

# Prekindergarten–Grade 1

**Core Performance Indicators:** common to all four ELA standards

Throughout prekindergarten, kindergarten, and grade 1, students are developing the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

## Reading

- Distinguish between print and pictures
- Recognize the difference between letters and words
- Follow left-to-right and top to bottom direction when reading
- Locate parts of a book
- Recognize and identify letters of the alphabet
- Alphabetize high-frequency words according to the first letter
- Distinguish the difference between vowels and consonants
- Use beginning and ending consonants, as well as vowel sounds, to identify words
- Recognize the different sounds that make up a word
- Point to words in a text or on a chart when read aloud, matching spoken word to print
- Recognize the singular and plural of frequently used words
- Recognize own name and the names of friends and family in print
- Recognize letter-sound correspondence
- Recognize that words consist of a combination of sounds
- Identify rhyming words
- Monitor own reading by applying strategies (e.g., sounding out letters; using context, grammar, and picture clues; and rereading) to determine meaning
- Read aloud with expression and fluency
- Use computer software to support early reading development

## Listening

- Listen respectfully and responsively
- Attend to a listening activity for a specified period of time
- Avoid interrupting
- Respond with expression appropriate to what is heard

## Writing

- Create a drawing, picture, sign, or other graphic to represent a word or concept
- Follow left-to-right and top-to-bottom direction when writing
- Use spacing between letters and words when writing on a line
- Write recognizable upper- and lowercase letters in manuscript
- Capitalize the first words of sentences, the letter “I,” and proper nouns, such as names, days of the week, and months
- Write the letters of own first and last names
- Spell high-frequency words correctly
- Use the singular and plural of high-frequency words
- Put words together in sentence format by using
  - end punctuation, such as periods
  - various parts of speech, such as nouns and adjectives, and verbs
- Begin to edit your writings, with assistance
- Use beginning-of-sentence capitalization and end punctuation
- Use classroom resources, such as word walls, picture dictionaries, teachers, and peers, to support the writing process
- Give and seek constructive feedback in order to improve writing
- Use computer software to support development of early writing skills

## Speaking

- Respond respectfully
- Use age-appropriate vocabulary
- Take turns speaking in a group
- Correct the pronunciation of words by using classroom resources, such as teachers, peers, audio- and videotapes, and computer software
- Speak in complete sentences when required
- Stay on topic
- Speak audibly
- Speak with expression appropriate to the occasion

# Prekindergarten Reading

<p style="text-align: center;"><b>LITERACY COMPETENCIES</b></p> <p>The <b>reading</b> competencies common to all four ELA standards that students are developing during prekindergarten are</p>	<p style="text-align: center;"><b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b></p> <p>The grade-specific performance indicators that prekindergarten students are developing as they learn to <b>read</b> include</p>
<p><b>Phonological and Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>• Listen to and identify spoken language sounds in the environment</li> <li>• Identify and produce spoken words that rhyme (e.g., rhymes, poems, songs, word games) including word families (e.g., <i>c-at</i>, <i>b-at</i>, <i>s-at</i>)</li> <li>• Count or tap the number of syllables in multisyllabic words to show awareness of the syllable as a discrete unit</li> <li>• Count or tap the number of words in a spoken sentence to show awareness of the word as a discrete unit</li> </ul> <p><b>Print Awareness</b></p> <ul style="list-style-type: none"> <li>• Understand that the purpose of print is to communicate</li> <li>• Follow left-to-right and top-to-bottom direction when reading English</li> <li>• Distinguish between letters and words to show awareness of printed letters</li> <li>• Distinguish between print and pictures to show awareness of printed words</li> <li>• Point to print as individual words are spoken to show awareness of printed words</li> </ul> <p><b>Alphabet Recognition and Phonics</b></p> <ul style="list-style-type: none"> <li>• Recognize and identify letters of the alphabet, especially those in own name</li> </ul> <p>Fluency</p> <ul style="list-style-type: none"> <li>• Read own name</li> <li>• Recognize and identify environmental print including signs and labels</li> </ul> <p><b>Background Knowledge and Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>• Learn and use new words in spoken communication</li> <li>• Learn new words from books</li> <li>• Use new vocabulary words to talk about life experiences</li> <li>• Connect vocabulary and life experiences to ideas in books</li> </ul>	<p><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b></p> <ul style="list-style-type: none"> <li>• Locate and use classroom and library media center resources to acquire information, with assistance</li> <li>• Read familiar informational texts with repetitive language and simple illustrations to begin to collect data, facts, and ideas, with assistance</li> <li>• Interpret information represented in pictures and illustrations</li> <li>• Recognize and interpret familiar signs and symbols from the environment, such as labels on classroom furniture, equipment, and STOP signs</li> <li>• Draw on prior experience to understand new data, facts, and ideas</li> </ul> <p><b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b></p> <ul style="list-style-type: none"> <li>• Comprehend and respond to literary texts and performances, with assistance</li> <li>• Engage in pre-reading and reading activities to select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic <ul style="list-style-type: none"> <li>- connect a picture or illustration to a story</li> </ul> </li> <li>• Dramatize or retell stories or parts of stories, using puppets, toys, and other props</li> </ul> <p><b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b></p> <ul style="list-style-type: none"> <li>• Identify ideas and experiences from texts and performances</li> <li>• Engage in pre-reading and reading activities to <ul style="list-style-type: none"> <li>- identify what they know about a specific story or topic</li> </ul> </li> </ul>

<p><b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Show interest in reading for different purposes (e.g., gaining information about the world and others)</li> <li>• Make predictions about story events</li> <li>• Retell stories with attentiveness to the sequence of events and main ideas</li> <li>• Ask and answer questions about the content of books</li> </ul> <p><b>Motivation to Read</b></p> <ul style="list-style-type: none"> <li>• Show interest in a range of preschool-level texts, such as alphabet books, stories, poems, and informational texts</li> </ul>	<ul style="list-style-type: none"> <li>- use illustrations to assist in understanding the content of a text</li> <li>- predict what could happen next or the outcome of a story or article, when read aloud, with assistance</li> <li>- evaluate and select books, poems, or tapes on the basis of personal choice</li> <li>- distinguish between real and imaginary stories, with assistance</li> </ul> <p><b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction</b>.</p> <ul style="list-style-type: none"> <li>• Share reading experiences to establish, maintain, and enhance personal relationships</li> <li>• Respect age and gender of writer</li> <li>• Recognize the vocabulary and writing conventions (e.g., greetings and closings) of social communication, with assistance</li> </ul>
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# Prekindergarten Writing

<p><b>LITERACY COMPETENCIES</b> The <b>writing</b> competencies common to all four ELA standards that students are developing during prekindergarten are</p>	<p><b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b> The performance indicators that prekindergarten students are developing as they learn to <b>write</b> include</p>
<p><b>Print Awareness</b></p> <ul style="list-style-type: none"> <li>• Use left-to-right and top-to-bottom direction when writing English</li> <li>• Use spacing between letters and words</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Use sound or invented spelling to spell independently</li> <li>• Write correctly own first name</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Write some uppercase and lowercase manuscript letters, especially those in own name</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Label drawings with letters or words</li> <li>• “Write” messages as part of play</li> <li>• “Write” by using painting, drawing, letters, and some words</li> </ul> <p><b>Motivation to Write</b></p> <ul style="list-style-type: none"> <li>• “Write” and draw spontaneously to communicate meaning</li> <li>• Show interest in sharing writing and drawing with others</li> </ul>	<p><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b></p> <ul style="list-style-type: none"> <li>• Copy letters from books, magazines, signs, charts, and own dictation</li> <li>• Write some or all of the letters of own name on pictures, drawings, paintings, and written products</li> <li>• Draw ideas gathered from personal experiences</li> <li>• Use graphics, such as posters, to communicate information from personal experiences</li> <li>• Maintain a portfolio of informational writings and drawings, with assistance</li> </ul> <p><b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b></p> <ul style="list-style-type: none"> <li>• Draw or write original literary texts to               <ul style="list-style-type: none"> <li>- create a story using pictures and/or drawings</li> <li>- create poems or jingles to go with pictures and/or drawings</li> </ul> </li> <li>• Draw or write to respond to text to               <ul style="list-style-type: none"> <li>- express feelings about characters or events in a story, with assistance</li> <li>- describe characters or events, with assistance</li> <li>- dictate a sequence of events from a story</li> <li>- retell a story, with assistance</li> </ul> </li> <li>• Maintain a portfolio of writings and drawings in response to literature, with assistance</li> </ul> <p><b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b></p> <ul style="list-style-type: none"> <li>• Draw and/or write to express opinions and judgments to               <ul style="list-style-type: none"> <li>- share what they have learned about a topic</li> <li>- respond in pictures or words to an experience or event shared by a classmate</li> <li>- compare characters within and between</li> </ul> </li> </ul>

	<p>stories</p> <ul style="list-style-type: none"><li>• Maintain a portfolio of writings and drawings that express opinions and judgments, with assistance</li></ul> <p><b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction</b>.</p> <ul style="list-style-type: none"><li>• Share writing and drawing with peers or adults; for example, write and/or draw with a partner or in a cooperative group</li><li>• Respect the age and gender of the recipient</li><li>• Maintain a portfolio of writings and drawings for social interaction, with assistance</li></ul>
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# Prekindergarten Listening

<p><b>LITERACY COMPETENCIES</b> The <b>listening</b> competencies common to all four ELA standards that students are developing during prekindergarten are</p>	<p><b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b> The performance indicators that prekindergarten students are developing as they learn to <b>listen</b> include</p>
<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language (e.g., books read aloud, rhyming words, songs)</li> <li>• Listen attentively for different purposes (e.g., to track individual words as they are spoken, to gain information)</li> <li>• Understand and follow oral directions</li> <li>• Listen respectfully without interrupting others</li> </ul>	<p><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b></p> <ul style="list-style-type: none"> <li>• Acquire information from nonfiction text</li> <li>• Identify words on a chart, with assistance</li> <li>• Follow a one-step direction</li> <li>• Identify and respond to environmental sounds that provide information (e.g., school bell and fire alarm)</li> <li>• Identify similarities in information about people and places</li> </ul> <p><b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b></p> <ul style="list-style-type: none"> <li>• Listen to literary texts and performances to               <ul style="list-style-type: none"> <li>- appreciate and enjoy literary works</li> <li>- recall a sequence of events from a personal experience</li> <li>- identify a character</li> <li>- respond to vivid language</li> <li>- identify specific people and places</li> </ul> </li> </ul> <p><b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b></p> <ul style="list-style-type: none"> <li>• Form an opinion on the basis of information in the world</li> <li>• Form an opinion about a book or play read aloud by using established criteria, such as title and vocabulary, to judge books, with assistance</li> <li>• Recognize differences in two versions of a familiar story, song, or finger play</li> </ul> <p><b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction.</b></p> <ul style="list-style-type: none"> <li>• Respect the age and gender of the speaker</li> <li>• Listen to friendly notes, cards, letters, and personal narratives read aloud to get to know the writer and/or classmates</li> <li>• Listen for the tone of voice and content that signal friendly communication</li> </ul>

# Prekindergarten Speaking

<p><b>LITERACY COMPETENCIES</b> The <b>speaking</b> competencies common to all four ELA standards that students are developing during prekindergarten are</p>	<p><b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b> The performance indicators that prekindergarten students are developing as they learn to <b>speak</b> include</p>
<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Use prekindergarten-level vocabulary and grammar in own speech</li> <li>• Speak for different purposes (e.g., share ideas about personal experiences, books, or writings; retell a story; dramatize an experience or event)</li> <li>• Speak audibly</li> <li>• Speak with speed and expression appropriate for the purpose</li> <li>• Take turns when speaking in a group</li> </ul>	<p><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b></p> <ul style="list-style-type: none"> <li>• Dictate information from personal experience</li> <li>• Report information briefly to peers and familiar adults, with assistance</li> <li>• Connect information from personal experiences to information from nonfiction texts, with assistance</li> <li>• Relate more than one piece of information in sequence in retelling a story</li> <li>• Share observations from classroom and home</li> <li>• Ask questions to clarify directions and/or classroom routines</li> <li>• Respond orally to simple questions and/or directions</li> <li>• Share information, using appropriate visual aids (e.g., puppets, toys, and pictures) to illustrate a word or concept, with assistance</li> <li>• Dramatize an experience or event</li> </ul> <p><b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b></p> <ul style="list-style-type: none"> <li>• Interpret words of characters in stories, with assistance</li> <li>• Engage in conversations with adults and peers regarding pictures, books, and experiences</li> <li>• Role-play characters or events from stories</li> <li>• Express feelings about a work of fiction</li> <li>• Compare stories from personal experience with stories heard</li> <li>• Dictate stories with a beginning, middle, and end, with assistance</li> <li>• Describe the actions of characters in a story, with assistance</li> <li>• Tell real or imaginative stories on the basis of their response to illustrations</li> <li>• Describe familiar persons, places, or objects</li> <li>• Recite short poems, nursery rhymes, and finger plays</li> </ul>

**Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation.**

- Share what they know about a topic
- Express an opinion about a story, poem, finger play, or poster
- Compare characters or events in two stories, with assistance
- Express an opinion about the color and form of illustrations
- Brainstorm to create an experience chart, with assistance
- Discuss different versions of the same story
- Relate events or characters in a story to their lives

**Standard 4:** Students will read, write, listen, and speak for **social interaction.**

- Participate in small or large group storytelling, singing, and finger play, in order to interact with classmates and adults in the classroom and school environment
- Share rhymes with peers and familiar adults
- Respect the age and gender of the listener
- Discuss the content of friendly notes, cards, and personal narratives, in a group, to get to know the writer and each other

