



SUBJECT AREA	EC ENGLISH LITERACY				
STANDARDS DOCUMENT(S)	Aprendizajes Clave para la Educación Integral	Aprendizajes Sustantivos para la Vida	Aprendizajes Sustantivos con Niveles	Common Core ELA Standards	Arizona Early Learning Standards
OTHER DOCUMENTS	EC eLearning Scope & Sequence	ELD Matrix of Grammatical Forms	2011 EC Writing Rubric	Scope and Sequence of EC Mid-Year Assessments	

CONTEXT	The Aprendizajes Clave/Sustantivos were created for native Spanish speakers, and the Common Core Kinder Standards were created for native English speakers. The vast majority of our EC students are native Spanish speakers learning English who have an extra year of elementary (P1) in which to develop some of the preschool skills outlined in both those documents. For that reason, it's not enough to translate the Aprendizajes Claves or Sustantivos into English and use those, or to use the Common Core Kinder standards. Instead, we need to modify and adjust the expectations in both those documents to fit this specific and unique situation, while also accounting for those students who are advanced or native speakers of English and for students who speak neither Spanish nor English. In addition, for some learning standards, students are expected to express themselves in English, but for other standards the focus is on higher order thinking skills so students can express themselves in their language of choice, and teachers model how to say it using English and encourage students to repeat it when appropriate.
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ORAL LANGUAGE PRIORITY STANDARDS

CATEGORY 1: SPEAKING AND LISTENING				
STRAND	NURSERY	PREKINDER	KINDER	ADVANCED LEARNING GOALS
Comprehension	<p>Understands and follows simple instructions in English.</p> <p>Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories in English.</p>	<p>Responds to routine <i>can</i> and <i>do</i> questions with an action or orally (<i>yes/no, single word</i>) in English.</p> <p>Confirms understanding of a text read aloud or information presented orally or through other media, in English, by asking and answering questions about key details. CCSS.ELA-LITERACY.SL.K.2</p>	<p>In English, demonstrates understanding and follows directions that involve: one step, two steps, and a series of unrelated sequences of action.</p> <p>In English, confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details. CCSS.ELA-LITERACY.SL.K.2</p>	---
Expressive Language and Communication Skills	<p>Names the objects or characters in a picture.</p> <p>Tells others about experiences and situations with the help of prompts.</p> <p>Tells significant family stories with an adult's help and/or with pictures.</p> <p>Explains what happened and listens to other people's ideas.</p>	<p>Communicates needs, wants, ideas, and feelings through three to five word sentences.</p> <p>Tells anecdotes explaining the beginning, middle and ending parts, following a clear and logical sequence.</p>	<p>Expresses relevant responses to questions and comments from others.</p> <p>Speaks clearly and understandably to express ideas, feelings and needs.</p> <p>Explains what happened and why he/she thinks it happened.</p> <p>Expresses and defends his/her opinion showing agreement or disagreement.</p>	<p>Initiates, sustains, and expands conversations with peers and adults.</p> <p>In English, describes familiar people, places, things, and events and, with prompting and support, provides additional detail. CCSS.ELA-LITERACY.SL.K.4</p>
Collaboration	<p>Listens to and maintains attention when receiving information from others.</p>	<p>Listens to and maintains attention when receiving information from others, and gives information about a familiar topic.</p>	<p>Participates in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups, using short phrases in English when prompted. CCSS.ELA-LITERACY.SL.K.1</p>	<p>Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. CCSS.ELA-LITERACY.SL.K.1</p>

CATEGORY 2: LANGUAGE - English Proficiency				
STRAND	NURSERY	PREKINDER	KINDER	ADVANCED LEARNING GOALS
Grammar & Usage: PHRASES & SENTENCES	PHRASES & SENTENCES Expresses basic needs by using short rote phrases, such as "open please".	PHRASES & SENTENCES Expresses a request using complete rote phrases such as "May I go to the bathroom?" with occasional mistakes in grammar.	PHRASES & SENTENCES Uses simple sentences in the present tense in English, while commonly making mistakes in grammar or word choice.	PHRASES & SENTENCES With modeling and support, uses increasingly complex phrases and sentences.
Grammar & Usage: QUESTIONS	QUESTIONS ---	QUESTIONS Shows basic comprehension of questions and responds with common concrete words in English.	QUESTIONS Responds to English questions such as, "What did you do over the weekend?" expressing a complete thought through English phrases and sentences, sometimes including words from native language.	QUESTIONS Understands and uses question words (interrogatives) (e.g., who, what, where, when, why, how). CCSS.ELA-LITERACY.L.K.1.D
Grammar & Usage: NOUNS	NOUNS ---	NOUNS ---	NOUNS ---	NOUNS ---
Grammar & Usage: VERBS	VERBS ---	VERBS ---	VERBS Uses present-progressive (<i>Ex. walking, She is running.</i>) (ELD Beginning Level)	VERBS Understands and begins to produce the following verbs for observable actions and descriptions in the present tense: be, have, like, need, want (ELD Beginning Level)
Grammar & Usage: PREPOSITIONS	PREPOSITIONS ---	PREPOSITIONS ---	PREPOSITIONS Understands the most frequently occurring prepositions (e.g., to, from, in, out, on, off, with). CCSS.ELA-LITERACY.L.K.1.E	PREPOSITIONS Uses the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). CCSS.ELA-LITERACY.L.K.1.E
Vocabulary	Identifies and names primary colors in English. Identifies and names some body parts in English. Names key vocabulary from a story	Identifies and names primary and secondary colors in English. Identifies and names several body parts in English. Uses common vocabulary in English.	Names primary, secondary, and neutral colors in English. Names many body parts in English. Names vocabulary included on an alphabet strip in English. Uses frequently occurring nouns and verbs . CCSS.ELA-LITERACY.L.K.1.B	With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs.

READING PRIORITY STANDARDS

CATEGORY 3: READING - FOUNDATIONAL SKILLS				
STRAND	NURSERY	PREKINDER	KINDER	ADVANCED LEARNING GOALS
Print Concepts The child knows that print carries messages.	Identifies symbols in the environment.	Understands that print conveys meaning.	Recognizes that spoken words are represented in written language.	Recognizes that spoken words are represented in written language by specific sequences of letters. CCSS.ELA-LITERACY.RF.K.1.B
	Identifies own initial capital letter among other letters. Identifies own written name in capitals.	Discriminates letters from other shapes and symbols. Identifies up to 10 capital letters. Recognizes the written names of some friends in capital letters.	Identifies the capital letters of the English alphabet. Identifies his/her name in lower-case letters in various personal documents. Recognizes written friends' names in lowercase letters.	Recognizes and names all upper-and lowercase letters of the alphabet. CCSS.ELA-LITERACY.RF.K.1.D

Phonological Awareness (the ability to recognize and work with sounds)	Identifies environmental sounds, like ambulance sirens, animal sounds, helicopter sound, etc.	With modeling and support, combines (blends) onset and rime to form a familiar one-syllable word with and without pictorial support.	Counts, pronounces, blends, and segments syllables in spoken words. CCSS.ELA-LITERACY.RF.K.2.B Blends and segments onsets and rimes of single-syllable spoken words. CCSS.ELA-LITERACY.RF.K.2.C With modeling and support, identifies rhyming words in English.	Recognizes and produces rhyming words. CCSS.ELA-LITERACY.RF.K.2.A
	---	Identifies some initial sounds of common words in English.	Identifies the initial sounds of common words in English.	Isolates and pronounces the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) CCSS.ELA-LITERACY.RF.K.2.D (i.e., /c/ - /a/ - /t/) Blends sounds to produce a CVC word. Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words. CCSS.ELA-LITERACY.RF.K.2.E
Phonics and Word Recognition (Phonics: sounds that letters represent)	Identifies the initial letter sound in one's name.	Identifies the sounds of some letters. Is aware that every capital letter has a corresponding lowercase.	Produces letter sounds when shown the corresponding letter in English. Begins to decode consonant-vowel-consonant (CVC) words.	Demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant . CCSS.ELA-LITERACY.RF.K.3.A Associates the long and short sounds with the common spellings (graphemes) for the five major vowels . CCSS.ELA-LITERACY.RF.K.3.B
	---	---	---	Reads common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). CCSS.ELA-LITERACY.RF.K.3.C Distinguishes between similarly spelled words by identifying the sounds of the letters that differ. CCSS.ELA-LITERACY.RF.K.3.D
Fluency	---	---	---	Reads emergent-reader texts with purpose and understanding. CCSS.ELA-LITERACY.RF.K.4

CATEGORY 4: READING - LITERATURE & INFORMATIONAL TEXT

STRAND	NURSERY	PREKINDER	KINDER	ADVANCED LEARNING GOALS
Key Ideas & Details <i>*child answers in native language predominantly</i>	Provides details after listening to a story in English and Native Language.	With modeling and support, retells or reenacts a story in sequence with pictures or props, in English and native language.	With prompting and support, asks and answers a variety of questions about books or stories told or read aloud, in English and native language. With modeling and support, identifies the topic of informational text that has been read aloud. With modeling and support, begins to demonstrate an understanding of the differences between fiction and non-fiction .	With prompting and support, describes the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-LITERACY.RI.K.3

WRITING PRIORITY STANDARDS

CATEGORY 5: WRITING - FINE MOTOR SKILLS				
STRAND	NURSERY	PREKINDER	KINDER	ADVANCED LEARNING GOALS
Pre-fine motor skills	Manipulates with precision and dexterity various materials and tools (making paper balls, linking, tearing, buttoning, perforating and threading). Participates in activities that imply time-space organization, laterality, balance and coordination. Moves from one place to another in different postures and directions.	---	---	---
Pencil Grip	Holds crayon correctly.	Holds pencil correctly.	Holds pencil correctly.	---
Detail	Draws a person with some detail.	Creates drawings using several details.	Creates drawings using many details.	---
Complexity	Copies a straight line, circle, and cross.	Copies geometric designs (cross, square, diagonal line, triangle).	---	---
Control	Colors inside the line.	---	---	---
Scissors	Holds scissors correctly.	Holds scissors correctly. Holds paper still with a helping hand when cutting. Uses scissors to cut in a straight line.	Uses scissors to cut in a curvy line.	---
Letter Formation	---	Copies a word using correct letter formation	Forms capital and lowercase letters correctly from top to bottom.	---
Number Formation	---	Copies numerals using correct formation.	Forms numerals correctly.	---

CATEGORY 6: WRITING				
STRAND	NURSERY	PREKINDER	KINDER	ADVANCED LEARNING GOALS
Communication	Dictates and shares thoughts, ideas and stories with adults who take dictation. Uses scribbles and/or pictures to <i>write</i> a letter, card, poster or instructions. Writes initial letter of their name.	Begins to use a combination of drawing, dictation, and emergent writing to communicate an idea or opinion about an experience, story or book. Uses some of the letters in his/her name to write letters, notes, instructions, etc. Writes name in capital letters forming the letters correctly.	Begins to use a combination of drawing, dictation, and emergent writing to communicate an idea or opinion about an experience, story or book and to express knowledge or share information about a topic of interest. Uses letters he/she might know to write recipes, instructions, letters, notes, etc. Writes name using capital and lowercase letters, forming them correctly and from left to right.	Uses a combination of drawing, dictating, and writing to: <ul style="list-style-type: none"> • Compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (e.g. "my favorite book is..."). CCSS.ELA-LITERACY.W.K.1 • Compose informative/explanatory text in which they name what they are writing about and supply some information about the topic. CCSS.ELA-LITERACY.W.K.2
Conventions	SOUND-LETTER CORRESPONDENCE Is aware their initial letter makes a sound.	SOUND-LETTER CORRESPONDENCE Is aware letters represent sounds.	SOUND-LETTER CORRESPONDENCE Writes letters to represent sounds. Identifies sounds and writes letters when sounds are said slowly	SOUND-LETTER CORRESPONDENCE Writes a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-LITERACY.L.K.2.C

	WORDS AND SPACING ---	WORDS AND SPACING Writes a string of letters to represent words / narratives.	WORDS AND SPACING Organizes writing from left to right and stays on line.	WORDS AND SPACING Writes simple words in English.
	PHONETIC SPELLING ---	PHONETIC SPELLING ---	PHONETIC SPELLING ---	PHONETIC SPELLING Spells simple words phonetically, drawing on knowledge of sound-letter relationships. CCSS.ELA-LITERACY.L.K.2.D
	CAPITALIZATION & PUNCTUATION Uses a capital letter for their initial.	CAPITALIZATION & PUNCTUATION ---	CAPITALIZATION & PUNCTUATION Is aware that sentence structure consists of an initial capital letter and continues with lower case letters. Is aware of end punctuation.	CAPITALIZATION & PUNCTUATION Capitalizes the first word in a sentence and the pronoun. CCSS.ELA-LITERACY.L.K.2.A Recognizes and names end punctuation. CCSS.ELA-LITERACY.L.K.2.B