



The reading, writing, and communicating standards in preschool are aligned to the expectations within Colorado’s Early Learning and Development Guidelines and the latest revision of the Head Start Early Learning Outcomes Framework. They outline development expectations and indicators of progress for preschool age students in receptive and expressive language; understanding and obtaining meaning from stories and information from books and other texts; phonological awareness; concepts of early decoding; names and sounds associated with alphabetic knowledge; emerging skills to communicate through written representations, symbols, and letters; and asking a question to identify and define a problem and its possible solution.

Expectations for Kindergarten Students:

- **Oral Expression and Listening:** Use effective oral language (vocabulary and grammar) and non-verbal communication skills (gestures, expressions); use their voice to show phonemic awareness (knowledge of the sounds of language, such as long and short vowel sounds, consonants); show how vocal sounds produce words (the word “cat” has three sounds – /k/-/a/-/t/).
- **Reading for All Purposes:** Demonstrate knowledge of all the letters of the alphabet; use letter sounds to decode (sound out and pronounce) words on the printed page; show understanding of the “concept of print” (read from left to right, letters make words, words make sentences, books have a front and back cover).
- **Writing and Composition:** Share ideas in their writing; demonstrate knowledge of different types of writing that people do and why people write (to tell stories, to provide information, to try to explain the world around them, to express opinions, likes, and dislikes); use correct mechanics and conventions (capital letters and end punctuation) in their writing; use a combination of pictures and words to write stories and books.
- **Research and Reasoning:** Use different resources to find information to answer their own questions of interest about a topic; ask good questions to become a better reader and listener.

Throughout Kindergarten You May Find Students:

- Showing they understand print concepts; decoding (sounding out and pronouncing) familiar words.
- Asking and answering questions about main ideas and details in readings (understanding what the reading is about); identifying character, setting, and events in a story; identifying main points in informational texts.
- Responding to stories and books by asking questions; sharing understandings with others; using drawings to respond to readings.
- Talking about the pictures and visuals in books and how images connect with words; naming the author and illustrator of a book; comparing and contrasting characters in familiar stories.
- Using drawing, dictating, and writing to tell a story, to explain a topic, or to state an opinion; using resources (watching a science experiment, listening to books read- aloud, watching videos) to answer questions about a topic; talking with others about their writing.