

# Communication, Language, and Literacy Part A and Part B

## Part A

### MOTIVATION

- 1 Demonstrates motivation to communicate **PK.AC.1**
  - a Participates in small or large group activities for story-telling, singing or finger plays **PK.AC.1.A**
  - b Asks questions **PK.AC.1.B**
  - c Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions) **PK.AC.1.C**
  - d Initiates and extends conversations, both verbally and nonverbally **PK.AC.1.D**
  - e Makes choices about how to communicate the ideas they want to share (e.g., gestures, scribbles, home language, sign language, speaking) **PK.AC.1.E**

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### BACKGROUND KNOWLEDGE

- 2 Demonstrates they are building background knowledge **PK.AC.2**
  - a Asks questions related to an item, event or experience **PK.AC.2.A**
  - b Correctly identifies meanings of words in read-alouds, in conversation, and in descriptions of everyday items in the world around them **PK.AC.2.B**
  - c Attempts to use new vocabulary correctly **PK.AC.2.C**
  - d Makes comparisons to words and concepts **PK.AC.2.D**

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### VIEWING

- 3 Demonstrates understanding of what is observed **PK.AC.3**
  - a Uses vocabulary relevant to observations **PK.AC.3.A**
  - b Asks questions related to visual text and observations **PK.AC.3.B**
  - c Makes inferences or draws conclusions based on information from visuals, including observation of situations, peers and adults (e.g., sees another child crying and says, “he is sad”) **PK.AC.3.C**

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## VOCABULARY

- 4 Demonstrates a growing receptive vocabulary **PK.AC.4**
  - a Understands and follows spoken directions **PK.AC.4.A**
  - b Identifies pictures related to words (e.g., points to the correct picture in book if prompted) **PK.AC.4.B**
  - c Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use) **PK.AC.4.C**
  - d Expresses understanding of words used in read-alouds, in conversations and in descriptions of everyday items in the world **PK.AC.4.D**
- 5 Demonstrates a growing expressive vocabulary **PK.AC.5**
  - a Uses facial expressions, body language, gestures, home language, and/or sign language to engage in reciprocal conversations **PK.AC.5.A**
  - b Increasingly uses more complex words in conversations **PK.AC.5.B**
  - c Uses new and rare words introduced by adults or peers **PK.AC.5.C**
  - d Begins to use appropriate volume and speed so that the spoken message is understood **PK.AC.5.D**
  - e Initiates conversations about a book, situation, event or print in the environment **PK.AC.5.E**

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## REPRESENTING

- 6 Demonstrates their ability to represent ideas using a variety of methods **PK.AC.6**
    - a Uses facial expressions, body language, gestures, or sign language to express ideas **PK.AC.6.A**
    - b Uses existing objects to represent desired or imagined objects in play or other purposeful way **PK.AC.6.B**
    - c Uses visual media to represent an actual experience **PK.AC.6.C**
    - d Reviews and reflects on their own representations **PK.AC.6.D**
    - e Writes and/or draws to communicate meaning with peers and adults during play **PK.AC.6.E**
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## Part B

### READING FOUNDATIONS

#### Print Concepts

- 1 Demonstrates understanding of the organization and basic features of print **PK.ELAL.1**
  - a Recognizes that words are read from left to right, top to bottom, and page to page **PK.ELAL.1.A**
  - b Recognizes that spoken words are represented in written language **PK.ELAL.1.B**
  - c Understands that words are separated by spaces in print **PK.ELAL.1.C**
  - d Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name **PK.ELAL.1.D**
  - e Recognizes that letters are grouped to form words **PK.ELAL.1.E**
  - f Differentiates letters from numerals **PK.ELAL.1.F**
  - g Identifies front cover and back cover **PK.ELAL.1.G**

#### Phonological Awareness

- 2 Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes) **PK.ELAL.2**
  - a Begins to recognize and match spoken words that rhyme (e.g., songs, chants, finger plays) **PK.ELAL.2.A**
  - b Begins to recognize individual syllables within spoken words (e.g., cup-cake, base-ball) **PK.ELAL.2.B**
  - c Isolates and pronounces the initial sounds (phonemes) in spoken one-syllable words (e.g., the/m/in map) **PK.ELAL.2.C**

#### Phonics and Word Recognition

- 3 Demonstrates emergent phonics and word analysis skills **PK.ELAL.3**
  - a Demonstrates one-to-one letter-sound correspondence by producing the primary sound of some consonants **PK.ELAL.3.A**

#### Fluency

- 4 Displays emergent reading behaviors with purpose and understanding **PK.ELAL.4**

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## READING

### Key Ideas and Details

- 5 Participates in discussions about a text (e.g., during whole or small group interactive readaloud discussions, during peer sharing, within play scenarios) [PK.ELAL.5](#)
- 6 Retells stories or share information from a text [PK.ELAL.6](#)
- 7 Develops and answers questions about characters, major events, and pieces of information in a text [PK.ELAL.7](#)
- 8 Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words) [PK.ELAL.8](#)
- 9 Interacts with a variety of genres (e.g., storybooks, poems, songs) [PK.ELAL.9](#)
- 10 Describes the role of an author and illustrator [PK.ELAL.10](#)
- 11 Describes the relationship between illustrations and the text (e.g., what person, place, thing or idea in the text an illustration depicts) [PK.ELAL.11](#)
- 12 Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember) [PK.ELAL.12](#)

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## WRITING

### Text Types and Purposes

- 13 Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning [PK.ELAL.13](#)
- 14 Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning [PK.ELAL.14](#)
- 15 Uses a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence [PK.ELAL.15](#)
- 16 Creates a response to a text, author, or personal experience (e.g., dramatization, art work or poem) [PK.ELAL.16](#)

### Research to Build and Present Knowledge

- 17 Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge (e.g., record and discuss an experiment of items that float and sink) [PK.ELAL.17](#)
- 18 Engages in a discussion using gathered information from experiences or provided resources (e.g., collect materials from a nature walk; record and discuss what they are) [PK.ELAL.18](#)

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## **SPEAKING AND LISTENING**

### Comprehension and Collaboration

- 19** Participates in collaborative conversations with diverse peers and adults in small and large groups and during play **PK.ELAL.19**
  - a** Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic **PK.ELAL.19.A**
  - b** Participates in conversations through multiple exchanges **PK.ELAL.19.B**
  - c** Considers individual differences when communicating with others **PK.ELAL.19.C**
- 20** Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling) **PK.ELAL.20**
- 21** Identifies the speaker **PK.ELAL.21**

### Presentation of Knowledge and Ideas

- 22** Describes familiar people, places, things and events **PK.ELAL.22**
- 23** Creates a visual display (e.g., drawing, art work, building, writing) **PK.ELAL.23**
- 24** Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing) **PK.ELAL.24**

### Language

- 25** Demonstrates command of the conventions of academic English grammar and usage when writing or speaking. **PK.ELAL.25**
- 26** Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing. **PK.ELAL.26**

### Knowledge of Language

- 27** Explores and uses new vocabulary in child-centered, authentic, play-based experiences **PK.ELAL.27**

### Vocabulary Acquisition and Use

- 28** Explores and discusses word relationships and word meanings **PK.ELAL.28**
  - a** Sorts common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent **PK.ELAL.28.A**
  - b** Demonstrates understanding of frequently occurring words by relating them to their opposites (e.g., hot/cold) **PK.ELAL.28.B**
- 29** Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences **PK.ELAL.29**