

**A Continuum of Learning
Math, Science, Literacy and Social Emotional Development
Ingham Great Start Collaborative
March 9, 2010**

The purpose of this packet is to provide an overview of a proposed common set of competencies to be shared and supported by teachers, programs and families in Ingham County. The competencies outline what teachers, caregivers and parents will do and what children should have in early learning experiences to support their development in math, science, literacy and social emotional development.

This packet contains four documents that span the developmental stages from infancy to first grade. These documents should be viewed as a work in progress. They are not meant to be exhaustive resources, but rather as a starting point to provide guidance for those working with and caring for children birth through grade one to support their learning and development. They represent the work of the Ingham Birth to Five Great Start Collaborative and several of its workgroups, including Quality Initiatives and the Kindergarten Transition Committee.

The following documents were used in developing these continuums: The Early Childhood Standards of Quality for Infant and Toddler Programs (ECSQ-I/T), the Early Childhood Standards of Quality for Pre-kindergarten (ECSQ-PK), and the Grade Level Content Expectations (GLCE) in kindergarten and first grade. These documents define expectations for children in the birth to seven-year-old age range. This work shows the alignment across these developmental stages and was also done with alignment to the Head Start Child Outcomes. The ECSQ-I/T, ECSQ-PK and Grade Level Content Expectations are available at the website for the Michigan Department of Education. <http://www.michigan.gov/mde>

The knowledge and skills, as described in these documents, are not intended as a checklist of developmental milestones; those are readily available in textbooks on child development and in materials designed to alert parents and caregivers to potential concerns with a child's developmental trajectory. Instead, the developing knowledge and skills are intended to define what young children from birth to age seven might reasonably be learning and doing, how this learning is connected over time and what adults should be helping them to learn and do, in high-quality programs and settings.

May the work you do in helping children grow be full of ordinary, but important, moments and milestones that are long remembered.

For more information about these documents contact Michelle Nicholson, Supervisor of Early Childhood Education, Ingham Intermediate School District at 517.244.1384 or mnichols@inghamisd.org.

Infancy through First Grade: A Continuum of Skills in Literacy

	Standards from Parents as Teachers (PAT) program for Infants and Toddlers: Literacy	Early Childhood Standards of Quality for Prekindergarten: Literacy	Michigan’s Grade Level Content Expectations for Kindergarten: English Language Arts	Michigan’s Grade Level Content Expectations for First Grade: English Language Arts
Comprehension	<u>PAT-2002</u> Connect sounds to things and people	<u>ELE1:C1</u> Understand that ideas can be written and then read by others	<u>R.CM.00.01</u> Begin to make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experiences to ideas in text through oral and written responses	<u>R.CM.01.01</u> Make text-to-self connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses
	<u>PAT-2002</u> Looks at books and points to pictures you name	<u>ELE1.A1</u> Retell a few important events and ideas they have heard from written materials (e.g., in stories and in books about things and events)	<u>R.CM.00.02</u> Retell up to three events from familiar text by using their own words or paraphrasing	<u>R.CM.01.02</u> Retell in sequence up to three important ideas and details of familiar simple oral and written text
	<u>PAT-2002</u> Learn when they look at books	<u>ELE1.A3</u> Use different strategies for understanding written materials (e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions)	<u>R.CM.00.01</u> Begin to make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experiences and ideas in text through oral and written responses	<u>R.CM.01.01</u> Make text-to-self and text-to text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses

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Comprehension			<u>R.MT.00.01</u> Self-monitor comprehension when reading or listening to familiar text by using simple strategies to increase comprehension including making credible predictions based on illustrations	<u>R.MT.01.01</u> Self monitor comprehension by recognizing when meaning is breaking down and use simple fix-up strategies including making credible predictions based on a preview of the book cover and pictures to increase comprehension when reading or listening text
			<u>S.DS.00.03</u> Respond to multiple text types by reflecting, making meaning, and making connections	<u>DS.01.03</u> Respond to multiple text types by reflecting, making meaning, and making connections
	<u>PAT-2002</u> Understand what happens in a story	<u>ELE1:A5</u> Talk about preferences for favorite authors, kinds of books and topics and question the content and author's choices (critical literacy)	<u>R.NT.00.01</u> Become familiar with classic, multicultural, and contemporary literature recognized for quality and literary merit that represents our common heritage as well as cultures from around the world	<u>R.NT.01.01</u> Recognize how various cultures and our common heritage are represented in classic, multicultural, and contemporary literature that is recognized for quality and literacy merit
			<u>R.NT.00.05</u> Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections	<u>R.NT.01.05</u> Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding

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Comprehension			<u>R.MT.00.02</u> Construct and convey meaning using strategies including story grammar to identify the author’s perspective and sorting and ordering information	<u>R.MT.01.02</u> Self-monitor comprehension by using strategies including asking questions before, during, and after reading and discussing the most important ideas and themes in a text
			<u>R.CS.00.01</u> Recognize how to assess personal writing and the writing of others with teacher supervision	<u>R.CS.01.01</u> Develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance
	<u>PAT-2005</u> Has “book binge” wanting to hear the same book over and over again	<u>ELE1:A5</u> Talk about preferences for favorite authors, kinds of books, and topics and question the content and author’s choice (critical literacy)	<u>R.NT.00.02</u> Identify and describe the basic form and purpose of a variety of informational genre including environmental text, concept books, and picture books	<u>R.NT.01.02</u> Identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales
			<u>R.IT.00.04</u> Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections	<u>R.IT.01.04</u> Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding

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Vocabulary	<u>PAT-2002</u> Begin to understand a few words like mommy, daddy and bye-bye	<u>ELE1:A2</u> Enlarge their vocabularies both with words from conversation and instructional materials and activities	<u>R.WS.00.10</u> In context, determine the meaning of a few words, familiar and repeated phrases including objects, actions, concepts, content vocabulary, and literacy terms, using strategies and resources including picture clues, prediction and other people	<u>R.WS.01.10</u> In context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning
	<u>PAT-2002</u> Say more words			
	<u>PAT-2002</u> Start to use two to four words in a sentence	<u>ELE3:4</u> Continue to develop vocabulary by using words learned from stories and other sources in conversations	<u>R.WS.00.09</u> Know the meanings of words encountered frequently in grade-level reading and oral language contexts	<u>R.WS.01.09</u> Know the meanings of words encountered frequently in grade-level reading and oral language contexts

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Print Awareness	<u>PAT-2002</u> Looks at books and points to pictures you name	<u>ELE1:A4</u> Demonstrate reading-like behaviors with familiar written materials (i.e., moving from labeling pictures to creating connected stories using book language (e.g., “Once upon a time...”); using patterns and vocabulary that occur in printed materials to make use of printed text (e.g., trying out what one is learning about words and sounds)	<u>R.WS.00.07</u> Follow familiar written text while pointing to matching words	<u>R.WS.01.07</u> Use strategies to identify unknown words and construct meaning by using initial letters/sound (phonics), patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternative meanings
			<u>R.FL.00.01</u> Automatically apply the following aspects of fluency: naming of letters, association of letters and their sounds, recognition of a few words both when encountered in context and isolation, and demonstrating understanding of concepts of print	<u>R.FL.01.01</u> Automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context
			<u>S.DS.00.04</u> Plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and audibly	<u>S.DS.01.04</u> Plan and deliver presentations using an information organizational pattern providing several facts and details to make their point while maintaining appropriate posture and eye contact using a prop

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Print Awareness	<u>PAT-2002</u> Looks at books and points to pictures you name	<u>ELE1:B2</u> Recognize a few personally meaningful words including their own name, “mom”, “dad”, signs and other print in their environment	<u>R.WS.00.05</u> Automatically recognize a small number (about 18) of frequently encountered, personally meaningful words in print	<u>R.WS.01.05</u> Automatically recognize frequently encountered words in and out of context with the number of words that can be read fluently increasing steadily across the school year
			<u>R.WS.00.04</u> Use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context. Begin to associate letters and sounds, particularly initial and final consonants	<u>R.WS.01.04</u> Use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs <i>th,ch,sh</i>
			<u>R.WS.00.06</u> Make progress in automatically recognizing a few of the 220 Dolch basic sight words	<u>R.WS.01.06</u> Make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade
	<u>PAT-2005</u> Moves finger or hand across a line of print	<u>ELE1.C2</u> Understand that print and book handling concepts include directionality, title, etc.	<u>R.NT.00.03</u> Discuss setting, characters, and events in narrative text	<u>R.NT.01.03</u> Identify problems/solution, sequence of events, and sense of story

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Print Awareness	<u>PAT-2002</u> Reads the same book over and over.	<u>ELE1:C3</u> Understand that people read for many purposes (e.g., enjoyment, information, to understand directions)	<u>R.IT.00.02</u> Identify the basic form and purpose of a variety of narrative genre including stories, nursery rhymes, poetry, and songs	<u>R.IT.01.02</u> Identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales
	<u>PAT-2002</u> Relates events in books to own experience.			
	<u>PAT-2005</u> Points out road signs as you drive past	<u>ELE1:C4</u> Understand that printed materials have various forms and functions (e.g., signs, labels, notes, letters, types)	<u>R.IT.00.01</u> Identify and describe the basic form and purpose for a variety of informational genre including environmental text, concept books, and picture books	<u>R.IT.01.01</u> Identify and describe the basic form, features, and purpose of a variety of informational genre including simple “how-to” books, science and social studies magazines
			<u>R.IT.00.03</u> Explain how authors use text features including pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive and sequential organizational patterns	<u>R.IT.01.03</u> Explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas

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Print Awareness	<u>PAT-2000</u> Beginning to recognize & relate to objects, people and events in the world.	<u>ELE1:C5</u> Develop an understanding of the roles of authors and illustrator	<u>R.NT.00.04</u> Identify how authors/illustrators use literacy devices including pictures and illustrations to support the understanding of settings and characters	<u>R.NT.01.04</u> Identify how authors/illustrators use literary devises including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story
	<u>PAT-2000</u> Points to pictures, starts to talk at them.			
	<u>PAT- 2005</u> Reads familiar books to self and provides very accurate renditions of the text, particularly if text is predictable.	<u>ELE6:1</u> Choose to read, write, listen, speak, and view for enjoyment and information, and to expand their curiosity	<u>R.AT.00.01</u> Become enthusiastic about reading and learning to read	<u>R.AT.01.01</u> Be enthusiastic about reading and learning how to read
			<u>R.AT.00.02</u> Choose books, book activities, word play, and writing on their own during free time in school and at home	<u>R.AT.01.02</u> Do substantial reading and writing on their own during free time in school and at home

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Print Awareness			<u>W.AT.00.01</u> Be enthusiastic about writing and learning to write	<u>W.AT.01.01</u> Be enthusiastic about writing and learning to write
Oral Language Expressive	<u>PAT-2002</u> Have different cries for different needs	<u>ELE3:1</u> Use spoken language for a variety of purposes (e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others	<u>S.CN.00.01</u> Explore and use language to communicate with a variety of audiences and for different purposes including problem solving, explaining, looking for solutions, constructing relationships, and expressing courtesies	<u>S.CN.01.01</u> Use common grammatical structures correctly when speaking including singular and plural nouns, singular possessive pronouns, simple contractions, and conjunctions to express relationships
	<u>PAT-2002</u> Make sounds back and forth with you	<u>ELE3:2</u> Show increasing comfort and confidence when speaking	<u>S.DS.00.02</u> Briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details	<u>S.DS.01.02</u> Tell or retell familiar stories, using a problem/solution pattern, appropriate story grammar, and proper sequence while maintaining appropriate posture and eye contact, using a prop for support

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Oral Language Expressive	<u>PAT-2002</u> Make new sounds like ba, pa, da, ma, na	<u>ELE3:5</u> Speak in increasingly more complex combinations of words and in sentences	<u>S.CN.00.02</u> Speak clearly and audibly in complete, coherent sentences and use sound effects or illustrations for dramatic effect in narrative and informational presentations	<u>S.CN.01.02</u> Explore and use language to communicate with a variety of audiences and for different purposes including making requests, solving problems, and looking for solutions, constructing relationships, and expressing courtesies
	<u>PAT-2002</u> Babble by repeating sounds like ma, ma, ma and ba ba	<u>ELE3:6</u> Understands the roles of the participants in conversation (e.g., taking turns in conversation and relating their own comments to what is being talked about; asking relevant questions	<u>S.DS.00.01</u> Engage in substantive conversations, remaining focused on subject matter, with interchanges beginning to build on prior responses in literature discussions, paired conversations, or other interactions	<u>S.DS.01.01</u> Engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in literature discussions, paired conversations, or other interactions
	<u>PAT-2002</u> Point or make sounds to show needs and wants	<u>ELE3:8</u> Use nonverbal expressions and gestures to match and reinforce spoken language	<u>S.CN.00.02</u> Speak clearly and audibly in complete, coherent sentences and use sound effects or illustrations for dramatic effect in narrative and informational presentations	<u>S.CN.01.02</u> Explore and use language to communicate with a variety of audiences and for different purposes including making requests, solving problems, looking for solutions, constructing relationships, and expressing courtesies

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Oral Language Expressive	<u>PAT-2002</u> Jabber	<u>ELE3:7</u> Take part in different kinds of roles as speaker (e.g., part of a group discussion, role- playing, fantasy play, storytelling and retelling	<u>S.CN.00.04</u> Understand, providing examples of how language differs from playground and classroom as a function of linguistic and cultural group membership	<u>S.CN.01.04</u> Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English
	<u>PAT-2002</u> Say simple words like mama and dada	<u>ELE3:9</u> Show progress in speaking both their home language and English (if non-English speaking children	<u>S.CN.00.03</u> Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English	<u>S.CN.01.03</u> Speak effectively maintaining appropriate posture, eye contact, and position using props such as photographs or illustrations in narrative and informational presentations
	<u>PAT-2002</u> Want to talk to you	<u>ELE3:7</u> Take part in different kinds of roles as speaker (e.g., part of a group discussion, role-playing, fantasy play, storytelling and retelling	<u>S.DS.00.01</u> Engage in substantive conversations, remaining focused on subject matter with interchanges beginning to build on prior responses in literature discussions, paired conversations, or other interactions	<u>S.DS.01.01</u> Engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in literature discussions, paired conversations, or other interactions
	<u>PAT-2002</u> Point to what they want	<u>ELE7:4</u> Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication	<u>S.CN.00.04</u> Understand, providing examples of how language differs from playground and classroom as a function of linguistic and cultural group membership	<u>S.CN.01.04</u> Present in standard American English if it is their first language. (Students whose first language is not English will present their developing version of Standard English.)

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Oral Language Expressive	<u>PAT-2002</u> Make sounds that seem like talking	<u>ELE3:9</u> Show progress in speaking both their home language and English (if non-English speaking children)	<u>S.CN.00.03</u> Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English)	<u>S.CN.01.03</u> Speak effectively maintaining appropriate posture, eye contact, and position using props such as photographs or illustrations in narrative and informational presentations.
	<u>PAT-2002</u> Start and carry on a conversation, and get upset if you do not understand them	<u>ELE3:6</u> Understand the roles of the participants in conversation (e.g., taking turns in conversation and relating their own comments to what is being talked about; asking relevant questions	<u>S.CN.00.01</u> Explore and use language to communicate with a variety of audiences and for different purposes including problem-solving, explaining, looking for solutions, constructing relationships, and expressing courtesies	<u>S.CN.01.01</u> Use common grammatical structures correctly when speaking including singular and plural nouns, singular possessive pronouns, simple contractions, and conjunctions to express relationships
	<u>PAT-2002</u> Talk more clearly	<u>ELE3:5</u> Speak in increasingly more complex combinations of words and in sentences	<u>S.CN.00.02</u> Speak clearly and audibly in complete, coherent sentences and use sound effects or illustrations for dramatic effect in narrative and informational presentations	<u>S.CN.01.02</u> Explore and use language to communicate with a variety of audiences and for different purposes including making requests, solving problems, looking for solutions, constructing relationships, and expressing courtesies

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Oral Language Receptive	<u>PAT-2002</u> Turn and listen to you	<u>ELE4:2</u> Show progress in listening to and following directions	<u>L.CN.00.01</u> Understand and follow one- and two- step directions	<u>L.CN.01.01</u> Understand, restate and follow two-step directions
	<u>PAT-2002</u> Listen to all types of sounds	<u>ELE4:3</u> Show progress in listening attentively, avoiding interrupting others	<u>L.CN.00.03</u> Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to each other, interact, and respond appropriately	<u>L.CN.01.03</u> Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors in small and large group settings; listen to the comments of a peer and respond on topic adding a connected idea.
	<u>PAT-2002</u> Begin to do a few things you say to do	<u>ELE4:6</u> Understand and respond appropriately to non-verbal expressions and gestures	<u>L.CN.00.02</u> Ask appropriate questions during a presentation or report	<u>L.CN.01.02</u> Ask appropriate questions for clarification and understanding during a presentation or report
	<u>PAT-2002</u> Respond to “no” sometimes	<u>ELE4:4</u> Respond with understanding to speech directed at them	<u>L.RP.00.03</u> Respond to multiple text typed listened to or viewed knowledgeably, by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections	<u>L.RP.01.03</u> Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections

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Oral Language Receptive	<u>PAT-2002</u> Listen closely to what other people say	<u>ELE4:1</u> Gain information from listening (e.g., to conversations, stories, songs, poems)	<u>L.RP.00.01</u> Listen to or view knowledgeably and discuss a variety of genre	<u>L.RP.01.01</u> Listen to or view knowledgeably and discuss a variety of genre
	<u>PAT-2002</u> Turn to your voice	<u>ELE4:5</u> Understand the concept and role of an audience (e.g., being part of an audience, being quiet, being considerate, looking at the speaker)	<u>L.CN.00.03</u> Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors in small and large group settings; listen to each other, interact, and respond appropriately	<u>L.CN.01.03</u> Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors in small and large group settings, listen to the comments of a peer and respond on topic adding a connected idea.
	<u>PAT-2002</u> Understand some words and phrases	<u>ELE4:1</u> Gain information from listening (e.g., to conversations, stories, songs, poems)	<u>L.CN.00.02</u> Ask appropriate questions during a presentation or report	<u>L.CN.01.02</u> Ask appropriate questions for clarification and understanding during a presentation or report
	<u>PAT-2002</u> Understand more words than they can say	<u>ELE7:1</u> Show progress in listening to and understanding both their home language and English (if non-English speaking children)	<u>L.CN.00.04</u> Begin to evaluate messages they experience, learning to differentiate between sender and receiver	<u>L.CN.01.04</u> Understand how the source of the message affects the receiver’s response

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Oral Language Receptive	<u>PAT-2002</u> Listen closely to what other people say	<u>ELE7:2</u> Become aware of the value of language used in their homes	<u>L.CN.00.03</u> Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to each other, interact, and respond appropriately	<u>L.CN.01.03</u> Listens to or view knowledgeably while demonstrating appropriate social skills of audience behaviors in small and large group settings, listen to the comments of a peer and respond on topic adding a connected idea
	<u>PAT-2002</u> Answer easy questions	<u>ELE7:3</u> Become aware of alternate forms of communication (e.g., Braille, sign language, lip reading)	<u>L.CN.00.04</u> Begin to evaluate messages they experience, learning to differentiate between sender and receiver	<u>L.CN.01.04</u> Understand how the source of the message affects the receiver’s response
Alphabetic Principle	<u>PAT-2005</u> Indicates that print in books is noticed.	<u>ELE1:B1</u> Show progress in identifying and associating letters with their names and sounds	<u>R.WS.00.03</u> Understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.	<u>R.WS.01.03</u> Understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet

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Phonological Awareness	<u>PAT-2002</u> Listen, for a few minutes, to nursery rhymes and songs	<u>ELE3:3</u> Experiment and play with sounds (e.g., rhyming, alliteration, playing with sounds, and other aspects of phonological awareness)	<u>R.WS.00.01</u> Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion	<u>R.WS.01.01</u> Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion
	<u>PAT- 2005</u> Play with language and make up silly words.	<u>ELE1:B3</u> Participate in play activities with sounds (e.g., rhyming games, finger plays)	<u>R.WS.00.02</u> Recognize that words are composed of sounds blended together and carry meaning	<u>R.WS.01.02</u> Recognize that words are composed of sounds blended together and carry meaning
Experiential/Environmental Print	<u>PAT- 2005</u> Parents use T.V. as a tool for entertainment and education.	<u>ELE5:1</u> View multimedia materials for a variety of purposes (e.g., to gain information, for pleasure, to add to their understanding of written materials)	<u>L.RP.00.03</u> Respond to multiple text types listened to or viewed knowledgeably, by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections	<u>L.RP.01.03</u> Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections
	<u>PAT- 2005</u> Parents use content to discuss themes of programs – child can tell stories and play pretend.	<u>ELE5:2</u> Use different strategies for understanding multimedia (e.g., making predictions using what they already know, using the structure of the media, linking themselves and their experiences to the content of the media, asking relevant questions)	<u>L.RP.00.03</u> Respond to multiple text types listened to or viewed knowledgeably, by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections	<u>L.RP.01.03</u> Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections

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	Standards from Parents as Teachers (PAT) program for Infants and Toddlers: Literacy	Early Childhood Standards of Quality for Prekindergarten: Literacy	Michigan’s Grade Level Content Expectations for Kindergarten: English Language Arts	Michigan’s Grade Level Content Expectations for First Grade: English Language Arts
Experiential/Environmental Print	<u>PAT-2005</u> Likes to experiment with everything and guess what is going to happen next.	<u>ELE5:3</u> Begin to compare information across sources, question the content and producer’s choices, and discriminate between fantasy and reality (critical thinking)	<u>L.CM.00.04</u> Apply significant knowledge from grade-level science, social studies, and mathematics texts	<u>L.CM.01.04</u> Apply significant knowledge from grade-level science, social studies, and mathematics texts
Experimental Writing	<u>PAT-2005</u> Uses thumb and forefinger grip on a pencil or crayon.	<u>ELE2:2</u> Uses a variety of forms of early writing (e.g., scribbling, drawing, use of letter stings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling	<u>W.GN.00.01</u> Write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support	<u>W.GN.01.01</u> Write a personal narrative using illustrations and transitional words such as before, after, now, or finally to indicate a sequence of events, sense of story, and physical descriptions
	<u>PAT-2005</u> Begin drawing shapes.		<u>W.GN.00.03</u> Write a brief informational piece such as a page for a class book using drawings, words, word-like clusters, and/or sentences	<u>W.GN.01.03</u> Write an informational piece that addresses a focus question using descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas

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Experimental Writing			<u>W.HW.00.02</u> Leave space between words and word-like clusters	<u>W.GR.01.01</u> In the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun
	<u>PAT-2000</u> Learns the difference between drawing and writing. The marks they make mean something.	<u>ELE2:3</u> Begin to develop an understanding of purposes for writing (e.g., lists, directions, stories, invitations, labels)	<u>W.PR.00.01</u> With teacher assistance, consider the audience’s reactions as they plan narrative or informational writing	<u>W.PR.01.01</u> With teacher support, set a purpose, consider audience, and incorporate literary language when writing a narrative or informational piece; begin to use specific strategies including graphic organizers when planning
			<u>W.GN.00.02</u> Approximate poetry, using copy change and teacher guidance, based on reading a wide variety of grade-appropriate poetry	<u>W.GN.01.02</u> Approximate poetry based on reading a wide variety of grade- appropriate poetry
	<u>PAT-2005</u> Use thumb and forefinger grip on pencil.	<u>ELE2:4</u> Represent their own or imaginary experiences through writing (with/without illustrations)	<u>W.GN.00.01</u> Write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support	<u>W.GN.01.01</u> Write a personal narrative using illustrations and transitional words such as before, after, now, or finally to indicate a sequence of events, sense of story, and physical descriptions.

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Experimental Writing	<u>PAT-2005</u> Begin drawing shapes.		<u>W.PR.00.03</u> Draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings	<u>W.PR.01.03</u> Attempt to revise draft based on reading it aloud to clarify meaning for their intended audience.
	<u>PAT-2005</u> Use thumb and forefinger grip on pencil.	<u>ELE2:4</u> Represent their own or imaginary experiences through writing (with/without illustrations)	<u>W.GN.00.03</u> Write a brief information piece such as a page for a class book using drawings, words, word-like clusters, and/or sentences	<u>W.GN.01.03</u> Write an informational piece that addresses a focus question using descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas
	<u>PAT-2005</u> Begin drawing shapes.		<u>W.GN.00.01</u> Write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support	<u>W.GN.01.01</u> Write a personal narrative using illustrations and transitional words such as before, after, now, or finally to indicate a sequence of events, sense of story, and physical descriptions
	<u>PAT-2005</u> Work in ways to do more than one thing at a time.	<u>ELE2:7</u> Show beginnings of a sense of the need to look over and modify their writings and drawings (e.g., adding to picture or writing	<u>W.GN.00.01</u> Write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support	<u>W.GN.01.01</u> Write a personal narrative using illustrations and transitional words such as before, after, now, or finally to indicate a sequence of events, sense of story, and physical descriptions

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Experimental Writing	<u>PAT-2005</u> Thinks about what to do.		<u>W.PR.00.03</u> Draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings	<u>W.PR.01.03</u> Attempt to revise draft based on reading it aloud to clarify meaning for their intended audience
	<u>PAT-2005</u> Make more purposeful strokes to draw using adult-like grasp on a crayon.	<u>ELE2:6</u> Attempt to read or pretend to read what they have written to friends, family members and others	<u>W.PR.00.04</u> Attempt to revise writing based on reading it aloud, requesting suggestions and clarifications that support meaning	<u>W.PR.01.04</u> Attempt to proofread and edit writing/pictures using appropriate resources including a word wall and class-developed checklist, both individually and in groups
			<u>W.GN.00.04</u> Contribute to a class research project by adding relevant information to a class book including gathering information from teacher-selected resources and using the writing process to develop the project	<u>W.GN.01.04</u> Use a teacher-selected topic to write one research question; locate and begin to gather information from teacher-selected resources; organize the information and use the writing process to develop a project
			<u>W.PS.00.01</u> Develop originality in oral, written, and visual messages in both narrative and informational writing	<u>W.PS.00.01</u> Develop originality in oral, written, and visual messages in both narrative and informational writing

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Experimental Writing	<u>PAT-2005</u> Uses thumb and forefinger grip on a pencil.	<u>ELE2:8</u> Develop greater control over the physical skills needed to write letters and numbers	<u>W.HW.00.01</u> Form upper and lowercase manuscript letters	<u>W.HW.01.01</u> Legibly write upper and lower case manuscript letters
			<u>W.SP.00.02</u> In context of writing, correctly spell less frequently encountered words, relying on structural cues and environmental sources	<u>W.SP.01.02</u> In the context of writing, correctly spell less frequently encountered words using structural cues and environmental sources
			<u>W.HW.00.03</u> Write from left to right and top to bottom	<u>W.GR.01.01</u> In the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.