

Language and Literacy Continuum

Connecting Pre-K Competencies to the Kindergarten Standards Using Developmentally Appropriate Practices

Working in collaboration with the Irvine Unified School District’s School Readiness Program, this document was created with many of the Early Childhood Professionals working in our community preschools and with IUSD Kindergarten teachers. Initially, using the Language Arts standards, observable, developmentally appropriate behaviors for emergent learners were identified, creating a continuum of learning. We then further identified seven key California Kindergarten Standards in Language and Literacy believed to be foundational for school success (these seven standards are indicated by the gray boxes). The developmentally appropriate behaviors for emergent learners were further broken into Developing, Emergent 1 and Emergent 2 categories, in which we linked developmentally appropriate practices that would support emergent learners in achieving the desired behaviors determined foundational for school success. It is our hope that this document will be used to facilitate intentional teaching that will in turn strengthen the foundation and future success that our young emergent learners have when entering the formal education system. **Reading research of the last 30 years helps us to know what concepts and skills are developmentally appropriate for young children and, thus, what should be reflected in early literacy standards.**

Reading: Phonemic Awareness

K Standard 1.10 Identifies and produces rhyming words in response to an oral prompt.

Listens to familiar poems and chants. Developing	Participates in songs, rhymes, games and stories that play with the sounds of language. Emergent 1	Recognizes rhymes. Emergent 2	While listening to a familiar poem (etc), predicts rhyming words when prompted. Emergent 2	1.10 Identifies and produces rhyming words in response to an oral prompt.
Developing		Emergent 1		Emergent 2
Provide LOTS of purposeful exposure to increase awareness of the sounds of rhyme in our language: <ul style="list-style-type: none"> ❑ Read and sing LOTS of nursery rhymes, simple songs with finger plays, simple finger plays (Open, Shut Them), chants, poems (Bev Bos, “When I was one”) ❑ Provide lots of music and movement activities to clap and move to the rhythm of the music: Hap Palmer, Greg & Steve, Rafi, Charlotte Diamond and Ella Jenkins ❑ Play rhyming name games while taking roll, during transition and/or circle time and/or with name songs ❑ Read books with rhyme ❑ Play with words and language (silly rhymes, make up nonsense words) 		In addition to ideas listed previously, provide purposeful opportunities for children to participate in rhyming activities: <ul style="list-style-type: none"> ❑ Act out nursery rhymes: Jack be Nimble ❑ Encourage children to participate in movement and finger play as you continue to actively sing songs (Willoughby Wallaby), do finger plays and play games ❑ Encourage children to recite nursery rhymes or sing songs ❑ Rhyming center: Rhyming object baskets, rhyming pictures matching games, rhyming stamps, simple rhyming bingo games ❑ Provide opportunities to show understanding of rhyme by using a clap, tap or thumbs up signal 		In addition to ideas listed previously, continue to provide purposeful opportunities for children to recognize and predict in rhyming activities: <ul style="list-style-type: none"> ❑ Read familiar books, nursery rhymes and songs with rhyme (Dr. Seuss, Humpty Dumpty, Down by the Bay) ❑ Play the name game ❑ Allow children to predict the rhyme while reading rhyming books/songs ❑ Allow children to find the one that doesn’t rhyme when looking at 3 rhyming picture cards or objects ❑ Provide lot of opportunities to recognize rhymes

Reading: Concepts about Print

K Standard 1.6 Recognizes and names all upper and lowercase letters of the alphabet.

Recognizes and names some letters. <small>Developing</small>	Recognizes and names upper and lowercase letters in own name. <small>Developing</small>	Begins to recognize the difference in upper and lowercase letters. <small>Emergent 1</small>	Recognizes and names most uppercase letters. <small>Emergent 1</small>	Recognizes and names most lowercase letters <small>Emergent 2</small>	1.6 Recognizes and names all upper and lowercase letters of the alphabet.
Developing		Emergent 1		Emergent 2	
<p>Provide LOTS of purposeful exposure to letters:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sing the alphabet song, integrate 1:1 correspondance <input type="checkbox"/> Visual discrimination activities <input type="checkbox"/> Introduce Zoophonics or other visual/ auditory/kinesthetic alphabet learning program <input type="checkbox"/> Read alphabet books, big books, charts <input type="checkbox"/> Use student names to draw attention to specific letters (initial letters, letters that are the same, names that start with, the unique features and shapes of letters, etc.) while taking roll, during transition time and or with name songs <input type="checkbox"/> ABC center with a wide variety of manipulative letters: puzzles, stamps, sponges, magnetic letters, alphabet strips on tables, Velcro letters on coconut tree, letter object boxes, cards, sandpaper letter cards <input type="checkbox"/> Name building activities (name card with letter matching activities, close point copy) <input type="checkbox"/> LOTS of sensorial/kinesthetic name activities, both inside and outside: using play-doh, shaving cream, sand/salt trays, chalk, paint, water, spraypaint, walk/hop the letters with masking tape, build the letters with arms/bodies, air writing, etc. <input type="checkbox"/> Model daily writing for a variety of purposes using a variety of tools, surfaces <input type="checkbox"/> Opportunities for writing dictation <input type="checkbox"/> Names on meaningful things: cubbies, tables, journals, charts <input type="checkbox"/> Make books easily accessible <input type="checkbox"/> Celebrate children’s approximations <input type="checkbox"/> Display student “letter/name work” around the room 		<p>In addition to ideas listed previously, provide purposeful opportunities to explore and develop letter knowledge around children’s names:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Letter building activities with “Writing Without Tears” sticks and arcs manipulatives <input type="checkbox"/> Make alphabet letter puppets <input type="checkbox"/> Match upper and lower case letters <input type="checkbox"/> Sort upper and lower case letters <input type="checkbox"/> Sort letters by features of letters (all straight lines) <input type="checkbox"/> Integrate Zoophonics and large motor activities <input type="checkbox"/> Play with ABC puzzles, stamps, sponges, alphabet cubes <input type="checkbox"/> Tie alphabet learning to student names: Make a class ABC name book, Stamp names with sponges/stamps, name alphabet/picture/CU/LC bingo/Go Fish/ Concentration games, name puzzles, name letter posters, letter hunts, find beginning letters in their names in big books <input type="checkbox"/> Trace names and letters using a variety of sensorial materials, writing tools and papers <input type="checkbox"/> Writing center with a variety of writing tools, papers, surfaces, and alphabet strips <input type="checkbox"/> Expectation for writing name on papers (may not include all letters and/or be written in a conventional manner) <input type="checkbox"/> Label meaningful things: family board with names and pictures <input type="checkbox"/> Daily children sign-in sheet 		<p>In addition to ideas listed previously, continue to provide purposeful opportunities to explore and develop letter knowledge, extending to additional letters not in the child’s name:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extend letter awareness around other personally meaningful words like mom, dad, dog, cat, siblings names, etc. <input type="checkbox"/> Play alphabet bingo <input type="checkbox"/> Make individual ABC name books <input type="checkbox"/> Lots of opportunities for writing names, letters and other meaningful words without support using sensorial materials, and a variety of writing tools, papers and manipulatives <input type="checkbox"/> Personal journals and LOTS of opportunities to write and acceptance of phonetic spelling <input type="checkbox"/> Graph with names 	

Reading: Reading Comprehension

K Standard 2.3 Connects to life experiences the information and events in the text.

Tells and or draws a story related to self and family, but not necessarily related to the text.	Tells and or draws a story and begins to make connections related to the text. Connections may be: <ul style="list-style-type: none"> ▪ self-to-text, ▪ text-to-text and/or ▪ text-to-world. 	2.3 Connects to life experiences the information and events in the text.
Developing	Emergent 2	

Developing	Emergent 2
<p>Provide LOTS of purposeful opportunities for children to tell stories about themselves and their families:</p> <ul style="list-style-type: none"> ❑ Talk out loud often about your personal life connections to the story ❑ Read stories about children (or animals that depict children), relevant to the children in class, and expect interruptions as they make personal connections ❑ Provide opportunities to talk about the story before reading to build background knowledge, make personal connections and to set a purpose for listening to the story ❑ Question children as you read to help make personal connections to the story (what would you do?, How is he feeling? Has this ever happened to you?) ❑ Provide opportunities for children to share personal objects, events, pictures, a story or something they did that day at school (a story about being in the dramatic play center) ❑ Daily drawing with an opportunity to share their stories (drawing about a personal experience, or related to a story), drawing may or may not have dictation ❑ Listen to children telling new stories or retelling familiar stories from books or drawings ❑ Provide opportunities to act out stories (may be with puppets) and nursery rhymes ❑ Provide a variety of dramatic play center themes relevant to the lives of children ❑ Make books easily accessible ❑ Display student “stories” in the room 	<p>In addition to ideas listed previously, provide purposeful opportunities for children to:</p> <ul style="list-style-type: none"> ❑ Relate to book through sharing of personal experiences and/or interests through drawings and/or discussions ❑ Draw stories about themselves and their family ❑ Share their drawings as stories ❑ Experience follow-up activities that connects self to the story (planting carrot seeds, drawing with a purple crayon, about your class pet: hermit crab, writing a letter) ❑ When reading books, talk about how books are similar and/or different to other books (fairy tales, circle stories, problem/solution, etc.) and help students to begin to make text-to-text connections ❑ Make class books in response to stories read out loud, ie. class books can focus on a self-to-text or text-to-text response (draw a picture of another way a story might end or of a time when this happened to you, etc.)

Writing

K Standard 1.3 Writes by moving left to right and top to bottom.

Knows that writing and drawing are different.	Shows interest in writing.	Watches others write.	Attempts to write.	Mimics writing with scribbles or makes letter like forms.	Writes own name. May or may not be left to right.	Writes own name using a left to right progression.	1.3 Writes by moving left to right and top to bottom.
Developing	Developing	Developing	Developing	Developing	Emergent 1	Emergent 2	
Developing				Emergent 1		Emergent 2	
<p>Provide LOTS of exposure to purposeful activities that develop the concepts of left and right, top to bottom:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sensory experiences with direct instruction for directionality concepts <input type="checkbox"/> Provide scheduled time for drawing/writing/painting <input type="checkbox"/> Model drawing/writing daily (morning message, parent report) and before any drawing/writing activity <input type="checkbox"/> When you model drawing and writing, draw attention to what you are doing, concepts about print: illustrations vs. writing, directionality: top to bottom, left to right <input type="checkbox"/> Offer lots of opportunities and expectations to write: writing dictation, children’s scribble writing, letter-like forms <input type="checkbox"/> Draw attention to print and pictures in the environment (student names, labels, charts) <input type="checkbox"/> Incorporate writing as part of all interest and dramatic play centers <input type="checkbox"/> Display student “writing/drawing” around the room <input type="checkbox"/> Celebrate children’s approximations 				<p>In addition to ideas listed previously, provide purposeful opportunities for children to write daily:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide a writing center with a wide variety of writing tools and papers: stamps, whiteboards, chalk, chalkboards, paint, colored pencils, crayons, magna-doodles, envelopes, mailbox, postcards, notepads, paper, play-doh, pipe cleaners, computer, easels, painting, etc. <input type="checkbox"/> Provide opportunities for children to trace and/or close-point copy their names <input type="checkbox"/> Using sensorial materials, provide direct instruction as appropriate on how to write letters in name (top-to-bottom) <input type="checkbox"/> Expect children to write their name on all papers (even if it is the initial letter) <input type="checkbox"/> Provide lots of materials for children to build and write own names <input type="checkbox"/> Start using a reference point on where to start writing when you model writing. Use with children as necessary <input type="checkbox"/> Have an “everyday words” picture/word wall 		<p>In addition to ideas listed previously, continue to provide purposeful opportunities write daily:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expect children to write their name moving in a left to right progression 	

Writing: Penmanship

K Standard 1.4 Writes upper and lowercase letters of the alphabet independently attending to the form and proper spacing of the letters.

Chooses to participate in activities that promote fine motor development.	Uses a variety of tools.	Begins to hold an age-appropriate writing tool using a tripod grasp.	Uses basic prewriting strokes when making circles and lines.	Copies and traces real letters and or words from the environment.	Writes some letters or numbers independently and without supports.	1.4 Writes upper and lowercase letters of the alphabet independently attending to the form and proper spacing of the letters.
Developing	Developing	Emergent 1	Emergent 1	Emergent 2	Emergent 2	
Developing		Emergent 1			Emergent 2	
<p>Provide LOTS of exposure AND the expectation to participate in purposeful activities to promote small motor development (strength, dexterity and control of tools such as crayons, scissors, paper punch, stapler and hammer):</p> <ul style="list-style-type: none"> ❑ Provide small motor centers that allow children to practice: picking up pieces of food/small objects, pull objects out of play-doh, move objects from hand to hand, use hands in opposition, pouring, squeezing, pounding, scooping, pinching, rolling, winding, to work with paint and various painting tools, stencils, tracing, stamping, tearing, ripping, crumpling, etc ❑ Provide a variety of small motor tools and sensorial materials, moving from large to small towards mastery: clothespins, tweezers, cotton balls, rubber bands, peg boards, spoons, play-doh, puzzles, blocks, beads, sand trays, stencils, buttons, zippers, snaps, soap dispensers, spray bottles, geoboards, sponges, basters, tongs, nuts and bolts, etc. ❑ Provide center time once a week that promotes only small motor development 		<p>In addition to ideas listed previously, provide purposeful opportunities for children to:</p> <ul style="list-style-type: none"> ❑ Participate in cleaning and/or polishing activities, sensorial activities and dot-to-dot activities to practice using top-to-bottom, counterclockwise circles and left-to-right motions (this teaches pre-writing skills) ❑ Incorporate language of direction (top, bottom, left, right, center, clockwise in daily work ❑ Practice shapes and strokes using air writing, chalk on the playground, paint, small broken crayons, etc. ❑ Provide a variety of writing surfaces: magna doodles, etch-a-sketch, white boards, chalkboards, paper, vertical easels to paint and draw on, sand trays, etc. 			<p>In addition to ideas listed previously, continue to provide purposeful opportunities to write daily:</p> <ul style="list-style-type: none"> ❑ Provide word “picture” wall ❑ Provide tactile letters to finger trace and write ❑ Refer to the writing continuum and list of activities 	

Written and Oral Language Conventions

K Standard 1.1 Recognizes and uses complete, coherent sentences when speaking.

Communication is clearly understood by others.	Participates in a variety of language experiences (songs, rhymes, games and stories).	Uses new vocabulary learned from shared language experiences.	Uses simple sentences when appropriate (5 or more words).	Uses language for many purposes: to satisfy needs, ask questions and share experiences. Language may not be on topic.	Understands and answers a simple question.	Initiates and engages in conversations with others, not staying on topic.	Engages in conversation, staying on the same topic.	Uses more complex grammar and parts of speech (plurals and pronouns).	1.1 Recognizes and uses complete, coherent sentences when speaking.
Developing	Developing	Developing	Developing	Emergent 1	Emergent 1	Emergent 2	Emergent 2	Emergent 2	

Developing

Provide LOTS of purposeful opportunities to hear and use rich language and to build and use new vocabulary:

- Model, extend and stretch children’s language through conversations and discussions all day long (talk about what happened, what will happen, use descriptive language)
- Activate prior knowledge about a subject and activity before starting
- Listen to books on tape and talk about them
- Read books daily and talk about them
- Encourage and foster class discussions about anything and everything
- Model and provide opportunities to use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for a variety of purposes (in dramatic play center)
- Use shared language experiences to generate language, ask questions, build vocabulary and concepts: walks, assemblies, field trips, guests, cooking, science
- Think out loud about what you are doing, reading, learning, sharing
- Create class books with shared writing
- Use the project (Reggio Emilio) approach
- Sing and play games that incorporate simple songs (I spy, Hokey Pokey, Ring Around the Rosie, Duck-Duck-Goose)
- Celebrate children’s approximations
- Use feely boxes to build and extend language and vocabulary

Emergent 1 - > 2

In addition to ideas listed previously, provide LOTS of purposeful opportunities to hear and use increasingly complex and varied language and vocabulary:

- Model question asking and how to answer
- Ask open ended questions and provide support for appropriate responses
- Incorporate GLGSP in classroom
- Set expectations for rich language use in classroom by all (teachers and children): model, expect and extend
- In dramatic play areas, incorporate practical life, and everyday living objects to build common vocabulary
- Apply and use new vocabulary learned through shared experiences
- Incorporate Star of the Week and Mystery Box into class routine
- Provide opportunities to practice initiating and responding appropriately in conversation and discussion with peers and adults
- Model and encourage appropriate language for problem solving
- Summarize or recall events or stories

Listening and Speaking

K Standard 1.1 Understand and follow one-and two-step directions.

Listen to others and indicates understandings.	Unable to follow 1 request.	Consistently understands and follows 1 request successfully.	Consistently understands and follows 2, closely related requests successfully.	Consistently understands and follows 2 unrelated requests successfully.	Consistently understands and follows 3 related requests successfully.	Consistently understands and follows 3 unrelated requests successfully.	1.1 Understand and follow one-and two-step directions.
Developing	Developing	Developing	Emergent 1	Emergent 1	Emergent 2	Emergent 2	
Developing			Emergent 1		Emergent 2		
<p>Provide LOTS of purposeful opportunities to develop listening skills through conversations, stories, songs and poems:</p> <ul style="list-style-type: none"> ❑ Teach and set expectation and behaviors for listening ❑ Create a listening hand signal and verbal prompt for listening behaviors ❑ Provide regular, daily listening and speaking practice: circle time, sharing, read aloud stories, class jobs, books on tape, following directions for a task or transition, listening walks, sensory awareness listening, calendar activities ❑ Practice following simple and multi-step directions using listening games and songs: Simon Says, Mother May I, silent mime, head and shoulders, Red Light, Green Light, If your happy and you know it, Hokey Pokey ❑ Model and practice active listening and speaking as a turn-taking process: Pair/share/group share, repeating directions, check for understanding, repeat and show ❑ Celebrate children’s approximations and attempts 			<p>In addition to ideas listed previously, expand and extend the number and degree of difficulty appropriate to the activity/group:</p> <ul style="list-style-type: none"> ❑ Daily listening/speaking practice: Directed art lessons, language of direction activities, Telephone game, I spy games, Mystery box, Feeling boxes, listening lotto game, listening maze 		<p>In addition to ideas listed previously, emphasize the reciprocity of communication:</p> <ul style="list-style-type: none"> ❑ Turn taking ❑ Eye contact ❑ Volume ❑ Body language ❑ Asking questions of speaker 		