**Phonological Awareness: “I hear it and say it!”**

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| Early Childhood Standards | English and Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.  Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness  Developmental Continuum Items:   * Recognizes rhyming words. * Recognizes sounds that match. * Produces a rhyming word. * Discriminates separate syllables in words. * Makes some letter sound connections. * Identifies some beginning sounds. |
| Assessment, Evaluation, and Programming System (AEPS) | Cognitive  H. Phonological Awareness and Emergent Reading  1. Demonstrates phonological awareness skills  2. Uses letter-sound associations to sound out and write words.  3. Reads words by sight. |
| KY Academic Standards: Reading & Writing | Reading Foundational Skills--Kindergarten  Phonological Awareness  RF.K.2) Demonstrates understanding of spoken words, syllables, and sounds (phonemes).  Phonics and Word Recognition  RF.K.3) Know and apply grade-level phonics and word analysis skills in decoding words.  Fluency  RK.K.4) Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension. |
| ELLN Information  From What Works based on the National Early Literacy Panel Report | Code-focused instruction: helps children learn the alphabetic principle—the knowledge that letters in written words represent the sounds in spoken words.   * Phonological awareness: the ability to hear and manipulate the separate sounds within spoken words.   + **This ability is directly linked to later reading ability, making this a vital are of instruction for preschool educators.**   + Development follows a progression from large to small—from whole words to smaller and smaller units of sound.     - Syllable: a unit of sound that has one vowel sound     - Onset: the beginning consonant sound in syllables.     - Rime: the vowel and all that follows it in the syllable (dog = /d/ + /og/)     - Phonemes: the smallest parts within spoken words (cat = /k/ + /a/ + /t/)     - **Children do not need to master each skill before progressing to the next. Many of these skills may develop at the same time.** * Code-focused skills also include early decoding abilities in ways that later help with decoding print (phonics). * Teaching phonological awareness skills with phonics or early decoding achieves the strongest outcomes for children. * Code-focused skills are so strongly related to learning to read and spell successfully, it is important that preschool educators use related instructional strategies to promote skill development. * Focusing instruction on phonological awareness skills can have a significant effect on children’s literacy learning. This is particularly important for teachers working with children considered to be at risk for reading difficulties, because most children who have difficulty reading have problems with code-focused skills. * Code-focused instruction needs to be systematic, explicit, and intentional and needs to include many opportunities for practice. * Children need to be told explicitly what they are doing and understand that these are important skills to have in order to become successful readers. * Direct code-focused instruction needs to consider both the cognitive operation and the complexity of the language skills being taught.   + - Level of linguistic complexity of sounds being taught ranges on a continuum from larger units, such as words to smaller and smaller units, such as syllables, onsets/rimes, and phonemes.     - Cognitive operation is the task children are performing on sound units, such as identifying sounds, blending sounds, or deleting sounds. * Recommendations for code-focused instruction:   + Include instruction where children are taught 1:1 or in small homogeneous groups.   + Model the pronunciation of words clearly, without distortion and without raising or lowering the voice in a “sing-song” fashion.   + Model spacing between sounds when doing blending and segmenting activities (le/tter, not let/ter).   + Have children focus on the sound structure of the new words as well as the meaning.   **When phonological awareness instruction is paired with phonics instruction, children show the greatest gains in their literacy development.**   * Phonics: a method of instruction focused on teaching the relationship between the sounds in spoken words and their associated symbols in print.   + Identify onsets: show 3 printed words, clearly read each word, and ask children to identify which words begins with the same sound.   + Blend syllables: show the syllables, each printed on a card. Read them separately and move the cards together, asking children to say the word made when the syllables are blended.   + Blend phonemes: Give each child a card with a letter printed on it and ask children to stand in order in which the letters are used. Have children hold up the letter cards and move them closer and closer together as the letter-sounds are blended to read the word.   + Delete sounds: Show a card with a word printed on it and read the word aloud. As you cover the beginning sound, ask the children to say the word that is made without the beginning sound (clip becomes lip).   + Change the onset: First, review the sounds of various consonants by showing them and asking children to say the letter sound. Then show a printed word and read it. Ask the children to say the word with you. Cover the onset and ask children to say the word. Next cover the onset with one of the consonant letters and ask the children to say the new word. (cat, bat) |
| Get Set for School  (Handwriting without Tears) | Phonological Awareness: ability to hear and manipulate parts of spoken language. There are 4 sub-domains.   * Auditory discrimination: the ability to recognize and distinguish sounds from speech and to make sense of spoken language   + “timeforcake” = time for cake   + Cows say “moo” * Rhyming: can be “real” words or “nonsense” words. They are words that end with the same sounds. *Rhyming helps children become better readers, writers, and spellers.* * Sentence and word awareness: breaking apart (segmenting) and putting together (blending) sounds in words and words in sentences.   + Compound words = back-pack   + Syllables = al-li-ga-tor   + Onset-rime = /d/-og, /l/-og, /fr/-og     - Onset: the beginning sound of a words (everything before the vowel): dog = /d/     - Rime/word family: begins with the vowel and all letters that come after: -at, -un, -ed, -an-, -ar, -in, -ig, -og, -ay   + Sentences * Phonemic awareness: awareness of the phonemes in individual words   + Phonemes: the smallest sounds that make up a word   **\*\**Research shows that phonological awareness is vital to reading success and is a teachable skill.*\*\*** |
| Vocabulary | sounds; same/different; rhyme; riddle: a story with a question for us to figure out; word; sentence; syllable; word family; beginning; alliteration: repeated use of the same sound at the beginning of words: wee willie winkie |
| Materials/Activities | From What Works:   * Identity tasks: children identify words, such as “which two words begin with the same sound?” * Synthesis activities: putting together as in blending   + Blend syllables to make words (/pen/ + /cil/)   + Blend phonemes to make words (/m/ + /a/ + /p/) * Analysis tasks: breaking or taking apart   + Breaking a word into syllables (basket = /bas/ + /ket/)   + Deleting sounds (deleting the /k/ in clip leaves lip)   + Producing words and sounds is more difficult than recognizing the sounds within spoken words (“which one of these words…?” Vs. “say a word that sounds like…”)   + Using non-verbal cues and/or visual prompts   + Make activities more challenging when children are ready to move into more difficult tasks.   + Rhyming activities: asking a child to produce words that rhyme is an advanced activity requiring higher level skills that are typical of older children. Research has shown that children make less progress when instruction focuses primarily on rhyming activities rather than on other types of phonological awareness activities.   + Teachers need to assess children to identify the range of instruction that matches each child’s abilities. |

**Alphabet Knowledge**

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| Early Childhood Standards | English and Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.  Benchmark 3.3: Demonstrates general skills and strategies of the reading process  Developmental Continuum Items:   * Recognizes some letters of the alphabet. * Recognizes some letters and words in print. * Identifies some known letters of the alphabet in familiar and unfamiliar words. |
| Assessment, Evaluation, and Programming System (AEPS) | Cognitive  H. Phonological Awareness and Emergent Reading  3. Reads words by sight.  1. Identifies letter names. |
| KY Academic Standards: Reading & Writing | Reading Foundational Skills--Kindergarten  Print concepts  RF.K.1) Demonstrate understanding of the organization and basic features of print to aid in comprehension.  Phonics and Word Recognition  RF.K.3) Know and apply grade-level phonics and word analysis skills in decoding words.  Fluency  RF.K.4) Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension. |
| ELLN Information  From What Works based on the National Early Literacy Panel Report | Code-focused instruction: helps children learn the alphabetic principle—the knowledge that letters in written words represent the sounds in spoken words.   * Alphabet knowledge: the recognition of letters as distinct symbols that have specific names and specific sounds associated with them.   + **This is a strong predictor of later reading success.**   + Children also can be learning specific aspects about print, such as letter-names and letter-sounds because both are strong predictors of decoding skill and each supports learning in the other.   Teaching phonological awareness strategies *while also teaching* children the letters of the alphabet had a larger impact on children’s literacy development than teaching either of these alone. However, children must first know enough about letters to be able to benefit from pairing the instruction for these skills.   * All of the characteristics for teaching phonological awareness also apply to teaching letter-names and letter-sounds including the importance of systematic and explicit instruction.   Teachers should focus on providing many opportunities for all children to learn all the letter names and as many sounds as possible, planning for exposure and instructional opportunities where children can manipulate and practice using letters. |
| Get Set for School  (Handwriting without Tears) | Naming the letters of the alphabet and recognizing the written letter symbols.  **\*\**Research tells us that recognizing the alphabet is one of the most accurate predictors of early reading success.*\*\*** |
| Vocabulary | letter; number; picture; shape; alphabet; capital; lowercase; match; first/beginning |
| Materials/Activities | From What Works:   * Model the letter names and sounds for children to hear. * Show a letter and ask the child to point out the same letter. * Ask children to identify the name of a letter as you point to it. * Ask children do discriminate between different letters. The greater number of letters shown, the more difficult this task will be. * Use children’s printed names in a variety of ways such as identifying helpers, choosing who will play in particular learning areas, and determining who is ready for outside play (how are the names alike/different?) * Use print for signs in learning activities, recipes for cooking activities, menus for meals, and to show where materials belong. |

**Concepts About Print: “All About Books”**

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| Early Childhood Standards | English and Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.  Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.  Developmental Continuum Items:   * Handles books correctly, showing increasing skills in print directionality. * Understands that print has meaning.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Benchmark 3.5: Draws meaning from pictures, print, and text.  Developmental Continuum Items:   * Names features of a picture. * Uses illustrations to tell major events of a story. * Understanding that text has a specific meaning. |
| Assessment, Evaluation, and Programming System (AEPS) | Cognitive  G. Premath  2. Demonstrates understanding of printed numerals.  2. Recognizes printed numerals.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Fine Motor  B. Emergent Writing  2. Prints pseudo-letters  1. Draws using representational figures. |
| KY Academic Standards: Reading & Writing | Reading Foundational Skills--Kindergarten  Print concepts  RF.K.1) Demonstrate understanding of the organization and basic features of print.  Fluency  RF.K.4) Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension.  Reading Standards for Literature--Kindergarten  Key Ideas and Details  RL.K.3) With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.  Craft and Structure  RL.K.5) Recognize common structures of poems, stories and dramas.  With prompting and support, identify the author and illustrator of a story and explain how each tells the story.  Range of Reading and Level of Text Complexity  RL.K.10 RL.K.6)) With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.  Reading Standards for Informational Text--Kindergarten  Craft and Structure  RI.K.5) Identify the front cover, back cover and title page of a book.  RI.K.6) With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Reading Standards for Literature--Kindergarten  Key Ideas and Details  RL.K.3) With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.  Integration of Knowledge and Ideas  RL.K.7) With prompting and support, describe the relationship between illustrations and the story in which they appear.  Reading Standards for Informational Text--Kindergarten  Key Ideas and Details  RI.K.3) With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.  Integration of Knowledge and Ideas  RI.K.8) With prompting and support, identify the claim and the reasons an author gives to support claims in a text.  RI.K.9) With prompting and support, identify information from two or more texts on similar themes or topics.  Composition--Kindergarten  Text Types and Purposes  C.K.3) Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (also C.K.1 and C.K.2) |
| ELLN Information  From What Works based on the National Early Literacy Panel Report | * Print Awareness: tasks combining elements of alphabet knowledge, concepts about print, and early decoding * Following the rules of grammar, stringing words together form sentences and a series of sentences can form stories, represent ideas and share information. * Programs that included both phonological awareness and a print-focused component had a stronger effect on print-specific outcomes, such as alphabet knowledge. * Children must have many opportunities to experience the varied and meaningful uses of print. * Adults need to model meaningful uses of print; include print as an important element throughout the classroom setting; incorporate print into play and instructional activities in planned and purposeful ways that support each child’s skill level and scaffolds learning; provide encouragement, guidance, and praise as children use print. * Book reading provides a natural opportunity for modeling the uses and characteristics of print, and the interactive nature of shared reading is ideal for facilitating print awareness instruction in explicit ways. * As children grow in their understanding of print, incorporate information about the conventions and characteristics of print, such as directionality, spacing, punctuation, organization, and the use of upper- and lower-case letters. |
| Get Set for School  (Handwriting without Tears) | * How books work   + Parts of a book: front, back, spine, title, author, illustrator   + How to hold a book right-side up   + How to turn pages from front to back   + How to read from top to bottom and left to right * Both print and pictures have meaning, but that the print/words on the page is what is being read. * Print is all around us |
| Vocabulary | picture, word, front cover, back cover, spine, title, author, illustrator, outside/inside, top/bottom, title page, pages, front/back, left/right, letter, sentence, name, capital letters, first, sign |
| Materials/Activities | writing supplies; magnetic letters; alphabet books, boards and cards; class books; board games; manipulatives and activities to sort, match, and classify related to shapes and symbols; painting, writing, using a computer; reading and producing books; charts with names; a schedule; message board; name and picture labels for storing materials or for designating learning areas |

**Comprehension: “Oh, I get it!”**

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| Early Childhood Standards | English and Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.  Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment  Developmental Continuum Items:   * Participates actively in story time * Chooses reading activities * Responds to reading activities with interest and enjoyment   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Benchmark 3.6: Tells and retells a story  Developmental Continuum Items:   * Imitates act of reading in play. * Acts out main events of a familiar story. * Uses pictures and illustrations to tell and retell a story. * Uses prior experience to help make sense of stories. * Retells a story including many details and draws connections between story events. |
| Assessment, Evaluation, and Programming System (AEPS) | Social  B. Production of Words, Phrases, and Sentences  2. Uses noun inflections.  3. Asks questions.  Cognitive  D. Recalling Events  1. Recalls events that occurred on same day, without contextual cues.  2. Recalls events immediately after they occur. |
| KY Academic Standards: Reading & Writing | Reading Standards for Literature--Kindergarten  Key Ideas and Details  RL.K.1) With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.  Reading Standards for Informational Text--Kindergarten  Key Ideas and Details  RL.K.1) With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.  Craft and Structure  RI.K.4) With prompting and support, ask and answer questions about unknown words in a text.  Range of Reading and Level of Text Complexity  RL.K.10) With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Reading Standards for Literature--Kindergarten  Key Ideas and Details  RL.K.1) With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.  Reading Standards for Informational Text--Kindergarten  Key Ideas and Details  RI.K.1) With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.  Reading Standards for Literature--Kindergarten  Integration of Knowledge and Ideas  RL.K.7) With prompting and support, describe the relationship between illustrations and the story in which they appear.  Reading Standards for Informational Text--Kindergarten  Integration of Knowledge and Ideas  RI.K.7) With prompting and support, describe the relationship between visuals and the text. |
| ELLN Information  From What Works based on the National Early Literacy Panel Report | * Shared Reading: a reading strategy where the adult involves a child or small group of children in reading a book that may or may not introduce conventions of print and new vocabulary, or encourage predictions, rhyming, discussion of pictures, and other interactive experiences. * Dialogic Reading: “a dialogue while reading”   + - Encourage the child to participate     - Provide feedback to the child     - Adapt the reading style to the child’s growing linguistic abilities   + **PEER**     - **P**rompt the child with a question about the story     - **E**valuate     - **E**xpand on the child’s response     - **R**epeat the initial question to check that the child understands the new information   + There are 5 basic types of prompts: **CROWD**     - **C**ompletion questions (fill in the blank)     - **R**ecall questions: help check the child’s understanding of story content     - **O**pen-ended questions     - **W**h questions: can help teach new vocabulary     - **D**istancing questions: encourage children to connect the pictures and words in the book to experiences outside the story   + The dialogic reading strategy is not recommended for the first reading of a story. |
| Get Set for School  (Handwriting without Tears) | * Making meaning from what is experienced through a variety of senses. * Vocabulary is also essential for comprehension |
| Vocabulary | predict, prediction: what you think might happen, title, beginning/middle/end, first/next/last, main character, setting, problem, solution, feelings (sad, happy, scared, mad), real/make-believe, like/same, facts, category |

**Oral Language: “I’ll tell you!”**

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| Early Childhood Standards | English and Language Arts Standard 1: Demonstrates general skills and strategies of the communication process.  Benchmark 1.1: Uses non-verbal communication for a variety of purposes  Developmental Continuum Items:   * Identifies or chooses object or person by pointing, physically touching or moving toward another. * Uses gestures and/or movements to initiate interactions or to get needs met. * Uses symbols or pictures as representation for oral language.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Benchmark 1.2: Uses language for a variety of purposes  Developmental Continuum Items:   * Initiates communication to have needs met. * Responds meaningfully in conversations and discussions with peers and adults. * Asks many why, when, and where questions. * Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs. * Adjusts expressive techniques (pitch, intonation, and pace) for a variety of purposes.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar  Developmental Continuum Items:   * Speaks clearly enough to be understood by most listeners. * Uses simple sentences to express self, but may not always use correct grammar. * Uses more complex sentences, but grammar is still sometimes incorrect. * Uses complex sentences with correct grammar. * Develops increasingly abstract use of language.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  English and Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes.  Benchmark 2.1: Engages in active listening in a variety of situations.  Developmental Continuum Items:   * Attends to adult or peer who is speaking/signing. * Follows simple directions. * Gains information through listening experiences. * Uses listening to interpret and apply meaning. |
| Assessment, Evaluation, and Programming System (AEPS) | Social-Communication  A. Social-Communicative Interactions  3. Establishes and varies social-communicative roles.  1. Varies voice to impart meaning.  2. Uses socially appropriate physical orientation.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Social-Communication  A. Social-Communicative Interactions  1. Uses words, phrases, or sentences to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Social-Communication  B. Production of Words, Phrases, and Sentences  1. Uses verbs.  2. Uses noun inflections.  3. Asks questions.  4. Uses pronouns.  5. Uses descriptive words.  Social-Communication  A. Social-Communicative Interactions  2. Uses conversational rules. |
| KY Academic Standards: Reading & Writing | Composition--Kindergarten  Text Types and Purposes  C.K.3) Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (also C.K.1 and C.K.2)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Language--Kindergarten  Vocabulary Acquisition and Use  L.K.4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  L.K.5) With guidance and support from adults, explore word relationships and nuances in word meanings.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Language--Kindergarten  Conventions of Standard English  L.K.1) When writing or speaking, demonstrate appropriate use of: a) common nouns and verbs; b) regular plural nouns by orally adding /s/ or /es/; c) interrogative sentences using who, what, where, when, why and how; d) sentences using common prepositions; e) complete sentences.  L.K.2) When writing: a) Capitalize the first word in a sentence and the pronoun I; b) Recognize and name end punctuation; c) Write a letter or letters for most consonant and short-vowel sounds; d) Spell simple words phonetically, drawing on knowledge of sound-letter relationships. |
| ELLN Information  From What Works based on the National Early Literacy Panel Report | * Oral Language   + Expressive vocabulary: words used for speaking and writing   + Receptive vocabulary: words needed for understanding what is heard and read   + Grammar: the standard organizational rules governing language   + Definitional vocabulary: the bank of words for which meanings are understood   + Syntax: the rules that govern how sentences are organized and the order and relationships of words   + Listening comprehension * The composite of oral language skills (combining several of these skills together) had the strongest relationship with later decoding and reading comprehension. * A focus on building vocabulary alone is unlikely to be enough for improving outcomes not only in literacy, but also in oral language. Vocabulary instruction must be accompanied by instruction in the more complex oral language skills for young children to become successful readers. * Oral language learning occurs as a result of both formal and informal instructional opportunities and interactions. * Ensure that children are receiving instruction and support for developing more complex oral language skills, like definitional vocabulary, grammar and syntax. Children who have larger vocabularies are usually better readers, but they also must have an understanding of word meanings and word usage. * Strategies for supporting children’s oral language development fall into two overarching categories:   + Scaffolding: providing support at a level just above children’s current skill level that pushes them to a slightly higher level of skill.     - Modeling: teachers demonstrate the behaviors, skills and competencies that students are to learn.     - Questioning: can be used to engage children in learning, keep a conversation going, informally assess children’s understanding, and identify the need for further instruction, modeling or practice.       * Distancing Questions can relate the story to their own experiences and feelings.     - Providing feedback: can reinforce behavior and encourage and extend learning. Feedback can also signal a need for further explanation or modeling of a particular skill.   + Narrative Talk: the practice in which children and adults engage in conversations. Allows adults to provide examples of words and their meanings within a context where the words have an understandable real-life application. * **Research indicates that intentionally and explicitly applying proven strategies for supporting oral language at each stage of a young child’s development has moderate to significant impact on oral language acquisition and mastery which is important for developing later skills in conventional literacy areas of reading, writing, and spelling.** |
| Get Set for School  (Handwriting without Tears) | * Language that is spoken. * Necessary for us to effectively communicate our opinions, thoughts, and ideas. * Key to the development of reading and writing skills. |
| Vocabulary | manners, describe |
| Materials/Activities | expand language; initiate reciprocal communication; ask open-ended questions; use complete sentences when communicating with children and use more complex language; build on word meanings; introduce new words and uses of words; Florida Center for Reading Research, http://www.fcrr.org |

**Writing: “It’s my story.”**

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| Early Childhood Standards | English and Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies in the writing process.  Benchmark 4.1: Understands that the purpose of writing is communication.  Developmental Continuum Items:   * Understands that an oral message can be represented by written language. * Understands there is a way to write that conveys meaning. * Understands that once an oral message is written it reads the same way every time.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Benchmark 4.2: Produces marks, pictures, symbols that represent print and ideas.  Developmental Continuum Items:   * Labels pictures or produces simple texts using scribble writing. * Labels pictures or produces simple texts using letter-like forms. * Uses scribble writing or letter-like forms to represent words or ideas. * Writes recognizable letters. * Writes familiar words.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Benchmark 4.3: Explores the physical aspect of writing.  Developmental Continuum Items:   * Uses tools for writing and drawing. * Experiments with grasp when using a variety of writing tools. * Adjusts body position when writing. * Adjusts paper position when writing. * Shows some evidence of directionality (top to bottom, left to right). |
| Assessment, Evaluation, and Programming System (AEPS) | Cognitive  E. Problem Solving  1. Evaluates solutions to problems.  2. Identifies means to a goal.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Fine Motor  B. Emergent Writing  1. Writes using three-finger grasp  2. Prints pseudo-letters  3. Prints first name  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Fine Motor  B. Emergent Writing  1. Writes using three-finger grasp  1. Uses three-finger grasp to hold writing implement. |

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| KY Academic Standards: Reading & Writing | Reading Foundational Skills--Kindergarten  Fluency  RF.K.4) Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension.  Composition--Kindergarten  Text Types and Purposes  C.K.3) Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.  a) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  b) Recount a single event.  c) Include details which describe actions, thoughts, emotions.  d) Create a sense of closure.  e) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.  (also C.K.1 and C.K.2)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Reading Foundational Skills--Kindergarten  Fluency  RF.K.4) Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension.  Composition--Kindergarten  Text Types and Purposes  C.K.3) Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.  a) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  b) Recount a single event.  c) Include details which describe actions, thoughts, emotions.  d) Create a sense of closure.  e) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.  (also C.K.1 and C.K.2)  Research to Build and Present Knowledge  C.K.5) With guidance and support, participate in shared research and writing projects.  C.K.6) With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Reading Foundational Skills—Kindergarten  Print Concepts  RF.K.1) Demonstrate understanding of the organization and basic features of print to aid in comprehension.  Composition--Kindergarten  Text Types and Purposes  C.K.3) Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.  a) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  b) Recount a single event.  c) Include details which describe actions, thoughts, emotions.  d) Create a sense of closure.  e) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.  (also C.K.1 and C.K.2)  Production and Distribution  C.K.4) With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers. |
| ELLN Information  From What Works based on the National Early Literacy Panel Report |  |
| Get Set for School  (Handwriting without Tears) | * Young children enjoy creating stories and seeing their words become print. * Young children learn about how writing is done by watching their parents and teachers write. |
| Vocabulary | labels |