

Crosswalk between the 2011 Prekindergarten Standards in English Language Arts and Literacy and the *Guidelines for Preschool Learning Experiences*

Instructions: On the left side of the page (Column 1) are the new pre-kindergarten standards. The guideline(s) for curriculum and instruction from the *Guidelines for Preschool Learning Experiences* (Guidelines, 2003) are listed on the right (Column 2).

To use this crosswalk, refer to the activities listed under that guideline the *Guidelines*. Some activities will be more appropriate to the new pre-k standard than some others. Most of the activities and guidelines come are taken from the Guidelines' English Language Arts section, although guidelines from a few other sections are also noted. Teachers are encouraged to embed these activities in larger curriculum themes and projects that are meaningful and interesting to the children in a particular class. See the end of this document for online links to relevant documents and related information.

Prekindergarten Standards, 2011 English Language Arts and Literacy (ELA)	<i>Guideline for Preschool Learning Experiences, 2003: English Language Arts (ELA)</i>
<i>Reading: Literature</i> <i>Key ideas and details</i>	<i>Strand, number and page in Guidelines</i>
1. With prompting and support, ask and answer questions about a story or poem read aloud.	Reading and Literature: #6 (p. 9): <i>Listen to a wide variety of age appropriate literature read aloud.</i> #10 (p. 10): <i>Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book.</i>
2. With prompting and support, retell a sequence of events from a story read aloud.	Reading and Literature: #10 (p. 10): <i>Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book.</i> Composition #19 (p. 12): <i>Arrange events in order when dictating a story.</i>
3. With prompting and support, act out characters and events from a story or poem read aloud.	Reading & Literature: #10 (p. 10): <i>Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book.</i> #12 (p. 11): <i>Listen, recite, sing, and dramatize a variety of age-appropriate literature.</i> Also see Arts section, Theater Arts: # 15, 16, and 17 (p. 42): <i>Create characters through physical movement, gesture, sound, speech, and facial expressions.</i>

**2011 Prekindergarten Standards
English Language Arts and Literacy**

**Guidelines and activities in
English Language Arts (ELA)**

Reading: Literature, cont'd

Strand, number and page in Guidelines

Craft and Structure

4. With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.

Reading and Literature:

#12 (p. 11): *Listen, recite, sing, and dramatize a variety of age-appropriate literature.*

Composition:

#20: Some activities under this guideline may also be helpful: *Generate Questions and gather information to answer their questions in various ways.*

Key ideas and details

5. *(Begins in kindergarten or when the individual child is ready)*

6. With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted or by telling how a sequence of events unfolds.

Reading & Literature:

#11 (p. 10): *Listen to several books by the same author or using the same illustrator.*

Integration of Knowledge and Ideas

7. With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.

Reading & Literature:

#10 (p. 10): *Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book*

8. *(Not applicable in pre-k)*

8a. Respond to a regular beat in poetry and song by movement or clapping.

Reading & Literature:

#12 (p. 11): *Listen, recite, sing, and dramatize a variety of age-appropriate literature.*

#14 (p. 11): *Recognize and supply rhythm and rhyme in poetry.*

Also see [Arts Section](#), Music:

#10 (p. 41): *Sing songs with repetitive phrases and rhythmic patterns.*

#11 (p. 41): *Listen to various kinds of instrumental music and explore a variety of melody and rhythmic instruments.*

Also see some activities in the [Mathematics section](#), Patterns & Relations:

#9 (p. 15): *Recognize, describe, reproduce, extend, create and compare repeating patterns of concrete materials.*

Prekindergarten Standards, 2011 English Language Arts and Literacy	Guidelines and activities in English Language Arts
<i>Reading: Literature, cont'd</i>	Strand, number and page in Guidelines
9. With prompting and support, make connections between a story or poems and one's own experiences.	Reading & Literature: #11 (p. 10): <i>Listen to several books by the same author or using the same illustrator</i>
<i>Range of Reading/Level of Text Complexity</i>	
10. Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.	Reading & Literature: #6 (p. 9): <i>Listen to a wide variety of age appropriate literature read aloud.</i> #12 (p.11): <i>Listen, recite, sing, and dramatize a variety of age-appropriate literature.</i>
<i>Reading: Informational Texts</i>	
<i>Key Ideas and Details</i>	
1. With prompting and support, ask and answer questions about an informational text read aloud.	Language: #2 (p. 7): <i>Participate actively in discussions, listen to the ideas of others, and ask and answer relevant questions.</i> #3 (p. 7): <i>Communicate personal experiences or interests.</i> Reading & Literature: #12 (p.11): <i>Listen, recite, sing, and dramatize a variety of age-appropriate literature.</i> Also see <u>Science section</u> : Earth and Space Science: #9 (p. 21): <i>Observe and describe or represent scientific phenomena and meaningful to children's lives that have a repeating pattern (e.g., day, night).</i>
2. With prompting and support, recall important facts from an informational text after hearing it read aloud.	Reading & Literature: #12 (p. 11): <i>Listen, recite, sing, and dramatize a variety of age-appropriate literature.</i>
3. With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant's gait differs from a bunny's hop).	Reading & Literature: #10 (p. 10): <i>Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book</i> Also see <u>Arts section</u> , Theater Arts: #16 (p. 42): <i>Create characters through physical movement, gesture, sound, speech, and facial expressions.</i>

Prekindergarten Standards, 2011 English Language Arts and Literacy	Guidelines and activities in English Language Arts
<i>Reading: Informational Texts, cont'd</i>	Strand, number and page in <i>Guidelines</i>
<i>Craft and Structure</i>	
4. With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud.	Language: #2 (p. 7): <i>Participate actively in discussions, listen to the ideas of others, and ask and answer relevant questions.</i> #5 (p. 8): <i>Listen to and use formal and informal language.</i>
5. <i>(Begins in kindergarten or when the individual child is ready)</i>	
6. With prompting and support, “read” illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).	Reading & Literature: #6 (p. 9): <i>Listen to a wide variety of age appropriate literature read aloud.</i> #11 (p. 10): <i>Listen to several books by the same author or using the same illustrator.</i> Also combine these with active learning/ experiential activities in the <u>Science section</u> , and the <u>History and Social Studies</u> section.
<i>Integration of Knowledge and Ideas</i>	
7. With prompting and support, describe important details from an illustration or photograph.	Reading & Literature #12 (p. 11): <i>Listen, recite, sing, and dramatize a variety of age-appropriate literature.</i> #13 (p. 11): <i>Relate themes and information in books to personal experiences.</i>
8. <i>(Begins in kindergarten or when the individual child is ready)</i>	
9. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.	Reading & Literature: #11 (p. 10): <i>Listen to several books by the same author or using the same illustrator.</i>
<i>Range of Reading and Level of Text Complexity</i>	
10. Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud.	Language: #2 (p. 7): <i>Participate actively in discussions, listen to the ideas of others, and ask and answer relevant questions.</i> Language #5 (p. 7): #5 (p. 8): <i>Listen to and use formal and informal language.</i> Reading & Literature #6 (p. 9): <i>Listen to a wide variety of age appropriate literature read aloud.</i> Also combine these with active learning/ experiential activities in the <u>Science</u> and <u>History and Social Studies</u> sections.

**Prekindergarten Standards, 2011
English Language Arts (ELA)**

**Guidelines and activities in
English Language Arts (ELA)**

Reading Foundations

Strand, number and page in Guidelines

Print Concepts

1. With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.

- a. Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.

b. *(Begins in kindergarten or when the individual child is ready)*

c. *(Begins in kindergarten or when the individual child is ready)*

- d. Recognize and name some upper-case letters of the alphabet and the lowercase letters in one's own name.

(a) Reading & Literature: #6 (p. 9): *Listen to a wide variety of age appropriate literature read aloud.*

(d) Reading & Literature: # 7 (p. 9): *Develop familiarity with the forms of alphabet letters, awareness of print, and letter forms.*

Phonological Awareness

2. With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. With guidance and support recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).

- b. With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.

- c. Identify the initial sound of a spoken word and, with guidance and support, generate a several other words that have the same initial sound.

d. *(Begins in kindergarten or when the individual child is ready)*

e. *(Begins in kindergarten or when the individual child is ready)*

(a) (b) Reading & Literature: #8 (p. 9): *Listen to, identify, and manipulate language sounds to develop auditory discrimination and phonemic awareness*

(c) Reading & Literature: #8 (p. 9) and #9 (p. 10): *Link letters with sounds in play activities*

Phonics and Word Recognition

3. Demonstrate beginning understanding of phonics and word analysis skills.

- a. Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written "B").

b. *(Begins in kindergarten or when the individual child is ready)*

- c. Recognize one's own name and familiar common signs and labels (e.g., STOP).

d. *(Begins in kindergarten or when the individual child is ready)*

(a-d) Reading & Literature:
#9 (p. 10): *Link letters with sounds in play activities*
Reading & Literature:

#7 (p. 9): *Develop familiarity with the forms of alphabet letters, awareness of print, and letter forms*

**Prekindergarten Standards, 2011
English Language Arts and Literacy**

**Guidelines and activities in
English Language Arts**

Writing

Strand, number and page in Guidelines

Text Types and Purposes

1. Dictate words to express a preference or opinion about a topic (e.g., “I would like to go to the fire station to see the truck and meet the firemen.”).

Composition:

#16 (p. 12): *Use their own words or illustrations to describe their experiences, tell imaginative stories or communicate information about a topic of interest.*

#18 (p. 12): *Use emergent writing skills to make letters in many settings and for many purposes.*

2. Use a combination of dictating and drawing to explain information about a topic.

Composition:

16 (p. 12): *Use their own words or illustrations to describe their experiences, tell imaginative stories or communicate information about a topic of interest.*

#18 (p. 12): *Use emergent writing skills to make letters in many settings and for many purposes.*

3. Use a combination of dictating and drawing to tell a real or imagined story.

Composition:

#16 (p. 12): *Use their own words or illustrations to describe their experiences, tell imaginative stories or communicate information about a topic of interest.*

#19 (p. 12): *Arrange events in order when dictating a story.*

Production and Distribution of Writing

4. *(Begins in grade 3)*

5. *(Begins in kindergarten or when an individual student is ready)*

6. Recognize that digital tools (e.g., computers, cell phones, cameras, or other devices) are used for communication and, with support and guidance, use them to convey messages in pictures and/or words.*

Composition:

#16 (p. 12): *Use their own words or illustrations to describe their experiences, tell imaginative stories or communicate information about a topic of interest.*

7. *(Begins in kindergarten or when an individual student is ready)*

8. *(Begins in kindergarten or when an individual student is ready)*

9. *(Begins in grade 4)*

10. *(Begins in grade 3)*

**Prekindergarten Standards, 2011
English Language Arts and Literacy**

**Guidelines and activities in
English Language Arts**

Speaking and Listening

Strand, number and page in Guidelines

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners during daily routines and play.
 - a. Observe and use appropriate ways of interacting in a group (e.g. taking turns in talking; listening to peers; waiting to speak until another person is finished talking; asking questions and waiting for an answer; gaining the floor in appropriate ways).
 - b. Continue a conversation through multiple exchanges

(a) + (b) Language:

#1 (p. 7): *Observe and use appropriate ways of interacting in a group (taking turns in talking; listening to peers; waiting until someone is finished; asking questions and waiting for a n answer; gaining the floor in appropriate ways.*

#2 (p. 7): *Participate actively in discussions, listen to the ideas of others, and ask and answer relevant questions.*

2. Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).

Language:

#3 (p. 7): *Communicate personal experiences or interests.*

Reading & Literature:

#10 (p. 10): *Engage actively in read-aloud activities by asking questions, offering ideas, predicting and retelling important parts of a story or informational book.*

3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.*

Language:

#2 (p. 7): *Participate actively in discussions, listen to the ideas of others, and ask and answer relevant questions.*

Language:

#5 (p. 8): *Listen to and use formal and information language.*

Composition:

#20 (p. 12): *Generate questions and gather information to answer their questions in various ways.*

Presentation of Knowledge and Ideas

4. Describe personal experiences, tell real or imagined stories.

Language:

#3 (p. 7): *Communicate personal experiences or interests.*

Composition:

#16 (p. 12): *Use their own words or illustrations to describe their experiences, tell imaginative stories or communicate information about a topic of interest.*

#17 (p. 12): *Add details or make changes to published or class-made stories.*

**Prekindergarten Standards, 2011
English Language Arts and Literacy**

Speaking and Listening, cont'd
(Presentation of Knowledge and Ideas)

**Guidelines and activities in
English Language Arts**

Strand, number and page in Guidelines

5. Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, or clay models) and explain them to others.

Language:

#3 (p. 7): *Communicate personal experiences or interests.*

6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language:

#3 (p. 7): *Communicate personal experiences or interests.*

#4 (p. 8): *Engage in play experiences that involve naming and sorting common words into various classifications using general and specific language.*

#5 (p. 8): *Listen to and use formal and information language.*

Reading & Literature:

#11 (p. 10): *Listen to several books by the same author or using the same illustrator.*

Language

Conventions of Standard English

1. Demonstrate use of oral language in informal every day activities.

Language:

a. *(Begins in kindergarten)*

(a) (b) #5 (p. 8): *Listen to and use formal and information language.*

b. Use frequently occurring nouns and verbs.

(c) Not specified in *Guidelines* -- Listen for use of plurals.

c. Form regular plural nouns.

d. Understand and use question words (e.g., *who, what, where, when, why, how*).

(d) Composition:

e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

#20 (p. 12): *Generate questions and gather information to answer their questions in various ways.*

f. Demonstrate the ability to speak in complete sentences.

(e) Not specified in *Guidelines* -- Listen for use of prepositions.

g. Use vocabulary in the Massachusetts Mathematics Curriculum Framework Pre-kindergarten standards to express concepts related to *length, area, weight, capacity, and volume*.

(f) Not specified in *Guidelines* sentence structure

(g) see Mathematics section, Number Sense:

#3 (p. 13): *Use positional language and ordinal numbers (first, second, third) in everyday activities.*

#7 (p. 14): *Explore and describe a wide variety of concrete objects by their attributes.*

2. *(Begins in kindergarten)*

Knowledge of Language

3 *(Begins in grade 2)*

**Prekindergarten Standards, 2011
English Language Arts and Literacy**

**Guidelines and activities in
English Language Arts**

Language, cont'd

Strand, number and page in Guidelines

Vocabulary Acquisition and Use

4. (Begins in kindergarten)

5. With guidance and support from adults, explore word relationships and nuances of word meanings.

- a. Demonstrate understanding of concepts by sorting common object into categories (e.g., sort objects by color, shape, or texture).

b. (Begins in kindergarten)

- c. Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).

d. (Begins in kindergarten)

Reading & Literature:

#15 (p. 11): *Listen to, recognize, and use a vocabulary of sensory words.*

(a) (c) Language:

#4 (p. 8): *Engage in play experiences that involve naming and sorting common words into various classifications using general and specific language.*

6. Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.

Language:

#5 (p. 8): *Listen to and use formal and information language.*

For more information:

It is helpful to put the pre-kindergarten standards in English language arts and literacy in context. For this, please review the *Massachusetts Curriculum Frameworks* (Pre-k – Grade 12): <http://www.doe.mass.edu/frameworks/current.html>

Guidelines for Preschool Learning Experiences and the *Massachusetts Early Learning Guidelines for Infants and Toddlers*:

<http://www.mass.gov/?pageID=edusubtopic&L=4&L0=Home&L1=Pre+K+-+Grade+12&L2=Early+Education+and+Care&L3=Curriculum+Guidelines+and+Assessment&sid=Eoedu>

For additional guidance and activities for dual- or English-language learner, see the revised Head Start Child Development and Early Learning Framework (2010), particularly pages 21-22: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework.pdf

For curriculum ideas related to the new Curriculum Frameworks in Massachusetts: Massachusetts Teachers' Domain: <http://www.teachersdomain.org/>