

(NOTE: THE BOXES THAT ARE SHADED REPRESENT THE STANDARDS ADDRESSED IN THE ACTIVITIES IN THIS SESSION)

MOTIVATION

1. Demonstrate that they are motivated to communicate.

a) Participation in small and large group singing, storytelling and finger plays	b) Asks questions	c) Listens attentively for a variety of purposes	d) Initiates conversations verbally and non-verbally	e) Nods or gives verbal cues of understanding	f) Maintains eye contact when trying to interact	g) Makes choices about how to communicate
--	-------------------	--	--	---	--	---

BACKGROUND KNOWLEDGE

2. Demonstrates he/she is building background knowledge.

a) Asks questions related to particular item, event or experience	d) Identifies meanings of words used in read alouds, in conversation and descriptions of everyday items	c) Uses new vocabulary correctly	d) Makes comparison to words and concepts already known
---	---	----------------------------------	---

VIEWING

3. Demonstrates he/she understands what they observe.

a) Uses vocabulary relevant to observations	b) Identifies emotions by observing faces in pictures and faces of people	c) Asks questions related to visual text and observations	d) Makes inferences and draws conclusions from visual texts.	e) Begins to identify picture and symbols related to a familiar topic
---	---	---	--	---

ALIGNMENT TO NYS PreK FCCLS-SESSION
 DOMAIN 4: COMMUNICATION, LANGUAGE AND LITERACY
 PART A: APPROACHES TO COMMUNICATION

REPRESENTING

4. Demonstrates his/her ability to express ideas using a variety of methods.

a) Uses facial expressions, body language, gestures and sign language to express ideas	b) Uses existing objects to represent desires or imagined objects	c) Uses visual media to represent actual experience	d) Reviews and reflects on his/her own representations	e) Writes and draws during play
--	---	---	--	---------------------------------

VOCABULARY

5. Demonstrates a growing receptive vocabulary.

a) Understands and follows spoken directions	b) Identifies pictures related to a word	c) Responds/reacts to questions/comments	d) Identifies meanings of words used in read alouds, in conversation and descriptions of everyday items
--	--	--	---

6. Demonstrates growing expressive vocabulary.

a) Uses facial expressions, body language, gestures and sign language to engage in reciprocal conversations	b) Uses more complex words in conversation	c) Makes use of new words introduced by adults or peers	d) Correctly names pictures	e) Begins to use appropriate volume and speed so spoken message is understood	f) Initiates conversations about a book situation, event or print in the environment
---	--	---	-----------------------------	---	--

ALIGNMENT TO NYS PreK FCCLS-SESSION
DOMAIN 4: COMMUNICATION, LANGUAGE AND LITERACY
PART B: ENGLISH LANGUAGE ARTS AND LITERACY

READING STANDARDS FOR LITERATURE

KEYS AND DETAILS

1. With prompting and support, asks and answers about details in text	2. With prompting and support, retells familiar stories	3. With prompting and support, asks and answers questions about characters and major events in a story
--	--	---

CRAFT AND STRUCTURE

4. Exhibits curiosity and interest in learning new vocabulary	5. Interacts with a variety of common types of texts	6. With prompting and support, describes the role of the author and illustrator
--	---	--

INTEGRATION AND KNOWLEDGE OF IDEAS/RESPONDING TO LITERATURE

7. With prompting and support, engages in a picture walk and makes connections between self, illustrations, and the story	8)N/A	9a. With prompting and support, makes cultural connections to text and self
--	--------------	--

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

10. Actively engages in group reading activities

RESPONDING TO LITERATURE

1. With prompting and support, makes connections between self, text, and the world around them (text, media, social interaction)

ALIGNMENT TO NYS PreK FCCLS-SESSION
DOMAIN 4: COMMUNICATION, LANGUAGE AND LITERACY
PART B: ENGLISH LANGUAGE ARTS AND LITERACY

READING STANDARDS FOR INFORMATIONAL TEXT

KEY IDEAS AND DETAILS

1. With prompting and support, asks and answers about details in text	2. With prompting and support, retells details in a text	With prompting and support describes the connection between two events or pieces of information in text
---	--	---

CRAFT AND STRUCTURE

4. Exhibits curiosity and interest in learning new vocabulary	5. Identify the front cover, back cover, displays correct orientation of book, page turning skills	6. with prompting and support, can describe the role of author and illustrator
---	--	--

INTEGRATION AND KNOWLEDGE OF IDEAS

7. With prompting and support, describe the relationship between illustrations and the text in which they appear	8. N/A	9. With prompting and support, identify basic similarities and differences between two text on the same topic
--	--------	---

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

10. With prompting and support, actively engage in group reading activities with purpose and understanding
--

READING STANDARD: FOUNDATIONAL SKILLS

PRINT CONCEPTS

1. Demonstrate understanding of the organization of basic features of print.

a) Follows words left to right, top to bottom, page by page	b) Recognizes that spoken words are represented in written language by specific sequence of letters f) Differentiates letters from numerals	c) Understands that words are separated by spaces in print	d) recognizes and names some upper/lower case letters especially ones in own name
e) Recognizes that letters are grouped to form words			

PHONOLOGICAL AWARENESS

2. Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).

a) Engages in language play (alliterations, rhyming, sound patterns)	b) Recognizes and matches words that rhyme	c) Demonstrates awareness of relationship between sounds and letters	d) With support and prompting, isolates and pronounces the initial sounds in words
--	--	--	--

PHONICS AND WORD RECOGNITION

3. Demonstrate emergent phonics and word analysis skills.

a) With prompting and support, demonstrates one-to-one correspondence by producing primary sound of some consonants	b) Recognizes own name and common signs and labels in the environment
---	---

FLUENCY

4. Displays emergent reading behaviors with purpose and understanding (e.g. pretend reading)

WRITING STANDARDS

TEXT TYPES AND PURPOSES

1. With prompting and support uses a combination of drawing, dictating, or writing to express opinion about a book or topic (e.g. I like...because...)	2. With prompting and support, uses drawing, dictation and/or writing to name what they are writing or give information about the topic	3. With prompting and support, uses drawing, dictation and/or writing to narrate a single event and a reaction to what happened
--	---	---

PRODUCTION AND DISTRIBUTION OF WRITING

4. N/A	5. With guidance and support, responds to questions and suggestions and adds details to strengthen illustration or writing, as needed	6. With guidance and support, explores a variety of digital tools to produce and publish writing; collaborates with peers
--------	---	---

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

7. With guidance and support, participate in shared research and writing projects (e.g. Explore a number of books by a favorite author and express opinions about them	8. With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	9. N/A
--	---	--------

RESPONDING TO LITERATURE

11. With prompting and support as needed, create and present a poem, dramatization, art work, or personal response to a particular author or theme
--

COMPREHENSION AND COLLABORATION

1. With guidance and support, participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and large groups...	2. With guidance and support, confirm understanding of a text...by asking and answering questions and requesting clarification	3. With guidance and support, ask and answer questions to seek help, get information or clarify...
---	--	--

PRESENTATION OF KNOWLEDGE AND IDEAS

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	6. Demonstrate an emergent ability to express thoughts, feelings and ideas.
---	---	---

CONVENTIONS OF STANDARD ENGLISH

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
a) Print some upper- and lower-case letters. (e.g., letters in their name).	b) Use frequently occurring nouns and verbs (orally).	c) With guidance and support, form regular plural nouns orally by adding /s/ or /es/(e.g., <i>dog, dogs; wish, wishes</i>).
d) Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	e) In speech, use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	f) With guidance and support, produce and expand complete sentences in shared language activities.

KNOWLEDGE OF LANGUAGE

3. Use knowledge of language and how language functions in different contexts.

VOCABULARY ACQUISITION AND USE

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>pre-kindergarten reading and content</i> .		
a) Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).		

5. With guidance and support, explore word relationships and nuances in word meanings.

a) Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.	b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., <i>up, down, stop, go, in, out</i>).	c) Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).	d) Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.
--	--	--	--

6. With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.