Standard Clarification for Early Childhood Literacy

ECSQ.EmergentReading.1.A.3

Standard ER.1.A.3	DOK
In comprehension strategies: Using different strategies for understanding written materials (e.g., making predictions using what they already know, using the structure for texts, linking themselves and their experiences to the written materials, asking relevant questions).	2

Standards Terminology

- **in comprehension strategies** – methods used by students to make sense of written material:
    - 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?
strategies for understanding written materials – methods used by students to make sense of written material: - making predictions using what they already know - using the structure for texts - linking themselves and their experiences to the written materials - asking relevant questions **written materials –** text and environmental print	**use** – to apply **tell** – to share thinking out loud

Type of Target	Learning Targets: I Can Statements	DOK
S	I can tell what I already know about the written material.	1
R	I can tell what is unclear to me about the written material.	2
R	I can tell that readers use different strategies to understand written material.	2
R	I can use different strategies for understanding written materials (e.g., making predictions using what I already know, using the structure for texts, linking myself and my experiences to the written materials, asking relevant questions).	2

Notes/Examples

TS Gold Connections:

- 17a Uses and appreciates books (level 8+)
- 18a Interacts during read-alouds and book conversations (level 4+)
- 18c Retells stories (level 6+)

Resources Consulted

Michigan Department of Education (2013). *Early childhood standards of quality for prekindergarten.* Lansing, MI: Michigan Department of Education.