

Early Learning – Primary Content Standards

for



English Language Arts



2008

State Board of Education of Ohio

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English Language Arts

Foreword

In response to Amended Substitute House Bill 94 of 2001, the Ohio Department of Education's Office of Early Learning and School Readiness and Office of Curriculum and Instruction convened Ohio stakeholders to develop early learning content standards for English language arts (ELA).

Membership for the ELA writing team was selected from a pool of more than 100 nominees representing Ohio early childhood stakeholders. They included Head Start, public and private preschool teachers; kindergarten teachers; program administrators and faculty members from higher education teacher preparation institutions. The team was balanced to include representation from all geographic areas of the state, as well as ethnic diversity.

The early learning content standards describe essential concepts and skills that young children should know and be able to use at the end of their preschool experience. Based on research, these achievable prekindergarten indicators are relevant to all early learning experiences, regardless of setting (e.g., nursery school, preschool and family care), and are aligned to the kindergarten through 12th-grade indicators, benchmarks and standards that result in a seamless continuum of learning for children preschool through kindergarten and primary grades.

A draft of the early learning content standards for English language arts was disseminated for review and focused feedback from experts within and outside of Ohio. It also was posted on the Ohio Department of Education Web site for broad public input. Based on review of feedback, final revisions to the ELA early learning content standards document were completed. The final document was adopted by the State Board of Education in December 2003.

Pretending enables children to represent problems and practice solving them, to ask questions and learn about the world in terms they can understand. Play is self-motivated practice in meaning-making; its themes are repeated over and over until the child is satisfied that she's got this figured out. In the process she is acquiring learning strategies, knowledge, and skills.

– Arthur Reynolds, 1992

English Language Arts

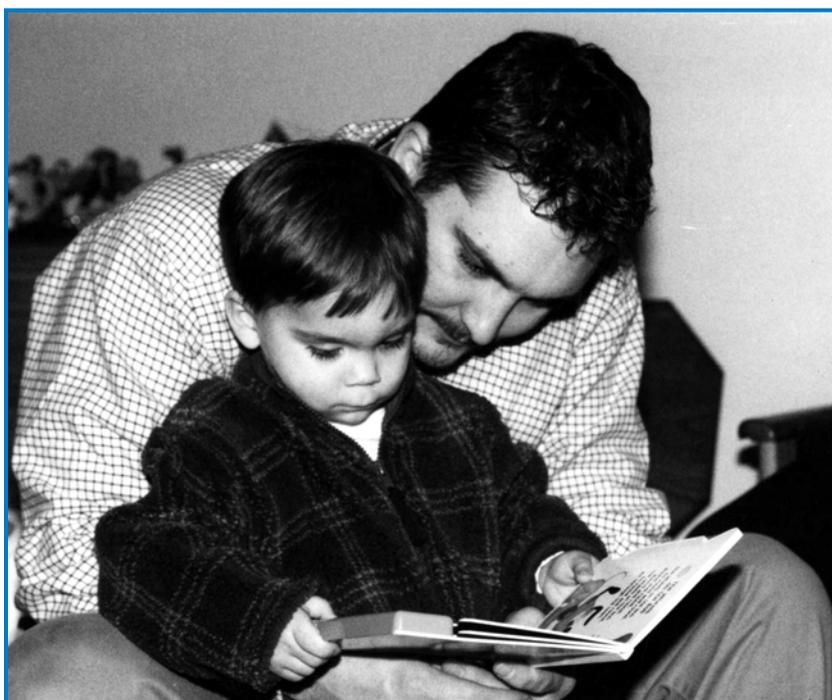
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*There are many ways to enlarge your child's world.
Love of books is the best of all.*

– Jacqueline Kennedy

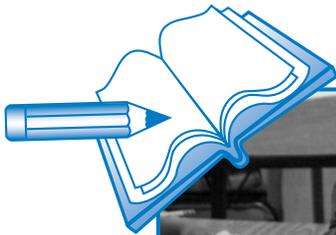


Children are made readers on the laps of their parents.

– Emilie Buchwald

English Language Arts

Overview





English Language Arts Standards



The English language arts academic content standards provide a set of clear, rigorous expectations for all students and provide teachers with clearly defined statements of what students should know and be able to do as they progress through school. The standards represent a research-based approach to literacy development, promote writing as a process and provide expectations for students to become effective communicators.

The following are the 10 standards of literacy for Ohio's students:

- Content Standards:
- Phonemic Awareness, Word Recognition and Fluency Standard
 - Acquisition of Vocabulary Standard
 - Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard
 - Reading Applications: Informational, Technical and Persuasive Text Standard
 - Reading Applications: Literary Text Standard
 - Writing Process Standard
 - Writing Applications Standard
 - Writing Conventions Standard
 - Research Standard
 - Communication: Oral and Visual Standard.

The standards reflect the belief that reading and learning to read are problem-solving strategies that require the reader to make sense of written language and to remain engaged with texts. The standards also reflect the philosophy that by reading literary texts that represent a variety of authors, cultures and eras, students come to understand the human story.

The writing standards require students to become proficient in writing for different purposes and to recognize that writing is a process that includes the phases of prewriting, drafting, revising, editing and publication. Although the writing conventions standard is listed separately, it is assessed through written or oral contexts. In turn, students learn to use the grammatical structures of English to effectively put their ideas in writing.

In addition to mastering skills in reading and writing, students are expected to become effective communicators by speaking, listening and viewing. They learn to apply communication skills in increasingly sophisticated ways to deliver presentations and to respond to oral and visual presentations.

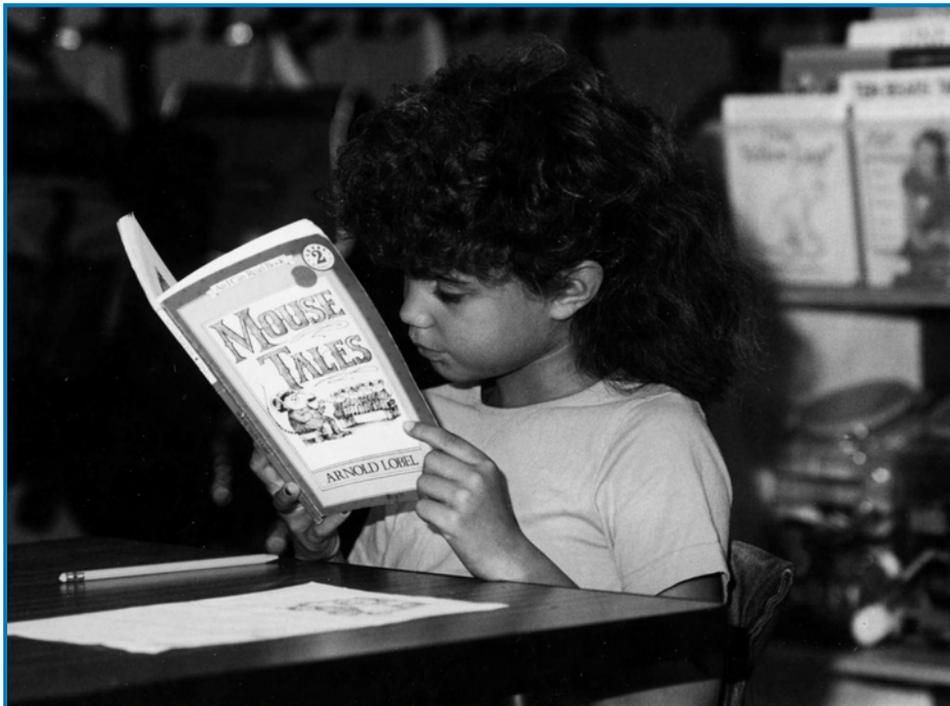
This set of standards does not separate the curriculum neatly into distinct topics because the content and processes described by the standards, benchmarks and indicators are interrelated.

To describe the general framework of Ohio's standards, the following terms and definitions are used in this document.

Standard: The standard statement describes, in broad terms, what children or students should know and be able to do as a result of the preschool or kindergarten through 12th-grade programs. A standard is an overarching goal or theme.

Benchmark: Benchmarks are specific statements of what all students should know and be able to do at a specified time in their schooling. Benchmarks are used to measure a student's progress toward meeting standards. In English Language Arts, reading benchmarks are defined for grade bands Pre-K-3, 4-7, 8-10 and 11-12, and writing benchmarks are defined for grade bands Pre-K-2, 3-4, 5-7, 8-10 and 11-12.

Grade-level Indicator: Indicators serve as checkpoints to monitor progress toward the benchmarks.



*The more that you read, the more things you will know.
The more you learn, the more places you'll go.*

– Dr. Seuss, “I Can Read with My Eyes Shut”



English Language Arts Writing Team



The Ohio Department of Education’s Office of Early Learning and School Readiness and Office of Curriculum and Instruction wish to express gratitude to the writing team members who contributed their expertise and time to developing Ohio’s early learning content standards for English language arts. The members devoted many hours to research and to thoughtful consideration of issues to ensure that the standards reflect wise and responsible decisions regarding early language and literacy content. The writing team members represent the many caring and concerned individuals across the state dedicated to their profession and to high quality early literacy education for all of Ohio’s children.

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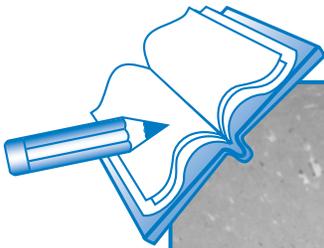
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English Language Arts

Introduction





Introduction



Ohio's English language arts content standards serve as a basis for what all students should know and be able to do by the time they have graduated from high school. These standards, benchmarks and grade-level indicators are intended to provide Ohio educators with a set of common expectations from which to base English language arts curricula.

Ohio's English Language Arts Content Standards are intended to:

- Prepare students to be literate members of a diverse society with the ability to communicate effectively in daily life;
- Prepare students to adapt to the ever-changing literacy demands of a highly technological society; and
- Equip students with the skills needed to participate in the public sphere as students, workers, citizens and life-long learners.

Ohio's Early Learning Content Standards are based upon principles that:

- Promote high expectations for *all* students in the areas of language, reading and writing;
- Acknowledge the importance of the acquisition of early literacy concepts and skills as the foundation for successful reading instruction in kindergarten;
- Highlight the contribution of oral language development to early literacy learning;
- Support multiple ways children represent and demonstrate knowledge and understanding;
- Recognize the influence of diverse cultural and linguistic environments in language and literacy acquisition of young children;
- Reflect sound application of research on how students learn English language arts;
- Represent progression and continuity across grades;
- Acknowledge that essential concepts and skills must be taught within the context of meaningful experiences;
- Endorse early literacy experiences within the context of daily routines, activities and play; and
- Support an integrated approach to learning that is interactive and engaging for children.



English Language Arts for All



The Ohio Department of Education believes that Ohio's academic content standards are for all children and students. Clearly defined standards delineate what all college- and career-bound students should know and be able to do as they progress through the grade levels. Well-defined standards ensure that parents, teachers and administrators will be able to monitor students' development. Students, as stakeholders in their own learning, will be capable of tracking their own learning.

No individual or group should be excluded from the opportunity to learn, and all children are presumed capable of learning. Every Ohio student, regardless of race, gender, ethnicity, socioeconomic status, limited English language proficiency, learning disability or giftedness, should have access to a challenging, standards-based curriculum.

The knowledge and skills defined in Ohio's academic content standards are within the reach of all students. However, students develop at different rates. Given time and opportunity, all children learn and experience success, but the degree to which the standards are met and the time it takes to reach the standards will vary from student to student.

Students with disabilities should have Individualized Education Programs (IEPs) aligned with the standards. Children with disabilities are first and foremost students of the general curriculum, yet they may require specific supports and interventions in varying degrees to progress in the curriculum. Accommodations and modifications provided to children with disabilities are not intended to compromise the content standards. Rather, these supports provide students the opportunity to maximize their strengths, compensate for their learning difficulties, and participate and progress in the standards-based curriculum.

Students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so. Gifted and talented students may require special services or activities to fully develop their intellectual, creative, artistic and leadership capabilities or to excel in a specific content area.

Students with limited English proficiency (LEP) also may need specific supports and adaptive instructional delivery to achieve Ohio's academic content standards. An instructional delivery plan for a student with LEP needs to take into account the student's level of English language proficiency, as well as his or her cultural experiences.

Identifying and nurturing the talents of all students and strategizing with students to address educational needs will enable all children to reach the standards. The Ohio Department of Education encourages the early childhood community to align its educational programs with the standards to ensure that all of Ohio's children reach their full potential.



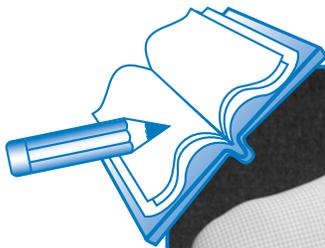
Classrooms grounded in best-practice education, and modified to be responsive to students' differences, benefit virtually all students. Differentiation addresses the needs of struggling and advanced learners. It addresses the needs of students for whom English is a second language and students who have strong learning style preferences. It addresses gender differences and cultural differences. It pays homage to the truth that we are not born to become replicas of one another.

– Carol Ann Tomlinson, 1999



English Language Arts

Standards and Prekindergarten Indicators





Ohio's Preschool through Grade 12 English Language Arts Standards



The following standards provide guidance to early childhood educators across preschool and child care settings. Note how the standards for early childhood connect with those for grades kindergarten through 12.

Phonemic Awareness, Word Recognition and Fluency

For Kindergarten through Grade 12

Students in the primary grades learn to recognize and decode printed words, developing skills that are the foundations for independent reading. They discover the alphabetic principle of sound-symbol match and learn to use it to figure out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of third grade, they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.

For Early Childhood

A key finding in recent research has been the importance of developing phonological awareness in children during the preschool years. Phonological awareness is hearing and understanding the different sounds of spoken language. It includes the different ways oral language can be broken down into individual parts (for example, separate sounds and syllables). The skills that make up phonological awareness are on a continuum of complexity. The most basic level includes skills such as playing with rhymes; noticing how words begin with the same sounds; or clapping out individual words or syllables of a song, rhyme or chant. Playing with sounds in speech helps children in their growing understanding of phonemic awareness – the ability to hear, identify and manipulate the individual sounds (phonemes) in spoken language. Although phonemic awareness is not an expectation for preschool, some preschool children demonstrate the ability to take words apart, sound by sound. Phonemic awareness is addressed in kindergarten curriculum.

Preschool-age children also begin to recognize some printed alphabet letters and words, especially the ones found in their own names. Knowing about letters involves understanding that a letter is a symbol that represents one or more sounds in English, that these symbols can be grouped together to form words, and that these words have meaning. To support young learners, early childhood educators should draw children's attention to letters and words as they come up in everyday activities and provide children easy access to and opportunities for engagement with letters and words in many forms, such as alphabet blocks, letter and word cards, board games, ABC and word walls, alphabet books and books with repetitive words and phrases. Children who use magnetic letters or other alphabet materials to form their name or who attempt to write a phone message in the dramatic play center provide examples of how young learners demonstrate their understanding of letters and words.

Acquisition of Vocabulary

For Kindergarten through Grade 12

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

For Early Childhood

The preschool years are a time of vocabulary explosion. Children who are exposed to sophisticated vocabulary in the course of interesting conversations learn the words they will later need to recognize and understand when reading. Vocabulary children acquire is related to their language experiences both at home and at school. Therefore, during the preschool years, early childhood educators must provide many opportunities for children to develop vocabulary and use these words as part of their growing ability to engage in conversation, ask for information and provide information. These opportunities include informal conversations with adults and peers through the day; engagement in songs, rhymes, finger plays or movement activities; and first-hand experiences that involve sharing new words to describe what children are seeing and doing. In addition, read-alouds using books with unique words – words that appear infrequently in everyday spoken language – facilitate children’s listening, talking about and developing understanding of words they do not hear while listening to television or engaging in everyday conversations.

Trust with familiar adults, including the early childhood educator, must be developed and maintained for children to take risks using language, particularly in new and creative ways. Children need to play with familiar language, explore meanings and test uses of language in different settings. Using new words to describe familiar objects, inventing new ways to use well-known words and discovering additional ways to tell about events and dreams all happen in interactive settings with a devoted adult who listens and responds in positive ways to reinforce the vocabulary and language play so it will continue. These many and varied opportunities support the oral language and vocabulary development critical to future reading and writing success in school.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

For Kindergarten through Grade 12

Students develop and learn to apply strategies that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem-solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply

these strategies effectively to assigned and self-selected texts that are read in and out of the classroom.

For Early Childhood

A central goal during the preschool years is to enhance children's exposure to and concepts about print. These concepts are related to the visual characteristics, features and properties of written language. Some early childhood educators use "big books" to help children distinguish many book and print features, including the fact that a book must be held right-side up to read the words and view the illustrations; that print, rather than pictures, carries the meaning of the story; that print conveys not just any message, but a specific message; that the strings of letters between spaces are words that correspond to oral versions; and that reading progresses from left to right and from top to bottom.

The process of gaining meaning from spoken language begins in infancy, as young children search for meaning through context, gestures and facial cues. Children demonstrate their understanding or comprehension by asking questions and by making comments throughout the day. They bring this curiosity to reading events, and they develop comprehension skills through the conversation around the story – by making predictions about a story's events or characters or by commenting on the topic of a story being read to them. In addition, children take delight in retelling stories or acting out the events of a story in their play. Pausing at the end of a sentence to let children join in, asking open-ended questions and helping children make connections to prior experiences are all effective teaching strategies for developing comprehension skills.

Reading Applications: Informational, Technical and Persuasive Text

For Kindergarten through Grade 12

Students gain information from reading to learn about a subject, do a job, make decisions and accomplish a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

For Early Childhood

During the preschool years, children learn that books contain different kinds of information. There are those books that provide facts about a topic; those that help us understand general ideas or themes, such as numbers and the alphabet; those that tell us stories about real people and events; and those that share fairy tales and make believe, such as *The Three Little Pigs*. Through multiple, varied and engaging experiences, children develop concepts about these texts, how they are organized and how they are useful tools in learning about the world.

Reading Applications: Literary Text

For Kindergarten through Grade 12

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning, and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

For Early Childhood

Storybooks offer important learning opportunities about narrative text. By listening to many stories, children begin to build an awareness of the ways stories are organized. Children's concept of the story gradually develops to include the notion that stories have characters that are sustained throughout the story and that stories have actions or events that lead to an ending. In addition, through read-alouds and shared readings with adults, children learn that a story has a setting where it takes place and that conversations might be taking place between characters. Their growing awareness and understanding of stories is often demonstrated when they attempt to retell or re-enact events from their favorite story with the support of their peers.

Writing Process

For Kindergarten through Grade 12

Students' writing develops when they regularly engage in the major phases of the writing process. The process includes the phases of prewriting, drafting, revising, and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. They also develop editing skills to improve writing conventions.

For Early Childhood

Children's books and personal and shared experiences provide opportunities for early childhood educators to demonstrate and engage young children in the process of writing. Through small-group discussion or through one-on-one dialogue, adults engage children through modeled and shared writing experiences where text is created, the relationship between the written and spoken word is modeled, and the function and purpose of writing are illustrated. Writing invitations, letters, morning messages and lists with children illustrate a few meaningful contexts wherein educators can support children's understanding that writing is a process – one can change one's mind as one writes, add new thoughts later and reread the thoughts one has recorded. It is through these meaningful modeled and shared experiences with writing that will motivate children to find purpose in creating "writing" on their own.

Writing Applications

For Kindergarten through Grade 12

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit the purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers effectively control the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing according to audience and purpose.

For Early Childhood

Preschool-age children who have had plenty of opportunities to express themselves on paper – by scribbling, drawing and painting – are already on their way to becoming writers. They understand that print carries a different kind of message than pictures, and they begin to demonstrate their understanding of print as they incorporate it into drawings and paintings. This early application of writing often takes the form of asking for adult assistance or trying on their own to have their name, labels or a story written on their drawings and paintings. As children learn to form letters and develop phonological awareness, their writing takes on more conventional forms, as they print their own names and write words using inventive spelling to express their ideas and thoughts.

Within preschool settings, children need access to a variety of paper, writing utensils and materials for bookmaking, as well as numerous opportunities to experiment and explore writing for authentic reasons. Writing to remember a phone number in the dramatic play area, to tell the steps needed for building a tower of blocks, or to invite a friend to their birthday party are authentic reasons for writing. Adults must celebrate all early writing attempts and approximations of writing. Children should be viewed as they view themselves – as young authors.

Writing Conventions

For Kindergarten through Grade 12

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purpose of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

For Early Childhood

When children are surrounded by print and observe others around them reading and writing, they become aware of print and its function. As children play at writing, they scribble, print letter-like shapes and form cursive-like markings, imitating the adults they see. These early scribbles or “writing” may or may not be intended to carry a message. Often writing is mixed with a painting or drawing. However, through experiences with writing, children quickly learn to distinguish between drawing and writing. Their scribbling and pretend writing should be supported and encouraged as children move from these immature attempts at writing to more conventional forms using letter-like marks, symbols, and strings of actual letters or words.

Research

For Kindergarten through Grade 12

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

For Early Childhood

Young children are naturally curious – asking questions about experiences and areas of interest to them. A preschool environment filled with many types of informational books, picture dictionaries and other resource material provides numerous tools and opportunities for adults and children to capitalize on the young learners’ quest for information around their inquiries. With adult support, young children then share their new findings with others through various media, including drawings, dramatization and oral expressions.

Research is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

Communication: Oral and Visual

For Kindergarten through Grade 12

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and adjust their presentations according to audience and purpose.

For Early Childhood

During the preschool years, children learn language more quickly than at any other time in their lives. The world is filled with sound, and as children develop growing awareness of their environment, they begin to recognize and discriminate between the sounds of machines, music, street noise, talk on television, people

and animals. However, learning to listen should be considered part of a broader context that includes speaking, interpersonal relationships and information processing. Learning to listen involves paying attention to adults and peers as they talk to share information and ideas. Children begin to understand and appreciate others' points of view as they connect the new information they hear with their own personal ideas and experiences.

Oral communication is developed through socialization. Through interaction with peers and adults, children learn to engage in social interaction and to use language for a variety of functions. When early childhood educators talk with children and give them opportunities to talk, language is being taught. Children need appropriate and effective language skills to think and learn; to share ideas, feelings and needs; and to make friends and enjoy each other. Associating language with interesting, exciting and pleasant experiences encourages children to talk. Children will talk when the environments where they live and play promote a natural need to communicate. Young children's oral language grows when environments encourage risk-taking, when someone listens, and when there is a need to initiate, sustain and exchange language with others.

Oral communication plays an important role in all aspects of learning. It provides the foundation for reading and writing. Young children's proficiency in oral language – their sense of words and sentences, sensitivity to the sound system, and understanding of word meanings – influences their early attempts to read and write. Although listening and oral communication (speaking) appear within this separate standard, their interdependence and influence on all other aspects of the language arts program must be recognized and understood.

Communication is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

Play is important for all children, even beyond age 8, because it gives children opportunities to experiment with uses of writing to invent freely, and to practice more approximate literacy behaviors in non-evaluative settings.

– Sue Bredekamp & Teresa Rosegrant, 1995



English Language Arts Prekindergarten Indicators



Phonemic Awareness, Word Recognition and Fluency

Phonological and Phonemic Awareness

1. Identify matching sounds and recognize rhymes in familiar stories, poems, songs and words (e.g., cat/hat, dog/frog).
2. Hear sounds in words by isolating the syllables of a word using snapping, clapping or rhythmic movement (e.g., cat, ap-ple).
3. Differentiate between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).
4. Recognize when words share phonemes (sounds) and repeat the common phoneme (e.g., /b/ as in Bob, ball, baby; /t/ as in Matt, kite, boat).

Word Recognition

5. Identify own name in print.
6. Recognize and name some upper and lower-case letters in addition to those in first name.
7. Recognize that words are made up of letters (e.g., c-a-t).

Fluency

8. Recognize and “read” familiar words or environmental print (e.g., McDonalds, Bob Evans).
9. Demonstrate an understanding of reading fluency by use of phrasing, intonation and expression in shared reading (e.g., *Brown Bear, Brown Bear*).

Acquisition of Vocabulary

Contextual Understanding

1. Understand the meaning of new words from context of conversations, the use of pictures that accompany text or the use of concrete objects.

Contextual Understanding (continued)

2. Recognize and demonstrate an understanding of environmental print (e.g., STOP on stop sign).

Conceptual Understanding

3. Name items in common categories (e.g., animals, food, clothing, transportation).
4. Demonstrate or orally communicate position and directional words (e.g., inside, outside, in front of, behind).

Tools and Resources

5. Determine the meaning of unknown words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison).

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Concepts of Print

1. Understand that print has meaning by demonstrating the functions of print through play activities (e.g., orders from a menu in pretend play).
2. Hold books right side up; know that people read pages from front to back, top to bottom and read words from left to right.
3. Begin to distinguish print from pictures.

Comprehension Strategies

4. Begin to visualize, represent and sequence an understanding of text through a variety of media and play.
5. Predict what might happen next during reading of text.
6. Connect information or ideas in text to prior knowledge and experience (e.g., "I have a new puppy at home too.").
7. Answer literal questions to demonstrate comprehension of orally read age-appropriate texts.

***Self-Monitoring
Strategies***

8. Respond to oral reading by commenting or questioning (e.g., “That would taste yucky”).

***Independent
Reading***

9. Select favorite books and poems and participate in shared oral reading and discussions.

**Reading Applications: Informational, Technical
and Persuasive Text**

1. Use pictures and illustrations to aid comprehension (e.g., talks about picture when sharing a story in a book).
2. Retell information from informational text.
3. Tell the topic of a selection that has been read aloud (e.g., What is the book about?).
4. Gain text information from pictures, photos, simple charts and labels.
5. Follow simple directions.

Reading Applications: Literary Text

1. Identify characters in favorite books and stories.
2. Retell or re-enact events from a story through a variety of media and play events (e.g., dramatize a favorite story).
3. Begin to demonstrate an understanding of the differences between fantasy and reality (e.g., talking flowers and animals).
4. Participate in shared reading of repetitious or predictable text.

Writing Processes

Prewriting

1. Generate ideas for a story or shared writing with assistance.
2. Choose a topic for writing related to shared or personal experience.
3. Begin to determine purpose for writing (e.g., writing invitations to a birthday party).

Drafting, Revising and Editing

4. Generate related ideas with assistance.
5. Dictate or produce “writing” to express thoughts.
6. Repeat message conveyed through dictation or “writing,” (e.g., retell what was written).
7. Begin to use resources (e.g., labels, books, adults, word walls, computer) to convey meaning.

Publishing

8. Display or share writing samples, illustrations and dictated stories with others.

Writing Applications

1. Dictate stories or produce simple stories using pictures, mock letters or words.
2. Name objects and label with assistance from adult cues (e.g., table, door).
3. Play at writing from top to bottom, horizontal rows as format.
4. Dictate words or produce writing approximations for a variety of purposes (e.g., menus in dramatic play, note to friend).

Writing Conventions

Handwriting

1. Print letters of own name and other meaningful words with assistance using mock letters and/or conventional print.
2. Begin to demonstrate letter formation in “writing.”

Spelling

3. Scribble familiar words with mock letters and some actual letters (e.g., love, mom, child’s name).

Punctuation and Capitalization

4. Indicate an awareness of letters that cluster as words, words in phrases or sentences by use of spacing, symbols or marks.

Research

1. Ask questions about experiences, areas of interest, pictures, letters, words, logos or icons (e.g., EXIT on a sign in the grocery store).
2. Use a variety of resources to gather information with assistance (e.g., picture games, informational picture books).
3. Recall information about a topic dictated or constructed by child.
4. Share findings of information through retelling, media and play (e.g., draw a picture of the desert).

Communication: Oral and Visual

Listening and Viewing

1. Attend to speakers, stories, poems and songs.
2. Connect information and events to personal experiences by sharing or commenting.
3. Follow simple oral directions.

Speaking Skills and Strategies

4. Speak clearly and understandably to express ideas, feelings and needs.
5. Initiate and sustain a conversation through turn-taking.

Speaking Applications

6. Present own experiences, products, creations or writing through the use of language (e.g., share and talk about a drawing with others).
7. Participate in the recitation of books, poems, chants, songs and nursery rhymes (e.g., *Little Miss Muffet*).

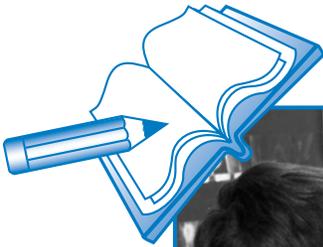
Children's concepts about literacy are formed from the earliest years by observing and interacting with readers and writers as well as through their own attempts to read and write.

– Catherine Snow, Susan Burns and Peg Griffin, 1998

English Language Arts

Indicators by Standard

Prekindergarten – Kindergarten





English Language Arts Prekindergarten and Kindergarten Indicators

The following lists the prekindergarten and kindergarten indicators within each standard.



I. Phonemic Awareness, Word Recognition and Fluency Standard

Prekindergarten

- Identify matching sounds and recognize rhymes in familiar stories, poems, songs and words (e.g., cat/hat, dog/frog).
- Hear sounds in words by isolating the syllables of a word using snapping, clapping or rhythmic movement (e.g., cat, ap-ple).
- Differentiate between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).
- Recognize when words share phonemes (sounds) and repeat the common phoneme (e.g., /b/ as in Bob, ball, baby; /t/ as in Matt, kite, boat).
- Identify own name in print.
- Recognize and name some upper and lower case letters in addition to those in first name.
- Recognize that words are made up of letters (e.g., c-a-t).
- Recognize and “read” familiar words or environmental print (e.g., McDonalds, Bob Evans).
- Demonstrate an understanding of reading fluency by use of phrasing, intonation and expression in shared reading (e.g., *Brown Bear, Brown Bear*).

Kindergarten

- Identify and complete rhyming words and patterns.
- Distinguish the number of syllables in words by using rhythmic clapping, snapping or counting.
- Recognize, say and write common sounds of letters.
- Hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, and blend phonemes to say words.
- Read own first and last name.
- Distinguish and name all upper and lower case letters.
- Distinguish letters from words by recognizing that words are separated by spaces.
- Read one-syllable and often-heard words by sight.
- Reread stories independently or as a group, modeling patterns of changes in timing, voice and expression.

II. Acquisition of Vocabulary Standard

Prekindergarten

- Understand the meaning of new words from the context of conversations, the use of pictures that accompany text or the use of concrete objects.
- Recognize and demonstrate an understanding of environmental print (e.g., STOP on a stop sign).
- Name items in common categories (e.g., animals, food, clothing, transportation).
- Demonstrate or orally communicate position and directional words (e.g., inside, outside, in front of, behind).
- Determine the meaning of unknown words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison).

Kindergarten

- Understand new words from the context of conversations or from the use of pictures within a text.
- Recognize and understand words, signs and symbols seen in everyday life.
- Identify words in common categories such as color words, number words and directional words.
- Determine the meaning of unknown words, with assistance, using a beginner's dictionary.

III. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

Prekindergarten

- Understand that print has meaning by demonstrating the functions of print through play activities (e.g., orders from a menu in pretend play).
- Hold books right side up; know that people read pages from front to back, top to bottom and read words from left to right.
- Begin to distinguish print from pictures.
- Begin to visualize, represent, and sequence an understanding of text through a variety of media and play.
- Predict what might happen next during the reading of text.
- Connect information or ideas in text to prior knowledge and experience (e.g., "I have a new puppy at home too.").

Kindergarten

- Demonstrate an understanding that print has meaning by explaining that text provides information or tells a story.
- Hold books right side up; know that people read pages from front to back and read words from left to right.
- Know the differences between illustrations and print.
- Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions.
- Predict what will happen next, using pictures and content as a guide.
- Compare information (e.g., recognize similarities) in texts using prior knowledge and experience.
- Recall information from a story by sequencing pictures and events.

III. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard (continued)

Prekindergarten

- Answer literal questions to demonstrate comprehension of orally read age-appropriate texts.
- Respond to oral reading by commenting or questioning (e.g., “That would taste yucky.”).
- Select favorite books and poems and participate in familiar shared oral reading and discussions.

Kindergarten

- Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts.
- Monitor comprehension of orally read texts by asking and answering questions.
- Identify favorite books and stories and participate in shared oral reading.

IV. Reading Applications: Informational, Technical and Persuasive Text Standard

Prekindergarten

- Use pictures and illustrations to aid comprehension (e.g., talks about picture when sharing a story in a book).
- Retell information from informational text.
- Tell the topic of a selection that has been read aloud (e.g., What is the book about?).
- Gain text information from pictures, photos, simple charts and labels.
- Follow simple directions.

Kindergarten

- Use pictures and illustrations to aid comprehension.
- Identify and discuss the sequence of events in informational text.
- Tell the main idea of a selection that has been read aloud.
- Identify and discuss simple maps, charts and graphs.
- Follow simple directions.

V. Reading Applications: Literacy Text Standard

Prekindergarten

- Identify characters in favorite books and stories.
- Retell or re-enact events from a story through a variety of media and play events (e.g., dramatize a favorite story).
- Begin to demonstrate an understanding of the difference between fantasy and reality (e.g., talking flowers and animals).
- Participate in shared reading of repetitious or predictable text.

Kindergarten

- Identify the characters and setting in a story.
- Retell or re-enact a story that has been heard.
- Distinguish between fantasy and reality.
- Recognize predictable patterns in stories.

VI. Writing Processes Standard

Prekindergarten

- Generate ideas for a story or shared writing with assistance.
- Choose a topic for writing related to shared or personal experiences.
- Begin to determine purpose for writing (e.g., writing invitations to a birthday party).
- Generate ideas for a story or shared writing with assistance.
- Dictate or produce “writing” to express thoughts.
- Repeat message conveyed through dictation or “writing,” (e.g., retell what was written).
- Begin to use resources (e.g., labels, books, adults, word walls, computer, etc.) to convey meaning.
- Display or share writing samples, illustrations and dictated stories with others.

Kindergarten

- Generate writing ideas through discussions with others.
- Choose a topic for writing.
- Determine audience.
- Organize and group related ideas.
- Use correct sentence structures when expressing thoughts and ideas.
- Reread own writing.
- Use resources (e.g., a word wall) to enhance vocabulary.
- Rewrite and illustrate writing samples for display and for sharing with others.

VII. Writing Applications Standard

Prekindergarten

- Dictate stories or produce simple stories using pictures, mock letters or words.
- Name objects and label with assistance from adult cues (e.g., table, door).
- Play at writing from top to bottom, horizontal rows as format.
- Dictate words or produce writing approximations for a variety of purposes (e.g., menus in dramatic play, note to friend).

Kindergarten

- Dictate or write simple stories, using letters, words or pictures.
- Name or label objects or places.
- Write from left to right and from top to bottom.
- Dictate or write informal writings for various purposes.

VIII. Writing Conventions Standard

Prekindergarten

- Print letters of own name and other meaningful words with assistance using mock letters and/or conventional print.
- Begin to demonstrate letter formation in “writing.”
- Scribble familiar words with mock letters and some actual letters (e.g., love, mom, child’s name).
- Indicate an awareness of letters that cluster as words, words in phrases or sentences by use of spacing, symbols or marks.

Kindergarten

- Print capital and lowercase letters, correctly spacing the letters.
- Leave spaces between words when writing.
- Show characteristics of early letter name-alphabetic spelling.
- Place punctuation marks at the end of sentences.

IX. Research Standard

Prekindergarten

- Ask questions about experiences, areas of interest, pictures, letters, words, logos or icons (e.g., EXIT on a sign in the grocery store).
- Use a variety of resources to gather new information with assistance (e.g., pictiionary, informational picture books).
- Recall information about a topic dictated or constructed by child.
- Share findings of information through retelling, media and play (e.g., draw a picture of the desert).

Kindergarten

- Ask questions about a topic being studied or an area of interest.
- Use books or observations to gather information, with teacher assistance, to explain a topic or unit of study.
- Recall information about a topic with assistance.
- Share findings visually or orally.

X. Communications: Oral and Visual Standard

Prekindergarten

- Attend to speakers, stories, poems and songs.
- Connect information and events to personal experiences by sharing or commenting.
- Follow simple oral directions.
- Speak clearly and understandably to express ideas, feelings and needs.
- Initiate and sustain a conversation through turn-taking.
- Present own experiences, products, creations or writing through the use of language (e.g., share and talk about a drawing with others).
- Participate in the recitation of books, poems, chants, songs and nursery rhymes (e.g., *Little Miss Muffet*).

Kindergarten

- Listen attentively to speakers, stories, poems and songs.
- Connect what is heard with prior knowledge and experience.
- Follow simple oral directions.
- Speak clearly and understandably.
- Deliver informal descriptive or informational presentation about ideas or experiences in logical order with a beginning, middle and end.
- Recite short poems, songs, and nursery rhymes.

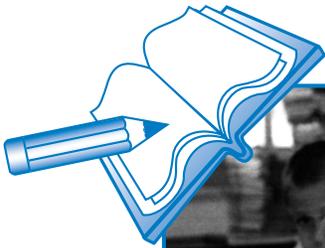
One of the best predictors of whether a child will function competently in school and go on to contribute actively in our increasingly literate society is the level to which the child progresses in reading and writing. The early childhood years — birth through age 8 — are the most important period for literacy development.

— Susan Neuman, Carol Copple and Sue Bredekamp, 2000

English Language Arts

Standards, Benchmarks and Indicators

Prekindergarten – Grade 3



Correlation of Benchmarks and Indicators

Prekindergarten — 3

NOTE: The term, *prekindergarten*, refers to all early learning experiences before kindergarten (e.g., nursery school, preschool, family care, etc.).

The number in parenthesis () corresponds to the numbered grade-level indicator found in section “Benchmarks and Indicators by Standard” of *Academic Content Standards: K-12 English Language Arts* document.

Phonemic Awareness, Work Recognition and Fluency Standard

Pre-K – 3 Benchmark

A. Use letter-sound correspondence knowledge and structural analysis to decode words.

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
<ul style="list-style-type: none"> • Identify matching sounds and recognize rhymes in familiar stories, poems, songs and words (e.g., cat/hat, dog/frog). (1) • Hear sounds in words by isolating the syllables of a word using snapping, clapping or rhythmic movement (e.g., cat, ap-ple). (2) • Differentiate between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes). (3) 	<ul style="list-style-type: none"> • Identify and complete rhyming words and patterns. (2) • Distinguish the number of syllables in words by using rhythmic clapping, snapping or counting. (3) • Distinguish and name all upper- and lower-case letters. (4) • Recognize, say and write the common sounds of letters. (5) • Distinguish letters from words by recognizing that words are separated by spaces. (6) 	<ul style="list-style-type: none"> • Identify and distinguish between letters, words and sentences. (1) • Identify and say the beginning and ending sounds in words. (2) • Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns, such as consonant blends and long- and short-vowel patterns, and by matching sounds to the corresponding letters. (3) • Decode by using letter-sound matches. (4) 	<ul style="list-style-type: none"> • Identify rhyming words with the same or different spelling patterns. (1) • Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables. (3) • Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words. (4) • Segment letter, letter blends and syllable sounds in words. (5) • Distinguish and identify the beginning, middle and ending sounds in words. (6) 	<ul style="list-style-type: none"> • Identify rhyming words with the same or different spelling patterns. (1) • Use letter-sound knowledge and structural analysis to decode words. (2) • Use knowledge of common word families (e.g., -ite or -ate) and complex word families (e.g., -ould, -ight) to sound out unfamiliar words. (3)

Correlation of Benchmarks and Indicators

Prekindergarten — 3

Pre-K – 3 Benchmark *cont.*

A. Use letter-sound correspondence knowledge and structural analysis to decode words.

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
<ul style="list-style-type: none"> Recognize when words share phonemes (sounds) and repeat the common phoneme (e.g., /b/ as in Bob, ball, baby; /t/ as in Matt, kite, boat). (4) Recognize and name some upper and lower case letters in addition to those in first name. (6) Recognize that words are made up of letters (e.g., c-a-t). (7) 	<ul style="list-style-type: none"> Hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, and blend phonemes to say words. (7) 	<ul style="list-style-type: none"> Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words. (5) Blend two to four phonemes (sounds) into words. (6) Add, delete or change sounds in a given word to create new or rhyming words. (7) 	<ul style="list-style-type: none"> Identify words as having either short- or long-vowel sounds. (7) 	

Correlation of Benchmarks and Indicators

Prekindergarten — 3

Phonemic Awareness, Word Recognition and Fluency Standard

Pre-K – 3 Benchmark

B. Demonstrate fluent oral reading using sight words and decoding skills, varying intonation and timing as appropriate for text.

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
<ul style="list-style-type: none"> • Identify own name in print. (5) • Recognize and “read” familiar words or environmental print (e.g., McDonalds, Bob Evans). (8) • Demonstrate an understanding of reading fluency by use of phrasing, intonation and expression in shared reading (e.g., <i>Brown Bear, Brown Bear</i>). (9) 	<ul style="list-style-type: none"> • Read own first and last name. (1) • Read one-syllable and often-heard words by sight. (8) • Reread stories independently or as a group, modeling patterns of changes in timing, voice and expression. (9) 	<ul style="list-style-type: none"> • Demonstrate a growing stock of sight words. (8) • Read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rimes. (9) • Read aloud with changes in emphasis, voice, timing and expression that show a recognition of punctuation and an understanding of meaning. (10) 	<ul style="list-style-type: none"> • Read regularly spelled multi-syllable words by sight. (2) • Demonstrate a growing stock of sight words. (8) • Read text using fluid and automatic decoding skills. (9) • Read passages fluently with appropriate changes in voice, timing and expression. (10) 	<ul style="list-style-type: none"> • Demonstrate a growing stock of sight words. (4) • Read text using fluid and automatic decoding skills. (5) • Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension. (6)

Correlation of Benchmarks and Indicators

Prekindergarten — 3

Acquisition of Vocabulary Standard

Pre-K – 3 Benchmark

A. Use context clues to determine the meaning of new vocabulary.

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
<ul style="list-style-type: none"> Understand the meaning of new words from the context of conversations, the use of pictures that accompany text or the use of concrete objects. (1) 	<ul style="list-style-type: none"> Understand new words from the context of conversations or from the use of pictures within a text. (1) 	<ul style="list-style-type: none"> Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading. (1) 	<ul style="list-style-type: none"> Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading. (1) 	<ul style="list-style-type: none"> Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues. (1) Use context clues to determine the meaning of homophones, homonyms and homographs. (2)

Correlation of Benchmarks and Indicators

Prekindergarten — 3

Acquisition of Vocabulary Standard

Pre-K – 3 Benchmark

B. Read accurately high-frequency sight words.

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
<ul style="list-style-type: none"> • Recognize and demonstrate an understanding of environmental print (e.g., STOP on a stop sign). (2) • Name items in common categories (e.g., animals, food, clothing, transportation). (3) • Demonstrate or orally communicate position and directional words (e.g., inside, outside, in front of, behind). (4) 	<ul style="list-style-type: none"> • Recognize and understand words, signs and symbols seen in everyday life. (2) • Identify words in common categories such as color words, number words and directional words. (3) 	<ul style="list-style-type: none"> • Recognize common sight words. (4) 	<ul style="list-style-type: none"> • Read accurately high-frequency sight words. (4) 	<ul style="list-style-type: none"> • Read accurately high-frequency sight words. (4)

Correlation of Benchmarks and Indicators

Prekindergarten — 3

Acquisition of Vocabulary Standard

Pre-K – 3 Benchmark

C. Apply structural analysis skills to build and extend vocabulary and to determine word meaning.

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
<p>There are no indicators age appropriate for this level.</p>	<p>There are no indicators age appropriate for this level.</p>	<ul style="list-style-type: none"> • Predict the meaning of compound words using knowledge of individual words (e.g., daydream, raindrop). (6) • Recognize contractions (e.g., isn't, aren't, can't, won't) and common abbreviations (e.g., Jan., Feb.). (7) • Read root words and their inflectional endings (e.g., walk, walked, walking). (8) 	<ul style="list-style-type: none"> • Determine the meaning of common compound words (e.g., lunchroom, baseball) by explaining the relationship between the words contained in the compound. (6) • Identify contractions and common abbreviations and connect them to whole words. (7) • Determine the meaning of prefixes, including un-, re-, pre-, and suffixes, including -er, -est, -ful, -less. (8) • Use root words (e.g., smiles) and their various inflections (e.g., smiles, smiling, smiled) to determine the meaning of words. (9) 	<ul style="list-style-type: none"> • Apply knowledge of individual words in unknown compound words to determine their meanings. (5) • Use knowledge of contractions and common abbreviations to identify whole words. (6) • Apply knowledge of prefixes, including un-, re-, pre- and suffixes, including -er, -est, -ful and -less to determine meaning of words. (7) • Decode and determine the meaning of words by using knowledge of root words and their various inflections. (8)

Correlation of Benchmarks and Indicators

Prekindergarten — 3

Acquisition of Vocabulary Standard

Pre-K – 3 Benchmark

D. Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
<p>There are no indicators age appropriate for this level.</p>	<p>There are no indicators age appropriate for this level.</p>	<ul style="list-style-type: none"> • Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms). (2) • Classify words into categories (e.g., colors, fruits, vegetables). (3) • Recognize that words can sound alike but have different meanings (e.g., homophones such as hair and hare). (5) 	<ul style="list-style-type: none"> • Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms). (2) • Classify words into categories (e.g., colors, fruits, vegetables). (3) • Read homographs aloud correctly, adjusting sounds to fit meaning, and use words in context. (5) 	<ul style="list-style-type: none"> • Apply the meaning of the terms synonyms and antonyms. (3)

Correlation of Benchmarks and Indicators

Prekindergarten — 3

Acquisition of Vocabulary Standard

Pre-K – 3 Benchmark

E. Use resources to determine the meanings and pronunciations of unknown words.

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
<ul style="list-style-type: none"> Determine the meaning of unknown words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison). (5) 	<ul style="list-style-type: none"> Determine the meaning of unknown words, with assistance, using a beginner's dictionary. (4) 	<ul style="list-style-type: none"> Determine the meaning of unknown words using a beginner's dictionary. (9) 	<ul style="list-style-type: none"> Determine the meaning and pronunciations of unknown words using a beginner's dictionary, glossaries and technology. (10) 	<ul style="list-style-type: none"> Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars. (9)

Correlation of Benchmarks and Indicators

Prekindergarten — 3

Reading Process: Contents of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

Pre-K – 3 Benchmark

A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
<ul style="list-style-type: none"> Begin to visualize, represent, and sequence an understanding of text through a variety of media and play. (4) 	<ul style="list-style-type: none"> Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions. (4) 	<ul style="list-style-type: none"> Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained). (2) Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions. (3) 	<ul style="list-style-type: none"> Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained). (1) Create and use graphic organizers, such as Venn diagrams or webs, to demonstrate comprehension. (5) 	<ul style="list-style-type: none"> Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained). (1) Create and use graphic organizers, such as Venn diagrams or webs, to demonstrate comprehension. (6)

Correlation of Benchmarks and Indicators

Prekindergarten — 3

Reading Process: Contents of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

Pre-K – 3 Benchmark

B. Make predictions from text clues and cite specific examples to support predictions.

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
<ul style="list-style-type: none"> Predict what might happen next during the reading of text. (5) 	<ul style="list-style-type: none"> Predict what will happen next, using pictures and content as a guide. (5) 	<ul style="list-style-type: none"> Make predictions while reading and support predictions with information from the text or prior experience. (4) 	<ul style="list-style-type: none"> Predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge. (2) 	<ul style="list-style-type: none"> Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text. (2)

Correlation of Benchmarks and Indicators

Prekindergarten — 3

Reading Process: Contents of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

Pre-K – 3 Benchmark

C. Draw conclusions from information in the text.

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
<ul style="list-style-type: none"> • Begin to visualize, represent, and sequence an understanding of text through a variety of media and play. (4) 	<ul style="list-style-type: none"> • Recall information from a story by sequencing pictures and events. (7) 	<ul style="list-style-type: none"> • Recall the important ideas in fictional and non-fictional texts. (6) 	<ul style="list-style-type: none"> • Summarize text by recalling main ideas and some supporting details. (4) 	<ul style="list-style-type: none"> • Summarize texts, sequencing information accurately and include main ideas and details as appropriate. (4) • Make inferences regarding events and possible outcomes from information in text. (5)

Correlation of Benchmarks and Indicators

Prekindergarten — 3

Reading Process: Contents of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

Pre-K – 3 Benchmark

D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
<ul style="list-style-type: none"> Connect information or ideas in text to prior knowledge and experience (e.g., “I have a new puppy at home too.”). (6) 	<ul style="list-style-type: none"> Compare information (e.g., recognize similarities) in texts using prior knowledge and experience. (6) 	<ul style="list-style-type: none"> Compare information (e.g., recognize similarities) in texts with prior knowledge and experience. (5) Create and use graphic organizers, such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension. (7) 	<ul style="list-style-type: none"> Compare and contrast information in texts with prior knowledge and experience. (3) Summarize text by recalling main ideas and some supporting details. (4) 	<ul style="list-style-type: none"> Compare and contrast information between texts and across subject areas. (3) Summarize texts, sequencing information accurately and include main ideas and details as appropriate. (4)

Correlation of Benchmarks and Indicators

Prekindergarten — 3

Reading Process: Contents of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

Pre-K – 3 Benchmark

E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
<ul style="list-style-type: none"> Answer literal questions to demonstrate comprehension of orally read age-appropriate text. (7) 	<ul style="list-style-type: none"> Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts. (8) 	<ul style="list-style-type: none"> Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (8) 	<ul style="list-style-type: none"> Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (6) 	<ul style="list-style-type: none"> Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (7)

Correlation of Benchmarks and Indicators

Prekindergarten — 3

Reading Process: Contents of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

Pre-K – 3 Benchmark

F. Apply and adjust self-monitoring strategies to assess understanding of text.

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
<ul style="list-style-type: none"> Respond to oral reading by commenting or questioning (e.g., “That would taste yucky.”). (8) 	<ul style="list-style-type: none"> Monitor comprehension of orally read texts by asking and answering questions. (9) 	<ul style="list-style-type: none"> Monitor comprehension of independently – or group-read texts by asking and answering questions. (9) 	<ul style="list-style-type: none"> Monitor comprehension by recognizing when text does not make sense, and look back or read on to reinforce comprehension. (7) Monitor reading comprehension by identifying word errors and self-correcting. (8) 	<ul style="list-style-type: none"> Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back. (8)

Correlation of Benchmarks and Indicators

Prekindergarten — 3

Reading Applications: Informational, Technical and Persuasive Text Standard

Pre-K – 3 Benchmark

A. Use text features and structures to organize content, draw conclusions and build text knowledge.

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
<ul style="list-style-type: none"> Use pictures and illustrations to aid comprehension (e.g., talks about picture when sharing a story in a book). (1) 	<ul style="list-style-type: none"> Use pictures and illustrations to aid comprehension. (1) 	<ul style="list-style-type: none"> Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts. (1) 	<ul style="list-style-type: none"> Use the table of contents, glossary, captions and illustrations to identify information and to comprehend texts. (1) 	<ul style="list-style-type: none"> Use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and comprehend texts. (1)

Correlation of Benchmarks and Indicators

Prekindergarten — 3

Reading Applications: Informational, Technical and Persuasive Text Standard

Pre-K – 3 Benchmark

B. Ask clarifying questions concerning essential elements of informational text.

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
There are no indicators age appropriate for this level.	There are no indicators age appropriate for this level.	<ul style="list-style-type: none"> Ask questions concerning essential elements of informational text (e.g., why, who, where, what, when and how). (3) 	<ul style="list-style-type: none"> List questions about essential elements from informational text (e.g., why, who, where, what, when and how) and identify answers. (3) 	<ul style="list-style-type: none"> List questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identify answers. (2)

Correlation of Benchmarks and Indicators

Prekindergarten — 3

Reading Applications: Informational, Technical and Persuasive Text Standard

Pre-K – 3 Benchmark

C. Identify the central ideas and supporting details of informational text.

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
<ul style="list-style-type: none"> Retell information from informational text. (2) Tell the topic of a selection that has been read aloud (e.g., What is the book about?). (3) 	<ul style="list-style-type: none"> Identify and discuss the sequence of events in informational text. (2) Tell the main idea of a selection that has been read aloud. (3) 	<ul style="list-style-type: none"> Identify the sequence of events in informational text. (2) Identify central ideas and supporting details of informational text with teacher assistance. (4) 	<ul style="list-style-type: none"> Arrange events from informational text in sequential order. (2) Classify ideas from informational texts as main ideas or supporting details. (4) 	<ul style="list-style-type: none"> Identify and list the important central ideas and supporting details of informational text. (3)

Correlation of Benchmarks and Indicators

Prekindergarten — 3

Reading Applications: Informational, Technical and Persuasive Text Standard

Pre-K – 3 Benchmark

D. Use visual aids as sources to gain additional information from text.

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
<ul style="list-style-type: none"> Gain text information from pictures, photos, simple charts and labels. (4) 	<ul style="list-style-type: none"> Identify and discuss simple maps, charts and graphs. (4) 	<ul style="list-style-type: none"> Identify and discuss simple diagrams, charts, graphs and maps as characteristics of nonfiction. (5) 	<ul style="list-style-type: none"> Identify information in diagrams, charts, graphs and maps. (5) 	<ul style="list-style-type: none"> Draw conclusions from information in maps, charts, graphs and diagrams. (4)

Correlation of Benchmarks and Indicators

Prekindergarten — 3

Reading Applications: Informational, Technical and Persuasive Text Standard

Pre-K – 3 Benchmark

E. Evaluate two- and three-step directions for proper sequencing and completeness.

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
<ul style="list-style-type: none"> • Follow simple directions. (5) 	<ul style="list-style-type: none"> • Follow simple directions. (5) 	<ul style="list-style-type: none"> • Follow multiple-step directions. (6) 	<ul style="list-style-type: none"> • Analyze a set of directions for proper sequencing. (6) 	<ul style="list-style-type: none"> • Analyze a set of directions for proper sequencing, clarity and completeness. (5)

Correlation of Benchmarks and Indicators

Prekindergarten — 3

Reading Applications: Literary Text Standard

Pre-K – 3 Benchmark

A. Compare and contrast plot across literary works.

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
<ul style="list-style-type: none"> Identify characters in favorite books and stories. (1) Retell or re-enact events from a story through a variety of media and play events (e.g., dramatize a favorite story). (2) 	<ul style="list-style-type: none"> Identify favorite books and stories. (1) Retell or re-enact a story that has been heard. (3) 	<ul style="list-style-type: none"> Provide own interpretation of story, using information from the text. (1) Retell the beginning, middle and ending of a story, including its important events. (3) 	<ul style="list-style-type: none"> Compare and contrast different versions of the same story. (1) Retell the plot of a story. (3) 	<ul style="list-style-type: none"> Recognize and describe similarities and differences of plot across literary works. (1) Retell the plot sequence. (3)

Correlation of Benchmarks and Indicators

Prekindergarten — 3

Reading Applications: Literary Text Standard

Pre-K – 3 Benchmark

B. Use supporting details to identify and describe main ideas, characters and setting.

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
<ul style="list-style-type: none"> Identify characters in favorite books and stories. (1) 	<ul style="list-style-type: none"> Identify the characters and setting in a story. (2) 	<ul style="list-style-type: none"> Identify characters, setting and events in a story. (2) 	<ul style="list-style-type: none"> Describe characters and setting. (2) 	<ul style="list-style-type: none"> Use concrete details from the text to describe characters and setting. (2)

Correlation of Benchmarks and Indicators

Prekindergarten — 3

Reading Applications: Literary Text Standard

Pre-K – 3 Benchmark

C. Recognize the defining characteristics and features of different types of literary forms and genres.

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
<ul style="list-style-type: none"> • Begin to demonstrate an understanding of the difference between fantasy and reality (e.g., talking flowers and animals). (3) • Participate in shared reading of repetitious or predictable text. (4) 	<ul style="list-style-type: none"> • Distinguish between fantasy and reality. (4) • Recognize predictable patterns in stories. (5) 	<ul style="list-style-type: none"> • Identify differences between stories, poems and plays. (4) • Recognize predictable patterns in stories and poems. (5) 	<ul style="list-style-type: none"> • Distinguish between stories, poems, plays, fairy tales and fables. (4) 	<ul style="list-style-type: none"> • Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction. (4)

Correlation of Benchmarks and Indicators

Prekindergarten — 3

Reading Applications: Literary Text Standard

Pre-K – 3 Benchmark

D. Explain how an author’s word choice and use of methods influences the reader.

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
There are no indicators age appropriate for this level.	There are no indicators age appropriate for this level.	There are no indicators age appropriate for this level.	<ul style="list-style-type: none"> Identify words from texts that appeal to the senses. (5) 	<ul style="list-style-type: none"> Explain how an author’s choice of words appeals to the senses. (5) Describe methods authors use to influence readers’ feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language). (7)

Correlation of Benchmarks and Indicators

Prekindergarten — 3

Reading Applications: Literary Text Standard

Pre-K – 3 Benchmark

E. Identify the theme of a literary text.

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
There are no indicators age appropriate for this level.	There are no indicators age appropriate for this level.	There are no indicators age appropriate for this level.	<ul style="list-style-type: none"> Identify the theme of a text. (6) 	<ul style="list-style-type: none"> Identify stated and implied themes. (6)

Correlation of Benchmarks and Indicators

Prekindergarten — 2

NOTE: The term, Prekindergarten, refers to all early learning experiences before kindergarten (e.g., nursery school, preschool, family care, etc.).

The number in parenthesis () corresponds to the numbered grade-level indicator found in section “Benchmarks and Indicators by Standard” of *Academic Content Standards: K-12 English Language Arts* document.

Writing Process Standard

Pre-K – 2 Benchmark

A. Generate ideas for written compositions.

Prekindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators
<ul style="list-style-type: none"> • Generate ideas for a story or shared writing with assistance. (1) • Choose a topic for writing related to shared or personal experiences. (2) 	<ul style="list-style-type: none"> • Generate writing ideas through discussions with others. (1) • Choose a topic for writing. (2) 	<ul style="list-style-type: none"> • Generate writing ideas through discussions with others. (1) • Develop a main idea for writing. (2) 	<ul style="list-style-type: none"> • Generate writing ideas through discussion with others. (1) • Develop a main idea for writing. (2)

Correlation of Benchmarks and Indicators

Prekindergarten — 2

Writing Process Standard

Pre-K – 2 Benchmark

B. Develop audience and purpose for self-selected and assigned writing tasks.

Prekindergarten Indicators

- Begin to determine purpose for writing (e.g., writing invitations to a birthday party). (3)

Kindergarten Indicators

- Determine audience. (3)

Grade 1 Indicators

- Determine purpose and audience. (3)

Grade 2 Indicators

- Develop a purpose and audience for writing. (3)

Correlation of Benchmarks and Indicators

Prekindergarten — 2

Writing Process Standard

Pre-K – 2 Benchmark

C. Use organizers to clarify ideas for writing assignments.

Prekindergarten Indicators

- Generate ideas for a story or shared writing with assistance. (4)

Kindergarten Indicators

- Organize and group related ideas. (4)

Grade 1 Indicators

- Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing. (4)

Grade 2 Indicators

Correlation of Benchmarks and Indicators

Prekindergarten — 2

Writing Process Standard

Pre-K – 2 Benchmark

D. Use revision strategies and resources to improve ideas and content, organization, word choice and detail.

Prekindergarten Indicators

- Repeat message conveyed through dictation or “writing,” (e.g., retell what was written). (6)
- Begin to use resources (e.g., labels, books, adults, word walls, computer, etc.) to convey meaning. (7)

Kindergarten Indicators

- Reread own writing. (7)
- Use resources (e.g., a word wall) to enhance vocabulary. (8)

Grade 1 Indicators

- Organize writing to include a beginning, middle and end. (5)
- Mimic language from literature when appropriate. (7)
- Reread own writing for clarity. (9)
- Add descriptive words and details. (10)
- Use resources (e.g., a word wall, a beginner’s dictionary, word bank) to select effective vocabulary. (11)

Grade 2 Indicators

- Organize writing with a developed beginning, middle and end. (5)
- Include transitional words and phrases. (7)
- Use language for writing that is different from oral language, mimicking writing style of books when appropriate. (8)
- Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair). (10)
- Add descriptive words and details and delete extraneous information. (11)
- Use resources (e.g., word wall, beginner’s dictionary and word bank) to select effective vocabulary. (12)

Correlation of Benchmarks and Indicators

Prekindergarten — 2

Writing Process Standard

Pre-K – 2 Benchmark

E. Edit to improve sentence fluency, grammar and usage.

Prekindergarten Indicators

- Dictate or produce “writing” to express thoughts. (5)

Kindergarten Indicators

- Use correct sentence structures when expressing thoughts and ideas. (6)

Grade 1 Indicators

- Construct complete sentences with subjects and verbs. (6)
- Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization). (12)

Grade 2 Indicators

- Use a range of complete sentences, including declarative, interrogative and exclamatory. (6)
- Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization). (13)

Correlation of Benchmarks and Indicators

Prekindergarten — 2

Writing Process Standard

Pre-K – 2 Benchmark

F. Apply tools to judge the quality of writing.

Prekindergarten Indicators

There are no indicators age appropriate for this level.

Kindergarten Indicators

There are no indicators age appropriate for this level.

Grade 1 Indicators

- Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (13)

Grade 2 Indicators

- Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (14)

Correlation of Benchmarks and Indicators

Prekindergarten — 2

Writing Process Standard

Pre-K – 2 Benchmark

G. Publish writing samples for display or sharing with others using techniques such as electronic resources and graphics.

Prekindergarten Indicators

- Display or share “writing” samples, illustrations and dictated stories with others. (8)

Kindergarten Indicators

- Rewrite and illustrate writing samples for display and for sharing with others. (9)

Grade 1 Indicators

- Use available technology to compose text. (8)
- Rewrite and illustrate writing samples for display and for sharing with others. (14)

Grade 2 Indicators

- Use available technology to compose text. (9)
- Rewrite and illustrate writing samples for display and for sharing with others. (15)

Correlation of Benchmarks and Indicators

Prekindergarten — 2

Writing Applications Standard

Pre-K – 2 Benchmark

A. Compose writings that convey a clear message and include well-chosen details.

Prekindergarten Indicators

- Dictate stories or produce simple stories using pictures, mock letters or words. (1)
- Name objects and label with assistance from adult cues (e.g., table, door). (2)
- Play at writing from top to bottom, horizontal rows as format. (3)
- Dictate words or produce writing approximations for a variety of purposes (e.g., menus in dramatic play, note to friend). (4)

Kindergarten Indicators

- Dictate or write simple stories, using letters, words or pictures. (1)
- Name or label objects or places. (2)
- Write from left to right and from top to bottom. (3)
- Dictate or write informal writings for various purposes. (4)

Grade 1 Indicators

- Write simple stories with a beginning, middle and end that include descriptive words and details. (1)

Grade 2 Indicators

- Write stories that convey a clear message, include details, use vivid language and move through a logical sequence of steps and events. (1)

Correlation of Benchmarks and Indicators

Prekindergarten — 2

Writing Process Standard

Pre-K – 2 Benchmark

B. Write responses to literature that demonstrate an understanding of the literary work.

Prekindergarten Indicators

There are no indicators age appropriate for this level.

Kindergarten Indicators

There are no indicators age appropriate for this level.

Grade 1 Indicators

- Write responses to stories that include simple judgments about the text. (2)

Grade 2 Indicators

- Write responses to stories by comparing text to other texts, or to people or events in their own lives. (2)

Correlation of Benchmarks and Indicators

Prekindergarten — 2

Writing Process Standard

Pre-K – 2 Benchmark

C. Write friendly letters and invitations complete with date, salutation, body, closing and signature.

Prekindergarten Indicators

- Dictate words or produce writing approximations for a variety of purposes (e.g., menus in dramatic play, note to friend). (4)

Kindergarten Indicators

- Dictate or write informal writings for various purposes. (4)

Grade 1 Indicators

- Write friendly letters or invitations that follow a simple letter format. (3)

Grade 2 Indicators

- Write letters or invitations that include relevant information and follow letter format (e.g., date, proper salutation, body, closing and signature). (3)

Correlation of Benchmarks and Indicators

Prekindergarten — 2

Writing Conventions Standard

Pre-K – 2 Benchmark

A. Print legibly using appropriate spacing.

Prekindergarten Indicators

- Print letters of own name and other meaningful words with assistance using mock letters and/or conventional print. (1)
- Begin to demonstrate letter formation in “writing.” (2)

Kindergarten Indicators

- Print capital and lower-case letters, correctly spacing the letters. (1)
- Leave spaces between words when writing. (2)

Grade 1 Indicators

- Print legibly, and space letters, words and sentences appropriately. (1)

Grade 2 Indicators

- Print legibly, and space letters, words and sentences appropriately. (1)

Correlation of Benchmarks and Indicators

Prekindergarten — 2

Writing Conventions Standard

Pre-K – 2 Benchmark

B. Spell grade-appropriate words correctly.

Prekindergarten Indicators

- Scribble familiar words with mock letters and some actual letters (e.g., love, mom, child's name). (3)

Kindergarten Indicators

- Show characteristics of early letter name-alphabetic spelling. (3)
- Use some end consonant sounds when writing. (4)

Grade 1 Indicators

- Spell words correctly with regular short vowel patterns and most common long vowel words (e.g., time, name). (2)
- Spell high frequency words correctly. (3)
- Create phonetically spelled written work that can usually be read by the writer and others. (4)
- Spell unfamiliar words using strategies such as segmenting, sounding out and matching familiar words and word parts. (5)

Grade 2 Indicators

- Spell words with consonant blends and digraphs. (2)
- Spell regularly used and high-frequency words correctly. (3)
- Spell words studied (e.g., word lists, text words) correctly. (4)
- Spell plurals and verb tenses correctly. (5)
- Begin to use spelling patterns and rules correctly (e.g., dropping silent e before adding -ing). (6)
- Use spelling strategies (e.g., word wall, word lists, thinking about the base word and affixes). (7)

Correlation of Benchmarks and Indicators

Prekindergarten — 2

Writing Conventions Standard

Pre-K – 2 Benchmark

C. Use conventions of punctuation and capitalization in written work.

Prekindergarten Indicators

- Indicate an awareness of letters that cluster as words, words in phrases or sentences by use of spacing, symbols or marks. (4)

Kindergarten Indicators

- Place punctuation marks at the end of sentences. (5)

Grade 1 Indicators

- Use end punctuation correctly, including question marks, exclamation points and periods. (6)
- Use correct capitalization (e.g., the first word in a sentence, names and the pronoun I). (7)

Grade 2 Indicators

- Use periods, question marks and exclamation points as endpoints correctly. (8)
- Use quotation marks. (9)
- Use correct punctuation for contractions and abbreviations. (10)
- Use correct capitalization (e.g., proper nouns, the first word in a sentence, months and days). (11)

Correlation of Benchmarks and Indicators

Prekindergarten — 2

Writing Conventions Standard

Pre-K – 2 Benchmark

D. Use grammatical structures in written work.

Prekindergarten Indicators

There are no indicators age appropriate for this level.

Kindergarten Indicators

There are no indicators age appropriate for this level.

Grade 1 Indicators

- Use nouns, verbs and adjectives (descriptive words). (8)

Grade 2 Indicators

- Use nouns, verbs and adjectives correctly. (12)
- Use subjects and verbs that are in agreement. (13)
- Use personal pronouns. (14)
- Use past and present verb tenses (e.g., “we were” rather than “we was”). (15)
- Use nouns and pronouns that are in agreement. (16)

Correlation of Benchmarks and Indicators

Prekindergarten — 2

Research Standard

Pre-K – 2 Benchmark

A. Generate questions for investigation and gather information from a variety of sources.

Prekindergarten Indicators

- Ask questions about experiences, areas of interest, pictures, letters, words, logos or icons (e.g., EXIT on a sign in the grocery store). (1)
- Use a variety of resources to gather new information with assistance (e.g., pictionary, informational picture books). (2)

Kindergarten Indicators

- Ask questions about a topic being studied or an area of interest. (1)
- Use books or observations to gather information, with teacher assistance, to explain a topic or unit of study. (2)

Grade 1 Indicators

- Discuss ideas for investigation about a topic or area of personal interest. (1)
- Utilize appropriate searching techniques to gather information, with teacher assistance, from a variety of locations (e.g., classroom, school library, public library or community resources). (2)
- Use books or observations to gather information to explain a topic or unit of study with teacher assistance. (3)

Grade 2 Indicators

- Create questions for investigations, assigned topic or personal area of interest. (1)
- Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources). (2)
- Acquire information with teacher assistance, from multiple sources (e.g., books, magazines, videotapes, CD-ROM's, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic. (3)

Correlation of Benchmarks and Indicators

Prekindergarten — 2

Research Standard

Pre-K – 2 Benchmark

B. Retell important details and findings.

Prekindergarten Indicators

- Recall information about a topic dictated or constructed by child. (3)
- Share findings of information through retelling, media and play (e.g., draw a picture of the desert). (4)

Kindergarten Indicators

- Recall information about a topic, with teacher assistance. (3)
- Share finding visually or orally. (4)

Grade 1 Indicators

- Recall information about a topic with teacher assistance. (4)
- Report information to others. (5)

Grade 2 Indicators

- Identify important information and write brief notes about the information. (4)
- Sort relevant information into categories about the topic with teacher assistance. (5)
- Report important findings to others. (6)

Correlation of Benchmarks and Indicators

Prekindergarten — 2

Communication: Oral and Visual Standard

Pre-K – 2 Benchmark

A. Use active listening strategies to identify the main idea and to gain information from oral presentation.

Prekindergarten Indicators

- Attend to speakers, stories, poems and songs. (1)

Kindergarten Indicators

- Listen attentively to speakers, stories, poems and songs. (1)

Grade 1 Indicators

- Use active listening skills, such as making eye contact or asking questions. (1)

Grade 2 Indicators

- Use active listening strategies, such as making eye contact and asking for clarification and explanation. (1)
- Identify the main idea of oral presentations and visual media. (3)

Correlation of Benchmarks and Indicators

Prekindergarten — 2

Communication: Oral and Visual Standard

Pre-K – 2 Benchmark

B. Connect prior experiences, insights and ideas to those of a speaker.

Prekindergarten Indicators

- Connect information and events to personal experiences by sharing or commenting. (2)

Kindergarten Indicators

- Connect what is heard with prior knowledge and experience. (2)

Grade 1 Indicators

- Compare what is heard with prior knowledge and experience. (2)

Grade 2 Indicators

- Compare what is heard with prior knowledge and experience. (2)

Correlation of Benchmarks and Indicators

Prekindergarten — 2

Communication: Oral and Visual Standard

Pre-K – 2 Benchmark

C. Follow multi-step directions.

Prekindergarten Indicators

- Follow simple oral directions. (3)

Kindergarten Indicators

- Follow simple oral directions. (3)

Grade 1 Indicators

- Follow simple oral directions. (3)

Grade 2 Indicators

- Follow two- and three-step oral directions. (4)

Correlation of Benchmarks and Indicators

Prekindergarten — 2

Communication: Oral and Visual Standard

Pre-K – 2 Benchmark

D. Speak clearly and at an appropriate pace and volume.

Prekindergarten Indicators

- Speak clearly and understandably to express ideas, feelings and needs. (4)
- Initiate and sustain a conversation through turn taking. (5)

Kindergarten Indicators

- Speak clearly and understandably. (4)

Grade 1 Indicators

- Speak clearly and understandably. (4)

Grade 2 Indicators

- Demonstrate an understanding of the rules of the English language. (5)
- Select language appropriate to purpose and use clear diction and tone. (6)
- Adjust volume to stress important ideas. (7)

Correlation of Benchmarks and Indicators

Prekindergarten — 2

Communication: Oral and Visual Standard

Pre-K – 2 Benchmark

E. Deliver a variety of presentations that include relevant information and a clear sense of purpose.

Prekindergarten Indicators

- Present own experiences, products, creations or writing through the use of language (e.g., share and talk about a drawing with others). (6)
- Participate in the recitation of books, poems, chants, songs and nursery rhymes (e.g., *Little Miss Muffet*). (7)

Kindergarten Indicators

- Deliver informal descriptive or informational presentations about ideas or experiences in logical order with a beginning, middle and end. (5)
- Recite short poems, songs and nursery rhymes. (6)

Grade 1 Indicators

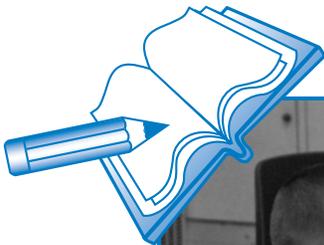
- Deliver brief informational presentations that:
 - a. Demonstrate an understanding of the topic;
 - b. Include and sort relevant information and details to develop topic;
 - c. Organize information with a clear beginning and ending; and
 - d. Express opinions. (5)
- Deliver brief informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details. (6)
- Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories). (7)

Grade 2 Indicators

- Deliver informational presentations that:
 - a. Present events or ideas in logical sequence and maintain a clear focus;
 - b. Demonstrate an understanding of the topic;
 - c. Include relevant facts and details to develop a topic;
 - d. Organize information with a clear beginning and ending;
 - e. Include diagrams, charts or illustrations as appropriate; and
 - f. Identify sources. (8)
- Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details. (9)
- Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories). (10)

English Language Arts

Instructional Commentary





English Language Arts in the Early Years



The emergence of language and literacy in young children is a dynamic process. The research is clear: Children who enter kindergarten “language rich” — that is, who use and know many words, engage in conversations with other children and adults, share information and ask questions — come to school ready to participate in reading instruction.

It is also evident from the research that there are “clear and consistent patterns of relationship between children’s language and literacy development” (Dickson and Tabors, 2001). Speaking, listening, reading and writing are bound together as a system that is useful and has meaning for young learners. Language and literacy are interactive processes. When children are immersed in an environment where oral and written communications are valued, they have the motivation, the modeling and the sense of purpose to master language.

During the preschool years, with appropriate guidance and curriculum experiences, children turn conscious attention to print. They acquire concepts about print, such as linearity and directionality, and learn to write their names and to recognize and write some alphabet letters. They develop early phonological awareness through hearing stories and rhymes and through playing games with rhyming words and alliteration. In addition, young children learn to listen to and talk about books that are read aloud to them. They construct understandings about a variety of books and print and begin to develop a concept about story. The young learners’ vocabularies grow as they acquire understanding of new words through their experiences, including experiences with books.

Over the last few years, practitioners and researchers have studied how children learn to read, write and understand language. The concepts of children needing to become competent and confident readers and writers and the types of experiences that help them make progress have been identified. Based on this research, the key components or “big ideas” of effective early literacy programs include vocabulary and oral language development; phonological awareness; awareness and knowledge of print; understanding of letters and words; comprehension; awareness and knowledge of books and other texts; and beginning awareness and understanding of the process, composition and conventions of writing. A deep understanding of these key components can assist early childhood educators in planning and developing preschool curriculum and in designing appropriate and effective early literacy experiences for young children.

Developing a strong foundation for literacy doesn’t just happen; instead, early childhood educators must thoughtfully and purposefully interact with children and plan experiences that support emerging literacy. During these first years of children’s reading and writing, curriculum emphasizes wide exposure to print and to developing concepts about its forms and functions. Classrooms filled with meaningful print, language and literacy play, storybook reading, and writing allow children to experience the joy and power associated with reading and writing. The foundation of literacy learning in preschool is built on two things: a print-rich environment that enables children to practice real-life literary skills and explicit teaching of key concepts.



Planning for Instruction

The vignette and lesson presented in this section show examples of classroom implementation of Ohio's early learning content standards for English language arts practiced within the context of daily routines and activities. They illustrate how two teachers designed learning experiences to help children develop the knowledge and abilities identified in the standards, benchmarks and indicators. These examples can serve as starting points for discussion about instructional planning and implementation of the standards. In successful early childhood classrooms, the curriculum will be mapped to the standards and each experience will address many indicators identified across the standards in English language arts and other content areas, thus integrating learning opportunities for children.

Benchmarks in each standard provide the goals for what students should know and be able to do by the time they reach the end of a grade-level band. While engaging children in these emergent literacy experiences, the early childhood teacher uses the prekindergarten indicators as checkpoints for the specific knowledge and skills young children should demonstrate as a result of their learning experiences and intentional teaching. Early childhood educators should review the benchmarks to determine what children should be able to do by the end of their second-grade (writing benchmark) or third-grade (reading benchmark) year, drawing further appreciation of their role in the continuum of children's education.

The following lesson serves as a suggestion. It may need to be modified to follow children's interests and serve individual educational needs. The context for the experience might be large- or small-group gatherings where the children and teacher are engaged in reading, music or song activities. The primary focus of the experience will be on the phonemic awareness, word recognition and fluency standard. However, as the teacher strives to extend children's learning, he or she also addresses other standards and indicators.

Reading aloud with children is known to be the single most important activity for building the knowledge and skills they will eventually require for learning to read.

– Marilyn Jager Adams

Can You Rhyme?

Standard: Phonemic Awareness, Word Recognition and Fluency

Pre-K-3 Benchmark: A. Use letter-sound correspondence knowledge and structural analysis to decode words.

Indicator: 1. Identify matching sounds and recognize rhymes in familiar stories, poems, songs and words (e.g., cat/hat, dog/frog).

Purpose of activity:

Playing with words that rhyme directs children’s attention to the sound-structure of words; it heightens their awareness that language not only has meaning and message, but also form. The following rhyme activity is designed to help children attend to the words that sound alike and helps them hear patterns and rhythm.

Materials needed:

- Children’s book with rhyming pattern
- Sample rhyme phrases (See partial list below.)
- Pairs of rhyming word picture cards
- Pocket chart or book easel

Procedure:

- Read and discuss a familiar children’s book with a simple rhyming pattern (e.g., *Brown Bear, Brown Bear*), being sure to stress the pairs of rhyming words within the text.
- Extend the read aloud by inviting children to engage in song and play with rhyming words.
- To introduce the rhyme play, sing to them the following verse to the tune of “If You’re Happy and You Know It.” As the rhyming pairs of words are named, reveal to the children the supporting rhyming word picture cards (e.g., *bear* and *chair*), placing the cards in view on a pocket chart or book easel tray.

Did you ever see a (bear) in a (chair)?

Did you ever see a (bear) in a (chair)?

No, I never, no, I never, no, I never, no, I never

No, I never saw a (bear) in a (chair).

- Invite the children to sing the tune and same verse again, supplying the rhyming words in choral response.
- In choral response, sing several more rhyme phrases using picture cards to support the rhyming word pattern.

Did you ever see a (cat) in a (hat)?

Did you ever see a (fox) in a (box)?

Did you ever see a (coat) in a (boat)?

- The word play can become a game by then singing rhyme phrases, challenging the children to complete each rhyme. Initially, provide visual supports such as word picture cards, encouraging children to choose the two rhyming word picture cards out of three possible cards, and stressing the rhyming word pairs prior to singing the tune. The following are examples of phrases that can be used:

A mouse that lives in a _____ (house)?

A moose on the _____ (loose)?

A pig dancing a _____ (jig)?

Some kittens wearing _____ (mittens)?

An owl wearing a _____ (towel)?

A bear with long, brown _____ (hair)?

A bug crawl under a _____ (rug)?

A goat sailing a _____ (boat)?

Smell a rose with your _____ (nose)?

An ape eating a _____ (grape)?

A duck driving a _____ (truck)?

Activity extensions:

- After children have had the necessary practice with rhymes, invite them to try inventing new rhymes to the song.
- To further explore, print an enlarged-text version of the tune or the children's invented rhyme phrases could be displayed on a chart or on sentence strips placed in a pocket chart. Use picture cards for the rhyming word pairs. Support them with the printed word only if within the same word family or spelling patterns (e.g., *pig, wig; rose, nose*).



Note: As a result of this experience, the following standard and indicators are also addressed.

Standard: Communication: Oral and Visual

Pre-K-2 Benchmarks:

- A. Use active listening strategies to identify the main idea and to gain information from the oral presentation.
- E. Deliver a variety of presentations that include relevant information and a clear sense of purpose.

Indicators: Attend to speakers, stories, poems and songs.
Participate in the recitation of books, poems, chants, songs and nursery rhymes (e.g., *Little Miss Muffet*).

Suggested books with rhyme:

Each Peach Pear Plum by Janet and Allen Ahlberg (Viking)
The Foot Book by Dr. Seuss (Random House)
Goodnight Moon by Margaret Wise Brown (Harper)
Is Your Mama a Llama? by Deborah Guarino (Scholastic)
The Lady with the Alligator Purse by Nadine Westcott (Little)
Inside a Barn in the Country by A. Capucilli (Scholastic)
Who Is Tapping at My Window? by A.G. Deming (Penguin)
In the Tall, Tall Grass by Denise Fleming (Holt)
Barnyard Banter by Denise Fleming (Holt)
Time for Bed by Mem Fox (Harcourt Brace Jovanovich)
Buzz Said the Bee by W. Lewison (Scholastic)
The Jacket I Wear in the Snow by S. Neitzel (Greenwillow Books)
Moose on the Loose by C.P. Ochs (Carolrhoda Books)
Silly Sally by A. Wood (Harcourt Brace Jovanovich)

Adapted from: Adams, M., Beeler, T., Foorman, B., & Lundberg, I. (1998). *Phonemic awareness in young children*. Baltimore: Brookes.

No entertainment is so cheap as reading, not any pleasure so lasting. She will not want new fashions nor regret the loss of expensive diversions or variety of company if she can be amused with an author in her closet.

– Lady Montagu

Vignette

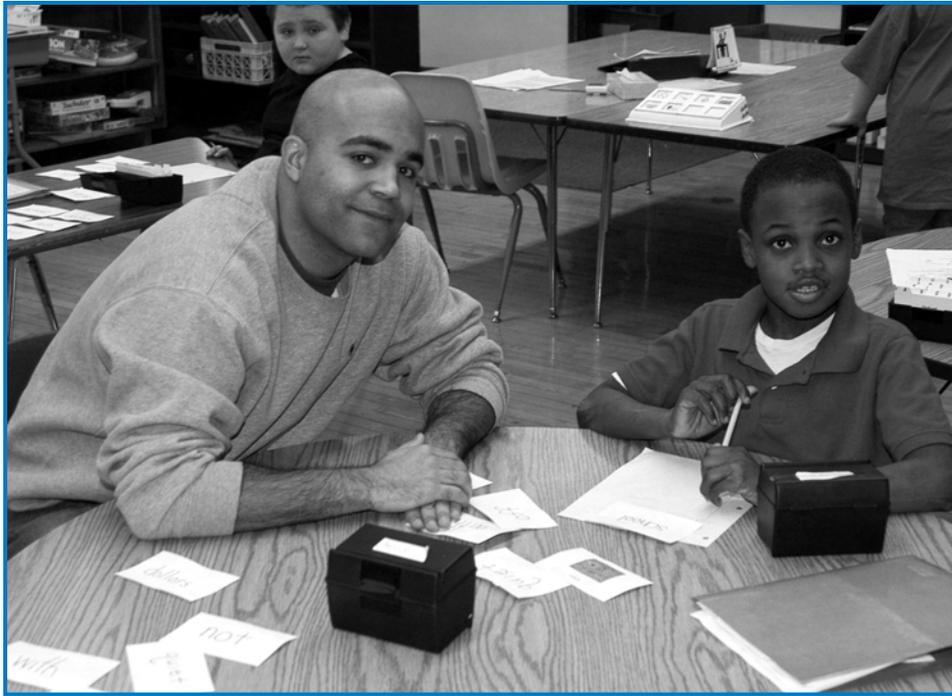
In the following vignette, a preschool teacher uses an opportunity during her brief interaction with a young child to match classroom instruction with Ohio's early learning English language arts content standards.

The young children in Mrs. Jones's preschool class are engaged in self-selected activities and experiences during free play. Christopher, who has just turned five, is writing his name and mistakenly makes a "d." He is about to cross it out when Mrs. Jones joins him and exclaims, "Look you made a 'd.'" "No," says Christopher, writing an upper case D, "This is a 'D.'" Mrs. Jones explains that letters can be written two ways, in upper and lower case. Together they look at the alphabet strip on the wall that shows both forms of the letter. Christopher writes a lower case d next to his upper case D and reads "D, d." He takes a new piece of paper and copies A a and reads "A" "a." Christopher spends the rest of the 30-minute play time, copying the letters of the alphabet. When he is finished, Mrs. Jones suggests stapling the pages together to make an alphabet book. During circle time, he proudly shows and reads his book to the other children in the class.

This activity had a great deal of meaning to Christopher. It allowed him to use his newly discovered knowledge of upper- and lower-case letters in a task that was important to him. The value of this experience lies in the fact that the child selected it to explore an idea he had just discovered. This experience would not have had the same meaning if the teacher had assigned a class project of making an alphabet book. This example illustrates how teachers can use "teachable moments" to help children explore and expand their current concepts about letters and writing. During this brief teaching and learning experience, Mrs. Jones supported Christopher in demonstrating his current and further understanding related to multiple prekindergarten indicators within the phonemic awareness, word recognition and fluency, writing process, writing application and writing conventions standards.

Academic content standards serve to drive and inform curriculum, instruction and appropriate practices in the early childhood classroom. It is critical that educators provide supportive learning environments—the context for planning and implementing developmentally appropriate and effective teaching practices to support the language and literacy development of *all* young children.

Guidance for Early Learning Content Standards Implementation is an essential companion tool for educators of children ages 3 to 5. This document provides assistance in the design and implementation of meaningful curricula — intentional early learning experiences and practices aligned to standards-based indicators. The list of strategies and ideas to support young learners serves as a starting point for thoughtful curriculum design and teaching practices. Access this document online at <http://www.ode.state.oh.us>, keyword search: *guidance early learning*, or contact the Documents Resource Center of the Ohio Department of Education at (614) 728-3471 or toll-free at (877) 644-6338.

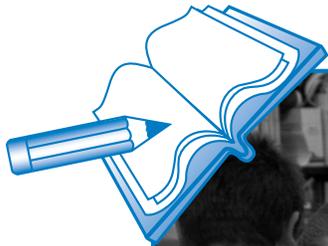


*The ability to read awoke inside me some long dormant
craving to be mentally alive.*

– *The Autobiography of Malcolm X, 1964*

English Language Arts

Glossary





alliteration – The repetition of consonant sounds at the beginning of words (e.g., winter wind).

alphabetic principle – The underlying assumption of alphabetic writing systems that each speech sound or phoneme of a language has its own distinctive graphic.

author’s chair – A special chair in the classroom from which students and teachers read trade books and the student’s own published writing; used to celebrate student writing and to provide students with opportunities to be authors.

blend – To combine the sounds represented by two or more letters to pronounce a word such as /gr/ in *grow*; to combine two or more words, creating a new word such as *brunch* (breakfast plus lunch).

cause and effect – An organizational structure of text in which there is a description of events and their causes or consequences. Often, a single cause will have more than one effect and a single event may have more than one cause.

comparison and contrast – An organizational structure of text in which a description of similarities and differences occurs among two or more things.

comprehension – The process in which a reader constructs meaning through interaction with text; accurately understanding what is written or said.

concepts of print – The ability to recognize elements or features of written language, such as the front and back of a book; big or little letters; the difference between a picture and a letter or word; and the different meanings of marks such as the period, comma and question mark.

concept of word – The ability to match spoken words to printed words, as demonstrated by the ability to point to the words of memorized text while reading.

construct meaning – The process of understanding what is read through interaction with text.

context clues – Information a reader may obtain from a text that helps confirm the meaning of a word or group of words.

conventions – The accepted rules of written and spoken language.

decode – To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning. *Note:* To learn to read, one must learn the conventional code in which something is written to decode the written message.

dictate – The act of children speaking aloud while someone else writes their words down.

editing – A step in preparing a written work for publication or review that focuses on clarity and correctness.

e.g. – *Exempli gratia* (Latin), meaning “for example.”

emergent literacy – A range of activities and behaviors related to written language, including those undertaken by very young children who depend on the cooperation of others or on creative play to deal with the material; reading and writing related activities and behaviors that change over time, culminating in conventional literacy during middle childhood.

- emergent reading** – Reading-related activities and behaviors, especially those occurring before a child achieves the capacity to read fluently and conventionally. This includes (a) the attentive presence of a child while another reads for the child’s benefit; (b) the execution of acts with materials related to reading, e.g., page turning and letter naming; and (c) the pretense of processing and comprehending written language.
- emergent writing** – Writing-related activities and behaviors, especially those occurring before a child achieves the capacity to write fluently and conventionally; includes (a) the attentive presence of a child while another writes according to the child’s intentions; (b) the execution of acts with materials related to writing, e.g., scribbling letter-like forms, inventive spelling; and (c) the pretense of producing text to be read.
- environmental print** – Print encountered outside of books that is a pervasive part of everyday living, e.g., food labels, logos and road signs.
- environmental sounds** – Sounds that are part of the world around us, such as music, voices, traffic.
- explicit teaching** – A teacher-directed strategy with emphasis on teaching a task and the specific steps needed to master it.
- fluency** – The act of reading easily, smoothly and automatically with a rate appropriate for the text, indicating that students understand meaning.
- forms of print** – The various ways print is formatted, i.e., recipes, books, magazines, newspapers, menus.
- graphic organizer** – A method of organization of information which incorporates diagrams or other pictorial devices.
- high-frequency word** – A word that appears many more times than most other words in spoken or written language.
- i.e.** – *Id est* (Latin), meaning “that is.”
- imagery** – Words and phrases that create vivid sensory experiences for a reader.
- intonation** – The rise and fall of a voice pitch.
- invented spelling** – A child’s spelling system based on letter names or sounds. It is also called inventive spelling, creative spelling and estimated spelling.
- language** – The systematic use of sounds, signs and symbols as a method of communication; in writing, the choice of words used to convey meaning.
- literacy** – This includes reading, writing, and the creative and analytical acts involved in producing and comprehending texts.
- literal meaning** – The actual meaning of a word or a phrase.
- main idea** – The gist of a passage; the central thought; the chief topic of a passage expressed or implied in a word or phrase; the topic sentence of a paragraph; a statement in sentence form which indicates the stated or implied major topic of a passage and the specific way in which the passage is limited in content or reference.
- media** – A means of communication such as drawings, paintings, clay sculptures, books, newspapers, magazines, radio, television, motion pictures and recordings.
- mock letters** – Symbols or letter-like marks formed by children that represent “writing.”

onset – The consonants preceding the vowel of a syllable (e.g., /str/ in *strip*).

phoneme – A minimal sound unit of speech that, when contrasted with another phoneme, affects the naming of words in a language, as /b/ in *book* contrasts with /t/ in *took*, /k/ in *cook* and /h/ in *hook*.

phonemic awareness – The awareness of the sounds (phonemes) that make up spoken words. Such awareness does not appear when young children learn to talk; the ability is not necessary for speaking and understanding spoken language. Phonemic awareness is a necessary step for learning to read. In alphabetic languages, letters and letter clusters represent phonemes. To learn the correspondences between letters and sounds, one must understand that words are made up of phonemes.

phonics – A way of teaching reading and spelling that stresses symbol-sound relationships, used especially in beginning instruction.

phonological awareness – Knowing that oral language has structure that is separate from meaning; attending to the sub-lexical structure (i.e., structure within words) of oral language (e.g., “beg” has one syllable and three phonemes; “egg” has one syllable and two phonemes).

position or directional word – A word that describes position or place in space (e.g., “up,” “down,” “left,” “right,” “over,” “under”).

predictable books – Books that use repetitive lines and familiar patterns that make it possible for listeners or readers to know or guess what is coming next, such as “Brown bear, brown bear, what do you see?”

prewriting – The initial creative stage of writing, before drafting, in which a writer formulates ideas, gathers information and considers ways to organize thoughts.

prior knowledge – Knowing that stems from previous experience. Prior knowledge is a key component of schema theories of reading comprehension, despite the redundancy inherent in the term.

reciprocal teaching – A teaching process in which teachers and students take turns asking and answering questions in order to comprehend text and learn comprehension strategies.

recitation – An experience in which a child or group of children speak aloud memorized text (e.g., songs, poems, chants).

re-enact – A retelling of a story through dramatization.

rime – A vowel and any following consonants of a syllable, as /ook/ in *book*.

rhyme – A word corresponding with another in end sound.

scribble writing – The first attempts of writing by young children. This “writing” is often illegible.

segment syllables – The division of words into syllables; the minimal units of sequential speech sounds comprising a vowel sound or a vowel-consonant combination, as /a/, /ba/, /ab/ and /bab/.

sequencing – The arrangement in which objects or events follow in a logical order or a recurrent pattern; a following of one event after another in time.

shared reading – An experience in which the teacher and a group of students read together from a single, enlarged text. Text is typically simple stories with repeating language patterns, poems or songs.

setting – The time and place of the action of a literary work.

sight word – A word that is immediately recognized as a whole and does not require word analysis for identification.

syllable – A unit of spoken language. In English, a syllable can consist of a vowel sound alone or a vowel sound with one or more consonant sounds preceding or following.

symbol – A concrete sign used to suggest something larger and more abstract.

theme – A topic of discussion or writing; a major idea or proposition broad enough to cover the entire scope of a literary work or work of art. A theme may be stated or implied, but clues to it may be found in the ideas that are given special prominence or tend to recur in a work.

topic – The general category or class of ideas, often stated in a word or phrase, to which the ideas of a passage belong as a whole.

unknown words – Words that are unfamiliar to a reader in both print and meaning.

vocabulary – Words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that are used in speaking or recognized in listening. Reading vocabulary refers to words that are recognized or used in print.

voice – In many languages, a syntactic pattern that indicates the verb-subject relationship; the principal voices in English and many other languages are active and passive.

word attack – An aspect of reading instruction that includes intentional strategies for learning to decode, sight read and recognize written words.

word recognition – The process of determining the pronunciation and some degree of meaning of a word in written or printed form; the quick and easy identification of the form, pronunciation and appropriate meaning of a word previously seen in print or writing.

word wall – A large area of a wall (generally in the classroom) where important words are displayed as references for reading and writing.

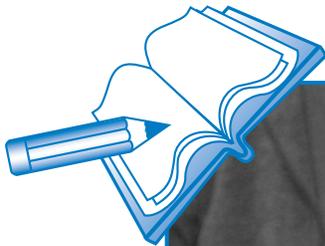


To learn to read is to light a fire; every syllable that is spelled out is a spark.

– Victor Hugo, *Les Miserables*

English Language Arts

Resources





These resources can be used to aid in understanding content standards and to begin implementing standards-based instruction and assessment. The Instructional Management System (IMS) developed by the Ohio Department of Education provides opportunities to explore best practices, research-based instruction and effective lessons and strategies for all children and students. Access this resource online at <http://www.ode.state.oh.us>, keyword search: *Ohio's Instructional Management System*.

Instructional Resources

Resources listed in this section provide information for educators seeking practical and creative ways to implement the standards-based instruction.

Instructional Resources on the Internet

- **Children's Literature Web Guide** – This site collects and organizes Internet resources related to books for children and young adults. In addition, this site contains lists of book awards. <http://www.acs.ucalgary.ca/~dkbrown>
- **ERIC Clearinghouse of Reading, English and Communication** – This site is dedicated to “providing educational materials, services and coursework to everyone interested in the language arts.” ERIC has served the needs of parents and teachers for over 40 years. This Web site provides access to lesson plans and resources for listening, literature, reading, storytelling, vocabulary and writing composition. <http://reading.indiana.edu/>
- **ETech Online Parent Modules** – The Ohio Department of Education and eTech Ohio have worked together to produce a series of fun and practical online resources for families, titled Learning and Growing Together. The resources include information about young children's development; scenarios that demonstrate ways to enhance early learning for reading, writing and mathematics; and additional activities and resources for families to support their young children's development. All resources shared are correlated with Ohio's early learning content standards. <http://www.ode.state.oh.us>, keyword search: *learning and growing*
- **National Center on Education and the Economy** – This organization is dedicated to “providing policies, tools, technical assistance and professional development that people everywhere can use to design and implement effective standards-based education and training systems.” This Web site provides access to resources, tools and technical assistance to schools, districts and states for designing and implementing standards. <http://www.ncee.org>
- **Ohio Resource Center** – The Ohio Resource Center for Mathematics, Science and Reading (ORC) provides links to peer-reviewed instructional resources that a panel of Ohio educators has identified as exemplifying best or promising practices. Available resources also include content and professional resources, as well as assessment and general education resources, that will support the work of teachers in prekindergarten through grade 12 and higher education faculty members. The resources are correlated with Ohio's academic content standards and with applicable national content standards. <http://www.ohiorc.org>

- **Resources for Early Childhood** - The REC website seeks to support Ohio's early childhood teachers, parents, teachers of early childhood teachers, and children by providing peer-reviewed, Web-based resources to assist with instructional planning, professional learning, and implementing the Ohio Early Learning Content Standards for mathematics, science, English language arts and social studies. The REC is a dynamic Web site with a rotation of new book recommendations, parent connections and classroom resources featured on the home page. Best practice articles are published each month to support educators and enrich their teaching. Documentation of interdisciplinary projects that have been integrated into the programs of many Ohio preschool and children's centers are also featured on the Web site. <http://www.rec.ohiorc.org>

Instructional Publications

- Adams, M., Beeler, T., Foorman, B., & Lundberg, I. (1998). *Phonemic awareness in young children*. Baltimore: Brookes.
- Beaty, J. J., & Pratt, L. (2003). *Early literacy in preschool and kindergarten*. Columbus, OH: Merrill/Prentice Hall.
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- Strickland, D., & Morrow, L.M. (Eds.). (2000). *Beginning reading and writing*. New York: Teachers College Press.
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- Vukelich, C., & Christie, J. (2004). *Building a foundation for preschool literacy: Effective instruction for children's reading and writing development*. Newark, DE: International Reading Association.

Professional Resources

Resources listed in this section provide access to professional organizations and public institutions, to afford educators opportunities to stay informed within their field.

Professional Organizations

- **National Association for the Education of Young Children (NAEYC)** – NAEYC exists for the purpose of “leading and consolidating the efforts of individuals and groups working to achieve healthy development and constructive education for all young children. Primary attention is devoted to assuring the provision of high quality early childhood programs for young children.” This site provides access to information on conferences and forums that provide professional development and resources for addressing early literacy and other relevant issues. <http://www.naeyc.org>
- **International Reading Association (IRA)** – The goals of IRA are “to promote high levels of literacy for all by improving the quality of reading, instruction, disseminating research and information about reading and encouraging the lifetime reading habit.” This site provides access to programs that promote literacy, information on conferences and forums that provide professional development, special commissions, and task forces that address particular issues. <http://www.ira.org>

- Ohio Department of Education, Office of Early Learning and School Readiness, <http://www.ode.state.oh.us>, keyword search: *early learning*
- U.S. Department of Education, <http://www.ed.gov>

Research Resources

Resources listed in this section provide theory, skills and strategies to build knowledge and understanding of standards and other related topics.

Research Resources on the Internet

- Center for the Improvement of Early Reading Achievement (CIERA) – CIERA’s mission is “to improve the reading achievement of America’s youth by generating and disseminating theoretical, empirical and practical solutions to learning and teaching beginning reading.” This national center for research examines the many influences on children’s reading acquisition. The center produces a variety of materials for educators. This site offers access to CIERA publications and special online-only resources. <http://www.ciera.org>

Research Publications

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Children's Picture Books

The children's literature titles listed in this section are recommended by the New York Public Library, with additions from the Connecticut State Library. Printed with permission from the Connecticut Commission on Children.

100 Plus Books Every Young Child Should Know

- *Abuela* by Arthur Dorros. Illustrated by Elisa Kleven. Dutton.
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst. Illustrated by Ray Cruz. Atheneum.
- *Animals Should Definitely Not Wear Clothing* by Judi Barrett. Illustrated by Ron Barrett. Atheneum.
- *Anansi and the Moss-Covered Rock* by Eric A. Kimmel. Illustrated by Janet Stevens. Holiday House.
- *Andy and the Lion* by James Daugherty. Viking.
- *Benny Bakes a Cake* by Eve Rice. Greenwillow.
- *Ben's Trumpet* by Rachel Isodora. Greenwillow.
- *Blueberries for Sal* by Robert McCloskey. Viking.
- *The Bossy Gallito: A Traditional Cuban Folk Tale Retold* by Ludia M. Gonzalez. Illustrated by Lulu Delcre. Scholastic.
- *Bread and Jam for Frances* by Russell Hoban. Illustrated by Lillian Hoban. HarperCollins.
- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. Illustrated by Eric Carle. Holt.
- *Caps for Sale: A Tale of A Peddler, Some Monkeys and Their Monkey Business* by Esphyr Slobodkina. HarperCollins.
- *The Carrot Seed* by Ruth Krauss. Illustrated by Crockett Johnson. HarperCollins.
- *A Chair for My Mother* by Vera B. Williams. Greenwillow.
- *The Chick and the Duckling* translated from the Russian of V. Suteyev by Mirra Ginsburg. Illustrated by Jose & Ariane Aruego. Macmillan.
- *Chicka Chicka Boom Boom* by Bill Martin, Jr. and John Archambault. Illustrated by Lois Ehlert. Simon & Schuster.
- *Corduroy* by Don Freeman. Viking.
- *Curious George* by H. A. Rey. Houghton.
- *The Day Jimmy's Boa Ate the Wash* by Trinkia H. Noble. Illustrated by Steven Kellogg. Dial.
- *Dear Zoo* by Rod Campbell. Simon & Schuster.
- *Doctor De Soto* by William Steig. Farrar.
- *Farmer Duck* by Martin Waddell. Illustrated by Helen Oxenbery. Candlewick Press.

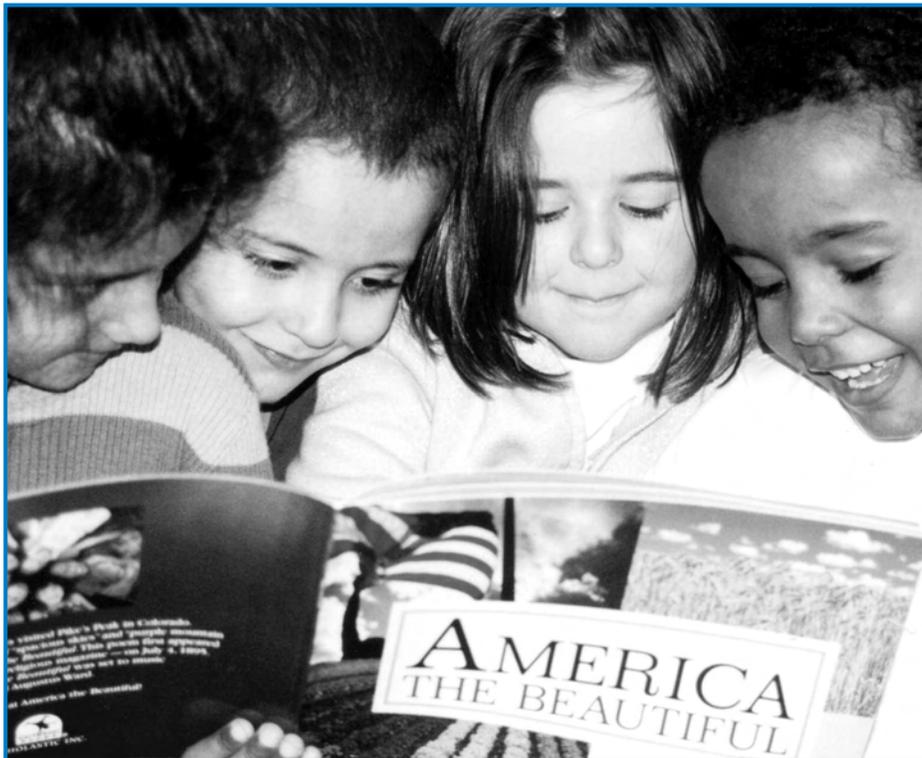
- *The Fortune-Tellers* by Lloyd Alexander. Illustrated by Trina Schart Hyman. Dutton.
- *Freight Train* by Donald Crews. Greenwillow.
- *George and Martha* by James Marshall. Houghton.
- *Go Away, Big Green Monster!* by Ed Emberley. Little Brown.
- *Goodnight Moon* by Margaret W. Brown. Illustrated by Clement Hurd. HarperCollins.
- *Grandfather's Journey* by Allen Say. Houghton.
- *Happy Birthday, Moon* by Frank Asch. Simon & Schuster.
- *Harold and the Purple Crayon* by Crockett Johnson. HarperCollins.
- *Harry the Dirty Dog* by Gene Zion. Illustrated by Margaret Graham. HarperCollins.
- *Henny Penny* illustrated by Paul Galdone. Clarion.
- *Horton Hatches the Egg* by Dr. Seuss. Random House.
- *I Know an Old Lady Who Swallowed a Fly* illustrated by Glen Rounds. Holiday House.
- *I Went Walking* by Sue Williams. Illustrated by Julie Vivas. Harcourt.
- *If You Give a Mouse a Cookie* by Laura J. Numeroff. Illustrated by Felcia Bond. HarperCollins.
- *Is It Red? Is It Yellow? Is It Blue? An Adventure in Color* by Tana Hoban. Greenwillow.
- *It Could Always Be Worse: A Yiddish Folktale* retold and illustrated by Margot Zemach. Farrar.
- *John Henry* by Julius Lester. Illustrated by Jerry Pinkney. Dial.
- *The Judge: An Untrue Tale* by Harve Zemach. Illustrated by Margot Zemach. Viking.
- *Julius* by Angela Johnson. Illustrated by Dav Pilkey. Orchard.
- *Komodo!* by Peter Sis. Greenwillow.
- *Leo the Late Bloomer* by Robert Kraus. Illustrated by Jose Aruego. HarperCollins.
- *Little Blue and Little Yellow* by Leo Lionni. Astor-Honor.
- *The Little Dog Laughed and Other Nursery Rhymes* by Lucy Cousins. Dutton.
- *The Little Old Lady Who Was Not Afraid of Anything* by Linda Williams. Illustrated by Megan Lloyd. HarperCollins.
- *Little Red Riding Hood* retold and illustrated by Paul Galdone. McGraw-Hill.
- *Lunch* by Denise Fleming. Holt.
- *Lyle, Lyle, Crocodile* by Bernard Waber. Houghton.
- *Madeline* by Ludwig Bemelmans. Viking.
- *Maisie Goes Swimming* by Lucy Cousins. Little Brown.
- *Make Way for Ducklings* by Robert McCloskey. Viking.

- *Martha Calling* by Susan Meddaugh. Houghton.
- *Mike Mulligan and His Steam Shovel* by Virginia L. Burton. Houghton.
- *Millions of Cats* by Wanda Gag. Putnam.
- *Miss Nelson Is Missing* by Harry Allard and James Marshall. Illustrated by James Marshall. Houghton.
- *Mr. Gumpy's Outing* by John Burningham. Holt.
- *The Monkey and the Crocodile* retold and illustrated by Paul Galdone. Clarion.
- *Monkey Face* by Frank Asch. Parents' Magazine Press.
- *Morris' Disappearing Bag* by Rosemary Wells. Dial.
- *Mouse Paint* by Ellen S. Walsh. Harcourt.
- *Mufaro's Beautiful Daughters: An African Tale* retold and illustrated by John Steptoe. Lothrop.
- *Mushroom in the Rain* adapted from the Russian of V. Suteyev by Mirra Ginsburg. Illustrated by Jose Aruego and Ariane Dewey. Simon & Schuster.
- *The Napping House* by Audrey Wood. Illustrated by Don Wood. Harcourt.
- *Officer Buckle and Gloria* by Peggy Rathmann. Putnam.
- *Old Black Fly* by Jim Aylesworth. Illustrated by Stephen Gammell. Holt.
- *Over in the Meadow* by John Langstaff. Illustrated by Feodor Rojankovsky. Harcourt.
- *Owen* by Kevin Henkes. Greenwillow.
- *Papa, Please Get the Moon for Me* by Eric Carle. Simon & Schuster.
- *Perez and Martina* by Pura Belpre. Illustrated by Carlos Sanchez. Viking.
- *Pierre: A Cautionary Tale* by Maurice Sendak. HarperCollins.
- *The Polar Express* by Chris Van Allsburg. Houghton.
- *The Random House Book of Mother Goose: A Treasury of 386 Timeless Nursery Rhymes* selected and illustrated by Arnold Lobel. Random House.
- *Rosie's Walk* by Pat Hutchins. Simon & Schuster.
- *Round Trip* by Ann Jonas. Greenwillow.
- *Rumpelstiltskin* retold and illustrated by Paul O. Zelinsky. Dutton.
- *Seven Blind Mice* by Ed Young. Putnam.
- *The Snowy Day* by Ezra Jack Keats. Viking.
- *Stone Soup* retold and illustrated by Marcia Brown. Simon & Schuster.
- *The Story of Babar, The Little Elephant* by Jean de Brunhoff. Random.
- *The Story of Ferdinand* by Munro Leaf. Illustrated by Robert Lawson. Viking.
- *Strega Nona* by Tomie DePaola. Simon & Schuster.
- *Swamp Angel* by Anne Isaacs. Illustrated by Paul O. Zelinsky. Dutton.
- *Swimmy* by Leo Lionni. Knopf.
- *Sylvester and the Magic Pebble* by William Steig. Simon & Schuster.

- *The Tale of Peter Rabbit* by Beatrix Potter. Warne.
- *Ten, Nine, Eight* by Molly Bang. Greenwillow.
- *There's a Nightmare in My Closet* by Mercer Mayer. Dial.
- *The Three Billy Goats Gruff* by P.C. Asbjørnsen and J.E. Moe. Illustrated by Marcia Brown. Harcourt.
- *The Three Robbers* by Tomi Ungerer. Atheneum.
- *Tikki Tikki Tembo* retold by Arlene Mosel. Illustrated by Blair Lent. Holt.
- *The True Story of the Three Little Pigs* by A. Wolf as told to John Scieszka. Illustrated by Lane Smith. Viking.
- *Tuesday* by David Wiesner. Houghton.
- *Two of Everything: A Chinese Folktale* retold and illustrated by Lily Toy Hong. Whitman.
- *The Very Hungry Caterpillar* by Eric Carle. Philomel.

*Oh, magic hour, when a child first knows she can
read printed words!*

– *A Tree Grows in Brooklyn*, 1943



*There is more treasure in books than in all of
a pirate's loot on Treasure Island.*

– Walt Disney





all children are
born ready
to learn



relationships
are
influential



communication
is
critical



environments
matter



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