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## Early Childhood Language Arts STANDARDS 18-19

4.0 Expectation	3.0 Target	2.0 Expectation	T1	T2	T3
<i>See Rubric</i>	<b>1.A.ECb Respond appropriately to questions from others.</b>	<i>See Rubric</i>	X	X	X
<i>See Rubric</i>	<b>1.B.ECb With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.</b>	<i>See Rubric</i>	X	X	X
<i>See Rubric</i>	<b>1.E.ECc With teacher assistance, use new words acquired through conversations and book-sharing experiences.</b>	<i>See Rubric</i>	X	X	X
<i>See Rubric</i>	<b>1.E.ECd With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles).</b>	<i>See Rubric</i>	X	X	X
<b>Goal 2</b>					
4.0 Expectation	3.0 Target	2.0 Expectation	T1	T2	T3
<i>N/A</i>	<b>2.A.ECa Engage in book-sharing experiences with purpose and understanding.</b>	<i>See Rubric</i>	X	X	X
<b>Goal 3</b>					
4.0 Expectation	3.0 Target	2.0 Expectation	T1	T2	T3
<i>See Rubric</i>	<b>3.B.ECa With teacher assistance, identify basic similarities and differences in pictures and information found in two texts on the same topic.</b>	<i>See Rubric</i>	X	X	X
<b>Goal 4</b>					
4.0 Expectation	3.0 Target	2.0 Expectation	T1	T2	T3
<i>N/A</i>	<b>4.A.ECb Begin to follow words from left to right, top to bottom, and page by page.</b>	<i>See Rubric</i>	X	X	X
<i>See Rubric</i>	<b>4.B.ECb Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.</b>	<i>See Rubric</i>	X	X	X
<i>N/A</i>	<b>4.D.ECa Recognize own name and common signs and labels in the environment.</b>	<i>See Rubric</i>	X	X	X
<b>Goal 5</b>					
4.0 Expectation	3.0 Target	2.0 Expectation	T1	T2	T3
<i>See Rubric</i>	<b>5.A.ECb Use scribbles, letterlike forms, or letters/words to represent written language.</b>	<i>See Rubric</i>	X	X	X
<i>See Rubric</i>	<b>5.B.ECc With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.</b>	<i>See Rubric</i>	X	X	X