

South Dakota Early Learning Guidelines and Head Start Child Development and Early Learning Framework

LANGUAGE AND LITERACY

South Dakota Early Learning Guidelines	Head Start Child Development and Early Learning Framework
<p>STANDARD 1 — Reading Through their explorations, play, and social interactions, children use skills and strategies to get meaning from print.</p>	<p>Domain: Literacy Knowledge and Skills</p> <p>Domain Elements:</p> <p style="padding-left: 40px;">Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.</p> <p style="padding-left: 40px;">Alphabet Knowledge: The names and sounds associated with letters.</p> <p style="padding-left: 40px;">Print Concepts & Conventions: The concepts about print and early decoding (identifying letter-sound relationships).</p>
Benchmarks	Examples
1. Demonstrate motivation, interest and enjoyment in books, reading, and acting out stories while engaged in play.	Shows interest in shared reading experiences and looking at books independently. (<i>Book Appreciation and Knowledge</i>) Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics. (<i>Book Appreciation and Knowledge</i>)
2. Demonstrate book-handling skills, such as holding a book right-side up and turning pages from front to back.	Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator. (<i>Book Appreciation and Knowledge</i>)
3. Recognize familiar environmental print, such as “STOP” signs, and realize it has meaning.	Recognizes print in everyday life, such as numbers, letters, one’s name, words, and familiar logos and signs. (<i>Print Concepts & Conventions</i>)

4. Retell a story from a familiar book and relate it to real-life experiences.	Asks and answers questions and makes comments about print materials. <i>(Book Appreciation and Knowledge)</i> Retells stories or information from books through conversation, artistic works, creative movement, or drama. <i>(Book Appreciation and Knowledge)</i>
5. Make predictions of next steps in a story.	
6. Demonstrate knowledge that a symbol can represent something else (e.g. a word can stand for an object, a name for a person, a picture for the real object.)	Understands that print conveys meaning. <i>(Print Concepts & Conventions)</i> Recognizes the association between spoken or signed and written words. <i>(Print Concepts & Conventions)</i>
7. Recognize own first name in print.	
8. Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.	Recognizes that letters of the alphabet have distinct sound(s) associated with them. <i>(Alphabet Knowledge)</i> Identifies letters and associates correct sounds with letters. <i>(Alphabet Knowledge)</i>
9. Identify at least 10 letters of the alphabet, especially those in their own name.	
10. Demonstrate knowledge of the basic concepts of print, such as knowing the differences between pictures, letters, and words.	Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named. <i>(Alphabet Knowledge)</i> Understands conventions, such as print moves from left to right and top to bottom of a page. <i>(Print Concepts & Conventions)</i> Recognizes words as a unit of print and understands that letters are grouped to form words. <i>(Print Concepts & Conventions)</i>
	Attends to the beginning letters and sounds in familiar words. <i>(Alphabet Knowledge)</i>

<p>STANDARD 2 — Writing Through their explorations, play, and social interactions, children use writing and drawing as means of communication.</p>	<p>Domain: Literacy Knowledge and Skills</p> <p>Domain Element: Early Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.</p>
Benchmarks	Examples
1. Demonstrate motivation to draw and write during play, experimenting with writing tools, such as pencils, crayons, markers, and the computer keyboard.	Experiments with writing tools and materials. <i>(Early Writing)</i>
2. Demonstrate understanding that their spoken words can be represented with written letters or symbols as they dictate.	Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion. <i>(Early Writing)</i>
3. Use scribbling and drawing to represent their ideas and then begin to use letters and developmental or invented spelling of words to communicate a message.	Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas. <i>(Early Writing)</i>
4. Attempt to write their own names using a variety of materials.	
5. Use environmental print (such as signs, labels on food, and general print around them) to help in their writing, and ask adults for help in writing messages, lists, and stories.	Copies, traces, or independently writes letters or words. <i>(Early Writing)</i>
<p>STANDARD 3 — Listening and Phonological Awareness Through their explorations, play, and social interactions, children listen, identify and respond to environmental sounds, directions and conversations, and have phonological awareness.</p>	<p>Domain: Language Development and Literacy Knowledge and Skills</p> <p>Domain Elements: Receptive Language: The ability to comprehend or understand language. Phonological awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.</p>
Benchmarks	Examples
1. Listen and respond to conversations with adults and other children during play.	Attends to language during conversations, songs, stories, or other learning experiences. <i>(Receptive Language)</i>
2. Identify sounds and words in their daily environment.	Identifies and discriminates between words in language. <i>(Phonological Awareness)</i>

3. Listen attentively to books and stories.	
4. Repeat familiar songs, rhymes, and phrases from favorite storybooks.	
5. Demonstrate understanding of an increasingly rich vocabulary.	Comprehends increasingly complex and varied vocabulary. <i>(Receptive Language)</i>
6. Follow simple directions with two or more steps.	
7. Recognize some rhyming sounds.	
8. Demonstrate the ability to hear individual parts of words and separate the parts using clapping, finger snapping, or other movement (e.g. clapping out each syllable of pup-py, di-no-saur.)	Identifies and discriminates between separate syllables in words. <i>(Phonological Awareness)</i>
9. Identify words that begin with the same sound from a small group of words.	Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. <i>(Phonological Awareness)</i>
10. Repeat spoken words when requested.	
	Comprehends different forms of language, such as questions or exclamations. <i>(Receptive Language)</i>
	Comprehends different grammatical structures or rules for using language. <i>(Receptive Language)</i>
STANDARD 4 — Speaking/Communicating and Oral Language Development Through their explorations, play, and social interactions, children successfully communicate for multiple purposes.	Domain: Language Development Domain Element: Expressive Language: The ability to use language.
Benchmarks	Examples
1. Play with the sounds of language, repeating rhymes, songs, poems and finger plays.	

*H.S. Example is paired with more than one South Dakota Benchmark. 4

2. Use an increasingly rich vocabulary.	Uses increasingly complex and varied vocabulary. (<i>Expressive Language</i>)
3. Demonstrate motivation to communicate in play and everyday activities.	Engages in communication and conversation with others. (<i>Expressive Language</i>)*
4. Provide meaningful responses to questions and pose questions to learn new information or clarify ideas.	Engages in communication and conversation with others. (<i>Expressive Language</i>)*
5. Use complete sentences of varying length to express ideas and feelings through spoken language, sign language, or other forms of communication.	Uses different forms of language. (<i>Expressive Language</i>)
6. Initiate and engage in conversation and discussions with adults and other children.	Engages in conversations with peers and adults. (<i>Expressive Language</i>) Uses language to express ideas and needs. (<i>Expressive Language</i>)
7. Tell real or imaginary stories that have a recognizable beginning, middle, and end.	Engages in storytelling. (<i>Expressive Language</i>)
	Uses different grammatical structures for a variety of purposes. (<i>Expressive Language</i>)

<p>STANDARD 5 — Learning New Languages Through their explorations, play, and social interactions, children demonstrate an understanding that there are multiple languages and begin to communicate in a language other than their home language.</p>	<p>Domain: English Language Development</p> <p>Domain Elements:</p> <p>Receptive English Language Skills: The ability to comprehend or understand the English language.</p> <p>Expressive English Language Skills: The ability to speak or use English.</p> <p>Engagement in English Literacy Activities: Understanding and responding to books, storytelling, and songs presented in English.</p>
<p>Benchmarks</p>	<p>Examples</p>
<p>1. Name at least one example of a language other than their home languages.</p>	
<p>2. Say simple greetings in another language, such as “hola” (“hello” in Spanish) and “adios” (“good-bye” in Spanish) or use sign language to express a greeting.</p>	
<p>3. Listen to peers and adults speaking in English to learn new information, and show some understanding of the language.</p>	<p>Talks with peers or adults about a story read in English. <i>(Engagement in English Literacy Activities)</i></p>
<p>4. Engage in nonverbal communication with those who speak a language other than their native languages.</p>	<p>Participates with movements and gestures while other children and the teachers dance and sing in English. <i>(Receptive English Language Skills)</i></p> <p>Acknowledges or responds nonverbally to common words or phrases, such as “hello” “goodbye” “snack time” bathroom”, when accompanied by adult gestures. <i>(Receptive English Language Skills)</i></p>
<p>5. Play with the sounds and intonation of the English language as well as their home languages.</p>	

*H.S. Example is paired with more than one South Dakota Benchmark. 6

6. Identify names of common objects in the environment.	<p>Points to body parts when asked, “Where is your nose, hand, leg, ...?” <i>(Receptive English Language Skills)</i></p> <p>Requests items in English, such as “car”, “milk”, “book”, “ball”. <i>(Expressive English Language Skills)*</i></p> <p>Points to pictures and says the word in English, such as “frog”, “baby”, “run”. <i>(Engagement in English Literacy Activities)</i></p>
7. Use simple words and phrases to communicate with adults and other children.	<p>Comprehends and responds to increasingly complex and varied English vocabulary, such as “Which stick is the longest?” “Why do you think the caterpillar is hungry?” <i>(Receptive English Language Skills)</i></p> <p>Requests items in English, such as “car”, “milk”, “book”, “ball”. <i>(Expressive English Language Skills) *</i></p> <p>Uses one or two English words, sometimes joined to represent a bigger idea, such as “throwball”. <i>(Expressive English Language Skills)</i></p>
	Follows multi-step directions in English with minimal cues or assistance. <i>(Receptive English Language Skills)</i>
	Repeats word or phrase to self, such as “bus” while group sings the “Wheels of the Bus” or “brush teeth” after lunch. <i>(Expressive English Language Skills)</i>
	Uses increasingly complex and varied English vocabulary. <i>(Expressive English Language Skills)</i>
	Constructs sentences, such as “The apple is round.” Or “I see a fire truck with lights on.” <i>(Expressive English Language Skills)</i>
	Demonstrates eagerness to participate in song, rhymes and stories in English. <i>(Engagement in English Literacy Activities)</i>
	Learns part of a song or poem in English and repeats it. <i>(Engagement in English Literacy Activities)</i>
	Tells a story in English with a beginning, middle, and end from a book or about a personal experience. <i>(Engagement in English Literacy Activities)</i>

South Dakota Early Learning Guidelines and Kindergarten Common Core State Standards for English/Language Arts

LANGUAGE AND LITERACY

South Dakota Early Learning Guidelines	Kindergarten Common Core State Standards for English/Language Arts
STANDARD 1 — Reading Through their explorations, play, and social interactions, children use skills and strategies to get meaning from print.	Standards Area—Reading Reading Standards for Literature Reading Standards for Informational Text Reading Standards: Foundational Skills
Benchmarks	Grade-Specific Standards
1. Demonstrate motivation, interest and enjoyment in books, reading, and acting out stories while engaged in play.	10. Actively engage in group reading activities with purpose and understanding. <i>(Reading Standards for Literature) (Reading Standards for Informational Text)</i>
2. Demonstrate book-handling skills, such as holding a book right-side up and turning pages from front to back.	5. Identify the front cover, back cover, and title page of a book. <i>(Reading Standards for Informational Text)</i>
3. Recognize familiar environmental print, such as “STOP” signs, and realize it has meaning.	
4. Retell a story from a familiar book and relate it to real-life experiences.	1. With prompting and support, ask and answer questions about key details in a text.* <i>(Reading Standards for Literature) (Reading Standards for Informational Text)</i> 2. With prompting and support, retell familiar stories, including key details. <i>(Reading Standards for Literature)</i> 3. With prompting and support, identify characters, settings, and major events in a story. <i>(Reading Standards for Literature)</i> 2. With prompting and support, identify the main topic and retell key details of a text. <i>(Reading Standards for Informational Text)</i>

*Standard is paired with more than one South Dakota Benchmark.

5. Make predictions of next steps in a story.	1. With prompting and support, ask and answer questions about key details in a text.* <i>(Reading Standards for Literature) (Reading Standards for Informational Text)</i>
6. Demonstrate knowledge that a symbol can represent something else (e.g. a word can stand for an object, a name for a person, a picture for the real object.)	
7. Recognize own first name in print.	3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). <i>(Reading Standards: Foundational Skills)</i>
8. Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.	<p>1.b. Recognizes that spoken words are represented in written language by specific sequences of letters. * <i>(Reading Standards: Foundational Skills)</i></p> <p>3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. <i>(Reading Standards: Foundational Skills)</i></p> <p>3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. <i>(Reading Standards: Foundational Skills)</i></p> <p>3.d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <i>(Reading Standards: Foundational Skills)</i></p>
9. Identify at least 10 letters of the alphabet, especially those in their own name.	1.d. Recognize and name all upper- and lowercase letters of the alphabet. <i>(Reading Standards: Foundational Skills)</i>
10. Demonstrate knowledge of the basic concepts of print, such as knowing the differences between pictures, letters, and words.	<p>1.c. Understand that words are separated by spaces in print. <i>(Reading Standards: Foundational Skills)</i></p> <p>1.a. Follow words from left to right, top to bottom, and page by page. <i>(Reading Standards: Foundational Skills)</i></p>

	4. Ask and answer questions about unknown words in a text. <i>(Reading Standards for Literature)</i>
	5. Recognize common types of texts (e.g., storybooks, poems). <i>(Reading Standards for Literature)</i>
	6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. <i>(Reading Standards for Literature)</i>
	7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). <i>(Reading Standards for Literature)</i>
	9. With prompting and support, compare and contrast the adventures and experience of characters in familiar stories. <i>(Reading Standards for Literature)</i>
	3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <i>(Reading Standards for Informational Text)</i>
	4. With prompting and support, ask and answer questions about unknown words in a text. <i>(Reading Standards for Informational Text)</i>
	6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <i>(Reading Standards for Informational Text)</i>
	7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). <i>(Reading Standards for Informational Text)</i>
	8. With prompting and support, identify the reasons an author gives to support points in a text. <i>(Reading Standards for Informational Text)</i>
	9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <i>(Reading Standards for Informational Text)</i>
	4. Read emergent-reader texts with purpose and understanding. <i>(Reading Standards: Foundational Skills)</i>

<p>STANDARD 2 — Writing Through their explorations, play, and social interactions, children use writing and drawing as means of communication.</p>	<p>Standards Area: Writing</p> <p>Standards Area: Reading Standards: Foundational Skills</p> <p>Standards Area: Language</p>
Benchmarks	Grade-Specific Standards
<p>1. Demonstrate motivation to draw and write during play, experimenting with writing tools, such as pencils, crayons, markers, and the computer keyboard.</p>	
<p>2. Demonstrate understanding that their spoken words can be represented with written letters or symbols as they dictate.</p>	<p>1.b. Recognizes that spoken words are represented in written language by specific sequences of letters. * (<i>Reading Standards: Foundational Skills</i>)</p>
<p>3. Use scribbling and drawing to represent their ideas and then begin to use letters and developmental or invented spelling of words to communicate a message.</p>	<p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...). (<i>Writing Standards</i>)</p> <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (<i>Writing Standards</i>)</p> <p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (<i>Writing Standards</i>)</p>
<p>4. Attempt to write their own names using a variety of materials.</p>	
	<p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (<i>Writing Standards</i>)</p>

*Standard is paired with more than one South Dakota Benchmark.

	7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <i>(Writing Standards)</i>
	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <i>(Writing Standards)</i>
	1.a. Print many upper- and lower case letters. <i>(Language Standards)</i>
	2.a. Capitalize the first word in a sentence and the pronoun I. <i>(Language Standards)</i>
	2.b. Recognize and name end punctuation. <i>(Language Standards)</i>
	2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). <i>(Language Standards)</i>
	2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <i>(Language Standards)</i>
STANDARD 3 — Listening and Phonological Awareness Through their explorations, play, and social interactions, children listen, identify and respond to environmental sounds, directions and conversations, and have phonological awareness.	Standards Area: Reading Standards: Foundational Skills Standards Area: Speaking and Listening
Benchmarks	Grade-Specific Standards
1. Listen and respond to conversations with adults and other children during play.	1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. <i>(Speaking and Listening Standards)*</i> 4. Describe familiar people, places, things and events and with prompting and support, provide additional detail. <i>(Speaking and Listening Standard)</i>
2. Identify sounds and words in their daily environment.	

*Standard is paired with more than one South Dakota Benchmark.

3. Listen attentively to books and stories.	
4. Repeat familiar songs, rhymes, and phrases from favorite storybooks.	
5. Demonstrate understanding of an increasingly rich vocabulary.	<p>4.a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). <i>(Language Standards)*</i></p> <p>4.b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. <i>(Language Standards)*</i></p> <p>5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. <i>(Language Standards)*</i></p> <p>1.b. Use frequently occurring nouns and verbs. <i>(Language Standards)*</i></p> <p>1.d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). <i>(Language Standards)*</i></p> <p>1.e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). <i>(Language Standards)*</i></p> <p>5.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). <i>(Language Standards)*</i></p> <p>5.c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). <i>(Language Standards)*</i></p> <p>5.d. Distinguish shades of meaning among verbs describing the same</p>

	<p>general action (e.g., walk, march, strut, prance) by acting out the meanings. <i>(Language Standards)*</i></p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <i>(Language Standards)*</i></p>
6. Follow simple directions with two or more steps.	
7. Recognize some rhyming sounds.	*2.a. Recognize and produce rhyming words. <i>(Reading Standards: Foundational Skills)</i>
8. Demonstrate the ability to hear individual parts of words and separate the parts using clapping, finger snapping, or other movement (e.g. clapping out each syllable of pup-py, di-no-saur.)	<p>2.b. Count, pronounce, blend, and segment syllables in spoken words. <i>(Reading Standards: Foundational Skills)</i></p> <p>2.c. Blend and segment onsets and rimes of single-syllable spoken words. <i>(Reading Standards: Foundational Skills)</i></p> <p>2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <i>(Reading Standards: Foundational Skills)</i></p>
9. Identify words that begin with the same sound from a small group of words.	2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) <i>(Reading Standards: Foundational Skills)</i>
10. Repeat spoken words when requested.	
<p>STANDARD 4 — Speaking/Communicating and Oral Language Development</p> <p>Through their explorations, play, and social interactions, children successfully communicate for multiple purposes.</p>	<p>Standard Area: Speaking and Listening</p> <p>Standards Area: Language</p>
Benchmarks	Grade-Specific Standard
1. Play with the sounds of language, repeating rhymes, songs, poems and finger plays.	*2.a. Recognize and produce rhyming words. <i>(Reading Standards: Foundational Skills)</i>

*Standard is paired with more than one South Dakota Benchmark.

<p>2. Use an increasingly rich vocabulary.</p>	<p>4.a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). <i>(Language Standards)*</i></p> <p>4.b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. <i>(Language Standards)*</i></p> <p>5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. <i>(Language Standards)*</i></p> <p>1.b. Use frequently occurring nouns and verbs. <i>(Language Standards)*</i></p> <p>1.d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). <i>(Language Standards)*</i></p> <p>1.e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). <i>(Language Standards)*</i></p> <p>5.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). <i>(Language Standards)*</i></p> <p>5.c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). <i>(Language Standards)*</i></p> <p>5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. <i>(Language Standards)*</i></p>
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	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <i>(Language Standards)*</i>
3. Demonstrate motivation to communicate in play and everyday activities.	
4. Provide meaningful responses to questions and pose questions to learn new information or clarify ideas.	2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <i>(Speaking and Listening Standard)</i> 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <i>(Speaking and Listening Standard)</i>
5. Use complete sentences of varying length to express ideas and feelings through spoken language, sign language, or other forms of communication.	1.f. Produce and expand complete sentences in shared language activities. <i>(Language Standards)</i>
6. Initiate and engage in conversation and discussions with adults and other children.	1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. <i>(Speaking and Listening Standards)*</i>
7. Tell real or imaginary stories that have a recognizable beginning, middle, and end.	
	5. Add drawings or other visual displays to descriptions as desired to provide additional detail. <i>(Speaking and Listening Standard)</i>
	1.c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs, wish, wishes). <i>(Language Standards)</i>
	6. Speak audibly and express thoughts, feelings, and ideas clearly. <i>(Speaking and Listening Standard)</i>

STANDARD 5 — Learning New Languages	
Through their explorations, play, and social interactions, children demonstrate an understanding that there are multiple languages and begin to communicate in a language other than their home language.	
Benchmarks	Grade-Specific Standard
1. Name at least one example of a language other than their home languages.	
2. Say simple greetings in another language, such as “hola” (“hello” in Spanish) and “adios” (“good-bye” in Spanish) or use sign language to express a greeting.	
3. Listen to peers and adults speaking in English to learn new information, and show some understanding of the language.	
4. Engage in nonverbal communication with those who speak a language other than their native languages.	
5. Play with the sounds and intonation of the English language as well as their home languages.	
6. Identify names of common objects in the environment.	
7. Use simple words and phrases to communicate with adults and other children.	