

# Family and Child Education (FACE) Preschool Standards

## English Language Arts & Literacy



Young children’s experiences with early language and literacy skills provide the foundation for learning to read. Children gain language and literacy skills for their experiences—through talk, the sharing of stories, exploring books and print, playing with words and letters, and through play. Their everyday routines and daily experiences provide the learning environment necessary to make language and literacy learning happen.

Preschool learning environments are respectful and supportive of children’s culture and Native language while learning English. They support language development and learning to read through the materials provided for play and the interactions facilitated by adults. Planning language and literacy experiences for young children should be both purposeful and spontaneous, building from the interests of children and their natural curiosity. Plan experiences that include music, movement, rhyme and rhythm, conversation, writing, and many experiences sharing books.

The *National Early Literacy Panel*, a group of researchers charged with the task of determining the best predictors for preschool children’s success in learning how to read, have reviewed hundreds of scientifically-based research studies in order to share the important concepts for teachers to incorporate into their teaching. This panel determined that preschool teachers should provide experiences for children that include:

- Learning about letters and the alphabet (alphabet knowledge)
- Learning about print and how print works (concepts about print)
- Learning about sounds and how sounds work to form words (phonological awareness)
- Learning that letters make up words (invented spelling)
- Participating in lots of talk, conversations, sharing of books together, and understanding new words (oral language)
- Learning about and practicing writing his/her name (writing name/writing)

Reading to children and talking with them every day has a great overall impact on their developing language and literacy skills. Plan experiences for children every day that focus on these kinds of concepts.

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Parents are important for getting children ready to learn to read, too. Preschool programs that actively engage parents in children's learning processes are ahead of the game. Parents make a difference. Parent group meetings provide a good opportunity to talk with parents about preschool standards, discuss why they are important, and share some new ways for working with their children. When parents feel comfortable, they can practice these new ideas with their children at home.

The English Language Arts & Literacy Standards that follow are aligned with kindergarten level Common Core Standards. This means that the preschool standards in this area will prepare children to be ready for Common Core Standards at kindergarten entry.

*The English Language Arts & Literacy Standards are organized into the following sections:*

- Writing
- Speaking and Listening
- Language
- Reading

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### WRITING

#### *Understanding Text*

Indicators	Examples
W 1. Understand and say the written name (title) of a book on the front cover.	<ul style="list-style-type: none"> <li>• Takes your food order, scribbling on a pad of paper, while playing in the restaurant.</li> </ul>
W 2. Tell others about the intended meaning of writings and pictures.	<ul style="list-style-type: none"> <li>• Understands that writing can be read by others.</li> <li>• Makes story predictions from illustrations.</li> <li>• Uses pictures and context to construct meaning.</li> <li>• Identifies characters, setting and events.</li> </ul>
W 3. Recognize the differences between pictures/illustrations and letters/words on a page.	<ul style="list-style-type: none"> <li>• Holds book right side up with the cover in front.</li> <li>• Turns the pages one at a time.</li> <li>• “Reads” from left to right and from top to bottom.</li> </ul>
W 4. Talk about and predict what might happen in a book by looking at the cover and/or illustrations.	<ul style="list-style-type: none"> <li>• Identifies the book title.</li> <li>• Makes connections between events in a story.</li> <li>• Predicts outcome of stories.</li> </ul>
W 5. Increasing understanding that words that are said can be written down and read by others.	<ul style="list-style-type: none"> <li>• Recognizes and writes letters of the alphabet. (e.g. “I’ll write that ‘K’ like in my name.”)</li> <li>• Wants to write the names of other important people in her life. (e.g. “How do I write Daddy?”)</li> <li>• Writes something and then asks someone else to read it.</li> <li>• Writes as part of play (e.g., lists, messages, stories).</li> <li>• Dictates ideas and stories to adults.</li> <li>• Asks others for help in writing.</li> </ul>

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Indicators	Examples
W 6. Share a written story by telling what happened first, in the middle, and at the end.	<ul style="list-style-type: none"> <li>• Reads their writing to others.</li> <li>• Uses symbols or drawings to express thoughts, feelings, and ideas.</li> <li>• Dictates ideas and stories to adults.</li> <li>• Asks others for help in writing.</li> <li>• Expresses emotion to text.</li> <li>• Retells or acts out a story in sequence.</li> </ul>

#### *Exploring and Sharing Writing in Various Ways*

Indicators	Examples
W 7. Understand purposes for writing—to share information, ideas, and stories.	<ul style="list-style-type: none"> <li>• Writes (scribbles) a menu for the “restaurant” in the House area.</li> </ul>
W 8. Use scribbles, pictures, letter-like forms, and letters to represent own name, words, phrases, or convey story ideas.	<ul style="list-style-type: none"> <li>• Signs-in at the beginning of each day to show she is here.</li> <li>• Writes his name.</li> <li>• Uses scribble writing, shapes, pictures and letters.</li> </ul>
W 9. Responds to questions about own writing (including scribbles, drawings, letter-like forms, letters, etc.)	<ul style="list-style-type: none"> <li>• Uses symbols or drawings to express thoughts, feelings, and ideas.</li> </ul>
W10. Experiment with a variety of writing tools (including technology and digital tools), materials and surfaces.	<ul style="list-style-type: none"> <li>• Uses pencils, markers, crayons, chalk, etc. to draw or write.</li> <li>• Uses rubber stamps, stickers, shaving cream, glue when creating projects.</li> <li>• Uses paper, chalkboard, easel, magnetic board and letters to draw or write.</li> <li>• Makes letters out of dough, pipe cleaners, etc.</li> </ul>

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Indicators	Examples
W11. Use a variety of resources to facilitate writing, including getting help from peers and adults, recalling experiences, and answering/asking questions.	<ul style="list-style-type: none"><li>• Copies letters and words from the environment. (e.g. labels, letter walls, posters, etc.)</li></ul>

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### SPEAKING AND LISTENING

#### *Listening and Understanding*

Indicators	Examples
SL 1. Listen to and engage in conversations with others.	<ul style="list-style-type: none"> <li>• During play/work time in the House areas, holds a conversation with other children about their play.</li> <li>• Shows curiosity about a topic of discussion. Adds some additional information.</li> </ul>
SL 2. Initiate and respond appropriately in conversations with children and adults, e.g. take turns in conversation, waiting for others to speak before replying.	<ul style="list-style-type: none"> <li>• Initiates a conversation with an adult visitor to the classroom.</li> <li>• Holds a conversation during Circle Time with the teacher and waits for a response.</li> <li>• Takes turn talking with others at lunch time.</li> </ul>
SL 3. Listen to, respond, and ask questions about stories read aloud.	<ul style="list-style-type: none"> <li>• Recognizes and frequently requests favorite books.</li> <li>• Takes an active role in reading activities.</li> <li>• Listens with interest to a story.</li> <li>• Chooses and looks at books independently.</li> <li>• Asks and answers questions about story.</li> </ul>
SL 4. Listen to and retell text and oral stories, including stories from American Indian culture.	<ul style="list-style-type: none"> <li>• Takes an active role in reading activities.</li> <li>• Listens with interest to a story.</li> <li>• Recognizes and frequently requests favorite books.</li> <li>• Asks and answers questions about story.</li> </ul>
SL 5. Follow simple one- or two-step directions.	<ul style="list-style-type: none"> <li>• When asked to find something blue and bring it to the Circle, goes to the house area and brings back a blue plate.</li> </ul>
SL 6. Listen and participate in reciting poems, chants, rhymes and finger plays.	<ul style="list-style-type: none"> <li>• Joins in with predictable phrases (e.g., Brown Bear, Brown Bear...)</li> </ul>

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### *Speaking and Communicating.*

Indicators	Examples
SL 7. Use language to communicate effectively with adults, family and peers (describing, asking, responding, greeting, commenting, etc.)	<ul style="list-style-type: none"> <li>• Asks an adult to write a message for him. (e.g. “Will you write, ‘to my baby sister’ on this picture?”)</li> </ul>
SL 8. Speak clearly enough in English to be understood by familiar adults and children.	<ul style="list-style-type: none"> <li>• Asks for help.</li> <li>• Says he will play with another boy in the block area.</li> <li>• Says what she hopes is for lunch.</li> <li>• Asks to join another group of children in house area.</li> <li>• Says, “I feel sick.”</li> <li>• Asks, “When is PACT Time?”</li> </ul>
SL 9. Attempt to use Native language speaking skills in conversation, during play or work, or while singing	<ul style="list-style-type: none"> <li>• Recognizes the difference in English and Native words on labels in the classroom.</li> <li>• Pays attention to differences in words in Native books.</li> </ul>
SL10. Talk about and describe events that happen in everyday life.	<ul style="list-style-type: none"> <li>• Shares what happened over the weekend at the Pow Wow.</li> <li>• Tells about her new baby brother.</li> <li>• Talks about Grandfather telling him a story.</li> <li>• Says that their horse had a colt.</li> </ul>
SL11. Understand and use an increasingly complex vocabulary and sentences of varying length.	<ul style="list-style-type: none"> <li>• Describes the bright full moon and the shadows of the trees.</li> <li>• Says that the turtle had a brown and black shell and bright yellow eyes.</li> <li>• Wonders how the great Eagle floats on the air.</li> <li>• Describes a diamond back rattle snake that slithered across the road.</li> </ul>

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Indicators	Examples
SL12. Use language, drawings and props to pretend, create, and communicate.	<ul style="list-style-type: none"><li>• Makes a stop sign for the car race track area.</li><li>• Writes (scribbles) a menu for the “restaurant” in the House area.</li><li>• Takes your food order, scribbling on a pad of paper, while playing in the restaurant.</li><li>• Understands that writing can be read by others.</li><li>• Signs-in at the beginning of each day to show she is here.</li><li>• Asks an adult to write a message for him. (e.g. “Will you write, ‘to my baby sister’ on this picture?”)</li></ul>



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### LANGUAGE

#### *Conventions of Standard English*

Indicators	Examples
L 1. Identifies and writes the letters of the alphabet.	<ul style="list-style-type: none"> <li>• Recognizes and writes letters of the alphabet. (e.g. “I’ll write that ‘K’ like in my name.”)</li> <li>• Realizes that letter groups form words.</li> </ul>
L 2. Identifies and writes many upper and lower case letters.	<ul style="list-style-type: none"> <li>• Recognizes letters in familiar words such as those in own name.</li> <li>• Writes and attempts to write both upper and lower case letters in writing. At Small Group Time says, “This is a big letter. This is a small letter. But they are both As.”</li> </ul>
L 3. Knows the difference between some upper and lower case letters (e.g., a/A; d/D; f/F).	<ul style="list-style-type: none"> <li>• Recognizes letters in familiar words such as those in own name.</li> <li>• Writes letter-like forms for both upper and lower case letters.</li> <li>• Talks about capital or “big” letters vs. lower case or “small” letters.</li> </ul>
L 4. Understands that “more than one” of an object means to add an /s/ when saying the word. (e.g., one book, two books).	<ul style="list-style-type: none"> <li>• Says, “My shirt has six buttons.”</li> <li>• Points to book shelf and says, “Lots of books.”</li> <li>• During Circle Time says, “We have a lot of boys in this class.”</li> </ul>
L 5. Responds to “wh” (open-ended) questions – who, what, where, when, why, how.	<ul style="list-style-type: none"> <li>• During dialogic reading, responds when teacher or parent ask an open-ended questions that begins with who, what, where, when, why, with a complete sentence.</li> </ul>
L 6. Understands that groups of words form a sentence.	<ul style="list-style-type: none"> <li>• Sees the teacher write his news from home in three sentences.</li> <li>• Talks about the sentence-of-the-day on the white board. Says, “Teacher, you forgot the period at the end of the sentence.”</li> </ul>

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Indicators	Examples
L 7. Understands simple punctuation and capitalization – first letter of sentence is upper case/capitalized; period at end of a sentence.	<ul style="list-style-type: none"> <li>• Tells the teacher that the first letter of the next sentence is a capital T.</li> <li>• After he finishes the story he says “period.”</li> <li>• Mimics the teacher writing a sentence, using an upper case letter at the beginning.</li> </ul>
L 8. Writes and spells words using invented spelling.	<ul style="list-style-type: none"> <li>• Writes (scribbles) a menu for the “restaurant” in the House area.</li> <li>• Uses scribble writing, shapes, pictures and letters.</li> <li>• Sounds out words and attempts to write the spelling.</li> </ul>
L 9. Claps words in a sentence, and/or syllables in words, individually or with a group (circle time).	<ul style="list-style-type: none"> <li>• During Circle Time, can keep beat by clapping in a song.</li> <li>• Says, “My name is “Mar-i-lyn” and claps three times, once for each syllable.</li> <li>• Participates in tapping and clapping activities.</li> </ul>

#### *Vocabulary Acquisition and Use*

Indicators	Examples
L10. With guidance and support from adults: <ol style="list-style-type: none"> <li>a. Repeats new words and phrases shared during read alouds.</li> <li>b. Talks about the meaning of new words</li> <li>c. Responds to questions asked about text.</li> <li>d. Names objects and uses simple words to describe the relationship between objects.</li> </ol>	<ul style="list-style-type: none"> <li>• During dialogic reading, repeats words from the story. “What is the big fat worm called?” said the teacher. “Caterpillar!”</li> <li>• Says, “Those stars in the sky are called ‘the big dipper.’ My teacher told me that.”</li> <li>• Responds when the teacher asks, “What did Corduroy lose in this story?”</li> <li>• Talks about the toys he’s playing with in the block area. “I’m going to play with the dump truck now, like my Daddy.”</li> <li>• Says, “This block is big. Mine is small.”</li> </ul>

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Indicators	Examples
L11. Matches label to object (e.g., understands that the label/word “chair” means the chair sitting on.	<ul style="list-style-type: none"> <li>• Notices the word on the back of his chair and says, “My chair.”</li> <li>• Finds his name card and uses as a model when signing his name to art work.</li> <li>• Locates name/picture when signing in daily on smart board.</li> <li>• Recognizes words on familiar signs, such as STOP, or objects, such as SCHOOL BUS.</li> </ul>
L12. Sorts common objects into categories (e.g. shapes, colored beads, food) and uses the accepted word to describe the category.	<ul style="list-style-type: none"> <li>• During Small Group Time, sorts beads by color and size, and talks about what she is doing. “These beads are big and brown. Those in that pile are green and small. The last pile of beads are pink!”</li> <li>• Says, “These are orange oranges. These are orange carrots. They are both food I like.”</li> </ul>
L13. Uses accepted words for objects, actions and attributes	<ul style="list-style-type: none"> <li>• I want to play with them too.</li> <li>• When will it be my turn for the swing?</li> <li>• How long until I can see my Mom?</li> <li>• I am thirsty now.</li> <li>• My head hurts.</li> <li>• When will it be my turn on the computer.</li> <li>• My brother thinks a banana a “nana.”</li> <li>• My Dad says I am strong.</li> </ul>

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### READING

#### Foundational Skills Pre-K

#### *Knowledge of Alphabet and Print*

Indicators	Examples
R-F 1. Recognizes that letters are symbols that make words.	<ul style="list-style-type: none"> <li>• Says, “How do you know what this shape is?” (points to letter)</li> <li>• Says, “I have letters in my name. See?” (points to his letters)</li> <li>• Points to letters/words in a book while pretending to read the story.</li> <li>• Says, “This letter is an M like my Mommy.”</li> </ul>
R-F 2. Recognizes the first letter of own name; recognizes first name in print.	<ul style="list-style-type: none"> <li>• Karen finds her name on the sign-in board and writes K next to it.</li> <li>• Says, “That’s a B! For Brittany. My name!”</li> <li>• During attendance taking, looks at two names and says, “These names both start with C. Charlie and Carol.”</li> <li>• John carries his name card to his cubby and matches it to his label/name, then hangs up his jacket.</li> </ul>
R-F 3. Matches some letter names to their printed form.	<ul style="list-style-type: none"> <li>• Using the felt letters, Karen can match all the letters in her name to the letters on the Alphabet Chart.</li> <li>• Uses a name model to practice writing name.</li> </ul>
R-F 4. Identifies all of the letters of the alphabet.	<ul style="list-style-type: none"> <li>• At Circle Time, child says a letter and another child finds it on the Alphabet posted under the chalk board.</li> <li>• Using the stylus for the interactive digital board, Josh can drag-and-drop the correct letters to spell his name and place them under his picture.</li> </ul>
R-F 5. Recognizes many upper- and lower-case letters of the alphabet.	<ul style="list-style-type: none"> <li>• Points out upper and lower case letters in books while reading aloud. “I see an upper case H!”</li> <li>• At Circle time, children are invited to point to a letter of their choice and tell everyone if it is an upper or lower case letter.</li> </ul>

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Indicators	Examples
R-F 6. Understands and interprets environmental print, signs and symbols.	<ul style="list-style-type: none"> <li>• Makes a stop sign for the car race track area.</li> <li>• Finds her name on the attendance chart.</li> <li>• Reads labels in classroom.</li> <li>• Recognizes store signs (e.g., McDonald’s), environmental signs (e.g., EXIT) and product logos (e.g., Coke).</li> </ul>
R-F 7. Uses appropriate book handling behaviors and recognizes features of print (holds book correctly, turns pages right to left, points to print on page, etc.)	<ul style="list-style-type: none"> <li>• Chooses and looks at books independently.</li> <li>• Holds book right side up with the cover in front.</li> <li>• Turns the pages one at a time.</li> <li>• Identifies the book title.</li> </ul>
R-F 8. Tracks/follows words on a page from left to right, top to bottom, during read alouds and when reading alone.	<ul style="list-style-type: none"> <li>• “Reads” from left to right and from top to bottom.</li> <li>• Holds book and points to words as she “reads” from left to right.</li> <li>• Says, “I’m reading! My eyes are following the words.”</li> </ul>
R-F 9. Understand that print is to be read, and that it carries meaning (e.g. that spoken words are represented in written language to mean something).	<ul style="list-style-type: none"> <li>• Tells the story to a friend from memory turning the pages at the correct time as he moves his finger along the text.</li> <li>• Picks up a book and says to a friend, “Let me read this to you.”</li> <li>• Talks to a classmate during play/work time. “Let’s go get the instructions for how to paint.”</li> </ul>
R-F10. Recognize the difference between the words on a page and the illustrations on a page.	<ul style="list-style-type: none"> <li>• Understands that there is an author who writes the story and an illustrator who makes the pictures.</li> <li>• Talks about the words on a page and asks what they are.</li> </ul>
R-F11. Demonstrate basic understanding of the organization and features of print (words, sentences, upper case letters, some punctuation).	<ul style="list-style-type: none"> <li>• Teacher models writing at Circle Time, writing complete sentences and using punctuation. Talks about what she is doing. “I am writing a sentence now about our day today. I’ll put a period at the end when my sentence stops.”</li> </ul>

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### Foundational Skills Pre-K *Phonological Awareness*

Indicators	Examples
<p>R-P 1. Repeat, recite rhymes, simple songs, poems, chants, and fingerplays in English and/or Native language.</p>	<ul style="list-style-type: none"> <li>• Enjoys singing songs and saying rhymes.</li> <li>• Plays silly rhyming games with teachers. “What rhymes with rock? Dock? Flock? Sock? Clock? Mock? Zock?”</li> <li>• Repeats rhymes and chants.</li> <li>• Dances and sings at Pow Wows</li> </ul>
<p>R-P 2. Recognize that letters have sounds.</p>	<ul style="list-style-type: none"> <li>• Reproduces some letter sounds.</li> <li>• Begins to recognize and connect sound and letter. Buh is the sound for B. B-B-Ball.</li> </ul>
<p>R-P 3. With support from adults, participate in sound and word games, orally manipulating sounds (onsets, rime, and phonemes) in English.</p> <p>R-P 4. Recognize rhyming words with the same ending sound (rime) e.g. pam, jam, tam, nam, gram, fam, lam, etc.</p> <p>R-P 5. Isolate and delete/change onset phoneme (e.g. Jim/bim, late/fate, banana/fanana, hose/pose.)</p>	<ul style="list-style-type: none"> <li>• Likes to play silly word games, sing rhyming songs. For example: The Name Game. Larry, larry bo barry, banana fanana fo farry. Fi Fie Fo Farry. Larry!</li> <li>• Can substitute beginning sounds. “If I take the “c” away from cat, and put a “b” there, I have bat!”</li> <li>• Recognizes words that end on the same sound as rhyming.</li> <li>• “My name is Kim and it rhymes with Jim!”</li> </ul>

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Indicators	Examples
R-P 6. Discriminates some sounds in words. (/h/ /a/ /t/ = hat)	<ul style="list-style-type: none"> <li>• Sounds out some words, matching sound to letter.</li> </ul>
R-P 7. Claps words in a sentence, and/or syllables in words, individually or with a group (circle time). [L. 9]	<ul style="list-style-type: none"> <li>• Claps (or taps, snaps) along with syllables of words. (e.g. Can clap the syllables of her name.)</li> </ul>
R-P 8. Beginning knowledge of how to: <ol style="list-style-type: none"> <li>Blend syllables to make words (/pen/ /cil/)</li> <li>Blend phonemes to make words (/m/ + /a/ + /p/)</li> <li>Break a word into syllables, such as basket = /bas/ + /ket/</li> <li>Delete sounds, such as deleting the /k/ sound in clip leaves lip.</li> </ol>	<ul style="list-style-type: none"> <li>• Invents rhymes and repetitive phrases.</li> <li>• Participates in rhyming games. (e.g. “Find something in this room that rhymes with cat.”)</li> <li>• Finds words that begin with the same sound. (e.g. “Whose name begins with the same sound as ‘dog?’”)</li> <li>• Plays with words and sounds, making up nonsense words.</li> </ul>

#### ***Foundational Skills Pre-K Literature and Informational Text***

Indicators	Examples
R-LI 1. Shows appreciation for books and reading (e.g. chooses books to read, brings books to teacher to read, sits quietly and listens to story, handles books appropriately).	<ul style="list-style-type: none"> <li>• Chooses and looks at books independently.</li> <li>• Brings a book to an adult and says, “Please read to me.”</li> <li>• Puts books away on the book shelf.</li> </ul>

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Indicators	Examples
R-LI 2. Exhibits book-handling skills. [R 6.]	<ul style="list-style-type: none"> <li>• Holds book right side up with the cover in front.</li> <li>• Turns the pages one at a time.</li> <li>• “Reads” from left to right and from top to bottom.</li> </ul>
R-LI 3. Interacts with and responds to story.	<ul style="list-style-type: none"> <li>• Joins in with predictable phrases (e.g., Brown Bear, Brown Bear...).</li> </ul>
R-LI 4. Comprehends a sense of story.	<ul style="list-style-type: none"> <li>• Identifies characters, setting and events.</li> <li>• Recognizes variations in retelling of stories.</li> <li>• Retells or acts out a story in sequence.</li> <li>• Makes connections between events in a story.</li> <li>• Predicts outcome of stories.</li> <li>• Answers questions related to story.</li> </ul>
R-LI 5. With prompting and support from adults, asks and responds to questions or prompts during the dialogic reading process, and other read aloud times.	<ul style="list-style-type: none"> <li>• Responds to PEER and CROWD questions as teachers and parents engage in shared reading.</li> </ul>
R-LI 6. With prompting and support from adults, retells stories, activities (e.g., Wonder-Work-Share), and other events of the day.	<ul style="list-style-type: none"> <li>• Talks about what they did during PDR to parents. “Today I played with Sue in the block area and we built a tunnel!”</li> <li>• Uses the white board to draw pictures about the story they just heard at Circle Time.</li> </ul>
R-LI 7. Demonstrates knowledge of main characters or events in a familiar story/text (recall, response to questions,	<ul style="list-style-type: none"> <li>• Recalls a story and discusses with others. “Do you like green eggs and ham? That book is so funny. What picture do you like?”</li> </ul>



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Indicators	Examples
creative representation).	
R-LI 8. Asks and answers questions about meaning of words in a story or text.	<ul style="list-style-type: none"> <li>• During Circle Time, responds to teachers dialogic reading prompts. Repeats vocabulary words. “Who blew the little piggies’ house down?” “The wolf.” “What kind of wolf?” “A BIG BAD WOLF!”</li> </ul>
R-LI 9. Appreciates, chooses, and/or listens to different genres of books/texts (storybooks, picture-only, non-fiction texts, rhyming books, concept books, etc.)	<ul style="list-style-type: none"> <li>• Listens attentively to stories being read aloud a Circle Time or Small Group Time.</li> <li>• Teachers share and display a variety of books in the classroom, of many different genres.</li> <li>• Children choose different genre books to look at or read.</li> </ul>
R-LI 10. With prompting and support, identifies the front and back cover, spine, title page, author and illustrator of a book.	<ul style="list-style-type: none"> <li>• During Circle Time can respond correctly when asked, “What part of the book is this?”</li> <li>• “What is the person called who writes the book?”</li> <li>• “The illustrator is the person who...” Children response with “draws the pictures.”</li> </ul>

#### Foundational Skills Pre-K Range of Reading

Indicators	Examples
R-R 1. Participates in group reading activities, e.g. Circle Time, at the library, impromptu book sharing with peers.	<ul style="list-style-type: none"> <li>• Tries out new words in home/native language while singing during Circle Time.</li> <li>• Repeats rhymes or songs during Circle Time.</li> <li>• Shares new cultural songs learned at school with parents</li> </ul>