

# Communication and Literacy: Preschool

## Speaking and Listening

### 1 Conversation and Comprehension

Pre 3

- 1 Participates in conversations with a small group. [CL.SL.P3.1](#)
  - a Begins to follow agreed-upon rules for discussions. [CL.SL.P3.1A](#)
  - b Continues a conversation through two or three exchanges. [CL.SL.P3.1B](#)
- 2 Asks and answers “Who, What, Where” questions. [CL.SL.P3.2](#)

Pre 4

- 1 Participates in conversations in increasing group sizes. [CL.SL.P4.1](#)
  - a Follows agreedupon rules for discussions. [CL.SL.P4.1A](#)
  - b Continues a conversation through multiple exchanges, while increasingly staying on topic. [CL.SL.P4.1B](#)
- 2 Asks and answers questions and makes predictions. [CL.SL.P4.2](#)

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### 2 Expressive Language

Pre 3

- 3 Begins to describe familiar people, places, things and events with support. [CL.SL.P3.3](#)
- 4 Begins to describe objects and actions depicted in pictures. [CL.SL.P3.4](#)
- 5 Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs. [CL.SL.P3.5](#)

Pre 4

- 3 Able to describe familiar people, places, things and events with support. [CL.SL.P4.3](#)
  - 4 Able to tell another person about what they have drawn. [CL.SL.P4.4](#)
  - 5 Speaks understandably to express ideas, feelings and needs. [CL.SL.P4.5](#)
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## Language

### 1 Conventions of Language1

#### Pre 3

- 1 Demonstrates an emerging understanding of the conventions of grammar and usage when writing or speaking. [CL.LS.P3.1](#)
  - a Begins to make letter-like forms and print some letters. [CL.LS.P3.1A](#)
  - b Uses frequently occurring nouns and verbs when speaking. [CL.LS.P3.1B](#)
  - c Begins to form regular plural nouns orally by adding /s/ or /es/. [CL.LS.P3.1C](#)
  - d Understands and uses some question words. [CL.LS.P3.1D](#)
  - e Uses some prepositions. [CL.LS.P3.1E](#)
  - f Communicates using at least three- to fourword sentences. [CL.LS.P3.1F](#)
- 2 Demonstrates a beginning awareness of writing by using strings of letter-like forms or a series of random letters. [CL.LS.P3.2](#)

#### Pre 4

- 1 Demonstrates an emerging command of the conventions of grammar and usage when writing or speaking. [CL.LS.P4.1](#)
  - a Prints some uppercase and lowercase letters. [CL.LS.P4.1A](#)
  - b Uses basic nouns and verbs. [CL.LS.P4.1B](#)
  - c Begins to form regular plural nouns orally by correctly adding /s/ or /es/ on a more frequent basis. [CL.LS.P4.1C](#)
  - d Understands and uses most question words. [CL.LS.P4.1D](#)
  - e Uses an increasing amount of frequently occurring prepositions. [CL.LS.P4.1E](#)
  - f Produces complete sentences in shared language activities. [CL.LS.P4.1F](#)
- 2 Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words and usually writing from left to right (may reverse some letters). [CL.LS.P4.2](#)

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## 2 Vocabulary Acquisition and Use

Pre 3

- 3 Provides a label when given a child-friendly definition of a familiar word. [CL.LS.P3.3](#)
- 4 Begins to demonstrate an understanding of some frequently occurring verbs and adjectives to name opposites. [CL.LS.P3.4](#)
  - a Distinguishes among a few verbs describing the same general action. [CL.LS.P3.4A](#)
- 5 With prompting and support, begins to experiment with new words and phrases acquired through conversations, reading and being read to and responding to texts. [CL.LS.P3.5](#)

Pre 4

- 3 Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult. [CL.LS.P4.3](#)
- 4 Demonstrates an understanding of some frequently occurring verbs and adjectives to name opposites. [CL.LS.P4.4](#)
  - a Distinguishes among some verbs describing the same general action by acting out the meanings. [CL.LS.P4.4A](#)
- 5 With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts. [CL.LS.P4.5](#)

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## Literature

### 1 Identifying and finding meaning, details and ideas from literature.

Pre 3

- 1 With prompting and support, asks and answers simple questions about the book or story's content. [CL.L.P3.1](#)
- 2 Uses pictures and illustrations to tell and retell parts of a book or story. [CL.L.P3.2](#)

Pre 4

- 1 With prompting and support, asks and answers questions about key details in a book or story. [CL.L.P4.1](#)
- 2 With prompting and support, retells books or stories with increasing detail and accuracy. [CL.L.P4.2](#)
- 3 With prompting and support, identifies characters, settings and major events or facts from a book or story. [CL.L.P4.3](#)

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## 2 Structure and Format

Pre 3

- 3 Exhibits curiosity and interest in learning new words. [CL.L.P3.3](#)
- 4 Interacts with a variety of books. [CL.L.P3.4](#)
- 5 Understands that books have both illustrations and print. [CL.L.P3.5](#)
- 6 Identifies the front and back cover of a book. [CL.L.P3.6](#)

Pre 4

- 4 Asks and answers questions about unknown words in a book. [CL.L.P4.4](#)
- 5 Interacts with a larger variety of books and text. [CL.L.P4.5](#)
- 6 With prompting and support, describes the role of an author and an illustrator. [CL.L.P4.6](#)

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## 3 Integration of Knowledge and Ideas

Pre 3

- 7 With prompting and support, makes connections between self, illustrations and the story when talking through the pictures of a book. [CL.L.P3.7](#)
- 8 With prompting and support, compares and contrasts the adventures and experiences of the characters to self. [CL.L.P3.8](#)

Pre 4

- 7 With prompting and support, uses the illustrations to retell major events in the story. [CL.L.P4.7](#)
- 8 With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories. [CL.L.P4.8](#)
- 9 With prompting and support, answers “wh” questions, such as what, when, where or why, based on information presented in the book or story. [CL.L.P4.9](#)

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## 4 Range of Reading and Level of Text Complexity

Pre 3

- 9 Actively engages in small group reading activities with purpose and understanding. [CL.L.P3.9](#)

Pre 4

- 10 Actively engages in large and small group reading activities with purpose and understanding. [CL.L.P4.10](#)
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## Foundational Reading Skills

### 1 Print Concepts

Pre 3

- 1 Shows an understanding that print conveys meaning. **CL.F.P3.1**
  - a Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back). **CL.F.P3.1A**
  - b Demonstrates an understanding that print conveys meaning (i.e., environmental print). **CL.F.P3.1B**
  - c Recognizes letters in their name. **CL.F.P3.1C**

Pre 4

- 1 Begins to demonstrate understanding of the organization and basic features of print. **CL.F.P4.1**
    - a Follows words from left to right, top to bottom and page by page. **CL.F.P4.1A**
    - b Recognizes that spoken words are represented in written language by specific sequences of letters. **CL.F.P4.1B**
    - c Recognizes that letters are grouped to form words. **CL.F.P4.1C**
    - d Recognizes and names some uppercase and lowercase letters, in addition to those in first name. **CL.F.P4.1D**
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### 2 Phonological Awareness

Pre 3

- 2 Plays with the sounds of language. **CL.F.P3.2**
  - a Distinguishes whether two words rhyme or not. **CL.F.P3.2A**
  - b Blends compound words and syllables in spoken words. **CL.F.P3.2B**
  - c Identifies two words that start with the same sound. **CL.F.P3.2C**
- 3 Begins to recognize and “read” familiar words or environmental print. **CL.F.P3.3**

Pre 4

- 2 Demonstrates understanding of spoken words, syllables and sounds. **CL.F.P4.2**
  - a Recognizes rhyming words. **CL.F.P4.2A**
  - b Produces rhyming words. **CL.F.P4.2B**
  - c Blends syllables in spoken words. **CL.F.P4.2C**
  - d Segments syllables in spoken word. **CL.F.P4.2D**
  - e With prompting and support, blends and segments initial and ending sounds of single syllable words. **CL.F.P4.2E**
  - f States the initial sound (phoneme) in consonant-vowel consonant (CVC) words. **CL.F.P4.2F**
- 3 Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters. **CL.F.P4.3**

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### 3 Fluency

Pre 3

4 Begins to identify own name in print. [CL.F.P3.4](#)

Pre 4

4 Identifies own name in print. [CL.F.P4.4](#)

a Recognizes and “reads” familiar words or environmental print. [CL.F.P4.4A](#)

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## Writing

### E Writing

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Pre 3

1 Uses drawing, scribbling, letter-like forms, random letter strings and/or dictation to express thought and ideas. [CL.W.P3.1](#)

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2 Uses consistent marks to represent their name when writing. [CL.W.P3.2](#)

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3 With guidance and support, imitates shapes and strokes. [CL.W.P3.3](#)

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4 With guidance and support, explores a variety of digital tools to express ideas. [CL.W.P3.4](#)

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5 Participates in shared writing projects. [CL.W.P3.5](#)

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6 With guidance and support from adults, collaborates with peers to recall information from experiences. [CL.W.P3.6](#)

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Pre 4

1 Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas. [CL.W.P4.1](#)

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2 Recognizably writes most of the letters in their name. [CL.W.P4.2](#)

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3 With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed. [CL.W.P4.3](#)

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4 With guidance and support, explores a variety of digital tools to produce and publish emergent writing. [CL.W.P4.4](#)

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5 Participates in shared research and writing projects. [CL.W.P4.5](#)

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6 With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question. [CL.W.P4.6](#)

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