ELE.1 Emergent Reading
Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.

In Comprehension Strategies
1. Retell a few important events and ideas they have heard from written materials (e.g., in stories and in books about things and activities).
2. Enlarge their vocabularies both with words from conversation and instructional materials and activities.
3. Use different strategies for understanding written materials (e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences with the written materials, asking relevant questions).
4. Demonstrate reading-like behaviors with familiar written materials (i.e., moving from labeling pictures to creating connected stories using book language (e.g., “Once upon a time . . .”), using patterns and vocabulary that occur in printed material to make use of printed text (e.g., trying out what one is learning about words and sounds)).
5. Talk about preferences for favorite authors, kinds of books, and topics and question the content and author’s choices (critical literacy).

B. In Print and Alphabetic Knowledge
1. Show progress in identifying and associating letters with their names and sounds.
2. Recognize a few personally meaningful words including their own name, “mom,” “dad,” signs, and other print in their environment.
3. Participate in play activities with sounds (e.g., rhyming games, finger plays).

C. In Concepts about Reading
1. Understand that ideas can be written and then read by others.
2. Understand print and book handling concepts including directionality, title, etc.
3. Understand that people read for many purposes (e.g., enjoyment, information, to understand directions).
4. Understand that printed materials have various forms and functions (e.g., signs, labels, notes, letters, types).
5. Develop an understanding of the roles of authors and illustrators.

Key Ideas and Details—Literature—CCSS ELA-Literacy.RL.K.1-3
With prompting and support, ask and answer questions about key details, retell familiar stories and identify the characters, settings, and major events.

Craft and Structure—Literature—CCSS ELA-Literacy.RL.K.4-6
Ask and answer questions about unknown story words, recognize common text types, and recall the story’s author and illustrator and their role in telling a story.

Integration of Knowledge and Ideas—Literature—CCSS ELA-Literacy.RL.K.7-9
With prompting and support, describe the relationship between illustrations and the story in which they appear, and compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading & Level of Text Complexity—Literature—CCSS ELA-Literacy.RL.K.10
Actively engage in group reading activities with purpose and understanding.

Key Ideas and Details—Informational Text—CCSS ELA-Literacy.RI.K.1-3
With prompting and support, ask and answer detail questions, identify the main topic, describe and retell informational details such as the connection between two individuals, events, ideas, or pieces of textual information.

Craft and Structure—Informational Text—CCSS ELA-Literacy.RI.K.4-6
With prompting and support, ask and answer questions about unknown words in text and identify the front cover, back cover, and title page. Name author and illustrator, and define the role of each in presenting the ideas or information.

Integration of Knowledge and Ideas—Informational Text—CCSS ELA-Literacy.RL.K.7-9
With prompting and support, describe the relationship between illustrations and the text in which they appear, identify reasons supporting points, and identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity—Informational Text—CCSS ELA-Literacy.RI.K.10
Actively engage in group reading activities with purpose and understanding.

Print Concepts—CCSS ELA-Literacy.RF.K.1
Demonstrate understanding of the organization and basic features of print: directionality and recognition that spoken words are represented by specific written sequences of letters; that words are separated by spaces; recognize and name upper- and lower-case letters.

Phonological Awareness—CCSS ELA-Literacy.RF.K.2
Demonstrate understanding of spoken words, syllables, and sounds (phonemes); recognize and produce rhyming words, count, pronounce, blend, and segment syllables in spoken words; blend/segment onsets/rimes of single-syllable spoken words; and isolate/pronounce initial/medial vowel(s)/final sound(s) (phonemes) in three-phoneme words; add/replace individual sounds (phonemes) in one-syllable words.

Phonics and Word Recognition—CCSS ELA-Literacy.RF.K.3
Know/apply grade-level phonics and word analysis skills in decoding: know spelling-sound correspondences for common consonant digraphs, decode regularly spelled one-syllable words, know final -e and common vowel team conventions for representing long vowel sounds, use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word, decode two-syllable words following basic patterns by breaking into syllables, read words with inflectional endings, and recognize/read grade-appropriate irregularly spelled words.
### ELE.2. Writing Skills

Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.

1. **Use spoken language for a variety of purposes (e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others).**
2. **Using nonverbal expressions and gestures to match and reinforce spoken language.**
3. **Show increasing comfort and confidence when speaking.**
4. **Use appropriate, age-appropriate alternative communication strategies such as sign language.**
5. **Speak in increasingly more complex combinations of words and in sentences.**
6. **Understand the roles of the participants in conversation (e.g., taking turns in shared language activities).**
7. **Speak in increasingly more complex combinations of words and in sentences.**
8. **Use a variety of forms of early writing (e.g., drawings, stories, poems, copied environmental print) and move toward the beginning of phonetic and/or ideographic writing.**
9. **Show progress in speaking both their home language and English (if non-native speakers).**

### ELE.3. Spoken Language: Expressive

Children develop abilities to express themselves clearly and communicate ideas to others.

1. **Use spoken language for a variety of purposes (e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others).**
2. **Use a variety of forms of early writing (e.g., drawings, stories, poems, copied environmental print) and move toward the beginning of phonetic and/or ideographic writing.**
3. **Show increasing comfort and confidence when speaking.**
4. **Show progress in speaking both their home language and English (if non-native speakers).**
5. **Show an understanding of purposes for writing (e.g., lists, directions, stories, invitations, labels).**
6. **Represent their own or imaginary experiences through writing (without illustrations).**
7. **Begin to write familiar words such as their own name.**
8. **Attempt to read or pretend to read what they have written to friends, family members, and others.**
9. **Show beginnings of a sense of the need to look over and modify their writings and drawings (e.g., adding to picture or writing).**
10. **Develop greater control over the physical skills needed to write letters and numbers.**

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9. **Show beginnings of a sense of the need to look over and modify their writings and drawings (e.g., adding to picture or writing).**
10. **Develop greater control over the physical skills needed to write letters and numbers.**

### Fluency—CCSS-ELA-Literacy.K.RF.4

- **Read emergent reader texts with purpose and understanding.**

### Text Types and Purposes—CCSS-ELA-Literacy.W.K.1.1-3

- **Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book, to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic, to narrate a simple event or several loosely linked events, and to tell about the events in the order in which they occurred and provide a reaction to what happened.**

### Production and Distribution of Writing—CCSS-ELA-Literacy.W.K.5.6.6

- **With guidance, and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed; explore a variety of digital tools to produce and publish writing, including in collaboration with peers.**

### Research to Build and Present Knowledge—CCSS-ELA-Literacy.W.K.7.8.8

- **Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), and recall information from experiences/gather information from provided sources to answer a question.**

### Conventions of Standard English—CCSS-ELA-Literacy.L.K.1.2

- **Describe familiar people, places, things, and events and, with prompting and support, describe experiences or events by asking/answering questions with key details/misunderstandings; ask/answer questions to seek clarification, or get help/information.**

### Presentation of Knowledge and Ideas—CCSS-ELA-Literacy.K.4.4

- **Use frequently occurring nouns and verbs; understand and use question words (interrogatives) (e.g., who, what, where, when, why, how); use personal, possessive, and indefinite pronouns; use verbs to convey a sense of past, present, and future; use frequently occurring adjectives; use frequently occurring conjunctions; use determiners; use frequently occurring prepositions; use frequently occurring transitional words, phrases, and clauses; adapt or reject conventional use of part of speech; use compound words, adjectives, adverbs, and verbs to provide some sense of closure, write narratives in (recount two or more appropriately sequenced events, include some details regarding what happened, temporal words to signal event order, and provide some sense of closure).**

### Production and Distribution of Writing—CCSS-ELA-Literacy.W.1.5.6.6

- **With guidance, and support from adults, focus on a topic, respond to questions and suggestions from peers, add details to strengthen writing as needed; use a variety of digital tools to produce and publish writing, including in collaboration with peers.**

### Research to Build and Present Knowledge—CCSS-ELA-Literacy.W.1.7.8.8

- **Participate in shared research and writing projects (e.g., explore a number of "how-to" texts, or a given topic and use them to write a sequence of instructions), and recall information from experiences/gather information from provided sources to answer a question.**

### Conventions of Standard English—CCSS-ELA-Literacy.L.1.2

- **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; capitalize dates and names of people, use end punctuation for one word responses, use question words (interrogatives), use commas in datives and to-do lists, use correct placement of question words (interrogatives) in alphabetical order, use correct case for and getting rid of (e.g., wrong is correct when referring to a grammatical error).**

### Comprehension and Collaboration—CCSS-ELA-Literacy.SL.1.1-3

- **Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups; follow agreed-upon rules for discussions, and converse through multiple exchanges, confirm understanding of a text read aloud or information presented orally or through other media by asking/answering questions about key details/misunderstandings; ask/answer questions to seek clarification, or get help/information.**

### Conventions of Standard English—CCSS-ELA-Literacy.L.1.4

- **Read with sufficient accuracy and fluency to support comprehension, read grade-level text with purpose and understanding, and orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

### Range of Reading and Level of Text Complexity—CCSS-ELA-Literacy.RL.1.10

- **With prompting and support read informational texts appropriately complex for grade 1.**

### Text Types and Purposes—CCSS-ELA-Literacy.W.1.1-3

- **Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure, write informative/explanatory texts in which they name the topic and provide some sense of closure, write narratives in (recount two or more appropriately sequenced events, include some details regarding what happened, temporal words to signal event order, and provide some sense of closure).**

### Production and Distribution of Writing—CCSS-ELA-Literacy.W.1.5.6.6

- **With guidance, and support from adults, focus on a topic, respond to questions and suggestions from peers, add details to strengthen writing as needed; use a variety of digital tools to produce and publish writing, including in collaboration with peers.**

### Research to Build and Present Knowledge—CCSS-ELA-Literacy.W.1.7.8.8

- **Participate in shared research and writing projects (e.g., explore a number of "how-to" texts, or a given topic and use them to write a sequence of instructions), and recall information from experiences/gather information from provided sources to answer a question.**

### Conventions of Standard English—CCSS-ELA-Literacy.L.1.2

- **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; capitalize dates and names of people, use end punctuation for one word responses, use question words (interrogatives), use commas in datives and to-do lists, use correct placement of question words (interrogatives) in alphabetical order, use correct case for and getting rid of (e.g., wrong is correct when referring to a grammatical error).**
### ELE. 4. Spoken Language: Receptive
Children grow in their capacity to use effective listening skills and understand what is said to them.
1. Gain information from listening (e.g., to conversations, stories, songs, poems).
2. Show progress in listening to and following spoken directions.
3. Show progress in listening attentively, avoiding interrupting others, learning to be respectful.
4. Respond with understanding to speech directed at them.
5. Understand the concept and role of an audience (e.g., being part of an audience, being quiet, being considerate, looking at the speaker).
6. Understand and respond appropriately to non-verbal expressions and gestures.
7. Show progress in listening to and understanding both their home language and English (if non-English-speaking children).

### Comprehension and Collaboration—CCSS ELA-Literacy.L.K.1a
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups; follow agreed-upon rules for discussions, continue a conversation through multiple exchanges, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification for misunderstanding, to seek help, get information.

### Conventions of Standard English—CCSS ELA-Literacy.L.K.6
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### Vocabulary Acquisition and Use—CCSS ELA-Literacy.L.K.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten topics and texts with peers and adults in small and larger groups; follow agreed-upon rules for discussions, continue a conversation through multiple exchanges, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification for misunderstanding, to seek help, get information.

### ELE. 5. Viewing Images and Other Media Materials
Children begin to develop strategies that assist them in viewing a variety of images and multimedia materials effectively and critically.
1. View images and other media materials for a variety of purposes (e.g., to gain information, for pleasure, to add to their understanding of written materials, for visual cues or creative purposes).
2. Use different strategies for understanding various media (e.g., making predictions using what they already know, using the structure of the image or media, linking themselves and their experiences to the content, asking relevant questions).
3. Begin to compare information across sources and discriminate between fantasy and reality.

### Range of Reading & Level of Text Complexity—Literature—CCSS ELA-Literacy.L.K.10
actively engage in group reading activities with purpose and understanding.

### Range of Reading and Level of Text Complexity—Informational Text—CCSS ELA-Literacy.L.K.10
actively engage in group reading activities with purpose and understanding.

### Conventions of Standard English—CCSS ELA-Literacy.L.K.1d
Understand and use question words (interrogatives).

### Comprehension and Collaboration—CCSS ELA-Literacy.L.K.1-3
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups; follow agreed-upon rules for discussions, continue a conversation through multiple exchanges, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details for clarification, and ask and answer questions to seek help, get information, or clarify misunderstanding.

### Presentation of Knowledge and Ideas—CCSS ELA-Literacy.L.K.5 & 6
Add drawings or other visual displays to descriptions as desired to provide additional detail, and speak audibly to express thoughts, feelings, and ideas clearly.

### Vocabulary Acquisition and Use—CCSS ELA-Literacy.L.1.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies; use sentence-level context as a clue to the meaning of a word or phrase, use frequently occurring affixes as a clue to the meaning of a word, identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looking, looked).

### Comprehension and Collaboration—CCSS ELA-Literacy. SL.1-3
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups; follow agreed-upon rules for discussions; build on others’ talk in conversations through multiple exchanges. Ask questions to clear up confusion about the topics/texts under discussion, about key details from read aloud or through other media, to ask/answer questions about what a speaker says, to gather information, or to clarify.

### Knowledge of Language—CCSS ELA-Literacy.L.1.1.4
Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts; use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

### Conventions of Standard English—CCSS ELA-Literacy. L.1.6 & L.1.1.1
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships; produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

### Vocabulary Acquisition and Use—CCSS ELA-Literacy.L.1.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies; use sentence-level context as a clue to the meaning of a word or phrase, use frequently occurring affixes as a clue to the meaning of a word, identify frequently occurring root words (e.g., look) and their inflectional forms.

### Range of Reading & Level of Text Complexity—Literature—CCSS ELA-Literacy.L.1.10
actively engage in group reading activities with purpose and understanding.

### Range of Reading and Level of Text Complexity—Informational Text—CCSS ELA-Literacy.L.1.10
actively engage in group reading activities with purpose and understanding.

### Conventions of Standard English—CCSS ELA-Literacy.L.1.1d
Understand and use question words (interrogatives).

### Comprehension and Collaboration—CCSS ELA-Literacy.L.1-3
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups; follow agreed-upon rules for discussions, continue a conversation through multiple exchanges, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details for clarification, and ask and answer questions to seek help, get information, or clarify misunderstanding.

### Presentation of Knowledge and Ideas—CCSS ELA-Literacy.L.1.5
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

### Conventions of Standard English—CCSS ELA-Literacy.L.1.5c
Identify real-life connections between words and their use.
ELE 6. Positive Attitudes about Literacy
Children develop positive attitudes about themselves as literate beings — as readers, writers, speakers, viewers, and listeners.
1. Choose to read, write, listen, speak, and view for enjoyment and information, and to expand their curiosity.
2. Demonstrate emotion from literacy experiences (e.g., laughter, concern, curiosity).
3. Make connections with situations or events, people or stories.
4. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.
5. Show growth in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.

ELE 7. Diversity of Communication
Children begin to understand that communication is diverse and that people communicate in a variety of ways.
1. Understand that some people communicate in different languages and other forms of English.
2. Become aware of the value of the language used in their homes.
3. Become aware of alternate and various forms of communication (e.g., Braille, sign language, lip reading, digital communication tablets).
Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication.

Fluency—CCSS.ELA-Literacy.RF.K.4
Read emergent-reader texts with purpose and understanding.

Comprehension and Collaboration—CCSS.ELA-Literacy.SL.K.1-3
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups: follow agreed-upon rules for discussions, continue a conversation through multiple exchanges, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details for clarification, and ask and answer questions to seek help, get information, or clarify misunderstanding.

Key Ideas and Details—Literature—CCSS.ELA-Literacy.RL.K.1-3
With prompting and support, ask and answer questions about key details, retell familiar stories and identify their characters, settings, and major events.

Integration of Knowledge and Ideas—Literature—CCSS.ELA-Literacy.RL.K.7, 9
With prompting and support, describe the relationship between illustrations and the story in which they appear, and compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity—CCSS.ELA-Literacy.RL.K.10
Actively engage in group reading activities with purpose and understanding.

Vocabulary Acquisition and Use—CCSS.ELA-Literacy.L.K.4-6
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content; identify new meanings for familiar words and apply them accurately, use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word; with guidance, and support from adults, explore word relationships and nuances in word meaning and use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Range of Reading and Level of Text Complexity—Literature—CCSS.ELA-Literacy.RI.K.10
Actively engage in group reading activities with purpose and understanding.

Range of Reading & Level of Text Complexity—Informational Text—CCSS.ELA-Literacy.RI.K.10
Actively engage in group reading activities with purpose and understanding.

Fluency—CCSS.ELA-Literacy.RF.1.4
Read with sufficient accuracy and fluency to support comprehension; read grade-level text with purpose, understanding, and orally with accuracy, appropriate rate, and expression on successive readings.

Comprehension and Collaboration—CCSS.ELA-Literacy.SL.1.1 (a-c)
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups: follow agreed-upon rules for discussions, build on others' talk in conversations by responding to the comments of others through multiple exchanges, and ask questions to clarify topics/texts under discussion.

Range of Reading and Level of Text Complexity—Literature—CCSS.ELA-Literacy.RL.1.10
With prompting and support, read informational texts of appropriate complexity for grade 1.

See the Common Core State Standards for English language learners at:
http://www.corestandards.org/assets/application-for-english-learners.pdf

Vocabulary Acquisition and Use—CCSS.ELA-Literacy.L.1.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies; use sentence-level context as a clue to the meaning of a word or phrase, use frequently occurring affixes as a clue to the meaning of a word, identify frequently occurring root words and their inflectional forms.

Range of Reading and Level of Text Complexity—Literature—CCSS.ELA-Literacy.RI.1.10
Actively engage in group reading activities with purpose and understanding.

Range of Reading and Level of Text Complexity—Informational Text—
CCSS.ELA-Literacy.RI.1.10
With prompting and support, read informational texts of appropriate complexity for grade 1.