



Literacy Expectations - Pre K

- **PreK students read every day.** Frequent book reading relates strongly to school readiness: children who are read to on a regular basis have a higher likelihood of acquiring age-appropriate language skills. Exposure to many kinds of books, both fiction and information books, helps prekindergarten children become familiar with the language of books and story forms. Children develop concepts of story structures, character actions, and knowledge about informational text structure which influences how they understand, interpret, and link what they already know to new information. As children become readers, this understanding of how stories work facilitates their reading comprehension which is the end goal of reading. With prompting and support, students ask and answer questions about key details in texts, recognize common types of texts, and retell familiar stories using key details.
- **PreK students write every day.** PreK students develop the understanding that print conveys meaning. Drawing is the earliest stage of writing. Young children sketch lines and scribble “notes” to imitate adults’ writing behaviors and begin to make connections between print and spoken words. Students understand that marks convey meaning (what they think, they can say; and what they say, they can write). Writing is a thought process that moves from thinking of an idea to a well-developed idea or piece of writing. Teachers model and interact with students to compose writing. With guidance and support, students respond to questions and suggestions to add details that strengthen their writing.
- **Literacy Workshop Framework**
Reading and Writing Workshops are integrated and fluid for our students. The goal is to ‘read like a writer and write like a reader.’ Craft lessons are designed so that each workshop takes approximately one hour.
 - **Opening:** (10-15 min) A short reader’s craft lesson where a target skill/strategy based on the Prekindergarten Guidelines and Frog Street Curriculum is explicitly taught by the teacher. Students then practice briefly with teacher support.
 - **Work Period:** (30 min) Students practice target skill/strategy in partners and/or independently. Teacher pulls small reading/writing groups and confers with individual students to address specific needs. The remainder of the class practices the target skill/strategy from the opening.
 - **Closing:** (5-10 min) Teacher and students debrief about the target skill/strategy practiced in the work period. Students will show and share their work while discussing their understanding, application, and progress toward mastery of the target skill/strategy.

| Grade | Pre-Kindergarten Emergent Literacy Expectations | |
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| E M E R G E N T L I T E R A C Y | <p>Circle CLI Engage Progress Monitoring Three times during the year: Beginning (BOY), Middle (MOY), End (EOY)</p> <ul style="list-style-type: none"> • Recognize and identify alphabet: letter names and sounds • Phonemic Awareness skills: syllables, alliteration, onset-rime, and rhyming • Recognize, spell, write first name • Hold a pencil, marker, crayon correctly • Retell familiar stories • Draw pictures and dictate sentences about stories and experiences • Answer questions about stories • Repeat nursery rhymes and finger plays • Concepts of print: left to right direction, holding a book right-side-up • Build new vocabulary • Build listening skills • Strengthen communication skills • Strengthen visual discrimination • Sequencing | <p>Comprehension</p> <ul style="list-style-type: none"> • understand what makes a thematic or meaningful connection between texts • listen and respond to questions about texts and/or retell parts of a story <hr/> <p>Vocabulary</p> <ul style="list-style-type: none"> • the development of oral language is crucial for the Pre-K child • understand and be able to apply the specific academic vocabulary associated with literary and informational reading |