**Fayette County Preschool Language & Literacy Concepts Planning Guide**

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|  | **Phonological Awareness** | **Alphabet Knowledge** | **Print Concepts** | **Comprehension** | **Oral Language** | **Writing** |
| **August** | **Baseline** | **Baseline** | **Baseline** | **Baseline** | **Baseline** | **Baseline** |
| **September** | * Exposure to sounds that match.
* Exposure to rhyming words through literature, songs, & fingerplays.
 | * Discriminates letters from other shapes and symbols.
 | * Exposure to books (fiction and non-fiction)
 | * Participates actively in story time.
* Chooses reading activities.
 | * 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.
* Initiates communication to have needs met.
* Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs.
 | * Uses tools for writing and drawing.
* Experiments with grasp when using a variety of writing tools.
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|  | **Phonological Awareness** | **Alphabet Knowledge** | **Print Concepts** | **Comprehension** | **Oral Language** | **Writing** |
| **October** | * Recognizes rhyming words.
 | * Matches letters (uppercase to uppercase, lowercase to lowercase)
 | * Handles books correctly (book correct position, turns pages front to back)
 | * Participates actively in story time.
* Chooses reading activities.
 | * Asks many why, when, and where questions.
* Speaks clearly enough to be understood by most listeners.
* Attends to adult or peer who is speaking/signing.
 | * Traces or copies pre-writing strokes (circle, horizontal line, vertical line).
* Traces first name.
* Understands that an oral message can be represented by written language.
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| **November** | * Recognizes sounds that match (alliteration).
 | * Recognizes letters in first name.
 | * Names parts of a book (front cover, spine, back cover, pages)
 | * Imitates act of reading in play.
* Responds to reading activities with interest and enjoyment.
 | * Uses simple sentences to express self, but may not always use correct grammar.
* Follows simple directions.
 | * Copies or Produces pre-writing strokes (circle, horizontal line, vertical line).
* Traces first name.
* Labels pictures or produces simple texts using scribble writing.
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| **December** | * Produces rhyming words.
 | * Identifies letters in first name.
 | * Understands that print has meaning (environmental print).
 | * Acts out main events of a familiar story.
 | * Uses more complex sentences, but grammar is still sometimes incorrect.
* Adjusts expressive techniques (pitch, intonation, and pace) for a variety of purposes.
 | * Produces or Writes pre-writing strokes (circle, horizontal line, vertical line).
* Copies first name.
* Adjusts body position when writing.
* Labels pictures or produces simple texts using scribble writing.
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|  | **Phonological Awareness** | **Alphabet Knowledge** | **Print Concepts** | **Comprehension** | **Oral Language** | **Writing** |
| **January** | * Produces sounds that match (alliteration).
 | * Recognizes at least 10 letters of the alphabet (uppercase or lowercase).
 | * Names features of a picture (describes what they see).
 | * Uses pictures and illustrations to tell and retell a story.
 | * Uses complex sentences with correct grammar.
* Follows 2-step directions.
 | * Traces or Copies pre-writing strokes (cross, diagonal lines (left & right)).
* Partially writes first name.
* Labels pictures or produces simple texts using letter-like forms.
* Adjusts body position when writing.
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| **February** | * Discriminates separate syllables in words.
 | * Recognizes at least 15 letters of the alphabet (uppercase or lowercase).
 | * Uses illustrations to tell major events of a story.
 | * Uses prior experience to help make sense of stories.
 | * Responds meaningfully in conversations and discussions with peers and adults.
* Gains information through listening experiences.
 | * Copies or Produces pre-writing strokes (cross, diagonal lines (left & right)).
* Partially writes first name.
* Labels pictures or produces simple texts using letter-like forms.
* Adjusts paper position when writing.
* Understands there is a way to write that conveys meaning.
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|  | **Phonological Awareness** | **Alphabet Knowledge** | **Print Concepts** | **Comprehension** | **Oral Language** | **Writing** |
| **March** | * Makes some letter sound connections.
 | * Recognizes at least 20 letters of the alphabet (uppercase or lowercase).
* Recognizes some letters and words in print.
 | * Understands/ Demonstrates books have author & illustrator
 | * Completes sequence of familiar story or event.
 | * Follows multi-step directions.
* Uses listening to interpret and apply meaning.
 | * Produces or Writes pre-writing strokes (cross, diagonal lines (left & right)).
* Writes first name.
* Uses scribble writing or letter-like forms to represent words or ideas (letter strings).
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| **April** | * Identifies some beginning sounds (phonemes).
 | * Identifies some known letters of the alphabet in familiar words.
 | * Understanding that text has a specific meaning.
 | * Retells a story including many details and draws connections between story events.
 | * Develops increasingly abstract use of language.
 | * Accurately writes first name.
* Uses scribble writing or letter-like forms to represent words or ideas (letter strings).
* Shows some evidence of directionality (top to bottom, left to right).
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| **May** | * Identifies some ending sounds.
 | * Identifies some known letters of the alphabet in familiar and unfamiliar words.
 | * Shows increasing skills in print directionality.
 | * With prompting and support, identify the main topic and retell key details of a text (i.e. story related problems, events and resolutions).
 | * Develops increasingly abstract use of language.
 | * Writes recognizable letters (beyond letters in name).
* Writes familiar words.
* Understands that once an oral message is written it reads the same way every time.
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Resources:

* Kentucky Early Childhood Standards
* What Works based on the National Early Literacy Panel (NELP) Report