

Supporting AAC Users; Increasing Language and Communication through Literacy

STAGE 1; KINDERGARTEN

LANGUAGE STAGE 1*	SAMPLE OBJECTIVES Literacy, Language & Communication	Selected CCSS; KINDERGARTEN**	Selected ESSENTIAL ELEMENTS; KINDERGARTEN**
<ul style="list-style-type: none"> • Emergent symbolic communicator • Most utterances one word. • One word may represent an entire sentence • Increase the number of words he or she uses meaningfully • Use single words to direct activities • Use single words to express negatives • Uses single words to express requests and make comments • Pronouns (I, me, it) • Single word question (what) • Negative develops-no • Use single words to label items • Turn taking based on joint reference or joint attention. • Maintaining a topic in routine situations. 	<p><u>Language & Communication Objectives:</u></p> <ul style="list-style-type: none"> • <i>Speak using single words</i> • <i>Increase the number of words he or she uses meaningfully</i> • <i>Speak single words to direct another person's actions</i> • <i>Speak single words to express negatives</i> • <i>Speak single words to express requests</i> <p><u>Literacy/Language Objectives:</u> Convert grade level State Standards (CCSS or EE) to goals/objectives to support literacy and language at the student's independent and instructional language stage.</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection</p>	<p>EE.RL.K.1 With guidance and support, identify details in familiar stories.</p> <p>EE.RL.K.2 With guidance and support, identify major events in familiar stories.</p> <p>EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.</p> <p>EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.</p> <p>EE.RI.K.1 With guidance and support, identify a detail in a familiar text.</p> <p>EE.RI.K.2 With guidance and support, identify the topic of a familiar text.</p> <p>EE.RI.K.3 With guidance and support, identify individuals,</p>

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<p><u>UTTERANCE LENGTH IN MORPHEMES</u></p> <p>Mostly single words; 1.0 – 1.5</p> <p><u>APPROXIMATE VOCABULARY SIZE</u></p> <p>0 - 75 words</p> <p><u>CORE WORD EXAMPLES</u></p> <p>Go, that, help, more, stop, don't</p>	<p>See examples below:</p> <ul style="list-style-type: none"> • Will use single words to identify details in familiar stories with guidance and support. (EE.RL.K.1) • Will communicate directly with supportive adults or peers using one to two words. EE.SL.K.1 • Will use single words/symbols to answer simple questions from shared text. (EE.L.K.1d) 	<p>between two individuals, events, ideas, or pieces of information in a text.</p> <p>W.K.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., <i>My favorite book is</i>)</p> <p>W.K.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.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple 	<p>events, or details in a familiar informational text.</p> <p>EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.</p> <p>EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.</p> <p>EE.SL.K.1 Participate in conversations with others.</p> <ol style="list-style-type: none"> Communicate directly with supportive adults or peers. Participate in multiple-turn communication exchanges with support from adults.
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		<p>exchanges.</p> <p>SL.K.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.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>***L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper and lowercase letters.</p> <p>b. (LS 1) Use frequently occurring nouns and verbs.</p> <p>c. (LS 3) Form regular plural</p>	<p>EE.SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.</p> <p>EE.SL.K.3 Ask for help when needed.</p> <p>EE.SL.K.4 With guidance and support, identify familiar people, places, things, and events.</p> <p>EE.SL.K.6 With guidance and support, communicate thoughts, feelings, and ideas.</p> <p>***EE.L.K.1 Demonstrate emerging understanding of letter and word use.</p> <p>a. With guidance and support, distinguish between letters and other symbols or shapes.</p> <p>b. (LS 1) With guidance and support, use frequently occurring nouns in communication.</p> <p>c. (LS 3) With guidance and</p>
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		<p>nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>d. (LS 3) Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. (LS 3) Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i></p> <p>f. (LS 4) Produce and expand complete sentences in shared language activities</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply</p>	<p>support, use frequently occurring plural nouns.</p> <p>d. (LS 2) With guidance and support, identify answers to simple questions (e.g., <i>who, what</i>) from an array of choices.</p> <p>e. (LS 3) With guidance and support, demonstrate understanding of common prepositions: <i>on, off, in, out</i>.</p> <p>f. (LS 2) With guidance and support, link two or more words together in communication</p> <p>EE.L.K.4 Demonstrate emerging knowledge of word meanings.</p> <p>a. With guidance and support, demonstrate understanding of words</p>
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		<p>them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> c. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). d. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>used in every day routines.</p> <p>EE.L.K.5 Demonstrate emerging understanding of word relationships.</p> <ul style="list-style-type: none"> c. With guidance and support, use words to communicate in real-life situations. d. With guidance and support, demonstrate an understanding of common verbs. <p>EE.L.K.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.</p>
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Supporting AAC Users; Increasing Language and Communication through Literacy

STAGE 2; KINDERGARTEN

LANGUAGE STAGE 2*	SAMPLE OBJECTIVES Literacy, Language & Communication	<i>Selected CCSS; KINDERGARTEN**</i>	<i>Selected ESSENTIAL ELEMENTS; KINDERGARTEN**</i>
<ul style="list-style-type: none"> • Combining words to make phrases • Mostly uses 2-3 word phrases in meaningful contexts • Increases the number of words he or she uses meaningfully • Pronoun development continues: my, me, mine, you • Descriptive language emerges for size and temperature • Negative 'not' emerges • Uses 2-3 word phrases to request/direct action and respond to requests • Uses 2-3 word phrases to express negatives • Use 2-3 word phrases to express requests and make comments • Turn taking after a pause & turn taking beyond 2 turns. 	<p><u>Sample Language & Communication Objectives:</u></p> <ul style="list-style-type: none"> • Combine two and three words to make phrases • Increase the number of words he or she uses meaningfully • Increase the number of phrases he or she uses meaningfully • Speak two and three word phrases to direct another person's actions • Speak two and three word phrases to express negatives • Speak two and three word phrases to express requests <p><u>Sample Literacy/Language Objectives:</u></p> <p>Convert grade level STATE STANDARDS (CCSS or EE) to goals/objectives to support literacy</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection</p>	<p>EE.RL.K.1 With guidance and support, identify details in familiar stories.</p> <p>EE.RL.K.2 With guidance and support, identify major events in familiar stories.</p> <p>EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.</p> <p>EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.</p> <p>EE.RI.K.1 With guidance and support, identify a detail in a familiar text.</p> <p>EE.RI.K.2 With guidance and support, identify the topic of a familiar text.</p> <p>EE.RI.K.3 With guidance and support, identify individuals,</p>

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<p><u>UTTERANCE LENGTH IN MORPHEMES</u></p> <p>Mostly 2-3 word combinations; 1.5 – 2.5</p> <p><u>APPROXIMATE VOCABULARY SIZE</u></p> <p>75 – 200+ words</p> <p><u>CORE WORD EXAMPLES</u></p> <p>Want more, want that, need help, milk please, he go, I do it</p>	<p>and language at the student’s independent and instructional language stage.</p> <p>See examples below:</p> <ul style="list-style-type: none"> • Will use two & three word phrases to identify details in familiar stories with guidance and support. (EE.RL.K.1) • Will use two to three word phrases to state an opinion about a familiar book. (EE.W.K.1) • Will select a familiar topic and use descriptive language (e.g. size and temperature) to share information about the topic. (EE.W.K.2) • Will use personal pronouns when requesting an object, action, or help (e.g. “I go,” “help me” “you do it”). (EE.SL.K.3) • With guidance and support will use 2 word combinations to communicate thoughts, feeling, & ideas. (EE.SL.K.6) 	<p>between two individuals, events, ideas, or pieces of information in a text.</p> <p>W.K.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., <i>My favorite book is</i>)</p> <p>W.K.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.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple 	<p>events, or details in a familiar informational text.</p> <p>EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.</p> <p>EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.</p> <p>EE.SL.K.1 Participate in conversations with others.</p> <ol style="list-style-type: none"> Communicate directly with supportive adults or peers. Participate in multiple-turn communication exchanges with
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STAGE 2; KINDERGARTEN

		<p>exchanges.</p> <p>SL.K.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.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>***L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper and lowercase letters.</p> <p>b. (LS 1) Use frequently occurring nouns and verbs.</p>	<p>support from adults.</p> <p>EE.SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.</p> <p>EE.SL.K.3 Ask for help when needed.</p> <p>EE.SL.K.4 With guidance and support, identify familiar people, places, things, and events.</p> <p>EE.SL.K.6 With guidance and support, communicate thoughts, feelings, and ideas.</p> <p>***EE.L.K.1 Demonstrate emerging understanding of letter and word use.</p> <p>a. With guidance and support, distinguish between letters and other symbols or shapes.</p> <p>b. (LS 1) With guidance and support, use frequently occurring nouns in communication.</p>
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		<p>c. (LS 3) Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>d. (LS 3) Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. (LS 3) Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i></p> <p>f. (LS 4) Produce and expand complete sentences in shared language activities</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to</i></p>	<p>c. (LS3) With guidance and support use frequently occurring plural nouns</p> <p>d. (LS 2) With guidance and support, identify answers to simple questions (e.g., <i>who, what</i>) from an array of choices.</p> <p>e. (LS 3) With guidance and support, demonstrate understanding of common prepositions: <i>on, off, in, out</i>.</p> <p>f. (LS 2) With guidance and support, link two or more words together in communication</p> <p>EE.L.K.4 Demonstrate emerging knowledge of word meanings.</p> <p>a. With guidance and support, demonstrate understanding of words used in every day routines.</p>
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STAGE 2; KINDERGARTEN

		<p><i>duck</i>).</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>c. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>d. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>EE.L.K.5 Demonstrate emerging understanding of word relationships.</p> <p>c. With guidance and support, use words to communicate in real-life situations.</p> <p>d. With guidance and support, demonstrate an understanding of common verbs.</p> <p>EE.L.K.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.</p>
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Supporting AAC Users; Increasing Language and Communication through Literacy

STAGE 3; KINDERGARTEN

LANGUAGE STAGE 3*	SAMPLE OBJECTIVES Literacy, Language & Communication	<i>Selected CCSS; KINDERGARTEN**</i>	<i>Selected ESSENTIAL ELEMENTS; KINDERGARTEN**</i>
<ul style="list-style-type: none"> • Building phrases and early sentences • Beginning to use ending morphemes (-ing) and plural nouns • Helping/auxiliary verbs not yet present (ex. He going) • Increase the number of words combined to speak in full sentences • Emerging use of early developing prepositions (in, on) • Pronoun development continues: she, he, yours, we • Will re-state when requested • Descriptive vocabulary emerging (color, distance, quality, place, number) • Beginning to ask yes/no questions, what & where questions • Conjunction 'and' emerges • Negatives continue to develop; 	<p><u>Sample Language Objectives:</u></p> <ul style="list-style-type: none"> • Speak in simple phrases and early sentences • Increase the number of words used meaningfully • Speak plural nouns • Use simple complete sentences to direct another person's actions • Use negatives in simple sentences <p><u>Sample Literacy/Language Objectives:</u></p> <p>Convert grade level State Standards (CCSS or EE) to</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection</p>	<p>EE.RL.K.1 With guidance and support, identify details in familiar stories.</p> <p>EE.RL.K.2 With guidance and support, identify major events in familiar stories.</p> <p>EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.</p> <p>EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.</p> <p>EE.RI.K.1 With guidance and support, identify a detail in a familiar text.</p> <p>EE.RI.K.2 With guidance and support, identify the topic of a familiar text.</p> <p>EE.RI.K.3 With guidance and support, identify individuals,</p>

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<p>emergence of don't</p> <ul style="list-style-type: none"> • Most pragmatic functions present <p><u>UTTERANCE LENGTH IN MORPHEMES</u> Early sentences 2.5 – 3.0</p> <p><u>APPROXIMATE VOCABULARY SIZE</u> 200 - 1000+ words</p> <p><u>CORE WORD EXAMPLES</u> I want that, I coming in, I helping, He riding, Look it going, My books</p>	<p>goals/objectives to support literacy <i>and</i> language at the student's independent and instructional language stage.</p> <p>See examples below:</p> <ul style="list-style-type: none"> • Will use simple phrases and early sentences to identify details in familiar stories with guidance and support (EE.RL.K.1) • Will use frequently occurring plural nouns in communication with guidance and support. (EE.L.K.1.c) • Will generate questions (e.g. yes/no, what, where) in order to maintain a multiple-turn (or insert #) communication exchange. (EE.SL.K.1) • Will demonstrate understanding of common 	<p>between two individuals, events, ideas, or pieces of information in a text.</p> <p>W.K.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., <i>My favorite book is</i>)</p> <p>W.K.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.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple 	<p>events, or details in a familiar informational text.</p> <p>EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.</p> <p>EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.</p> <p>EE.SL.K.1 Participate in conversations with others.</p> <ol style="list-style-type: none"> Communicate directly with supportive adults or peers. Participate in multiple-turn communication exchanges with
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	<p>prepositions (e.g. on, in, off, out) with guidance and support. (EE.L.K.1e)</p>	<p>exchanges. SL.K.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. SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. ***L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>support from adults. EE.SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions. EE.SL.K.3 Ask for help when needed. EE.SL.K.4 With guidance and support, identify familiar people, places, things, and events. EE.SL.K.6 With guidance and support, communicate thoughts, feelings, and ideas. ***EE.L.K.1 Demonstrate emerging understanding of letter and word use.</p>
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		<p>a. Print many upper- and lowercase letters.</p> <p>b. (LS1) Use frequently occurring nouns and verbs</p> <p>c. (LS 3) Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>d. (LS 3) Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. (LS 3) Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i></p> <p>f. (LS 4) Produce and expand complete sentences in shared language activities</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and</p>	<p>a. With guidance and support, distinguish between letters and other symbols or shapes.</p> <p>b. (LS 1) With guidance and support, use frequently occurring nouns in communication.</p> <p>c. (LS3) With guidance and support use frequently occurring plural nouns</p> <p>d. (LS 2) With guidance and support, identify answers to simple questions (e.g., <i>who, what</i>) from an array of choices.</p> <p>e. (LS 3) With guidance and support, demonstrate understanding of common prepositions: <i>on, off, in, out</i>.</p> <p>f. (LS 2) With guidance and support, link two or more words together in communication</p> <p>EE.L.K.4 Demonstrate emerging knowledge of word meanings.</p> <p>a. With guidance and</p>
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STAGE 3; KINDERGARTEN

		<p>phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>c. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>d. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>support, demonstrate understanding of words used in every day routines.</p> <p>EE.L.K.5 Demonstrate emerging understanding of word relationships.</p> <p>c. With guidance and support, use words to communicate in real-life situations.</p> <p>d. With guidance and support, demonstrate an understanding of common verbs.</p> <p>EE.L.K.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.</p>
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Supporting AAC Users; Increasing Language and Communication through Literacy

STAGE 4; KINDERGARTEN

LANGUAGE STAGE 4*	SAMPLE OBJECTIVES Literacy, Language & Communication	<i>Selected CCSS; KINDERGARTEN**</i>	<i>Selected ESSENTIAL ELEMENTS KINDERGARTEN**</i>
<ul style="list-style-type: none"> Continued learning of grammar and sentence structure Begins to use whole sentences to ask questions with <i>wh</i> words and make negative statements. Beginning to use common irregular past tense verbs (said, saw, went) Emergent use of should, would, could, must, might Using possessive 's ending (Jaden's shoes) Continued pronoun development; they, us, hers, his them her Interrogative reversals emerge (Is he coming?) Conjunction development continues (but, or...) Maintaining a topic using questions & interjections Initiating a topic regarding something in the here and now 	<p><u>Sample Language Objectives:</u></p> <ul style="list-style-type: none"> Continue to speak in simple complete sentences Increase the number of words he or she uses meaningfully Ask simple <i>wh</i> questions Ask questions using pronoun-verb phrases (interrogative reversal) Continue to use negatives in simple sentences Continue to use simple complete sentences to express requests Use common irregular past tense verbs to show action in the past Use linking verbs <i>is</i> and <i>are</i> correctly Use adjectives in simple sentences to describe things 	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection</p>	<p>EE.RL.K.1 With guidance and support, identify details in familiar stories.</p> <p>EE.RL.K.2 With guidance and support, identify major events in familiar stories.</p> <p>EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.</p> <p>EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.</p> <p>EE.RI.K.1 With guidance and support, identify a detail in a familiar text.</p> <p>EE.RI.K.2 With guidance and support, identify the topic of a familiar text.</p> <p>EE.RI.K.3 With guidance and support, identify individuals,</p>

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<p><u>UTTERANCE LENGTH IN MORPHEMES</u> Improving sentence structure 3.0 – 3.75</p> <p><u>APPROXIMATE VOCABULARY SIZE</u> 1000 - 2000+ words</p> <p><u>CORE WORD EXAMPLES</u> I saw that, Daddy’s car, I fell down, Where is it? It is hot.</p>	<ul style="list-style-type: none"> Use negative pronoun + verb phrases <p><u>Sample Literacy/Language Objectives:</u></p> <p>Convert grade level State Standards (CCSS or EE) to goals/objectives to support literacy and language at the student’s independent and instructional language stage.</p> <p>See examples below:</p> <ul style="list-style-type: none"> Will use linking verbs is and are correctly when identifying details in familiar stories with guidance and support (EE.RL.K.1) Will use adjectives in simple sentences when identifying details in familiar text. (EE.RL.K.1; EE. RI.K.1) Will use possessive “s” endings when retelling 	<p>between two individuals, events, ideas, or pieces of information in a text.</p> <p>W.K.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., <i>My favorite book is</i>)</p> <p>W.K.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.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges. 	<p>events, or details in a familiar informational text.</p> <p>EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.</p> <p>EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.</p> <p>EE.SL.K.1 Participate in conversations with others.</p> <ol style="list-style-type: none"> Communicate directly with supportive adults or peers. Participate in multiple-turn communication exchanges with support from adults.
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	<p>experiences of story characters. (EE.RL.K.9)</p>	<p>SL.K.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.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>***L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper and lowercase letters.</p> <p>b. (LS 1) Use frequently occurring nouns and verbs</p>	<p>EE.SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.</p> <p>EE.SL.K.3 Ask for help when needed.</p> <p>EE.SL.K.4 With guidance and support, identify familiar people, places, things, and events.</p> <p>EE.SL.K.6 With guidance and support, communicate thoughts, feelings, and ideas.</p> <p>***EE.L.K.1 Demonstrate emerging understanding of letter and word use.</p> <p>a. With guidance and support, distinguish between letters and other symbols or shapes.</p> <p>b. (LS 1) With guidance and support, use frequently occurring nouns in communication.</p>
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		<p>c. (LS 3) Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>d. (LS 3) Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. (LS 3) Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. (LS 4) Produce and expand complete sentences in shared language activities</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to</i></p>	<p>c. (LS3) With guidance and support use frequently occurring plural nouns</p> <p>d. (LS 2) With guidance and support, identify answers to simple questions (e.g., who, what) from an array of choices.</p> <p>e. (LS 3) With guidance and support, demonstrate understanding of common prepositions: <i>on, off, in, out</i>.</p> <p>f. (LS 2) With guidance and support, link two or more words together in communication</p> <p>EE.L.K.4 Demonstrate emerging knowledge of word meanings.</p> <p>a.]</p> <p>b. With guidance and support, demonstrate understanding of words used in every day routines.</p>
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STAGE 4; KINDERGARTEN

		<p><i>duck</i>).</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>c. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>d. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>EE.L.K.5 Demonstrate emerging understanding of word relationships.</p> <p>c. With guidance and support, use words to communicate in real-life situations.</p> <p>d. With guidance and support, demonstrate an understanding of common verbs.</p> <p>EE.L.K.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.</p>
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Supporting AAC Users; Increasing Language and Communication through Literacy

STAGE 5; KINDERGARTEN

LANGUAGE STAGE 5*	SAMPLE OBJECTIVES Literacy, Language & Communication	Selected CCSS; KINDERGARTEN**	Selected ESSENTIAL ELEMENTS; KINDERGARTEN**
<ul style="list-style-type: none"> • Using sentences and phrases with more grammar endings • Learning to add s to third person present tense verbs (he runs fast) & ed to past tense verbs • Increase communication in more complex sentences. • Adds articles (a, the) • Future tense emerges (going to, will) • Continued pronoun development: our, him ours, its, their, theirs, myself, yourself • Comparatives and superlatives emerge (bigger, biggest) • Tag questions appear (I like it, do you?) • Initiating a topic regarding something in the past and future • Emergence of warnings, sarcasm, humor, metaphors 	<p>Sample Language Objectives:</p> <ul style="list-style-type: none"> • Continue to speak in simple complete sentences • Increase the number of words he or she uses meaningfully • Continue to use simple complete sentences to express requests • Use articles <i>a</i> and <i>the</i> appropriately • Use past tense linking verbs <i>was</i> and <i>were</i> correctly • Use past tense verbs ending in <i>ed</i> correctly • Use verbs ending in <i>s</i> to agree with third person subject in sentences • Add <i>s</i> to nouns to show 	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection</p>	<p>EE.RL.K.1 With guidance and support, identify details in familiar stories.</p> <p>EE.RL.K.2 With guidance and support, identify major events in familiar stories.</p> <p>EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.</p> <p>EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.</p> <p>EE.RI.K.1 With guidance and support, identify a detail in a familiar text.</p> <p>EE.RI.K.2 With guidance and support, identify the topic of a familiar text.</p> <p>EE.RI.K.3 With guidance and support, identify individuals,</p>

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<p><u>UTTERANCE LENGTH IN MORPHEMES</u> More complex sentences 3.75 – 4.75</p> <p><u>APPROXIMATE VOCABULARY SIZE</u> 2000 - 3000+ words</p> <p><u>CORE WORD EXAMPLES</u> Mom coming in, Dad helping , Look it going faster, Those my cars over there.</p>	<p>possession</p> <ul style="list-style-type: none"> Express future actions by using <i>going to</i> and <i>will</i> <p><u>Sample Literacy/Language Objectives:</u> Convert grade level State Standards (CCSS or EE) to goals/objectives to support literacy and language at the student’s independent and instructional language stage.</p> <p>See example below:</p> <ul style="list-style-type: none"> Will use pronouns when identifying the adventures or experiences of a character in a familiar story with guidance and support. (EE.RL.K.9) Will use articles (e.g. a, the) when sharing information about a familiar topic. (EE.W.K.2) Will use comparativs and superlatives (e.g. bigger, biggest) when sharing information about a familiar topic. (EE.W.K.2) 	<p>between two individuals, events, ideas, or pieces of information in a text.</p> <p>W.K.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., <i>My favorite book is</i>)</p> <p>W.K.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.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple 	<p>events, or details in a familiar informational text.</p> <p>EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.</p> <p>EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.</p> <p>EE.SL.K.1 Participate in conversations with others.</p> <ol style="list-style-type: none"> Communicate directly with supportive adults or peers. Participate in multiple-turn communication exchanges with
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		<p>exchanges.</p> <p>SL.K.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.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>***L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper and lowercase letters.</p> <p>b. (LS1) Use frequently occurring nouns and verbs</p>	<p>support from adults.</p> <p>EE.SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.</p> <p>EE.SL.K.3 Ask for help when needed.</p> <p>EE.SL.K.4 With guidance and support, identify familiar people, places, things, and events.</p> <p>EE.SL.K.6 With guidance and support, communicate thoughts, feelings, and ideas.</p> <p>***EE.L.K.1 Demonstrate emerging understanding of letter and word use.</p> <p>a. With guidance and support, distinguish between letters and other symbols or shapes.</p> <p>b. (LS 1) With guidance and support, use frequently occurring nouns in</p>
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		<p>c. (LS 3) Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>d. (LS 3) Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. (LS 3) Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. (LS 4) Produce and expand complete sentences in shared language activities</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to</i></p>	<p>communication.</p> <p>c. (LS3) With guidance and support use frequently occurring plural nouns</p> <p>d. (LS 2) With guidance and support, identify answers to simple questions (e.g., <i>who, what</i>) from an array of choices.</p> <p>e. (LS 3) With guidance and support, demonstrate understanding of common prepositions: <i>on, off, in, out</i>.</p> <p>f. (LS 2) With guidance and support, link two or more words together in communication</p> <p>EE.L.K.4 Demonstrate emerging knowledge of word meanings.</p> <p>a. With guidance and support, demonstrate understanding of words used in every day routines.</p>
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STAGE 5; KINDERGARTEN

		<p><i>duck</i>).</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>c. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>d. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>EE.L.K.5 Demonstrate emerging understanding of word relationships.</p> <p>c. With guidance and support, use words to communicate in real-life situations.</p> <p>d. With guidance and support, demonstrate an understanding of common verbs.</p> <p>EE.L.K.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.</p>
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Supporting AAC Users; Increasing Language and Communication through Literacy

STAGE 6; KINDERGARTEN

LANGUAGE STAGE 6*	SAMPLE OBJECTIVES Literacy, Language & Communication	<i>Selected CCSS; KINDERGARTEN**</i>	<i>Selected ESSENTIAL ELEMENTS; KINDERGARTEN**</i>
<ul style="list-style-type: none"> • Using correct grammar and syntax • Language continues to grow by adding vocabulary • Can express his or her own thoughts and use language for any purpose • Third person irregular present tense develops (He kisses the bear) • Contractible copula develops (He's happy) • Auxiliary verb emerges (He is running) • Pronouns such as herself, himself, themselves, yourselves emerge • Indefinite pronouns (anybody, everything) • Negative interrogatives (Don't you want to go?) • Subordinating conjunctions (If, because, since) 	<p><u>Sample Language Objectives:</u></p> <ul style="list-style-type: none"> • Continue to speak in simple complete sentences • Increase the number of words he or she uses meaningfully • Continue to use simple complete sentences to express requests • Use subordinating conjunctions to speak or write complex sentences • Use reflexive pronouns correctly • Use indefinite pronouns 	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection</p>	<p>EE.RL.K.1 With guidance and support, identify details in familiar stories.</p> <p>EE.RL.K.2 With guidance and support, identify major events in familiar stories.</p> <p>EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.</p> <p>EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.</p> <p>EE.RI.K.1 With guidance and support, identify a detail in a familiar text.</p> <p>EE.RI.K.2 With guidance and support, identify the topic of a familiar text.</p> <p>EE.RI.K.3 With guidance and support, identify individuals,</p>

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<ul style="list-style-type: none"> • Rephrasing when given an indirect cue by an adult (I don't understand, puzzled expression) <p><u>UTTERANCE LENGTH IN MORPHEMES</u> More complex sentences 4.5+</p> <p><u>APPROXIMATE VOCABULARY SIZE</u> 3000+ words</p> <p><u>CORE WORD EXAMPLES</u> Where is a pencil I can use? I wanted you to turn it. He's mad because I won.</p>	<p>correctly</p> <ul style="list-style-type: none"> • Ask negative questions using pronoun-verb phrases • Use contractions such as <i>isn't</i> and <i>wasn't</i> correctly <p><u>Sample Literacy/Language Objectives:</u> Convert grade level State Standards (CCSS or EE) to goals/objectives to support literacy and language at the student's independent and instructional language stage.</p> <p>See example below:</p> <ul style="list-style-type: none"> • With guidance and support, use words acquired through conversations, being read to, and during shared reading activities. (EE.L.K.6) • Will use subordinating conjunctions (if, because, since) to state an opinion about a familiar book. 	<p>between two individuals, events, ideas, or pieces of information in a text.</p> <p>W.K.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., <i>My favorite book is</i>)</p> <p>W.K.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.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple 	<p>events, or details in a familiar informational text.</p> <p>EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.</p> <p>EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.</p> <p>EE.SL.K.1 Participate in conversations with others.</p> <ol style="list-style-type: none"> Communicate directly with supportive adults or peers. Participate in multiple-turn communication exchanges with
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	<p>(EE.W.K.1)</p> <ul style="list-style-type: none"> Will rephrase when given an indirect cue by communication partner. <p>(EE.SL.K.1.a)</p>	<p>exchanges.</p> <p>SL.K.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.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>***L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper and lowercase letters.</p> <p>b. (LS1) Use frequently occurring nouns and verbs</p>	<p>support from adults.</p> <p>EE.SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.</p> <p>EE.SL.K.3 Ask for help when needed.</p> <p>EE.SL.K.4 With guidance and support, identify familiar people, places, things, and events.</p> <p>EE.SL.K.6 With guidance and support, communicate thoughts, feelings, and ideas.</p> <p>***EE.L.K.1 Demonstrate emerging understanding of letter and word use.</p> <p>a. With guidance and support, distinguish between letters and other symbols or shapes.</p> <p>b. (LS 1) With guidance and support, use frequently occurring nouns in</p>
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		<p>c. (LS 3) Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>d. (LS 3) Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. (LS 3) Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. (LS 4) Produce and expand complete sentences in shared language activities</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to</i></p>	<p>communication.</p> <p>c. (LS3) With guidance and support use frequently occurring plural nouns</p> <p>d. (LS 2) With guidance and support, identify answers to simple questions (e.g., <i>who, what</i>) from an array of choices.</p> <p>e. (LS 3) With guidance and support, demonstrate understanding of common prepositions: <i>on, off, in, out</i>.</p> <p>f. (LS 2) With guidance and support, link two or more words together in communication</p> <p>EE.L.K.4 Demonstrate emerging knowledge of word meanings.</p> <p>a. With guidance and support, demonstrate understanding of words used in every day routines.</p>
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STAGE 6; KINDERGARTEN

		<p><i>duck</i>).</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>c. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>d. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>EE.L.K.5 Demonstrate emerging understanding of word relationships.</p> <p>c. With guidance and support, use words to communicate in real-life situations.</p> <p>d. With guidance and support, demonstrate an understanding of common verbs.</p> <p>EE.L.K.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.</p>
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