

Pre-kindergarten Ages 3 and 4

Language and Literacy			
Strand A: Early learning experiences will support children to understand language (receptive language).			
Learning Progression	24-36 months	3 to 4 years	4 to 5 years
Word Comprehension	L.36.1 Demonstrate an understanding of an increased vocabulary. Influenced by experiences and relationships.	L.48.1 Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts.	L.60.1 Understand an increasing variety of specificity of words for objects, actions, and attributes encountered in both real and symbolic contexts. L.60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures, or concrete objects.
Language comprehension	L.36.2 Follow two-step directions.	L.48.2 Understand increasingly complex sentences that include 2 – 3 concepts (e.g., “Put the blue paper under the box.”)	L.60.3 Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight, and water.”)
Strand B: Early learning experiences will support children to use language (expressive language).			
Vocabulary	L.36.3 Use nouns and verbs to label experiences, actions, or events. L.36.4 Use some personal pronouns when referring to others (e.g., you, he, she). L.36.5 may occasionally use more sophisticated words than they typically use in conversational speech but that have been learned through books and personal experiences (e.g., large, fast, angry, car, run).	L.48.3 Use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts. L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she). L.48.5 Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race, or jog).	L.60.4 Use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts. L.60.5 Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs).
Expression of ideas, feelings and needs	36.6 Use inflection in phrases or sentences to ask a question.	L.48.6 Communicate about current or removed events and/or objects.	L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g.,

	L.36.7 Comment on a variety of experiences, interactions, or observations.	L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas.	position words such as “under” or “beside” and comparative words such as “bigger” or “longer”).
Language structure	L.36.8 Use basic grammar rules including pronouns, plurals, possessives, and regular past tense. L.36.9 Use speech that is mostly intelligible to familiar adults	48.8 Use basic grammar rules including irregular past tense and questions. 48.9 use speech that is mostly intelligible to familiar and unfamiliar adults.	L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals. L.60.8 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts.
Strand C: Early learning experiences will support children to use language for social interaction.			
Conventions of conversation	L.36.10 Have conversations with adults and peers that include four or more exchanges.	L.48.10 Maintain a topic of conversation over the course of several turns.	L.60.9 Initiate, maintain and end conversations by repeating what other person says and/or by asking questions.
Language for interaction	L.36.11 Converse with adults and peers about common experiences or events.	L.48.11 Answer simple who, what, where, and why questions.	L.60.10 Use language to share ideas and gain information.
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.			
Interest and engagement with books	L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book. L.36.13 Recite familiar phrases of songs, books, and rhymes; may chime in with rhyme in familiar text or song.	L.48.12 Select fiction and non-fiction books to be read and attend with interest.	L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction.
Understanding of stories or information. Stories or information may be shared through oral storytelling, sharing of pictures and/or books.	L.36.14 Enjoy telling and retelling stories and information.	L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text. L.48.14 Ask and answer simple who, what, where	L.60.12 With prompting and support retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from information text. L.60.13 Identify main components of a story or

		and why questions related to story or text. L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures.	text (the major plot points of a story or the main topic of an information text). L.60.14 Use connections between self and character, experience and emotions to increase comprehension.
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.			
Book concepts	36.15 Turn pages of a book	L.48.16 Look at pages of a book from left to right. L.48.17 Recognize that print represents spoken words (e.g., first name in print, environmental labels).	L.60.15 Know how print is read (e.g., left to right, top to bottom, front to back). L.60.16 Know that books have titles, authors, illustrators or photographs. L.60.17 Recognize words as a unit of print and that letters are grouped to form words.
Print concepts	36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar stores).	L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of environment).	L.60.17 Recognize words as a unit of print and that letters are grouped to form words. L.60.18 Identify some familiar printed words out of context. L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text.
Letter recognition		L.48.19 Recognize some letters especially those in one's own name.	L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words. L.60.21 Make some letter-sound connections.
Strand F: Early learning experiences will support children to develop phonological awareness.			
Phonological awareness	L.36.17 Recognize environmental sounds (e.g., animal or vehicle sounds such as "Baa-baa" or "Beep-beep")	L.48.20 Recognize rhyming words in songs, chants or poems.	L.60.22 Produce rhyming words or words that have same initial sound.

		<p>L.48.21 Identify when initial sounds in words are the same.</p> <p>L.48.22 Distinguish individual words in a sentence.</p>	<p>L.60.23 Recognize which words in a set of words begin with the same sound.</p> <p>L.60.24 distinguish syllables in words</p>
Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.			
Drawing and writing	<p>L.36.18 Draw simple shapes to represent ideas and write messages using controlled linear scribble.</p>	<p>L.48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others).</p> <p>L.48.24 Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms.</p>	<p>L.60.25 Draw original stories with a beginning, middle, and end.</p> <p>L.60.26 Use early developmental spelling. May use one letter for the initial or final sound to represent whole word.</p>