

Language & Literacy: 3 Years

Reading Literature **RL**

RL 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **RL 1**

PS RL 1. Develop comprehension by demonstrating understanding of text during and after reading (e.g., make guesses about what a story is about). **PS RL 1**

RL 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. **RL 2**

PS RL 2. Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text). **PS RL 2**

RL 3. Analyze how and why individuals, events, and ideas develop and interact over the course of text. **RL 3**

PS RL 3. Develop comprehension by demonstrating understanding of text during and after reading (e.g., begin to understand that stories can be acted out). **PS RL 3**

RL 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **RL 4**

PS RL 4. Expand vocabulary and language usage (e.g., discover the meaning of new words from the context or pictures). **PS RL 4**

RL 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. **RL 5**

PS RL 5. Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to a variety of fiction and nonfiction materials). **PS RL 5**

RL 6. Assess how point of view or purpose shapes the content and style of a text. **RL 6**

PS RL 6. Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to and discuss a variety of books). **PS RL 6**

RL 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* RL 7

PS RL 7. Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text). PS RL 7

RL 10. Read and comprehend complex literary and informational texts independently and proficiently. RL 10

PS RL 10. Develop comprehension by demonstrating understanding of text during and after reading (e.g., makes guesses about what a story is about). PS RL 10

Reading Informational Text RI

RI 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RI 1

PS RI 1. Develop comprehension by demonstrating understanding of text during and after reading (e.g., make guesses about what a book is about). PS RI 1

RI 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RI 2

PS RI 2. Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text). PS RI 2

RI 3. Analyze how and why individuals, events, and ideas develop and interact over the course of text. RI 3

PS RI 3. Story/Text Comprehension: Develop comprehension by demonstrating understanding of text during and after reading (e.g., make up a story about a book). PS RI 3

RI 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. RI 4

PS RI 4. Expand vocabulary and language usage (e.g., discover the meaning of new words from the context or pictures). PS RI 4

RI 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. RI 5

PS RI 5. Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to a variety of fiction and non-fiction materials). PS RI 5

RI 6. Assess how point of view or purpose shapes the content and style of a text. RI 6

PS RI 6. Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to and discuss a variety of books). PS RI 6

RI 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* RI 7

PS RI 7. Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text). PS RI 7

RI 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. RI 8

PS RI 8. Develop comprehension by demonstrating understanding of text during and after reading (e.g., ask and answer questions about a book). PS RI 8

RI 10. Read and comprehend complex literary and informational texts independently and proficiently. RI 10

PS RI 10. Develop comprehension by demonstrating understanding of text during and after reading (e.g., makes guesses about what a book is about). PS RI 10

Reading Foundational Skills RF

RF 1. RF1 Demonstrate understanding of the organization and basic features of print. RF 1

PS RF 1. Recognize that symbols have corresponding meaning (e.g., sing the alphabet song, pointing to the letters). PS RF 1

RF 2. RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF 2

PS RF 2. Develop phonological awareness by becoming aware of the sounds of spoken language (e.g., begin to supply rhyming words in a familiar poem or song, draw attention to parts of words such as syllables by moving or clapping). PS RF 2

RF 3. Know and apply grade-level phonics and word analysis skills in decoding words. RF 3

PS RF 3. Recognize that symbols have corresponding meaning (e.g., look for and identify familiar logos or signs, find own name card on a carpet square and sit there). PS RF 3

RF 4. Engage with a variety of texts with purpose and understanding. Read with sufficient accuracy and fluency to support comprehension. RF 4

PS RF 4. Begin to develop fluency by imitative reading (e.g., listen to models of fluent reading, ask to reread a favorite story, remembering the funny ending and telling it as you start to read). PS RF 4

Writing W

W 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W 1

PS W 1. Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., begin to control scribbles, perhaps telling caregiver what they say). PS W 1

W 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W 2

PS W 2. Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., pretend to take your order while playing restaurant by scribbling on a pad with a pencil). PS W 2

W 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W 3

PS W 3. Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., make a picture of self with lines coming out of the bottom and sides of a circle). PS W 3

W 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. W 6

PS W 6. Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., show a friend his picture on a wall). PS W 6

Speaking & Listening SL

SL 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL 1

PS SL 1. Have more meaningful conversations with peers and adults (e.g., offer own information in a group story or discussion about a visit by the firefighters, talk to a friend or caregiver, an imaginary friend, or the dolls and toys that he is playing with). PS SL 1

SL 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL 2

PS SL 2. Demonstrate active listening skills (e.g., ask questions about what has been heard). PS SL 2

SL 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. SL 3

PS SL 3. Show understanding and respond to simple directions and requests (e.g., begin to ask “how” and “why” questions). PS SL 3

SL 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL 4

PS SL 4. Demonstrate active listening skills (e.g., retell, and relate to what has been heard). PS SL 4

SL 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. SL 5

PS SL 5. Use writing utensils for scribble and drawings (e.g., begin to draw representations of people and objects). PS SL 5

SL 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. SL 6

PS SL 6. Use more conventions of speech when speaking (e.g., not pronounce all of his words correctly, but be easily understood most of the time). PS SL 6

Language L

L 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. L 1

PS L 1. Use more conventions of speech when speaking (e.g., use ‘s’ at the end of plurals and ‘ed’ for past tense, use plurals, pronouns and possessive words such as “my” and “his”). PS L 1

L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L 2

PS L 2. Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g. begin to control scribbles, perhaps telling caregiver what they say). PS L 2

L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. L 4

PS L 4. Expand vocabulary and language usage (e.g., use words to describe the purpose and function of objects, learn the names of new objects). PS L 4

L 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. L 6

PS L 6. Expand vocabulary and language usage (e.g., use words to describe the purpose and function of objects, learn the names of new objects). **PS L 6**