



AGES 3 to 5

EARLY LEARNING



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UTAH CORE STATE STANDARDS
for
**EARLY
LEARNING**
FOR AGES 3 to 5



Adopted May 2020

by the
Utah State Board of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

<https://www.schools.utah.gov>



The Utah State Board of Education, in January of 1984, established policy requiring the identification of specific core standards to be met by all preschool–12 students in order to graduate from Utah’s secondary schools. The Utah State Board of Education regularly updates the Utah Core Standards, while parents, teachers, and local school boards continue to control the curriculum choices that reflect local values.

The Utah Core Standards are aligned to scientifically based content standards. They drive high quality instruction through statewide comprehensive expectations for all students. The standards outline essential knowledge, concepts, and skills to be mastered at each grade level or within a critical content area. The standards provide a foundation for ensuring learning within the classroom.



UTAH STATE BOARD OF EDUCATION

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2/2020



The Utah Early Learning Core Standards are a collaborative effort among the Utah State Board of Education, the Utah Office of Child Care, Head Start, Higher Education, United Way, and public schools.

The Standards were reviewed independently by district administrators, early childhood teachers and administrators, university professors, State Board of Education specialists, members of the community through public comment, and Board Members of the Utah State Board of Education.

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INTRODUCTION

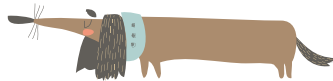
The purpose of the **Utah Early Learning Standards: Ages 3 to 5** document is to give administrators, early childhood professionals, and families of preschool-aged students guidance and resources regarding developmentally appropriate standards and goals for young children and students. Early childhood education is comprehensive and promotes cognitive, physical, language, and social emotional development. These standards foster school readiness and build a foundation for later academic and social success.

The Early Learning Standards have been written by multiple experts in the field of early childhood development and are designed to be inclusive of all children. Educators should be responsive to children’s current strengths, knowledge, and skills when planning and creating experiences to support learning while also being cognizant of the background and specific needs of each child. The following content areas are included in the standards:

- English Language Arts
- Fine Arts
- Health Education
- Lifelong Learning Practices
- Mathematics
- Physical Education
- Science
- Social Studies

The implementation of these Standards in early childhood programs will improve kindergarten readiness and reduce achievement gaps. The standards should not be used to exclude children from entering kindergarten. Related concepts may be added when appropriate to assure that every child reaches their potential.

GUIDING PRINCIPLES



Through play, relationships, and instruction, early learning provides children with an opportunity to develop skills and knowledge across all content areas. By guiding and empowering young children through positive experiences, they begin to develop responsibility, persistence, citizenship, communication skills, reasoning, effective questioning, and more.

Young children’s minds grow and develop at an extremely rapid rate. Each child is complex and has various needs. It is critical to consider the whole child and foster social, intellectual, emotional, physical, and language development. Children must feel physically and emotionally safe and secure for effective learning to take place.

Learning occurs long before children begin school. Parents and families are the first and most important teachers in a child’s life. Strong partnerships between schools and families foster positive relationships and learning at home.

Learning opportunities occur during play and through developmentally appropriate practices. Effective teachers design play activities with specific learning goals in mind. They provide individualized, intentional, and differentiated instruction to facilitate student success. Teachers should model kindness and respect as they guide children’s behavior.

Children learn in diverse ways. Early childhood professionals need to communicate with families and review classroom data and observations to identify each student’s strengths and needs. Teachers should use this information to guide their instruction and make adaptations as needed.

Early childhood programs should welcome all children regardless of their ability, culture, language, or background. Effective educators create opportunities for their students to explore and discuss their unique individual characteristics, experiences, and personal backgrounds through social engagement with their classmates and teachers. Through these activities, students gain an understanding that every person has value, regardless of their similarities or differences.

HOW TO USE THIS DOCUMENT

The Utah Early Learning Standards are organized into **strands** which represent significant areas of learning within age-level progressions and content areas. Each strand introduction provides an overall view of the concepts needed for foundational understanding. Each strand contains **standards**. A standard represents an essential element of learning that is expected. While some standards within a strand may be more comprehensive than others, all standards are essential for mastery.

Each of the general learning areas contains the following information:

- Introduction to the content area
- Strand
- Strand description
- Sub-strand and sub-strand descriptions (English Language Arts and Lifelong Learning Practices)
- Standard(s) for three- and four-year-olds listed separately (with the exception of Science)
- Vertical alignment of standards for three- and four-year-olds shown side-by-side

The phrase “with prompting and support” is included in multiple standards throughout the document. This phrase implies that the skill/standard should be emerging, and that the child should demonstrate some independence towards achieving that skill/standard. Teachers will monitor students while working on these skills to make sure they are challenging enough for growth while being mindful of students frustration levels. Teachers may offer more support for students by providing additional time, exposure, discussions, scaffolding, and patience as they develop these skills.

ENGLISH LANGUAGE ARTS

INTRODUCTION



Literacy is the ability to read, write, speak, and listen. When students utilize these skills, they begin to express and understand ideas and opinions, make decisions, solve problems, and achieve goals. Achieving literacy is a lifelong learning process. Literacy enables students to participate fully in their community and society.

Language is the basis for understanding and communicating in most aspects of life. The development of language begins in infancy, and by the preschool years, many children have a vocabulary that includes several thousand words and continues to increase at a remarkable rate. One of the best predictors of reading success is the number of spoken words a preschooler understands and uses.

Research has supported the use of evidence-based literacy practices using systematic, explicit, cumulative instruction when teaching the seven essential components of literacy: oral language, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing. According to research, it is recommended that preschool teachers prepare children for later reading instruction. They can do so by introducing the five critical building blocks for literacy including phonological awareness, letter identification, vocabulary knowledge, print concepts, and a positive attitude toward reading (Henry, 2019). The lack of phonemic awareness is the most powerful determinant of the likelihood of failure to read (Adams, 1998). Early phonological awareness skills usually develop during the preschool years and include rhyming, alliteration, segmenting words into syllables, and identifying the first sounds in words. Research suggests these early phonological awareness skills facilitate the development of letter sound knowledge (Cardos-Martins et al., 2011). The levels of phonological awareness can build on each other advancing from word awareness to syllable awareness, to onset-rime awareness, to individual phoneme awareness. “Children’s language develops on a continuum and moves from large to increasingly smaller segments of language.” (Cunningham & Zibulsky, 2014).

ADULTS SUPPORT LEARNING IN ENGLISH LANGUAGE ARTS WHEN THEY:

- Engage in conversations with children.
- Read daily from a variety of texts, including narrative and informational genres.
- Create a language- and print-rich environment, including reading, listening, writing, and dramatic play centers, eye level alphabet charts, picture/word labels, and samples of children’s work. Modifications and support in children’s primary language may be provided as necessary.
- Provide activities that increase phonological awareness. Phonological awareness includes phonemic awareness, onset-rime awareness, syllable awareness, and word awareness.
- Use a wide variety of media and presentation forms, including animated and engaging storytelling, pictures or drawings, posters, appropriate short multimedia presentations, drama, show and tell, signs, paintings, sculptures, puppets, and hand signs.
- Sing a wide variety of songs, including those that reflect the cultural makeup of the world.
- Provide a variety of texts such as menus, books, magazines, charts, record sheets, recipes, telephone directories, journals, theater programs, newspapers, maps, instruction booklets, movie or music labels, food and product labels (including those in different languages), and store flyers.
- Provide activities that increase awareness of the rhythm of language, such as clapping the syllables in children’s names or other familiar words.
- Provide opportunities for multiple readings/retellings of nursery rhymes or stories.
- While reading to children, ask questions about what may happen next, how the book relates to their own experiences, how the characters in the story are feeling, etc. Encourage children to re-enact stories using dramatic play or puppets.
- Supply a variety of age-appropriate writing tools and materials in all areas of the classroom, including thin short pencils, crayons, markers, whiteboards, glue sticks, magnetic letters, paintbrushes, etc.
- Model proper writing in different ways, such as writing down what children say, labeling their drawings, writing questions that could be asked of a visitor, or making a list of foods.



Standards for 3-Year-Olds

Strand 1: **ACADEMIC AND SOCIAL LANGUAGE: SPEAKING AND LISTENING**

Language development is crucial in the preschool years to establish foundational skills for all future academic and social success. Language skills include the ability to speak as well as listen.

- **Standard ELA 3 yr.1.1** Speak in simple sentences to communicate wants and needs.
- **Standard ELA 3 yr.1.2** Begin to understand and use nouns, verbs, prepositions, and pronouns.
- **Standard ELA 3 yr.1.3** Begin to ask and answer simple questions (for example, who, what, where).
- **Standard ELA 3 yr.1.4** With prompting and support, describe attributes of familiar people, places, things, and events.
- **Standard ELA 3 yr.1.5** With prompting and support, use and talk about new vocabulary through rich texts, projects, guided conversation, and play.
- **Standard ELA 3 yr.1.6** With prompting and support, sort objects into categories (for example, shapes, foods) and begin to discuss commonalities and differences.
- **Standard ELA 3 yr.1.7** With prompting and support, explore opposites (antonyms) (for example, happy/sad, up/down, big/little).
- **Standard ELA 3 yr.1.8** With prompting and support, engage in conversations with peers and adults.
- **Standard ELA 3 yr.1.9** With prompting and support, begin to recognize that there are rules for conversation (for example, listening to others, staying on topic, taking turns speaking).
- **Standard ELA 3 yr.1.10** Follow one-step directions to complete a task or routine (for example, "Please find a seat on the rug." "Please put the ball in the basket.").

Strand 2: **READING**

By exposing children to a wide variety of texts and surrounding them with a print-rich environment, they begin to develop foundational reading skills. These skills are divided into five sub-strands: concepts of print, phonological awareness, word recognition, recall information, and comprehension.

Sub-strand: **CONCEPTS OF PRINT**

Foundational reading skills include learning how a book is properly held and manipulated, understanding that print carries meaning, and that illustrations/photographs add meaning to stories.

- **Standard ELA 3 yr.2.1** With prompting and support, correctly hold a book.
- **Standard ELA 3 yr.2.2** With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/photographs relate to the text.
- **Standard ELA 3 yr.2.3** With prompting and support, identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.
- **Standard ELA 3 yr.2.4** With prompting and support, recognize that print is read from top to bottom, left to right, and from front to back.
- **Standard ELA 3 yr.2.5** Explore the difference between pictures and words.
- **Standard ELA 3 yr.2.6** Begins in four-year-old standards.
- **Standard ELA 3 yr.2.7** Begins in four-year-old standards.

Sub-strand: **PHONOLOGICAL AWARENESS**

Phonological Awareness refers to a child's ability to recognize the way sound functions within words. This includes rhyming, identifying parts of words such as syllables, segmenting individual sounds (also called phonemes), and exploring how those sounds blend to make words. It is important to note that phonemic awareness practice is auditory and does not include text or written letters.

- **Standard ELA 3 yr.2.8** With prompting and support, explore sounds (phonemes) in spoken language.
- **Standard ELA 3 yr.2.9** With prompting and support, explore rhyming words in familiar songs/books.
- **Standard ELA 3 yr.2.10** With prompting and support, explore syllables in simple words (for example, clap children's names).
- **Standard ELA 3 yr.2.11** Begins in four-year-old standards.
- **Standard ELA 3 yr.2.12** With prompting and support, begin to identify the initial sounds of words.

Sub-strand: WORD RECOGNITION

Word recognition in preschool includes the knowledge that words are made up of letters and sounds.

- **Standard ELA 3 yr.2.13** With prompting and support, explore that words are made up of letters and sounds.
- **Standard ELA 3 yr.2.14** With prompting and support, begin to identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.
- **Standard ELA 3 yr.2.15** Recognize their own name in print.

Sub-strand: RECALL INFORMATION

When students are able to practice recalling names of objects that they are familiar with, they can begin to build the bridge to fluency.

- **Standard ELA 3 yr.2.16** Begins in four-year-old standards.

Sub-strand: COMPREHENSION

Comprehension refers to the ability to derive meaning from written and spoken language.

- **Standard ELA 3 yr.2.17** With prompting and support, listen attentively to simple texts.
- **Standard ELA 3 yr.2.18** With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.

Strand 3: WRITING

Writing refers to how children represent spoken words with written language. The development of fine motor control in early childhood is essential for early writing skills. Fine motor skills develop at different rates for each child. Forming legible letters is an emerging expectation for 4-year-olds. Refer to Strand One: Fine Motor within the Physical Education Standards for more information.

- **Standard ELA 3 yr.3.1** With prompting and support, begin to experiment with writing and represent ideas visually (for example, scribble, stamp, glue pictures on paper).
- **Standard ELA 3 yr.3.2** Begins in four-year-old standards.
- **Standard ELA 3 yr.3.3** Begins in four-year-old standards.

Standards for 4-Year-Olds

Strand 1: **ACADEMIC AND SOCIAL LANGUAGE: SPEAKING AND LISTENING**

Language development is crucial in the preschool years to establish foundational skills for all future academic and social success. Language skills include the ability to speak as well as listen.

- **Standard ELA 4 yr.1.1** Speak in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and feelings.
- **Standard ELA 4 yr.1.2** Use nouns, verbs, prepositions, pronouns, and adjectives when speaking with others.
- **Standard ELA 4 yr.1.3** Begin to ask and answer complex questions (for example, who, what, where, when, why, how).
- **Standard ELA 4 yr.1.4** Describe attributes of familiar people, places, things, and events.
- **Standard ELA 4 yr.1.5** Use and talk about new vocabulary through rich texts, projects, guided conversation, and play.
- **Standard ELA 4 yr.1.6** Discuss how objects can be sorted into categories (for example, shapes, foods) based on commonalities and differences.
- **Standard ELA 4 yr.1.7** Identify and name opposites (antonyms) (for example, happy/sad, up/down, big/little).
- **Standard ELA 4 yr.1.8** Engage in conversations with peers and adults by talking about activities, personal stories, pictures, topics, and text.
- **Standard ELA 4 yr.1.9** Follow agreed upon rules for conversation (for example, listening to others, staying on topic, and taking turns speaking).
- **Standard ELA 4 yr.1.10** Follow two-step directions to complete a task or routine (for example, "Please find your coat and wait for me at the door." "Time to wash your hands and find a seat at the table to get ready for a snack.").

Strand 2: **READING**

By exposing children to a wide variety of texts, and surrounding them with a print-rich environment, they begin to develop foundational reading skills. These skills are divided into five sub-strands: concepts of print, phonological awareness, word recognition, recall information, and comprehension.

Sub-strand: **CONCEPTS OF PRINT**

Foundational reading skills include learning how a book is properly held and manipulated, understanding print carries meaning, and that illustrations/photographs add meaning to stories.

- **Standard ELA 4 yr.2.1** Correctly hold a book.
- **Standard ELA 4 yr.2.2** Discuss that print conveys meaning and how the illustrations/photographs relate to the text.
- **Standard ELA 4 yr.2.3** Identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.
- **Standard ELA 4 yr.2.4** With prompting and support, demonstrate that print is read from top to bottom, left to right, and from front to back.
- **Standard ELA 4 yr.2.5** Demonstrate that spoken words are represented in written language (for example, point to written words while reciting a known nursery rhyme or reading a recipe together during a cooking activity).
- **Standard ELA 4 yr.2.6** With prompting and support, begin to recognize that letters are grouped to form words.
- **Standard ELA 4 yr.2.7** With prompting and support, discuss the role of the author and illustrator/photographer in presenting the ideas or information in a text.



Sub-strand: PHONOLOGICAL AWARENESS

Phonological Awareness refers to a child's ability to recognize the many ways that sounds function within words. This includes rhyming, identifying parts of words such as syllables, segmenting individual sounds (also called phonemes), and exploring how audible sounds blend to make words. It is important to note that phonemic awareness practice is auditory and does not include text or written letters.

- **Standard ELA 4 yr.2.8** Identify and discriminate between sounds (phonemes) in spoken language (for example, point to a picture that begins with the same sound as dog).
- **Standard ELA 4 yr.2.9** Recognize rhyming words in familiar songs/books (for example, provide rhyming words, show a thumbs up if the words rhyme or thumbs down if the words do not rhyme).
- **Standard ELA 4 yr.2.10** With prompting and support, count syllables as words are being spoken (for example, clap, stomp, jump, use hand signals).
- **Standard ELA 4 yr.2.11** With prompting and support, blend (put together), and segment (take apart) single-syllable words into individual phonemes auditorily (for example, segment: bat= /b/ /a/ /t/, blend: /b/ /a/ /t/ = bat).
- **Standard ELA 4 yr.2.12** Begin to recognize the beginning sounds of words and progress towards recognizing ending sounds of words.

Sub-strand: WORD RECOGNITION

Word recognition in preschool includes the knowledge that words are made up of letters and sounds.

- **Standard ELA 4 yr.2.13** With prompting and support, recognize that written words are made up of letters and sounds.
- **Standard ELA 4 yr.2.14** Identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.
- **Standard ELA 4 yr.2.15** Begin to recognize some printed words that are seen frequently (for example, their own name, the names of classmates, labels in the classroom environment).

Sub-strand: RECALL INFORMATION

When students practice recalling names of objects that they are familiar with, they can begin to build a bridge to fluency.

- **Standard ELA 4 yr.2.16** With prompting and support, rapidly recall the names of a series of objects or pictures (for example, dog, cat, horse, mouse, fish, monkey, lion).

Sub-strand: COMPREHENSION

Comprehension refers to the ability to derive meaning from written and spoken language.

- **Standard ELA 4 yr.2.17** With prompting and support, listen attentively to and retell simple texts, including event sequence and characters, through conversation, art, movement, or drama.
- **Standard ELA 4 yr.2.18** With prompting and support, ask and answer questions and make connections about text, media, or information presented orally.

Strand 3: WRITING

Writing refers to how children represent spoken words with written language. The development of fine motor control in early childhood is essential for early writing skills. Fine motor skills develop at different rates for each child. Forming legible letters is an emerging expectation for 4-year-olds. Refer to Strand One: Fine Motor within the Physical Education Standards for more information

- **Standard ELA 4 yr.3.1** Represent ideas visually (for example, scribble with letter-like formations, simple drawings).
- **Standard ELA 4 yr.3.2** Represent spoken words with written language using letter-like marks and scribbles.
- **Standard ELA 4 yr.3.3** Print some letters of the alphabet, including those in their own name.

Vertical Alignment for Ages 3 to 5

ENGLISH LANGUAGE ARTS

Strand 1: **ACADEMIC AND SOCIAL LANGUAGE: SPEAKING AND LISTENING**

Language development is crucial in the preschool years to establish foundational skills for all future academic and social success. Language skills include the ability to speak as well as listen.

3-YEAR-OLDS	4-YEAR-OLDS
ELA 3 yr.1.1: Speak in simple sentences to communicate wants and needs.	ELA 4 yr.1.1: Speak in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and feelings.
ELA 3 yr.1.2: Begin to understand and use nouns, verbs, prepositions, and pronouns.	ELA 4 yr.1.2: Use nouns, verbs, prepositions, pronouns, and adjectives when speaking with others.
ELA 3 yr.1.3: Begin to ask and answer simple questions (for example, who, what, where).	ELA 4 yr.1.3: Begin to ask and answer complex questions (for example, who, what, where, when, why, how).
ELA 3 yr.1.4: With prompting and support, describe attributes of familiar people, places, things, and events.	ELA 4 yr.1.4: Describe attributes of familiar people, places, things, and events.
ELA 3 yr.1.5: With prompting and support, use and talk about new vocabulary through rich texts, projects, guided conversation, and play.	ELA 4 yr.1.5: Use and talk about new vocabulary through rich texts, projects, guided conversation, and play.
ELA 3 yr.1.6: With prompting and support, sort objects into categories (for example, shapes, foods) and begin to discuss commonalities and differences.	ELA 4 yr.1.6: Discuss how objects can be sorted into categories (for example, shapes, foods) based on commonalities and differences.
ELA 3 yr.1.7: With prompting and support, explore opposites (antonyms) (for example, happy/sad, up/down, big/little).	ELA 4 yr.1.7: Identify and name opposites (antonyms) (for example, happy/sad, up/down, big/little).
ELA 3 yr.1.8: With prompting and support, engage in conversations with peers and adults.	ELA 4 yr.1.8: Engage in conversations with peers and adults by talking about activities, personal stories, pictures, topics, and text.
ELA 3 yr.1.9: With prompting and support, begin to recognize that there are rules for conversation (for example, listening to others, staying on topic, taking turns speaking).	ELA 4 yr.1.9: Follow agreed upon rules for conversation (for example, listening to others, staying on topic, and taking turns speaking).

3-YEAR-OLDS	4-YEAR-OLDS
ELA 3 yr.1.10: Follow one-step directions to complete a task or routine (for example, “Please find a seat on the rug.” “Please put the ball in the basket.”).	ELA 4 yr.1.10: Follow two-step directions to complete a task or routine (for example, “Please find your coat and wait for me at the door.” “Time to wash your hands and find a seat at the table to get ready for a snack.”).

Strand 2: READING

By exposing children to a wide variety of texts, and surrounding them with a print-rich environment, they begin to develop foundational reading skills. These skills are divided into five sub-strands: concepts of print, phonological awareness, word recognition, recall information, and comprehension.

Sub-strand: CONCEPTS OF PRINT

Foundational reading skills include learning how a book is properly held and manipulated, understanding that print carries meaning, and that illustrations/photographs add meaning to stories.

3-YEAR-OLDS	4-YEAR-OLDS
ELA 3yr.2.1: With prompting and support, correctly hold a book.	ELA 4 yr.2.1: Correctly hold a book.
ELA 3 yr.2.2: With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/photographs relate to the text.	ELA 4 yr.2.2: Discuss that print conveys meaning and how the illustrations/photographs relate to the text.
ELA 3 yr.2.3: With prompting and support, identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.	ELA 4 yr.2.3: Identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.
ELA 3 yr.2.4: With prompting and support, recognize that print is read from top to bottom, left to right, and from front to back.	ELA 4 yr.2.4: With prompting and support, demonstrate that print is read from top to bottom, left to right, and from front to back.
ELA 3 yr.2.5: Explore the difference between pictures and words.	ELA 4 yr.2.5: Demonstrate that spoken words are represented in written language (for example, point to written words while reciting a known nursery rhyme or reading a recipe together during a cooking activity).
ELA 3 yr.2.6: Begins in four-year-old standards.	ELA 4 yr.2.6: With prompting and support, begin to recognize that letters are grouped to form words.
ELA 3 yr.2.7: Begins in four-year-old standards.	ELA 4 yr.2.7: With prompting and support, discuss the role of the author and illustrator/photographer in presenting the ideas or information in a text.

Sub-strand: **PHONOLOGICAL AWARENESS**

Phonological Awareness refers to a child's ability to recognize the way sounds function within words. This includes rhyming, identifying parts of words such as syllables, segmenting individual sounds (also called phonemes), and exploring how audible sounds blend to make words. It is important to note that phonemic awareness practice is auditory and does not include text or written letters.

3-YEAR-OLDS	4-YEAR-OLDS
ELA 3 yr.2.8: With prompting and support, explore sounds (phonemes) in spoken language	ELA 4 yr.2.8: Identify and discriminate between sounds (phonemes) in spoken language (for example, point to a picture that begins with the same sound as dog).
ELA 3 yr.2.9: With prompting and support, explore rhyming words in familiar songs/books.	ELA 4 yr.2.9: Recognize rhyming words in familiar songs/books (for example, provide rhyming words, show a thumbs up if the words rhyme or thumbs down if the words do not rhyme).
ELA 3 yr.2.10: With prompting and support, explore syllables in simple words (for example, clap children's names).	ELA 4 yr.2.10: With prompting and support, count syllables as words are being spoken (for example, clap, stomp, jump, use hand signals).
ELA 3 yr.2.11: Begins in four-year old standards.	ELA 4 yr.2.11: With prompting and support, blend (put together), and segment (take apart) single-syllable words into individual phonemes auditorily (for example, segment: bat= /b/ /a/ /t/, blend: /b/ /a/ /t/ = bat).
ELA 3 yr.2.12: With prompting and support, begin to identify the initial sounds of words.	ELA 4 yr.2.12: Begin to recognize the beginning sounds of words and progress towards recognizing ending sounds of words.

Sub-strand: **WORD RECOGNITION**

Word recognition in preschool includes the knowledge that words are made up of letters and sounds.

3-YEAR-OLDS	4-YEAR-OLDS
ELA 3 yr.2.13: With prompting and support, explore that words are made up of letters and sounds.	ELA 4 yr.2.13: With prompting and support, recognize that written words are made up of letters and sounds.
ELA 3 yr.2.14: With prompting and support, begin to identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.	ELA 4 yr.2.14: Identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.
ELA 3 yr.2.15: Recognize their own name in print.	ELA 4 yr.2.15: Begin to recognize some printed words that are seen frequently (for example, their own name, the names of classmates, labels in the classroom environment).

Sub-strand: **RECALL INFORMATION**

When students practice recalling names of objects that they are familiar with, they can begin to build a bridge to fluency.

3-YEAR-OLDS	4-YEAR-OLDS
ELA 3 yr.2.16: Begins in four-year-old standards.	ELA 4 yr.2.16: With prompting and support, rapidly recall the names of a series of objects or pictures (for example, dog, cat, horse, mouse, fish, monkey, lion).

Sub-strand: **COMPREHENSION**

Comprehension refers to the ability to derive meaning from written and spoken language.

3-YEAR-OLDS	4-YEAR-OLDS
ELA 3 yr.2.17: With prompting and support, listen attentively to simple texts.	ELA 4 yr.2.17: With prompting and support, listen attentively to and retell simple texts, including event sequence and characters through conversation, art, movement, or drama.
ELA 3 yr.2.18: With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.	ELA 4 yr.2.18: With prompting and support, ask and answer questions and make connections about text, media, or information presented orally.

Strand 3: WRITING

Writing refers to how children represent spoken words with written language. The development of fine motor control in early childhood is essential for early writing skills. Fine motor skills develop at different rates for each child. Forming legible letters is an emerging expectation for 4-year-olds. Refer to Strand One: Fine Motor within the Physical Education Standards for more information.

3-YEAR-OLDS	4-YEAR-OLDS
ELA 3 yr.3.1: With prompting and support, begin to experiment with writing and represent ideas visually (for example, scribbles, stamps, gluing pictures on paper).	ELA 4 yr.3.1: Represent ideas visually (for example, scribble with letter-like formations, simple drawings).
ELA 3 yr.3.2: Begins in four-year-old standards.	ELA 4 yr.3.2: Represent spoken words with written language using letter-like marks and scribbles.
ELA 3 yr.3.3: Begins in four-year-old standards.	ELA 4 yr.3.3: Print some letters of the alphabet, including those in their own name.

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