

Pennsylvania Content Standards Grade Level Benchmarks

1.1 Learning to Read Independently

Pre-K	K	1	2	3
<p>A. Before reading preview illustrations, activate prior knowledge, and make predictions about story type (e.g., real, make-believe, informational).</p> <p>B. Preview text.</p> <ul style="list-style-type: none"> • Use correct book handling skills. • Identify concepts of print on simple text (e.g., title, author, book parts, directionality of letters, and words). • Identify known letters and/or words. <p>C. Use print awareness, phonetic awareness, voice to print correspondence, picture and context clues to orally supply missing words during reading.</p> <p>D. Use self-monitoring comprehension strategies to understand text read orally (e.g., assess and revise predictions, use picture clues, question and clarify meaning).</p> <p>E. Acquire a basic sight vocabulary by identifying common words (e.g., labels, names, environmental print).</p>	<p>A. Before reading preview illustrations, activate prior knowledge, and make predictions about story type (e.g., real, make-believe, informational) to set a purpose for reading.</p> <p>B. Preview text.</p> <ul style="list-style-type: none"> • Use correct book handling skills. • Identify and use concepts of print to simple text (e.g., title, author, book parts, directionality of letters, words, and text). • Identify known letters and/or words to support understanding. <p>C. Use print awareness, phonetic awareness, voice to print correspondence, picture context and visual clues to predict unknown words during reading.</p> <p>D. Use self-monitoring comprehension strategies to understand text read orally (e.g., assess and revise predictions, use picture clues, question and clarify meaning).</p> <p>E. Acquire a basic sight vocabulary by identifying</p>	<p>A. Before reading identify the purposes and types of text (e.g., real, make-believe, informational) by previewing illustrations activating prior knowledge and making predictions.</p> <p>B. Preview text formats.</p> <ul style="list-style-type: none"> • Identify title, author, table of contents to support understanding. <p>C. Use knowledge of phonic, word analysis (e.g., root words and word parts), picture and context clues to predict unknown words during reading.</p> <p>D. Read text using self-monitoring comprehension strategies (e.g., predict, revise predictions, use picture and structural clues, question, reread and clarify for meaning).</p> <p>E. Acquire a sight vocabulary by identifying and correcting using words (e.g., word</p>	<p>A. Before reading identify the purpose for reading and the types of text (e.g., literary, informational).</p> <p>B. Preview text formats.</p> <ul style="list-style-type: none"> • Identify title, author, chapters, table of contents, glossary, index to support understanding. <p>C. Use knowledge of phonics, word analysis (e.g., root words, prefixes and suffixes), picture and context clues to decode and understand during reading.</p> <p>D. Read text using self-monitoring comprehension strategies (e.g., predict, revise predictions, self-question, reread and clarify for meaning).</p> <p>E. Acquire a reading vocabulary by identifying and correctly using words (e.g., high-frequency words, synonyms,</p>	<p>A. Before reading identify the purposes and types of text (e.g., literary, informational).</p> <p>B. Preview the text formats (e.g., title, headings, chapters, and table of contents).</p> <p>C. During reading use knowledge of phonics, word analysis (e.g., root words, prefixes, and suffixes), syllabication, picture and context clues to decode and understand new words.</p> <p>D. Read text using self-monitoring comprehension strategies (e.g., predicting, revising predictions, rereading, using headings, graphics, charts, organization of text, adjusting reading rate).</p> <p>E. Acquire a reading vocabulary by identifying and correctly using words, (e.g., antonyms, synonyms, categories of words). Use a dictionary when appropriate.</p>

Pre-K	K	1	2	3
<p>names, environmental print).</p> <p>F. Identify new vocabulary in context.</p> <p>G. Demonstrate after reading an understanding and interpretation of text.</p> <ul style="list-style-type: none"> • Retell the story by constructing a response (e.g., oral, written, drawing and dramatic). • Connect new information or ideas in the text to real life events. • Discuss and answer text-based questions. • Support answers by revisiting the text. <p>H. Demonstrate reading fluency (e.g., choral reading, chants, rhymes, rereading familiar text, patterned sentences) and comprehension.</p>	<p>vocabulary by identifying common words (e.g., environmental print, word families, high-frequency words).</p> <p>F. Identify new vocabulary in context.</p> <p>G. Demonstrate after reading understanding and interpretation of text.</p> <ul style="list-style-type: none"> • Retell the story (e.g., oral, written or drawing). • Connect the new information or ideas in the text to real life events. • Answer text-based questions. • Support answers by revisiting the text. <p>H. Demonstrate reading fluency (e.g., choral reading, chants, rereading familiar text, patterned sentences).</p>	<p>families, high-frequency words, synonyms, antonyms).</p> <p>F. Use new vocabulary learned in various subject areas.</p> <p>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.</p> <ul style="list-style-type: none"> • Retell or summarize the story. • Connect the new information or ideas in the text to known information. • Answer text-based questions. • Support answers by revisiting the text. <p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Read familiar materials aloud. • Self correct mistakes. • Use appropriate rate of reading and pronunciation. 	<p>antonyms, categories of words). Use a dictionary when appropriate.</p> <p>F. Use new vocabulary learned in various subject areas.</p> <p>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.</p> <ul style="list-style-type: none"> • Retell or summarize the story. • Connect the new information or ideas in the text to known information. • Clarify ideas and understandings through rereading and discussion. • Cite evidence from the text. <p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Read familiar materials aloud with accuracy. • Self correct mistakes. • Use appropriate rate of reading and pronunciation. • Read a variety of genres and types of text. 	<p>F. Understand the meaning of and use correctly new vocabulary learned in various subject areas.</p> <p>G. After reading demonstrate understanding and interpretation of both fiction and nonfiction text.</p> <ul style="list-style-type: none"> • Retell or summarize the major ideas, themes or procedures of the text. • Connect the new information or ideas in the text to known information. • Clarify ideas and understandings through rereading and discussion. • Make responsible assertions about the text by citing evidence from the text. <p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Read familiar materials aloud with accuracy. • Self-correct mistakes. • Use appropriate rhythm, flow, meter and pronunciation. • Read a variety of genres and types of text. • Demonstrate comprehension (Standards

Pre-K	K	1	2	3
		<ul style="list-style-type: none"> • Demonstrate comprehension. 	<ul style="list-style-type: none"> • Demonstrate comprehension. 	<p>comprehension (Standards 1.1.3G.). (Recommend: 25 books/year)</p>

Pennsylvania Content Standards Grade Level Benchmarks

1.2 Reading Critically in All Content Areas

Pre-K	K	1	2	3
<p>A. Read and discuss informational texts.</p> <ul style="list-style-type: none"> • Identify essential information (e.g., topic, specific facts). • Compare ideas from informational texts. <p>B. Use a variety of media (e.g., computer, tape recorder,</p>	<p>A. Read and discuss informational texts.</p> <ul style="list-style-type: none"> • Identify essential information. • Compare ideas from informational texts. <p>B. Use of a variety of media (e.g., computer, tape recorder, television, videos, filmstrips,</p>	<p>A. Read and discuss content of informational texts.</p> <ul style="list-style-type: none"> • Distinguish between essential and non-essential information within a text. • Draw conclusions based on information from text. • Use appropriate comprehension strategies to understand text. <p>B. Identify and use a variety of media (e.g., computer, tape recorder, television, videos, filmstrips, films) to gain information.</p>	<p>A. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • Identify facts and opinions. • Distinguish between essential and non-essential information within a text. • Make inferences and draw conclusions from text in all content areas. • Use appropriate comprehension strategies to construct meaning. <p>B. Identify and use a variety of media to gain information (e.g., computer, tape recorder, television, videos, filmstrips, films).</p>	<p>A. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • Differentiate fact from opinion within text. • Distinguish between essential and nonessential information within a text. • Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions based on text. • Analyze text organization and content to derive meaning from text using established criteria. <p>B. Use and understand a variety of media and evaluate the quality of material produced.</p>

Pre-K	K	1	2	3
<p>television, videos, filmstrips, films) to gain information.</p> <p>C. Verbalize various forms of genre (e.g., nursery rhymes, poems, tales).</p>	<p>television, videos, filmstrips, films) to gain information.</p> <p>C. Verbalize various forms of genre (e.g., nursery rhymes, poems, tales).</p>	<p>C. Produce work in one form of genre (e.g., nursery rhymes, poems, tales).</p>	<ul style="list-style-type: none"> Use electronic media to develop a project. Audio tape oral reading. <p>C. Produce work in one form of genre (e.g., biographies, poems, tales, mysteries, fables).</p>	<ul style="list-style-type: none"> Use electronic media for research. Identify techniques used in television and use the knowledge to distinguish between facts and misleading information. Develop media project (e.g., script, play, audio tape) for a targeted audience. <p>C. Produce work in at least one literary genre that follows the conventions of the genre.</p>

Pennsylvania Content Standards Grade Level Benchmarks

1.3 Reading, Analyzing and Interpreting Literature

Pre-K	K	1	2	3
<p>A. Read a variety of works of literature (e.g., read aloud, shared reading, independent reading).</p> <p>B. Identify literary elements in stories (e.g., characters, setting, problem, solution, beginning, middle, end).</p>	<p>A. Read a variety of works of literature (e.g., read aloud, shared reading, independent reading).</p> <p>B. Identify literary elements in stories (e.g., characters, setting, problem, solution, beginning, middle, end).</p>	<p>A. Read and understand a variety of works of literature.</p> <p>B. Identify literary elements in stories, describing characters, setting, problem, solution, beginning, middle and end.</p> <p>C. Identify literary devices in</p>	<p>A. Read and understand a variety of works of literature.</p> <p>B. Identify literary elements in stories describing characters, setting, and plot.</p>	<p>A. Read and understand works of literature.</p> <p>B. Identify literary elements in stories describing characters, setting and plot.</p>

Pre-K	K	1	2	3
<p>C. Identify literary devices in stories (e.g., rhyme, repetition, rhythm, patterns).</p> <p>D. Identify and complete predictable language patterns (e.g., choral reading, reading aloud, predictable reading, pattern books, nursery rhymes).</p> <p>E. Identify drama.</p> <p>F. Read and respond to works of literature.</p>	<p>C. Identify literary devices in stories (e.g., rhyme, repetition, rhythm, patterns).</p> <p>D. Identify and complete predictable language patterns (e.g., choral reading, reading aloud, predictable reading, pattern books, nursery rhymes).</p> <p>E. Identify drama.</p> <p>F. Read and respond to works of literature.</p>	<p>stories, (e.g., rhyme, repetition, rhythm, patterns).</p> <p>D. Identify and complete predictable language patterns, (e.g., choral reading, reading aloud, predictable reading, pattern books, nursery rhymes).</p> <p>E. Identify dialogue in drama.</p> <p>F. Read and respond to nonfiction and fiction.</p>	<p>C. Identify literary devices in stories (e.g., rhyme, rhythm, personification).</p> <p>D. Identify the structures in poetry (e.g., pattern books, predictable books, nursery rhymes).</p> <p>E. Identify the structures in drama (e.g., story action, dialogue).</p> <p>F. Read and respond to nonfiction and fiction.</p>	<p>C. Identify literary devices in stories.</p> <ul style="list-style-type: none"> • Rhyme • Rhythm • Personification <p>D. Identify the structures in poetry (e.g., pattern books, predictable books and nursery rhymes).</p> <p>E. Identify the structures in drama (e.g., dialogue, story enactment, acts and scenes).</p> <p>F. Read and respond to nonfiction and fiction, including poetry and drama.</p>

Pre-K	K	1	2	3

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1.4 Types of Writing

Pre-K	K	1	2	3
<p>A. Use early forms of writing, dictation, or illustrations to express personal ideas.</p> <p>B. Use early forms of writing, dictation, or illustrations to inform (e.g., lists, letters, labels).</p> <p>C. Use early forms of writing, dictation, or illustrations to express a personal opinion.</p>	<p>A. Use early forms of writing, dictation, or illustrations (e.g., story, personal experience, poem) to express personal ideas.</p> <p>B. Use early forms of writing, dictation, or illustrations (e.g., lists, letters, descriptions, definitions, collections of facts, simple instructions).</p> <p>C. Use early forms of writing, dictation, or illustrations to express a personal opinion.</p>	<p>A. Write narrative pieces from personal experience.</p> <ul style="list-style-type: none"> • Include people, places and things. • Use relevant illustrations. <p>B. Write informational sentences (e.g., letters, descriptions, definitions, collections of facts, simple instructions) using illustrations when relevant.</p> <p>C. Write an opinion and support it with one or more facts.</p>	<p>A. Write narrative pieces.</p> <ul style="list-style-type: none"> • Include basic descriptions of people, places and things. • Use relevant illustrations. • Include a simple plot. <p>B. Write an informational paragraph about a topic (e.g., letters, reports, descriptions, instructions) using illustrations when relevant.</p> <p>C. Write an opinion and support it with two or more facts.</p>	<p>A. Write narrative pieces such as stories, poems and plays that include:</p> <ul style="list-style-type: none"> • detailed descriptions of people, • places, • things, • relevant illustrations and • literary elements (Standard 1.3.3.B). <p>B. Write informational pieces such as descriptions, letters, reports, and instructions, using illustrations when relevant.</p> <p>C. Write an opinion and support it with facts.</p>

Pennsylvania Content Standards Grade Level Benchmarks

1.5 Quality of Writing

Pre-K	K	1	2	3
<p>A. Use early forms of writing, dictation, or illustration to create stories showing relation to a theme or topic.</p> <p>B. Use pre-writing strategies (e.g., contribute ideas to brainstorming webbing).</p> <p>C. Use early forms of writing, dictation, or illustrations to create a story that makes sense.</p> <p>D. Use description in early forms of writing, dictation or illustrations.</p>	<p>A. Tell or write stories that focus on a topic.</p> <p>B. Use prewriting strategies (e.g., selecting a topic, contribute ideas to brainstorming webbing) to tell or write related ideas on a single topic.</p> <p>C. Dictate or write a story that makes sense and flows sequentially.</p> <p>D. Use description in early forms of writing, dictation or illustrations to express ideas.</p>	<p>A. Write with focus and purpose on a single topic.</p> <p>B. Write sentences appropriate for the topic.</p> <ul style="list-style-type: none"> • Identify and organize information. • Write a series of related sentences with one central idea. <p>C. Write with organization (e.g., beginning, middle, and end).</p> <p>D. Write using appropriate language patterns (e.g., naming words, descriptive words, action words, questions, statements, commands).</p>	<p>A. Write with a distinct focus, identifying the topic, purpose, and audience.</p> <p>B. Write using content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather and organize information. • Write a series of related sentences with one central idea. • Incorporate details relevant and appropriate to the topic. <p>C. Write with a recognizable organization.</p> <ul style="list-style-type: none"> • Sustain a sequence of events in chronological order using key words (e.g., first, next, then, finally). • Include a beginning, middle, and end. <p>D. Write with an awareness of style.</p> <ul style="list-style-type: none"> • Experiment with sentences of differing length and type. • Use descriptive words and 	<p>A. Write with a sharp, distinct focus identifying topic, task and audience.</p> <p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather and organize information, • Write a series of related sentences or paragraphs with one central idea. • Incorporate details relevant and appropriate to the topic. <p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> • Sustain a logical order. • Include a recognizable beginning, middle, and end. <p>D. Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use sentences of differing lengths and complexities. • Use descriptive words and action verbs.

Pre-K	K	1	2	3
<p>E. Revise early forms of writing or illustrations (e.g., add/delete to story and/or illustrations).</p>	<p>E. Revise early forms of writing or illustration to order story elements or add detail.</p> <p>F. Edit writing after proofreading.</p> <ul style="list-style-type: none"> • Spell phonetically or based on rules. • Use upper/ lower case conventions. • Use end mark punctuation. 	<p>E. Revise writing to ensure that all components (e.g., beginning, middle, and end or main idea/detail) are present and that the ideas flow sequentially and logically.</p> <p>F. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly (first word in sentences, "I", and names). • Use proper end punctuation (period and question mark). <p>• Use complete sentences.</p>	<p>action verbs.</p> <p>E. Revise writing to improve detail and order by identifying missing information and determining whether ideas follow sequentially and logically.</p> <p>F. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly (first word in sentences, "I", and names of people and places). • Use proper end punctuation (period, question marks, and exclamation point). • Use nouns, pronouns, verbs, and adjectives properly. • Use complete sentences. <p>G. Present and/or defend written work for publication when appropriate.</p>	<p>E. Revise writing to improve detail and order by identifying missing information and determining if ideas follow logically.</p> <p>F. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly (first word in sentences, proper nouns, pronoun "I"). • Punctuate correctly (period, exclamation point, question mark, commas in a series). • Use nouns, pronouns, verbs, adjectives, adverbs and conjunctions properly. • Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative). <p>G. Present and/or defend written work for publication when appropriate.</p>

Pre-K	K	1	2	3
G. Publish and/or share writing with a variety of audiences.	G. Publish and/or share writing with a variety of audiences.	G. Present written work for publication when appropriate.		

Pennsylvania Content Standards Grade Level Benchmarks

1.6 Speaking and Listening

Pre-K	K	1	2	3
<p>A. Listen to others.</p> <ul style="list-style-type: none"> Attend to a listening activity for a specific period of time. Listen attentively and responsively. <p>B. Listen to a selection of literature (fiction and/or non-fiction).</p> <ul style="list-style-type: none"> Relate it to personal experiences. Predict what will happen next. Retell the story. Identify characters. <p>C. Present ideas using appropriate speaking skills.</p>	<p>A. Listen to others.</p> <ul style="list-style-type: none"> Formulate and verbalize questions. Attend to a listening activity for a specific period of time. Listen attentively and responsively. <p>B. Listen to a selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> Relate it to personal experiences. Predict what will happen next. Retell the story. Identify characters. Identify new words and concepts. <p>C. Present ideas using appropriate speaking skills.</p> <ul style="list-style-type: none"> Use appropriate volume. Pronounce words 	<p>A. Listen to others.</p> <ul style="list-style-type: none"> Ask questions. Identify facts and opinions. <p>B. Listen to selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> Relate it to similar experiences. Predict what will happen next. Retell in sequential order. Identify characters. Identify new words and concepts. <p>C. Present ideas using appropriate speaking skills.</p> <ul style="list-style-type: none"> Use appropriate volume. Pronounce most words correctly. 	<p>A. Listen to others.</p> <ul style="list-style-type: none"> Ask related questions. Recognize facts and opinions. <p>B. Listen to a selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> Relate it to similar experiences. Predict what will happen next. Retell in sequential order. Identify characters and tone. Identify new words and concepts. <p>C. Present ideas using appropriate speaking skills.</p> <ul style="list-style-type: none"> Use appropriate volume. Pronounce most words correctly. 	<p>A. Listen to others.</p> <ul style="list-style-type: none"> Ask questions as an aid to understanding. Distinguish fact from opinion. <p>B. Listen to a selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> Relate it to similar experiences. Predict what will happen next. Retell a story in chronological order. Recognize character and tone. Identify and define new words and concepts. <p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> Use appropriate volume.

Pre-K	K	1	2	3
<ul style="list-style-type: none"> • Use appropriate volume. • Pronounce most words understandably. • Use appropriate pace. <p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Use complete thoughts. • Ask questions. <ul style="list-style-type: none"> • Respond to questions asked. • Listen to the contributions of others. • Display appropriate turn-taking behaviors. • Express personal needs, ideas, feelings, or points of view. <p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Participate in everyday 	<p>understandably.</p> <ul style="list-style-type: none"> • Use appropriate pace. • Use expressions, gestures and body language. • Use complete thoughts. <p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask questions to gain information. • Respond to questions asked. • Listen to the contributions of others. • Display appropriate turn-taking behaviors. • Express personal needs, ideas, feelings, or points of view. <p>E. Participate in small and large group discussions and presentations</p> <ul style="list-style-type: none"> • Participate in everyday conversation. 	<ul style="list-style-type: none"> • Use appropriate pace. • Use expressions, gestures, and body language (e.g., stand up straight, look out over the audience). • Use complete thoughts. <p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask related questions to gain information. • Respond with related information to questions asked. • Listen to the contributions of others. • Display appropriate turn-taking behaviors. • Express personal needs, experiences, ideas, feelings, and points of view. <p>E. Participate in small and large group discussions and presentations</p> <ul style="list-style-type: none"> • Participate in everyday conversation. • Retell stories and ideas orally. 	<ul style="list-style-type: none"> • Use appropriate pace. • Use expressions, gestures, and body language (e.g., stand up straight, look out over the audience). • Use complete thoughts. <p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask related questions in order to gain information, clarify thinking, and understand others. • Respond with related information or opinions to questions asked. • Listen to the contributions of others. • Display appropriate turn-taking behaviors. • Express personal needs, choices, plans, experiences, ideas, feelings, and points of view. <p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Participate in everyday conversation. • Present oral readings. 	<ul style="list-style-type: none"> • Pronounce most words accurately. • Pace speech so that it is understandable. • Demonstrate an awareness of audience. <p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant questions. • Respond with appropriate information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Display appropriate turn-taking behaviors. <p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Participate in everyday conversation.

Pre-K	K	1	2	3
<p>conversation.</p> <ul style="list-style-type: none"> Use oral language to work cooperatively with others. Express ideas in individual and guided sharing <p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> View, listen to and use a variety of media (e.g., TV, radio, film, computer). 	<ul style="list-style-type: none"> Use oral language to work cooperatively with others. Give simple presentations (e.g., Show and Tell). <p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> Recognize and use different forms of media (e.g., television, radio, film, and Internet) at home and school. Recognize advertisements. 	<ul style="list-style-type: none"> Present a short report (e.g., Show and Tell, summary of an activity). Give simple explanations. Report an emergency. <p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> Recognize and use the different forms of media (e.g., television, radio, film, and Internet). Distinguish between advertisements and informational pieces. 	<ul style="list-style-type: none"> Deliver short reports (e.g., Show and Tell, summary of an activity). Give simple directions and explanations. Report an emergency. <p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> Recognize the role and importance of television, radio, film, and Internet in the lives of people. Recognize that advertising sells products. Show or explain what was learned (e.g., audiotape, computer download). 	<ul style="list-style-type: none"> Give oral readings. Deliver short reports (e.g., Show-and-Tell, field trip summary). Conduct short interviews. Give simple directions and explanations. Report an emergency. <p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> Explain the importance of television, radio, film, and Internet in the lives of people. Explain how advertising sells products. Show or explain what was learned (e.g., audiotape, computer download).

Pre-K	K	1	2	3
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Pennsylvania Content Standards Grade Level Benchmarks

1.7 Characteristics and Functions of the English Language

Pre-K	K	1	2	3
<p>A. Recognize that there are other languages.</p> <p>B. Identify variations in dialogue (e.g., commercials, literature, cartoons, role play).</p>	<p>A. Recognize that there are other languages.</p> <p>B. Identify dialogue in literature.</p>	<p>A. Recognize that there are other languages.</p> <p>B. Recognize variations in the dialogue of literary characters.</p>	<p>A. Recognize that some words from other languages are commonly used English words.</p> <p>B. Identify variations in the dialogues of literary characters. Recognize that appropriate language varies according to setting.</p>	<p>A. Identify words from other languages that are commonly used English words.</p> <p>B. Identify variations in the dialogues of literary characters and relate them to differences in occupation or geographical location.</p>

Pennsylvania Content Standards Grade Level Benchmarks

1.8 Research

Pre-K	K	1	2	3
A. Select a topic for research.	A. Select a topic for research.	A. Select a topic for research.	A. Select a topic for research.	A. Select a topic for research.

Pre-K	K	1	2	3
<p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Identify sources of information. • Select sources. • Determine appropriate information source. <p>C. Organize and present the main idea.</p> <ul style="list-style-type: none"> • Draw pictures. • Summarize orally. 	<p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Identify various sources of information. • Select various sources. • Determine appropriate information source. <p>C. Organize and present the main ideas from the research.</p> <ul style="list-style-type: none"> • Draw and sequence pictures. • Summarize orally. 	<p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Identify various sources of information (e.g., dictionary, appropriate level newspapers and magazines, encyclopedias, electronic media). • Select sources (e.g., dictionaries, encyclopedias, observations and electronic media). • Use table of contents. • Use traditional tools. <p>C. Organize and present the main ideas from the research.</p> <ul style="list-style-type: none"> • Draw and sequence pictures. • Summarize orally or in writing. 	<p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Identify various sources of information (e.g., dictionary, appropriate level newspapers and magazines, encyclopedias, electronic media). • Select sources (e.g., dictionaries, encyclopedias, observations and electronic media). • Use table of contents, key words and guide words. • Use traditional and electronic search tools. <p>C. Organize and present the main ideas from the research.</p> <ul style="list-style-type: none"> • Write draft using information from source(s). • Summarize orally or in writing. 	<p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Locate resources for a particular task (e.g., newspapers, dictionary). • Select sources (e.g., dictionaries, encyclopedias, interviews to write a family history, observations and electronic media). • Use table of contents, key words, and guide words. • Use traditional and electronic search tools. <p>C. Organize and present the main ideas from the research.</p> <ul style="list-style-type: none"> • Take notes from sources using a structured format. • Summarize, orally or in writing, the main ideas.

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