

Standard Clarification for Early Childhood Literacy

ECSQ.EmergentReading.1.B.3

Standard ER.1.B.3		DOK
In print and alphabetic knowledge: Participate in play activities with sounds (e.g., rhyming games, finger plays).		1
Standard Terminology <ul style="list-style-type: none"> in print and alphabetic knowledge – in written form or through the understanding of letters, shapes, names, and sounds 		
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"> play activities with sounds – verbal interactions that emphasize phonemes (e.g., rhyming games, and finger plays) 		<ul style="list-style-type: none"> participate – to take part in activity
Type of Target	Learning Targets: I Can Statements	DOK
S	I can participate in play activities with sounds (e.g., rhyming games, finger plays).	1
Notes/Examples <ul style="list-style-type: none"> rhyming words phonemes <p>Books that Play with Rhyme:</p> <ul style="list-style-type: none"> <i>Buzz Said the Bee</i> by W. Lewison (Scholastice, 1992) <i>A Giraffe and a Half</i> by S. Sliverstein (HarperCollins, 1964) <i>Sheep in a Jeep</i> by N. Shaw (Houghton Mifflin, 1986) <i>The Wonderful Pigs of Jillian Jiggs</i> by P. Gilman (Scholastic, 1988) <p>Books with Alliteration:</p> <ul style="list-style-type: none"> <i>Dinosaur Chase</i> by C. Otto (HarperCollins, 1993) <i>Six Sick Sheep: 101 Tongue Twisters</i> by J. Cole and S. Calmenson (Beech Tree, 1993) <p>TS Gold Connections:</p> <ul style="list-style-type: none"> 15a Notices and discriminates rhyme (level 2+) 15b Notices and discriminates alliteration (level 2+) 		
Resources Consulted <p>Michigan Department of Education (2013). <i>Early childhood standards of quality for prekindergarten</i>. Lansing, MI: Michigan Department of Education.</p>		