

PreK Literacy Guiding Document

Long-term Transfer Goal(s):

Long-term aims of the PreK program. An overall end result of a student's education in Madison.

Students will be able to independently use their learning in new situations to....

1. Respond to increasingly complex communication and language from others. (LL Strands A/C)
 - Collective Intelligence
 - Self-Awareness
 - Alternate Perspectives
 - Inquiry
2. Use conversational rules and detailed expressions in social interactions with peers and adults (LL Strands B/C)
 - Collective Intelligence
 - Self-Awareness
 - Alternate Perspectives
 - Inquiry
 - Analyzing
 - Idea Generation
3. Use oral language that reflects a relationship among words and concepts in increasingly complex sentences (LL Strands A/B)
 - Collective Intelligence
 - Self-Awareness
 - Alternate Perspectives
 - Inquiry
 - Analyzing
 - Idea Generation
4. Identify symbols and print concepts to recognize sounds associated with letters (LL Strand E)
 - Analyzing
 - Product Creation
 - Idea Generation
 - Inquiry
 - Self-Awareness

5. Recognize spoken language is composed of small segments of sound (LL Strand F)
 - Analyzing
 - Self - Awareness
 - Product Creation
 - Inquiry
 - Idea Generation
6. Retell a story or event based on asking and answering questions (LL Strand D)
 - Inquiry
 - Idea Generation
 - Analyzing
 - Product Creation
 - Alternate Perspectives
 - Self- Awareness
 - Collective Intelligence
7. Writes for a purpose and to convey a message to communicate with others (LL Strand G and PDH Strand B)
 - Idea Generation
 - Self-Awareness
 - Design
 - Product Creation
 - Decision Making
8. Engages in and maintains positive relationships and interactions with adults and peers (SE Strand E and SE Strand A).
 - Self-Awareness
 - Decision Making
 - Collective Intelligence
 - Citizenship
 - Alternate Perspectives
 - Inquiry
9. Recognizes self as an individual with unique abilities and interests (SE Strand D and SS Strand A).
 - Self- Awareness
 - Decision Making
 - Citizenship

Domain: Language and Literacy Language and Communication		
Sub-Domain and Standards:		
<p>Attending and Understanding:</p> <p>L.60.1 Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contents.</p> <p>L.60.2 Determine the meaning of unknown words/concepts using the context of conversations, pictures or concrete objects.</p> <p>L.60.3 Understand increasingly complex sentences that include 3-4 concepts (“Plants are living things that will not survive without soil, sunlight and water.”)</p> <p>L.60.9 Initiate, maintain and end conversations by repeating what the other person says and/or by asking questions.</p> <p>L.60.10 Use language to share ideas and gain information.</p>	<ol style="list-style-type: none"> 1. Objects/materials have specific names and meanings. 2. Questions help us to understand. 3. Listening and attending to a response helps clarify new ideas and builds a greater understanding. 	<ul style="list-style-type: none"> • What are my strategies for identifying classroom materials (ex. cubbies, chair, meeting area, carpet square)? (U1) • How can I ask and answer questions about the new words, concepts, and pictures? (U2 and U3) • How can I listen and respond to adults and peers? (U3)
<p>Communicating and Speaking:</p> <p>L.60.10 Use language to share ideas and gain information.</p> <p>L.60.4 and L.60.8 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts.</p>	<ol style="list-style-type: none"> 1. Listening and attending to a response helps clarify new ideas and builds a greater understanding. 2. Objects/materials have specific names and meanings. 3. Words have meanings and describe actions. 	<ul style="list-style-type: none"> • How can I listen and respond to adults and peers? (U1) • What are my strategies for identifying classroom materials (ex. cubbies, chair, meeting area, carpet square)? (U2) • How can I use the new words that I have learned? (U2 and U3)

Domain: Language and Literacy Language and Communication		
Sub-Domain and Standards:	Understandings:	Essential Questions:
<p>L.60.5 Use more complex words learned through books and personal experiences (know that a paleontologist studies dinosaurs).</p> <p>L.60.6 Use more complex words to describe the relationships between objects and ideas) e.g. position words such as “under” or “beside” and comparative words such as “bigger” or “longer”)</p> <p>L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals.</p>	<p>4. Speakers and listeners apply knowledge of spoken words, syllables, and sounds.</p>	<ul style="list-style-type: none"> • How can I demonstrate the meaning of the new words that I have learned? (U3) • Why do we have/need rules of language? (U4)
<p>Vocabulary:</p> <p>L.60.4 and L.60.8 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts.</p> <p>L.60.5 Use more complex words learned through books and personal experiences (know that a paleontologist studies dinosaurs).</p> <p>L.60.6 Use more complex words to describe the relationships between objects and ideas) e.g. position words such as “under” or</p>	<p>1. Listening and attending to a response helps clarify new ideas and builds a greater understanding.</p> <p>2. Objects/materials have specific names and meanings.</p> <p>3. Words have meanings and describe actions.</p> <p>4. Speakers and listeners apply knowledge of spoken words, syllables, and sounds.</p>	<ul style="list-style-type: none"> • How can I listen and respond to adults and peers? (U1) • What are my strategies for identifying classroom materials (ex. cubbies, chair, meeting area, carpet square)? (U2) • How can I use the new words that I have learned? (U2 and U3) • How can I demonstrate the meaning of the new words that I have learned? (U3) • Why do we have/need rules of language? (U4)

Domain: Language and Literacy Language and Communication		
Sub-Domain and Standards:	Understandings:	Essential Questions:
<p>“beside” and comparative words such as “bigger” or “longer”)</p> <p>L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals</p>		
<p>Comprehension and Text Structure:</p> <p>L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction.</p> <p>L.60.12 With prompting and support retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text.</p> <p>L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)</p> <p>L.60.14 Use connections between self and character, experience and emotions to increase comprehension.</p>	<ol style="list-style-type: none"> 1. Readers choose books about the things they enjoy and are interested in learning about. 2. Readers use appropriate strategies to construct meaning from texts. 	<ul style="list-style-type: none"> • What do good readers do? (U1 and U2)
<p>Phonological Awareness:</p> <p>L.60.22 Produce rhyming words or words that have the same initial sounds.</p>	<ol style="list-style-type: none"> 1. Speakers and listeners apply knowledge of spoken words, syllables, and sounds. 	<ul style="list-style-type: none"> • Why do we have/need rules of language? (U1) • How do I apply rules of language? (U1)

Domain: Language and Literacy Language and Communication		
Sub-Domain and Standards:	Understandings:	Essential Questions:
<p>L.60.23 Recognize which words in a set of words begin with the same sound.</p> <p>L.60.24 Distinguish syllables in words.</p>		
<p>Print and Alphabet Awareness:</p> <p>L.60.15 Know how print is read (e.g. left to right, top to bottom, front to back or according to convention of home language.)</p> <p>L.60.16 Know that books have titles, authors, illustrators or photographers.</p> <p>L.60.17 Recognize words as a unit of print and that letters are grouped to form words.</p> <p>L.60.18 Identify some familiar printed words out of context.</p> <p>L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text.</p> <p>L.60.20 Recognizes and name known letters of the alphabet in familiar and unfamiliar words.</p> <p>L.60.21 Make some letter-sound connections.</p>	<ol style="list-style-type: none"> 1. Readers apply knowledge of the organization and basic features of print. 2. Readers apply knowledge of spoken words, syllables, and sounds. 3. Readers explore pictures, symbols, and letter-sound connections. 	<ul style="list-style-type: none"> • What do good readers do? (U1) • Why do we have/need rules of language? (U2 and U3) • How do I apply rules of language? (U2)

Domain: Language and Literacy Language and Communication		
Sub-Domain and Standards:	Understandings:	Essential Questions:
Interest and Engagement in Books: L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction.	1. Readers choose books about the things they enjoy and are interested in learning about.	<ul style="list-style-type: none"> What do good readers do? (U1)
Writing: L.60.25 Draw original stories with a beginning, middle and end. L.60.26 Use early developmental spelling. May use one letter for the initial or final sound to represent the whole word.	1. Writers represent thoughts and ideas with drawings and symbols. 2. Writers apply knowledge of spoken words, syllables, and sounds.	<ul style="list-style-type: none"> What do good writers do? (U1 and U2) How do we use rules of language when we write? (U2)

Domain: Social and Emotional Development		
Subdomain and Standards:	Understandings:	Essential Questions:
Relationships with adults: SE.60.15 Typically use socially appropriate behavior with adults, such as helping, responding to limits etc.	1. Adults are there to guide students in the school community.	<ul style="list-style-type: none"> How can an adult me to stay safe and learn? (U1)
Relationships with other children: SE.60.16 Cooperate with peers through sharing and taking turns. SE.60.17 Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships. SE.60.18 Seek help from peers and offer assistance when it is appropriate. C.60.5 Plan and complete learning activity with a peer C.60.6 Model or teach peers how to use materials or complete a task. SE.60.19 Engage in developing solutions and work to resolve conflict with peers.	1. Students apply their knowledge of rules and expectations to cooperate with peers.	<ul style="list-style-type: none"> How do I get along with others? (U1)
Emotional Functioning: SE.60.3 Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family.	1. Students use strategies to self-regulate and continue with a task (ex. deep breathing, counting, taking a walk or break)	<ul style="list-style-type: none"> How can I regulate my emotions to stay safe and learn? (U1 and U2)

Domain: Social and Emotional Development		
Subdomain and Standards:	Understandings:	Essential Questions:
<p>SE.60.4 Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state.</p> <p>SE.60.5 Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support.</p> <p>SE.60.6 Initiate previously taught strategies to help delay gratification (e.g. sets up turn-taking with a peer, finds a book to read while waiting for a special activity).</p> <p>SE.60.7 Recall and follow daily routines with little support, including adapting to changes in rules and routines.</p> <p>SE.60.8 Describe emotions and feelings to trusted adults and peers.</p> <p>SE.60.9 Recognize and show acknowledgement of the feelings, needs and rights of others through behavior (e.g. say “thank you, “share with others,” notice issues of fairness).</p> <p>SE.60.10 Begin to understand that people have different emotional reactions.</p>	<p>2. Adults are there to guide students with emotional regulation in the school community</p>	

Domain: Social and Emotional Development		
Subdomain and Standards:	Understandings:	Essential Questions:
<p>Sense of Identity and Belonging:</p> <p>SE.60.11 Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g. name family members and roles, name team members or classmates)</p> <p>SE.60.12 Describe self by referring to preferences, thoughts and feelings.</p> <p>SE.60.13 Demonstrates increased confidence and a willingness to take risks and make decisions regarding activities and materials.</p> <p>SE.60.14 Show pride in accomplishments and abilities.</p> <p>SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families.</p> <p>SS.60.2 Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., language, foods, art, customs, modes of transportation and shelter)</p>	<ol style="list-style-type: none"> 1. Children come to school with unique abilities and backgrounds (family life, culture, needs, and experiences). 2. School communities are accepting of unique abilities and backgrounds and celebrate them. 	<ul style="list-style-type: none"> • How am I alike and different from my peers? (U1 and U2)