

Let's Get Ready to Read!



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Why Should You Use The Illinois Early Learning Standards?

"Standards are an essential first step for designing effective preschool curricula since they represent an agreed upon agenda for teaching and learning. The Illinois Early Learning Standards are excellent because they recognize the interconnectedness of emotional, social, cognitive, and physical development and learning- the whole child. Like all good standards, they should be used as the base for reflective teachers as they create learning experiences that build on what children already know and capture their interest in learning."

Barbara Bowman, Erikson Institute

Language Arts

- **State Goal 1: Read with understanding and fluency**
 - Learning Standards A: Apply word analysis and vocabulary skills to comprehend selections
 - Benchmark 1.A.ECa: Understanding that pictures and symbols have meaning and that print carries message.
 - Benchmark 1.A.ECb: Understand that reading progresses from left to right and top to bottom.
 - Benchmark 1.A.ECd: Identify some letters, including those in own name.
 - Benchmark 1.A.ECe: Make some letter-sound matches.
 - Learning Standards R: Apply reading strategies to improve understanding and fluency
 - Benchmark 1.B.ECa: Predict what will happen next using pictures and content for guides.
 - Benchmark 1.B.ECb: Begin to develop phonological awareness by participating in rhyming activities
 - Benchmark 1.B.ECc: Recognize separable and repeating sounds in spoken language.
 - Learning Standard C: Comprehend a broad range of reading materials
 - Benchmark 1.C.ECa: Retell information from a story.
 - Benchmark 1.C.ECb: Respond to simple questions about reading material.
 - Benchmark 1.C.ECc: Demonstrate understanding of literal meaning of stories by making comments.

- **1.A.ECa:**
 - Read Daily
 - Describe Attributes in materials: tools, artwork , etc.
 - Print Rich Environment
 - Large Variety of Reading Materials Available to Children
 - Child Creates Word Banks
- **1.A.ECb:**
 - Point to Words as Reading
 - Discuss Reading Directionality
- **1.A.ECc:**
 - Environmental Print : Advertisements, Warning Signs, Announcements, and Directional Signs.
 - Cereal Box Book
 - Photo Walk
 - Pictures Cards

- **1.B.ECa:**
 - Story Sequencing
 - Flannel Boards
 - Story Props
 - What Happens in the Beginning, Middle, and End?
- **1.B.ECb:** Rhyme Time
 - Make-up Silly Words
- **1.B.ECc:**
 - Clap Syllables in Names, Songs, and Words
- **1.C.ECa:**
 - Flannel Boards
 - Sheet Stage
- **1.C.ECb:**
 - Question Jar
- **1.C.ECc:**
 - Story Experts
 - Puppets
 - Imitate Characters Movements (snake slither, frogs hop)

- **State Goal 2: Read and understand literature representative of various societies, eras and ideas**
 - Learning Standard A: Understand how literary elements and techniques are used to convey meaning.
 - Benchmark 2.A.EC: understand that different text forms, such as magazines, notes, lists, letters, and story books, are used for different purposes.
 - Learning Standard B: Read and interpret a variety of literary works.
 - Benchmark: 2.B.EC: Show independent interest in reading related activities

- **2.A.EC:**
 - Create Lists
 - Picture Cards with Nouns, Verbs, Short Sentences
 - Student Created Books
- **2.B.EC:**
 - Predictable Word Set Books
 - Wordless books

- **State Goal 3: Write to communicate for a variety of purposes**
 - Learning Standard A: use correct grammar, spelling, punctuation, capitalization and structure.
 - Benchmark 3.A.EC: Use scribbles, approximations of letters, or known letters to represent written language.
 - Learning Standard B: Compose well-organized and coherent writing for specific purposes and audiences.
 - Benchmark 3.B.EC: Dictate stories and experiences.
 - Learning Standard C: Communicate ideas in writing to accomplish a variety of purposes.
 - Benchmark 3.C.EC: Use drawing and writing skills to convey meaning and information.

- **3.A.EC:**
 - Journals
 - Graffiti Wall
- **3.C.EC:**
 - Class books
 - Stop, Drop, and Draw

• **State Goal 4: Listen and speak effectively in a variety of situations**

- Learning Standard A: Listen effectively in formal and informal situations.
 - Benchmark 4.A.EC: Listen with understanding and respond to directions and conversations.
- Learning Standard B: Speak effectively using language appropriate to the situation and audience.
 - Benchmark 4.B.EC: Communicate needs, ideas, and thoughts.

• **4.A.EC:**

- Simon Says
- Rhyme Time

• **4.B.EC:**

- Dictation
- Daily News

• **State Goal 5: Use language arts to acquire, assess and communicate information**

- Learning Standard A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
 - Benchmark 5.A.EC: Relate prior knowledge to new information.
- Learning Standard B: Analyze and evaluate information acquired from various sources.
 - Benchmark 5.B.EC: Relate prior knowledge to new information.
- Learning Standard C: Apply acquired information, concepts and ideas to communicate in a variety of formats.
 - Benchmark 5.C.EC: Communicate information with others.

- **5.A.EC:**
 - Project Work
- **5.B.EC:**
 - KWL Charts
- **5.C.EC:**
 - Show and Tell
 - Mystery Box
 - Class Expert

Resources & References

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