

**LINCOLN PUBLIC SCHOOLS**  
**English Language Arts Learning Expectations: Preschool**

**Strand:**  
Language

**Participation**

Students will actively participate in discussions, listen to the ideas of others, and ask and answer relevant questions. Students will share their own information and ideas.

**Big Ideas**

- ❑ Participants in discussions establish themselves by expanding on the ideas of others and sharing their experiences.
- ❑ Participation in group activities allows thoughts to be heard by others and listeners to reflect on the thinking and problem solving processes of others.

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**Key Outcomes**

- ❑ Students will demonstrate an understanding of **how to contribute effectively to conversations and classroom discussions** by offering ideas related to a topic that is being discussed.
- ❑ Students will demonstrate the **ability to relate personal experiences** by sharing details and responding to topic related questions.

**The key outcomes and expected learning targets are for students who are completing preschool and are eligible for kindergarten.**

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**Essential Knowledge and Skills**

*Students will be able to:*

- ❑ Express feelings and/or opinions in an appropriate manner.
- ❑ Contribute to a class discussion by offering comments or asking questions.
- ❑ Maintain focus on their topic as they speak.
- ❑ Respond to questions from the group appropriately.
- ❑ Elaborate on the topic with some details.
- ❑ Participate in activities that generate responses (ex., finger plays and songs).
- ❑ Engage in meaningful conversations and discussions with peers and adults.
- ❑ Plan, make choices and decisions, and communicate them.

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**Strand:**  
Language

**Listening**

Students will observe and use appropriate ways of interacting in a group.

**Big Ideas**

- ❑ Effective social interactions are characterized by active listening, turn taking, and recognizing appropriate body language.
- ❑ Appropriate social skill development is essential for daily conversations and interaction with others.
- ❑ Group interactions are essential for learning new concepts and ideas.

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**Key Outcomes**

- ❑ Students will demonstrate an understanding of **active listening** by establishing eye contact, waiting for a turn, and responding to questions.
- ❑ Students will demonstrate an understanding of **how to listen effectively in conversations and classroom discussions** by participating appropriately in everyday routines and informal activities.

**The key outcomes and expected learning targets are for students who are completing preschool and are eligible for kindergarten.**

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**Essential Knowledge and Skills**

*Students will be able to:*

- ❑ Follow classroom routines.
- ❑ Listen to and follow one and two-step directions.
- ❑ Take turns in conversations.
- ❑ Use the agreed upon rules for discussion:
  - ❑ Listen to peers, wait, and respond appropriately.
  - ❑ Make eye contact while speaking and listening to groups and individuals.
  - ❑ Use appropriate body language.

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**Strand:**  
Language

**Vocabulary and  
Concept  
Development**

Students will understand and acquire new vocabulary and concepts in order to use it correctly in conversations and class discussions.

**Big Ideas**

- ❑ Words are learned in a language-rich environment when there is exposure to books, opportunities for repetition, and links to personal experiences.
- ❑ Vocabulary and concept knowledge is critical to language comprehension and expression.

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**Key Outcomes**

- ❑ Students will demonstrate an understanding **of words and concepts** by engaging in play experiences and classroom activities that require the recognition and use of vocabulary.
- ❑ Students will demonstrate an understanding of the **structure of oral language** by using age appropriate sentences and grammar.

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**Essential Knowledge and Skills**

*Students will be able to:*

- ❑ Form simple and complex sentences.
- ❑ Identify new and familiar vocabulary and concepts.
- ❑ Use new and familiar and vocabulary and concepts.
- ❑ Participate in activities that include appropriate and correct language such as sentence structure, grammar and syntax.

LINCOLN PUBLIC SCHOOLS  
English Language Arts Learning Expectations: Preschool

**Strand:**  
Reading and  
Literature

**Pre-Literacy**

Students will demonstrate familiarity with the forms of alphabet letters and awareness of print. Students will be able to listen and identify language sounds.

**Big Ideas**

- ❑ Pre-Literacy skills are the foundation for the development of reading.
- ❑ Children’s experiences with books and print greatly influence their ability to comprehend what they read.

**Key Outcomes**

- ❑ Students will demonstrate an understanding of **the forms of alphabet letters** by interacting with books and print in appropriate ways.
- ❑ Students will demonstrate an understanding of **sound symbol relationships** by listening to and identifying language sounds.

**The key outcomes and expected learning targets are for students who are completing preschool and are eligible for kindergarten.**

**Essential Knowledge and Skills**

*Students will be able to:*

- ❑ Participate in read aloud stories.
- ❑ Distinguish between rhyming words vs. non rhyming words.
- ❑ Identify upper case letters receptively and expressively.
- ❑ Identify the initial letter of familiar words.
- ❑ Identify the initial sound in familiar words.
- ❑ Recognize a child’s name in print.
- ❑ Manipulate a book and turn the pages appropriately.

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**Strand:**  
Reading and  
Literature

**Understanding  
Literature**

Students will actively engage in reading activities by asking questions, offering ideas, predicting and retelling important parts of a story.

**Big Ideas**

- ❑ Understanding literature requires readers to engage with forms of written language in order to gain information, follow a story, consider new ideas, and relate content to their own experiences.

**Key Outcomes**

- ❑ Students will demonstrate an understanding of **literature** by engaging in shared reading experiences (i.e., asking and answering questions).
- ❑ Students will demonstrate an understanding of **story** by recalling, retelling, and predicting important details.

**Essential Knowledge and Skills**

*Students will be able to:*

- ❑ Listen to an age appropriate story read aloud frequently and repeatedly.
- ❑ Make predictions using pictures and clues from the text.
- ❑ Sequence 3-6 parts of a story.
- ❑ Retell important facts from a story.
- ❑ Retell or act out stories that are repetitive and predictable in nature or part of curriculum units.
- ❑ Use dialogue from familiar stories in dramatic play.
- ❑ Compare events in books to their own experiences.
- ❑ Answer “wh” questions in relation to a familiar text.
- ❑ Respond to a variety of literature read aloud by filling in missing words or ideas with names, pictures, actions, etc.

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**Strand:**  
Reading and  
Literature

**Foundations of  
Writing**

Students will use their own words or illustrations to describe their experiences, tell imaginative stories, or communicate information about a topic of interest.

**Big Ideas**

- ❑ Fostering children’s images of themselves as writers is essential in developing a sense of self-expression through illustration and various representations.

**Key Outcomes**

- ❑ Students will demonstrate an understanding of the **foundations of writing** by creating representations including drawings, painting, and construction and tell a related story.
- ❑ Students will demonstrate an **ability to use emergent writing skills** by utilizing a wide range of tools that develop writing behaviors.

**The key outcomes and expected learning targets are for students who are completing preschool and are eligible for kindergarten.**

**Essential Knowledge and Skills**

*Students will be able to:*

- ❑ Draw pictures or use letters or phonetically spelled words to tell a story or give information.
- ❑ Use emergent writing skills to write their name or letters in their name.
- ❑ Draw self portraits and be able to label it as self.
- ❑ Use a variety of materials that encourage writing behaviors (ex., chalk board, easels, stamps).
- ❑ Engage in a variety of sensory experiences (ex., sand, finger paint, rice, shaving cream).
- ❑ Select and match pictures, drawings, symbols, or letters/words with actions and/or events from personal experience to tell a story in chronological sequence.
- ❑ Grip crayons, pencils, markers with correct hand position.