

## **PRE-K ENGLISH/ LANGUAGE ARTS (ELA)**

The Diocese of Knoxville has developed this framework of standards to support the work of teachers, parents and caregivers in creating learning experiences for young children. This framework was created by the adaptation of the Archdiocese of Cincinnati's Graded Course of Study and the Early Developmental Learning Standards of the State of Tennessee Department of Education. This framework of standards defines the knowledge, understanding and skills students are expected to acquire in the Diocese of Knoxville Pre-K programs. These standards will assist Pre-K students with an introduction to basic literacy and language development.

### **ENGLISH LANGUAGE ARTS APPLICATION**

As the Diocese of Knoxville pre-kindergarten students progress through Pre-K, the essential rules of Standard English, both written and spoken become more evident to students as a viable way of communication. General academic and Pre-K words and phrases increase with the development of vocabulary, both written and spoken, along with the conventions of the mechanics of the English language.

English Language Arts Standards (ELA) are benchmarked to assist in the development of students demonstrating proficiency in speaking, reading and writing. These standards are:

- Reading Informational Text (RI)
- Reading Literature (RL)
- Reading Foundational Skills (RF)
- Writing (W)
- Speaking and Listening (SL)
- Language (L)
  1. Conventions of Standard English
  2. Knowledge of Language
  3. Vocabulary Acquisition and Use

### **SUMMARY – ELA**

### **PRE-KINDERGARTEN**

Pre-Kindergarten students begin to demonstrate command of Standard English language and its usage when speaking and storytelling. Pre-K students begin to use frequently occurring nouns and verbs in conversation with attempts to use the correct syntax, and the correct use of plurals. Pre-K students recognize and can write upper-case letters and in some instances lower-case. They are exposed to sentence structure in print and the understanding that all sentences begin with a capital letter and end with a punctuation mark. Students are capable of sorting objects into categories, and begin to understand the concepts of opposite (antonym). Students are also capable of demonstrating action verbs.

**The Diocese of Knoxville stipulates the following exit skills in English Language Arts for Pre-kindergarten students:**

1. Demonstrates the beginning understanding of the command of standard English grammar and usage when speaking.
2. Begins to demonstrate letter formation in printing.
3. Prints letters in own name.
4. Forms plural nouns in speaking.
5. Understands and uses question words.
6. Determines the meaning of unknown words with assistance.
7. Sorts common objects in categories.
8. Comprehends and understands frequently occurring verbs and adjectives by relating them to antonyms.
9. Acts out meaning of action verbs.
10. Recognizes environmental print.
11. Demonstrates directional words.

**CONVENTIONS OF STANDARD ENGLISH**

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
L.PK.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.PK.1.1	Print letters of own name and other meaningful words with assistance using mock letters and/or conventional print; begin to demonstrate letter formation in “writing”.
L.PK.1.2	Use frequently occurring nouns and verbs.
L.PK.1.3	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
L.PK.1.4	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
L.PK.1.5	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
L.PK.1.6	Produce and expand complete sentences in shared language activities.
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L.PK.2	Indicate an awareness of letters that cluster as words, words in phrases or sentences by use of spacing, symbols, or marks.
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L.PK.3	Scribble familiar words with mock letters, and some actual letters (e.g., mom, child’s name).

**KNOWLEDGE OF LANGUAGE (not appropriate for preschool)**

**VOCABULARY ACQUISITION AND USE**

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
L.PK.4	Determine the meaning of unknown words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison).
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L.PK.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
L.PK.5.1	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the

concepts the categories represent.

- L.PK.5.2 Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L.PK.5.3 Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.PK.5.4 Distinguish shares of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
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- L.PK.6 Recognize and demonstrate an understanding of environmental print.
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- L.PK.7 Use words and phrases acquired through conversations, readings and being read to, and responding to text.
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- L.PK.8 Demonstrate or orally communicate position and directional words (e.g., inside, outside, in front of, behind).
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