

Standard 1

Students will read, write, listen, and speak for information and understanding.

READING

Students will read a minimum of 25 grade-level books or the equivalent per year across all content areas and standards.

WHAT STUDENTS READ, PreK-1, for Information and Understanding:

Read from informational texts, such as:

- picture books
- classroom displays, charts, and posters
- signs and labels in the classroom or school.

STUDENT COMPETENCIES, PreK-1, in Reading for Information and Understanding, including:

- Locate and use classroom and library media center resources, with assistance, to acquire information
- Read informational texts with repetitive language and simple illustrations to begin to collect data, facts, and ideas
- Interpret information represented in pictures, illustrations, and simple charts and webs
- Recognize and interpret familiar signs and symbols; for example, labels on classroom furniture, equipment, and STOP signs
- Distinguish between “stories” and facts
- Draw on prior experience to understand new data, facts, and ideas
- Recognize frequently used words in texts for beginning early readers
- Use a picture dictionary to learn the meaning of unfamiliar

words.

READING SKILLS, PreK-1, across all four standards, including:

- Distinguish between print and pictures
 - Recognize the difference between letters and words
 - Follow left to right and top to bottom direction when reading
 - Locate the front and back of a text
 - Sound out letters to read words correctly
 - Use beginning and ending consonants to identify single-syllable words
 - Recognize own name and the names of some peers in print
 - Identify words that sound, or look, alike or different
 - Identify words that are paired with pictures
 - Alphabetize grade-level words according to the first letter
 - Point to grade-level words in a text or on a chart when read aloud
 - Recognize grade-level words out of context
 - Recognize the plural of simple words
 - Locate the name of the author and illustrator, the title page, table of contents, and chapter headings
- Use computer software in the recognition of letters, sounds, and patterns.

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LISTENING

WHAT STUDENTS LISTEN TO, PreK-1, for Information and Understanding:

- Usten on a daily basis for data, facts, and ideas in, for example:
 - circle time discussions
 - group project reports
 - small and large group discussions
 - media presentations
 - role play.

STUDENT COMPETENCIES, PreK-1, in Listening for Information and Understanding, including:

- Usten to words read aloud and point to them on a chart
- Usten to oral directions involving a few steps
- Usten and understand environmental sounds that provide information, such as, a school bell and a fire alarm
- Identify similarities and differences in information about people, places or events
- Draw on prior experience to understand information in oral texts.

LISTENING SKILLS, PreK-1, across all four standards, including:

- Usten respectfully and responsively
 - Attend to a listening activity for a specified period of time
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- Avoid interrupting
Respond appropriately to what is heard by smiling, laughing, and/or clapping.

SPEAKING

SPEAKING STUDENTS ENGAGE IN, PreK-1, for Information and Understanding:

- Speak on a daily basis to share data, facts, and ideas in, for example:
 - role play
 - small and large group discussions
 - classroom project discussions
 - field trip reports.

STUDENT COMPETENCIES, PreK-1, in Speaking for Information and Understanding, including:

- Speak in order to:
 - report information briefly to peers and familiar adults
 - connect information from personal experiences to information from nonfiction texts
 - retell five or more pieces of information in sequence
 - share observations from classroom, home, or community
 - ask questions to clarify directions and/or classroom routines
 - respond verbally to questions and/or directions
- Use appropriate visual aids (for example, puppets, toys, pictures) to illustrate a word or concept when speaking to share information.

SPEAKING SKILLS, PreK-1, across all four standards, including:

- Use age-appropriate vocabulary
- Take turns speaking in a group
- Correct pronunciation of words using classroom resources, such as teachers, peers, and dictionaries
- Speak in complete sentences

Stay on topic
Maintain eye contact

Speak audibly.

