

## Grade Pre-K - K

### Framework for **FORMATIVE/CLASSROOM** Instruction and Assessment

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of  
**LANGUAGE ARTS.**

#### **PA OCDEL Standards for Pre-Kindergarten:**

Respond to simple questions. 1.6.1.

Follow two-step directions ("Put away the crayons and go to the door."). 1.6.1.

Begin to understand abstractions of language (pronouns, future tense). 1.6.1.

Initiate conversation with familiar adults and children. 1.6.1.

Communicate effectively when relating personal experiences. 1.6.3.

Pose questions, listen to ideas of others to acquire new knowledge. 1.6.3.

Contribute knowledge to class discussion in order to develop a discussion topic. 1.6.3.

Demonstrate interest in books and stories read aloud. 1.1.1.

Show growing interest in reading related activities. 1.1.1.

Demonstrate an understanding that different forms of text have different purposes (books, signs, lists, charts, menus). 1.1.1.

#### **PA Academic Standards for Kindergarten:**

Listen politely and respond to others in small and large group situations. 1.6.K.A.

Demonstrate listening comprehension/ understanding before, during, and after reading through strategies such as think aloud, retelling, summarizing, and connecting to prior knowledge. 1.1.K.D.

Make predictions, draw conclusions and explain whether or not predictions are confirmed. 1.2.K.D.

Understand and respond to essential content of text. 1.2.K.E.

### Listening

Concepts	Competencies	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
Responsive listening promotes the understanding of directions, stories, and conversations.	<p>Listen actively to increase one's own understanding by asking questions and/or retelling information.</p> <p>Listen attentively and follow directions to perform a simple task.</p> <p>Make connections and form a personal response to the speaker's message.</p> <p>Listen politely to the ideas of others by facing and keeping eyes on the speaker.</p>	<p>Connections</p> <p>Message retelling</p> <p>Personal response</p> <p>Real/make believe</p>	<p>Participate in group songs, chants, or recitations that require appropriate physical actions (such as: "Itsy Bitsy Spider").</p>	<p>Point to pictures of items referred to in songs as they are called out (such as: spider, head or shoulder).</p>	<p>Perform physical actions independently in response to songs or poems that have been previously rehearsed.</p>	<p>Reenact part of a story, poem or scene as a group.</p>	<p>Reenact or dramatize an illustrated grade level story or poem that has been read aloud.</p>	<b>Level 6- Reaching</b>

Reading								
Concepts	Competencies*	Vocabulary	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<p>Textual features inform meaning.</p> <p>Words work together to express ideas.</p>	<p><i>*Due to the age span and degree of difficulty, the competencies have been sorted by Pre-K and K. Competencies for pre-K are derived from the PA Learning Standards for Early Childhood while the K competencies are derived from SAS.</i></p> <p><b>Pre-Kindergarten:</b> Read functional print.</p> <p>Recognize when two or more words begin with the same sound.</p> <p>Use puppets or flannel board to tell a story.</p> <p>Make predictions from what is read, heard or seen in illustrations.</p> <p>Use illustration clues to make and predict what happens next in a story.</p> <p><b>Kindergarten:</b> Retell main events in a sequential or connective manner through oral language, graphic and written representations.</p> <p>Display book/print knowledge appropriate to grade level.</p> <p>Group words, pictures, and/or objects by category.</p> <p>Use contextual (picture, words, vocal inflections) cues to gain general meaning of unfamiliar vocabulary during oral and/or written activities.</p> <p>Listen attentively and follow directions to perform a simple task.</p>	<p>Author Character Describe Explain Event Fact Fiction Illustrator</p> <p>Non-fiction setting Table of contents Title Title page</p>	Match pictures, objects or letters as a group.	Match pictures or objects to the printed word as a group.	Match pictures or objects to phrases and sentences working with a partner.	Sequence a set of three pictures to create a story working with a partner.	Make predictions and inferences based on a picture book working with a partner.	Level 6 - Reaching
			<b>Content Stems</b>					
			Comprehension Reading readiness	Comprehension Reading readiness	Comprehension Reading readiness	Comprehension Sequence Reading readiness	Comprehension Making predictions Reading readiness	
			<b>Instructional Support</b>					
			Cooperative learning Visual aids Auditory aids	Cooperative learning Visual aids Auditory aids	Cooperative learning Visual aids Auditory aids	Cooperative learning Visual aids Auditory aids	Cooperative learning Visual aids Auditory aids	
			<b>Language Use</b>					
			Match Classify Physical response	Matching Classify Point to	Matching Classify Physical response	Sequence Role playing	Predictions Role playing	