

Standard Clarification for Early Childhood Literacy

ECSQ.EmergentReading.1.A.1

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| Standard ER.1.A.1 | | DOK |
| In comprehension strategies: Retell a few important events and ideas they have heard from written materials (e.g., in stories and in books about things and events). | | 2 |
| Standards Terminology | | |
| <ul style="list-style-type: none"> • in comprehension strategies – methods used by students to make sense of written material: <ul style="list-style-type: none"> ○ making predictions using what they already know ○ using the structure for texts ○ linking themselves and their experiences to the written materials ○ asking relevant questions | | |
| Content: What do we want students to KNOW? | Skills: What do we want students to be able to DO? | |
| <ul style="list-style-type: none"> • important events – the most meaningful things that happened • important ideas – the most meaningful concepts shared • written materials – text and environmental print | <ul style="list-style-type: none"> • retell – to tell again in own words | |
| Type of Target | Learning Targets: I Can Statements | DOK |
| S | I can retell a few important events from written materials I hear. | 2 |
| S | I can retell a few important ideas from written materials I hear. | 2 |
| S | I can retell a few important events and ideas I have heard from written materials. | 2 |
| Notes/Examples | | |
| TS Gold Connections: <ul style="list-style-type: none"> • 18c Retells stories (level 5+) | | |
| Resources Consulted | | |
| Michigan Department of Education (2013). <i>Early childhood standards of quality for prekindergarten</i> . Lansing, MI: Michigan Department of Education. | | |