

ESSENTIAL QUESTION	PREKINDERGARTEN READING STANDARD	PREKINDERGARTEN SKILL	ASSESSMENTS	RESOURCES
<p>What is reading?</p> <p>Who reads books? What do you know about reading?</p> <p>What does an author do?</p> <p>What does an illustrator do?</p> <p>Do stories remind you of yourself or others?</p> <p>Why should I read?</p> <p>What do I learn from print?</p> <p>What makes a great story?</p> <p>Can pictures tell a story?</p> <p>What does that story remind you of?</p>	<p><u>Literature</u></p> <p><i>Key Ideas & Details</i></p> <p><i>Craft & Structure</i></p> <p><i>Integration/Knowledge of Ideas</i></p> <p><i>Research to Build and Present Knowledge</i></p> <p><i>Responding to Literature</i></p> <p><u>Informational Text</u></p> <p><i>Key Ideas & Details</i></p> <p><i>Craft & Structure</i></p> <p><i>Integration & Knowledge of Ideas</i></p> <p><i>Range of Reading and Level of Text Complexity</i></p>	<p><i>*With promoting and support:</i></p> <ul style="list-style-type: none"> • Ask and answer details about text* • Retell familiar stories* • Ask and answer questions about characters/major events in a story* <ul style="list-style-type: none"> • Demonstrate curiosity and an interest in learning new vocabulary • Interact with common types of texts (poems, songs, storybooks) • Describe the role of the author and the illustrator* <ul style="list-style-type: none"> • Engage in picture walk to make connections between self, illustrations and the story* • Compare and contrast two stories on the same topic* <ul style="list-style-type: none"> ➢ Make cultural connections to text and self. • Actively engage in group reading with purpose of and understanding • Make connections between self, text, and the world around them (text, media, social interaction) <ul style="list-style-type: none"> • Ask and answer questions about details in a text* • Retell details in a text* • Describe the connection between two events or pieces of information in a text* <ul style="list-style-type: none"> • Demonstrate curiosity and interest in learning new vocabulary. • Identify the front cover, back cover; display the correct orientation of book, page turning • Describe the role of author and illustrator* <ul style="list-style-type: none"> • Describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing or idea in the text an illustration depicts)* • Identify basic similarities and differences between two texts on the same topic (e.g., illustrations, descriptions or procedures) • Engage actively in group reading activities with purpose and understanding* 	<p>Dial 4 Screening</p> <p>Early Literacy Profile</p> <p>Dolch Pre-Primer word list</p> <p>Name recognition in print</p> <p>Pre-Literacy skills Formative checklist: Copy right(Apples4 the teacher)</p> <p>Produce primary sound of some consonants.</p> <p>Samples of student work overtime.</p>	<p>DIAL™-4 (Developmental Indicators for the Assessment of Learning™, Fourth Edition) Author(s): Carol Mardell, PhD & Dorothea S. Goldenberg, EdD <i>A global screener for assessing large groups of children quickly and efficiently.</i></p> <p>Early Literacy Profile: http://www.p12.nysed.gov/ciai/ela/pub/elp1.pdf File Format: PDF/Adobe Acrobat Early Literacy Profile. <i>An Assessment instrument provided by the New York State Education Department.</i></p> <p><u>Classroom Resources:</u></p> <ul style="list-style-type: none"> • Charts • Word wall • Leveled books • Centers • Big books <p><u>Instructional Practices:</u> <i>Language Experience Charts, Readers Workshop and Writers Workshop are not limited to:</i></p> <ul style="list-style-type: none"> • Modeling • Shared reading • Read aloud • Think aloud • Working with words

<p>How are words made? Do letters make words?</p> <p>Can you make words rhyme?</p> <p>How do you figure out new words?</p> <p>Can you be an author?</p> <p>Are you an illustrator?</p> <p>How does a picture tell a story?</p> <p>What is a conversation?</p> <p>What do you learn from books and other media?</p>	<p><u>Foundational Skills</u></p> <p><i>Print Concepts</i></p> <p><i>Phonological Awareness:</i></p> <p><i>Phonics and Word Recognition</i></p> <p><i>Fluency</i></p> <p><u>Writing Standards</u></p> <p><i>Text Types and Purposes</i></p> <p><i>Production and Distribution Writing</i></p>	<p><i>With increasing awareness and competence:</i></p> <ul style="list-style-type: none"> • Demonstrate understanding of the organization and basic features of print <ul style="list-style-type: none"> ➤ Track words from left to right, top to bottom and page by page ➤ Recognize that spoken words are represented in written language by a sequence of letters ➤ Understand that spaces separate words in print ➤ Recognize and name some letters of the alphabet (upper/lower case especially those in own name) ➤ Recognize that letters are grouped to form words ➤ Differentiate letters from numerals • Demonstrate an emerging understanding of spoken words, syllables and sounds <ul style="list-style-type: none"> ➤ Engage in language play (e.g., rhyming, alliterative language, sound patterns) ➤ Recognize and match words that rhyme ➤ Demonstrate the relationship between sounds and letters ➤ Isolate and pronounce the initial sounds of words* • Demonstrates emergent phonics and word analysis skills <ul style="list-style-type: none"> ➤ Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants with support ➤ Recognize own name and common signs and labels in the environment • Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading) <p><i>*With, prompting and support:</i></p> <ul style="list-style-type: none"> • Use a combination of drawing, dictating, or writing to express an opinion about a book or topic (I like...because...)* • Use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic* • Use a combination of drawing, dictating or writing to narrate a single event and provide a reaction to what happened* • Respond to questions and suggestions and add details to strengthen illustrations or writing, as needed • Use digital tools to produce and publish writing with guidance and support; 	<p>Writing skills checklist</p> <p>Favorite poems, songs, letters, and comments</p>	<p><u>Classrooms that Work: They Can All Read and Write</u>, 5th Edition, Patricia M. Cunningham, Richard L. Allington</p> <p><u>Curriculum 21: Essential Education For A Changing World</u>, Heidi Hayes Jacobs</p> <p><u>50 Early Childhood Literacy Strategies</u>, 3rd Edition, Janice J. Beaty</p> <p><u>Handbook of Instructional Practices for Literacy Teacher-educators: Examples</u> By Joyce Many</p> <p><u>Pre-Kindergarten Handbook</u>: Fountas and Pinnell</p> <p>www.Apples4theteacher.com</p> <p>Magic Penny Curriculum www.magicpenny.org</p> <p>Montessori Schools: http://www.montessori.edu/</p> <p>Pearson Learning: Response to Intervention (RTI) www.rti.pearsoned.com/</p>
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<p>What are feelings?</p> <p>Why do we ask questions?</p> <p>What does it mean to listen?</p> <p>How are capital letters different from other letters?</p> <p>How can my picture show details?</p> <p>What is upper/lower case?</p> <p>What is spelling?</p>	<p><i>Research to build and present knowledge</i></p> <p><i>Responding to Literature</i></p> <p><u>Speaking and Listening</u></p> <p><i>Comprehension & Collaboration</i></p> <p><i>Presentation of Knowledge and Ideas</i></p> <p><u>Language</u></p> <p><i>Conventions of Standard English</i></p>	<p>collaborate with peers.</p> <ul style="list-style-type: none"> • Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them) • Recall information from experiences or gather information from provided sources to answer a question • Create and present a poem, dramatization, art work or personal response to a particular author or theme studied in class with prompting and support as needed <p><i>*With guidance and support:</i></p> <ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners in small and large groups (use prekindergarten topics and texts)* <ul style="list-style-type: none"> ➢ Engage in agreed upon rules for discussion. (e.g., listening, taking turns) ➢ Engage in extended conversations ➢ Communicate with individuals from different cultural backgrounds • Confirm understanding of a text read aloud or information presented orally or through other media by asking questions about key details and requesting clarification when needed* • Ask and answer questions to seek help, get information, or clarify something that is not understood* • Describe familiar people, places, things and events and provide additional detail • Add drawings or other visual displays to descriptions as desired to provide additional detail • Demonstrate an emergent ability to express thoughts and feelings about ideas • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ➢ Prints some upper and lower case letters (e.g., letters in name) ➢ Uses frequently occurring nouns and verbs (orally). ➢ Form regular plural nouns orally by adding /s/ or /es/.(e.g., dog, dogs; wish, wishes) ➢ Understand and use question words (interrogatives): (e.g., who, what, where, when, why and how) ➢ Speaking the most frequently occurring prepositions (to, from, in, out, on, off, for, of, by, with) 		<p><i>Basic cooperative learning methodology for taking turns during discussions and listening to extended conversations).</i></p> <p><u>Cooperative Learning</u>, Spencer Kagan www.KaganOnline.com</p>
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	<p><i>Knowledge of Language</i></p> <p><i>Vocabulary Acquisition and Use</i></p>	<ul style="list-style-type: none"> ➤ Produce and expand complete sentences in shared language activities with guidance and support • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ➤ Capitalizes first letter in their name ➤ Attempts to write a letter or letters to represent a word ➤ Attempts to spell simple words phonetically, drawing on knowledge of letter-sound relationships • Uses knowledge of language and how language functions in different context. • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>pre-kindergarten reading and content</i>. <ul style="list-style-type: none"> ➤ Identifies new meanings of familiar words. (e.g., knowing <i>duck</i> is a bird or <i>to duck</i>) • Explore word relationships and nuances in word meanings* <ul style="list-style-type: none"> ➤ Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent ➤ Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out) ➤ Identify real-life connections between words and their use (e.g., note places at school that are colorful) ➤ Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings • Use words and phrases acquired through conversations, reading and being read to, and responding to texts* 		
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