



# ENGLISH LANGUAGE ARTS PRE-K

ELA  
PRE-K

**By the end of Pre-K, students will have had an opportunity to engage with the core concepts listed below.**

- Demonstrate listening and speaking skills, like:
  - Use a growing number of words to form simple sentences.
  - Recognize and create rhymes, like "hat/bat", "bed/red", "sit/hit"
  - Count syllables in words (1 syllable in "cat", 2 syllables in "ba-by")
  - Follow simple oral directions, like "Put on your pajamas and pick out a bedtime story."
  - Answer questions like who, what, where, when, why
- Demonstrate early reading behaviors, like:
  - Recognize their name, and a few familiar words (friends and family member names, signs, etc.)
  - Recognize most uppercase and lowercase letters and letter sounds
  - Recognize the beginning sounds in words (like, "b" in "bat")
- Demonstrate early writing behaviors such as showing appropriate pencil grip and body positioning to begin writing letters such as the letters in their name.
- Draw pictures to communicate their ideas and may begin to label their drawings.

*\*Aligned with California Preschool/Transitional Kindergarten Learning Foundations*



## QUESTIONS TO ASK YOUR STUDENT

- "Can you show me how you hold the book?"
- "Can you show me where the pictures are?"
- "Can you use the pictures to tell your own story?"
- "Tell me about what you are drawing."
- Ask questions like who, what, where, when, why?



## WAYS TO CHALLENGE THEIR THINKING

- Read physical books to your student everyday for at least 20 minutes.
- Talk about what you are doing and seeing throughout the day.
- Ask open-ended questions that require more than one-word answers like, "What are you doing/planning/building?".
- Allow access to writing tools (like crayons) and paper for free drawing and writing. Ask questions about their drawings and write down what they say on their paper.

