

Language Arts-PreK (Early Childhood)

GOAL 1: Demonstrate increasing competence in oral communication (listening and speaking). [LA.EC.1](#)

A LEARNING STANDARD 1A: Demonstrate understanding through age-appropriate responses. [LA.EC.1A](#)

- i Follow simple one-, two- and three-step directions. [LA.EC.1A-1](#)
- ii Respond appropriately to questions from others. [LA.EC.1A-2](#)
- iii Provide comments relevant to the context. [LA.EC.1A-3](#)
- iv Identify emotions from facial expressions and body language. [LA.EC.1A-4](#)

B LEARNING STANDARD 1B: Communicate effectively using language appropriate to the situation and audience. [LA.EC.1B](#)

- i Use language for a variety of purposes. [LA.EC.1B-1](#)
- ii With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts. [LA.EC.1B-2](#)
- iii Continue a conversation through two or more exchanges [LA.EC.1B-3](#)
- iv Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking). [LA.EC.1B-4](#)

C LEARNING STANDARD 1C: Use language to convey information and ideas. [LA.EC.1C](#)

- i Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail. [LA.EC.1C-1](#)

D LEARNING STANDARD 1D: Speak using conventions of Standard English. [LA.EC.1D](#)

- i With teacher assistance, use complete sentences in speaking with peers and adults in individual and group situations. [LA.EC.1D-1](#)
- ii Speak using age-appropriate conventions of Standard English grammar and usage. [LA.EC.1D-2](#)
- iii Understand and use question words in speaking. [LA.EC.1D-3](#)

E LEARNING STANDARD 1E: Use increasingly complex phrases, sentences, and vocabulary. LA.EC.1E

- i With teacher assistance, begin to use increasingly complex sentences. LA.EC.1E-1
- ii Exhibit curiosity and interest in learning new words heard in conversations and books. LA.EC.1E-2
- iii With teacher assistance, use new words acquired through conversations and book-sharing experiences. LA.EC.1E-3
- iv With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles). LA.EC.1E-4
- v With teacher assistance, use adjectives to describe people, places, and things. LA.EC.1E-5

GOAL 2: Demonstrate understanding and enjoyment of literature. LA.EC.2

A LEARNING STANDARD 2A: Demonstrate interest in stories and books. LA.EC.2A

- i Engage in book-sharing experiences with purpose and understanding. LA.EC.2A-1
- ii Look at books independently, pretending to read. LA.EC.2A-2

B LEARNING STANDARD 2B: Recognize key ideas and details in stories. LA.EC.2B

- i With teacher assistance, ask and answer questions about books read aloud. LA.EC.2B-1
- iii With teacher assistance, identify main character(s) of the story LA.EC.2B-3
- ii With teacher assistance, retell familiar stories with three or more key events. LA.EC.2B-2

C LEARNING STANDARD 2C: Recognize concepts of books. LA.EC.2C

- ii Identify the front and back covers of books and display the correct orientation of books and page-turning skills. LA.EC.2C-2
- i Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs). LA.EC.2C-1
- iii With teacher assistance, describe the role of an author and illustrator. LA.EC.2C-3

D LEARNING STANDARD 2D: Establish personal connections with books. LA.EC.2D

- i With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story. LA.EC.2D-1
 - ii With teacher assistance, compare and contrast two stories relating to the same topic. LA.EC.2D-2
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GOAL 3: Demonstrate interest in and understanding of informational text. LA.EC.3

A LEARNING STANDARD 3A: Recognize key ideas and details in nonfiction text. LA.EC.3A

- i With teacher assistance, ask and answer questions about details in a nonfiction book. LA.EC.3A-1
- ii With teacher assistance, retell detail(s) about main topic in a nonfiction book. LA.EC.3A-2

B LEARNING STANDARD 3B: Recognize features of nonfiction books. LA.EC.3B

- i With teacher assistance, identify basic similarities and differences in pictures and information found in two texts on the same topic. LA.EC.3B-1

GOAL 4: Demonstrate increasing awareness of and competence in emergent reading skills and abilities LA.EC.4

A LEARNING STANDARD 4A: Demonstrate understanding of the organization and basic features of print. LA.EC.4A

- i Recognize the differences between print and pictures. LA.EC.4A-1
- iii Recognize the one-to-one relationship between spoken and written words. LA.EC.4A-3
- ii Begin to follow words from left to right, top to bottom, and page by page. LA.EC.4A-2
- iv Understand that words are separated by spaces in print. LA.EC.4A-4
- v Recognize that letters are grouped to form words. LA.EC.4A-5
- vi Differentiate letters from numerals. LA.EC.4A-6

B LEARNING STANDARD 4B: Demonstrate an emerging knowledge and understanding of the alphabet. LA.EC.4B

- i With teacher assistance, recite the alphabet. LA.EC.4B-1
- ii Recognize and name some upper/lowercase letters of the alphabet, especially those in own name. LA.EC.4B-2
- iii With teacher assistance, match some upper/lowercase letters of the alphabet LA.EC.4B-3
- iv With teacher assistance, begin to form some letters of the alphabet, especially those in own name. LA.EC.4B-4

C LEARNING STANDARD 4C: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes). LA.EC.4C

- i Recognize that sentences are made up of separate words. LA.EC.4C-1
- iii Demonstrate ability to segment and blend syllables in words (e.g., “trac/tor, tractor”). LA.EC.4C-3
- ii With teacher assistance, recognize and match words that rhyme. LA.EC.4C-2
- iv With teacher assistance, isolate and pronounce the initial sounds in words. LA.EC.4C-4
- v With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat). LA.EC.4C-5
- vi With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/). LA.EC.4C-6
- vii With teacher assistance, begin to manipulate sounds (phonemes) in words (e.g., changing cat to hat to mat). LA.EC.4C-7

D LEARNING STANDARD 4D: Demonstrate emergent phonics and word-analysis skills. LA.EC.4D

- i Recognize own name and common signs and labels in the environment. LA.EC.4D-1
- ii With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds. LA.EC.4D-2
- iii With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically. LA.EC.4D-3

GOAL 5: Demonstrate increasing awareness of and competence in emergent writing skills and abilities. LA.EC.5

A LEARNING STANDARD 5A: Demonstrate growing interest and abilities in writing. LA.EC.5A

- i Experiment with writing tools and materials. LA.EC.5A-1
- ii Use scribbles, letter-like forms, or letters/words to represent written language. LA.EC.5A-2
- iii With teacher assistance, write own first name using appropriate upper/ lowercase letters. LA.EC.5A-3

B LEARNING STANDARD 5B: Use writing to represent ideas and information. LA.EC.5B

- i With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic. LA.EC.5B-1
- ii With teacher assistance, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. LA.EC.5B-2
- iii With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened. LA.EC.5B-3

C LEARNING STANDARD 5C: Use writing to research and share knowledge. LA.EC.5C

- i Participate in group projects or units of study designed to learn about a topic of interest. LA.EC.5C-1
- ii With teacher assistance, recall factual information and share that information through drawing, dictation, or writing LA.EC.5C-2