

**Orchard Farm Early Learning Center
Early Literacy Skills/Content**

Preschool & Pre-Kindergarten ELA Outs

Note: The “outs” for one level/grade are the “ins” for the next level/grade

<p align="center">Preschool Outs (Priority) 1 yr out- approaching expectation</p>	<p align="center">Pre-Kindergarten Outs (Priority) Going to K-meeting proficiency</p>	<p align="center">Kindergarten Outs (Priority)</p>
<p>(I.A.2) Uses Language to Communicate:</p> <ul style="list-style-type: none"> Initiates and responds appropriately in conversation and discussions with adults and children. Participates in associative play Responds to conversational prompt Initiates and responds to social greetings/farewells Answers simple Yes/No and “WH” questions <p>(II.A.3) Listen for Different Purposes: Follows Simple Directions</p> <ul style="list-style-type: none"> Follows 1-step non-routine directions Follows 2-step related/routine directions <p>(IV.A.2) Apply Early Reading Skills:</p> <ul style="list-style-type: none"> Exhibits beginning book handling skills <p>(IV.A.4) Apply Early Reading Skills: Develop a Sense of Story</p> <ul style="list-style-type: none"> Makes predictions before reading a text Answers some “WH” questions using illustrations Comprehends and responds to text <p>(IV.A.6) Apply Early Reading Skills: Identify some letters of the alphabet</p> <ul style="list-style-type: none"> Expressively identifies 12 or more letters of the alphabet <p>(V.A.3) Attends to Sounds of Language: Discriminates some sounds in words</p> <ul style="list-style-type: none"> Participates in word games Identifies sounds that are the same and sounds that are different Judges if word pairs rhyme Segments syllables in compound words 	<p>(I.A.2) Uses Language to Communicate:</p> <ul style="list-style-type: none"> Initiates and responds appropriately in conversation and discussions with adults and children. Participates in cooperative play Initiates a conversation Asks/Answers “WH” questions <p>(II.A.3) Listen for Different Purposes: Follows Simple Directions</p> <p>Follows simple directions</p> <ul style="list-style-type: none"> Understands vocabulary involved in directions Follows 2-step unrelated/non-routine directions <p>(IV.A.2) Apply Early Reading Skills:</p> <ul style="list-style-type: none"> Exhibits beginning book handling skills <p>(IV.A.4) Apply Early Reading Skills: Develop a Sense of Story</p> <p>Comprehends and responds <u>to text</u></p> <ul style="list-style-type: none"> Answers “WH” questions about a text Makes predictions before and during a text Exhibits advanced book handling skills <p>(IV.A.6) Apply Early Reading Skills: Identify some letters of the alphabet</p> <p>Identifies some alphabet letters</p> <ul style="list-style-type: none"> Expressively identifies 23 or more letters of the alphabet <p>(V.A.3) Attends to Sounds of Language: Discriminates some sounds in words</p> <p>participates in word games</p> <ul style="list-style-type: none"> Sorts words that start with the same beginning sound Generates rhyming words Segments syllables in multisyllabic words 	<p>Develop and apply skills to the reading process:</p> <ul style="list-style-type: none"> (K.R.1.B.e) WORD AND PHRASE ANALYSIS: With assistance, develop an understanding of vocabulary by using words and phrases acquired through conversations, reading and being read to, and responding to texts (K.R.1.A.b) RETELL/SUMMARY: With assistance, develop and demonstrate reading skills in response to read alouds by asking and responding to questions about texts read aloud (K.R.1.A.d) DRAWING CONCLUSIONS: With assistance, develop and demonstrate reading skills in response to read alouds by connecting the information and events of a text to experiences (K.R.1.C.b) AUTHOR’S PERSPECTIVE: With assistance, determine the connection between text to text (text ideas including similarities and differences in fiction and non-fiction) <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times:</p> <ul style="list-style-type: none"> (K.R.2.A.f) THEME: With assistance, read, infer and draw conclusions to compare and contrast adventures of characters in familiar stories With assistance, develop and demonstrate reading skills in response to read alouds by connecting the information and events of a text to experiences <p>Understand how English is written and read:</p>

(III.A.2) Use Writing as a Means of Expression/Communication:

- Uses Scribbles, shapes, pictures, letter-like forms and letters to write
- Scribbles and/or uses symbols
- Writes some letters of their first name

(III.A.3) Use Writing as a Means of Expression/Communication:

- Tells others about marks and intended meaning of drawing or writing

(III.A.2) Use Writing as a Means of Expression/Communication:

- Uses Scribbles, shapes, pictures, **letter-like forms and letters to write**
- Copies letters/numbers from a model
- Begins to sound out words with teacher guidance
- Adds details to drawings

(III.A.3) Use Writing as a Means of Expression/Communication:

- Tells others about marks and intended meaning of drawing or writing

- **(K.RF.1.A.a) FLUENCY WITH PRINT:**
Develop print awareness in the reading process by identifying all upper and lowercase letters
- **(K.RF.3.A.c) FLUENCY WITH PHONICS:**
Develop phonics in the reading process by blending letter sounds to decode simple words