacy: Reading Domain</p> <p>E. Concepts of Print</p> <p>IV. Emergent Literacy: Writing Domain</p> <p>A. Motivation to Write</p> <p>B. Writing as a Process</p> <p>C. Conventions in Writing</p>	<p>PrekindergartenPK4</p> <p>*III. Emergent Literacy: Reading Domain</p> <p>E. Concepts of Print</p> <p>IV. Emergent Literacy: Writing Domain</p> <p>A. Motivation to Write</p> <p>B. Writing as a Process</p> <p>C. Conventions in Writing</p>	<p>Kindergarten</p> <p>K(10)Composition: listening, speaking, reading, writing, and thinking using multiple texts- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>AND</p> <p>K(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>Grade 1</p> <p>1(11)Composition: listening, speaking, reading, writing, and thinking using multiple texts- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>AND</p> <p>1(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>Grade 2</p> <p>2(11)Composition: listening, speaking, reading, writing, and thinking using multiple texts- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>AND</p> <p>2(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>
<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p>K(10)(D)(v)edit drafts wcd6f 0.0*ET</p>		





<p>PrekindergartenPK3</p> <p>*III. Emergent Literacy: Reading Domain</p> <p>E. Concepts of Print</p> <p>IV. Emergent Literacy: Writing Domain</p> <p>A. Motivation to Write</p> <p>B. Writing as a Process</p> <p>C. Conventions in Writing</p>	<p>PrekindergartenPK4</p> <p>*III. Emergent Literacy: Reading Domain</p> <p>E. Concepts of Print</p> <p>IV. Emergent Literacy: Writing Domain</p> <p>A. Motivation to Write</p> <p>B. Writing as a Process</p> <p>C. Conventions in Writing</p>	<p>Kindergarten</p> <p>K(10)Composition: listening, speaking, reading, writing, and thinking using multiple texts- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>AND</p> <p>K(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>Grade 1</p> <p>1(11)Composition: listening, speaking, reading, writing, and thinking using multiple texts- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>AND</p> <p>1(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>Grade 2</p> <p>2(11)Composition: listening, speaking, reading, writing, and thinking using multiple texts- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>AND</p> <p>2(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>
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* PK3.III.E.3 Child begins to notice the basic features of print (e.g., repeating words, space between words, punctuation vs. letters).

PK3IV.C.5*There is not enough research to support the inclusion of a PK3 outcome

* PK4.III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.

PK4.IV.C.5 Child begins to experiment with punctuation when writing.

K(10)(D)(viii)edit drafts with adult assistance using standard English conventions, including: punctuation marks at the end of declarative sentences

1(11)(D)(ix)edit drafts using standard English conventions, including: punctuation marks at the end of declarative, exclamatory, and inter Child Ccd

COMPOSITION GENRES

PrekindergartenPK3	PrekindergartenPK4	Kindergarten	Grade 1	Grade 2
IV. Emergent Literacy: Writing Domain A. Motivation to Write B. Writing as a Process	IV. Emergent Literacy: Writing Domain A. Motivation to Write B. Writing as a Process	K(11)Composition: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	1(12)Composition: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	2(12)Composition: listening, speaking, reading, writing, and thinking using

