**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. |
| **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. |
| **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. |
|  | **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. |
| **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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| **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). |
| **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). |
| **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. |

Resources:

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