



School District of Marshfield Literacy Standards – 4-Year-Old Kindergarten

LITERACY – Literacy, Speaking & Listening, Language

Wisconsin Model Early Learning Standards

Specific knowledge and skills that students will know and be able to do by the end of 4 Year Old Kindergarten

Marshfield Student Learning Target (“I can”)

These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences.

Language Development and Communication

Listening and Understanding

- Derives meaning through listening to communications of others and sounds in the environment. **A.EL.1**
 - a. Shows understanding of concept words and sequence of events.
 - b. Demonstrates understanding and listening skills by attending and responding appropriately.
- Listens and responds to communication with others. **A.EL.2**
 - a. Responds appropriately when asked to identify familiar objects/person/body parts (nouns) or when asked to run, walk, jump (action words, verbs).
 - b. Responds to increasingly complex language structures including comments, requests, and questions.
 - c. Responds and extends conversations much like adults and can sustain a topic through multiple turns.
- Follows directions of increasing complexity. **A.EL.3**
 - a. Understands and carries out a one-step direction.
 - b. Understands and carries out two step directions.
 - c. Follows a series of three or more multistep directions.

Listening and Understanding

- I can turn toward source of sound.
- I can attend to same situation or objects as another person.
- I can enjoy short stories, rhymes, finger plays, songs, and music.
- I can show understanding of concept words and sequence of events.
- I can demonstrate understanding and listening skills by attending and responding appropriately.

- I can respond to voices of familiar adults and children.
- I can participate in turn taking, alternating listening and responding.
- I can respond appropriately when asked to identify familiar objects/person/body parts (nouns) or when asked to run, walk, or jump.
- I can respond to comments, requests, and questions.
- I can respond and extend conversations much like adults and can sustain a topic through multiple turns.

- I can respond to simple requests
- I can understand and carry out a one-step direction.
- I can understand and carry out a two-step direction.
- I can follow a series of three or more multi-step directions.



School District of Marshfield Literacy Standards – 4-Year-Old Kindergarten

Wisconsin Model Early Learning Standards

Specific knowledge and skills that students will know and be able to do by the end of 4 Year Old Kindergarten

Marshfield Student Learning Target (“I can”)

These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences.

This is not an inclusive list of learning targets.

Language Development and Communication

Speaking and Communicating

- Uses gestures and movements (non-verbal) to communicate. **B.EL.1**
- Uses vocalizations and spoken language to communicate. (Language Content) **B.EL.2a**
 - a. Uses plurals, pronouns, past tense.
 - b. Uses multi-word sentences (Parts of speech, word order, and sentence structure) much like that of adult.
- Uses vocalizations and spoken language to communicate. (Language content) **B.EL.2b**
 - a. Uses a category of words that shows awareness of common aspects among objects.
 - b. Asks many questions with “why” to obtain information.
 - c. Uses comments on as well as produces and comprehends words.
- Uses vocalizations and spoken language to communicate. (Language function) **B.EL.2c**
 - a. Engages in short dialogue of a few turns.
 - b. Determines how much information a listener needs based on an awareness of listeners roll and understanding.
 - c. Modifies language when talking to younger child.
 - d. Initiates conversation, responds to conversations, and stays on topic for multiple exchanges.
 - e. Uses language to effectively express feelings and thoughts, describe experiences and observations, interact with others, and communicate effectively in group activities and discussions.

Speaking and Communicating

- I can use gestures and movement to get attention, request objects, protest, or to draw attention to an object in the environment.
- I can use gestures for greetings.
- I can use movement or behavior to initiate interaction with a person, animal, or object.
- I can use non-verbal communication much like adults. (facial expressions of emotion e.g. sad, happy, angry, distressed, etc. and movement e.g. waving, motioning, walking away, running toward someone, etc.)
- I can make noises to communicate.
- I can make vowel and consonant sound combining and engaging in vocal play.
- I can use two to three word phrases and sentences.

- I can use plural, pronouns, and past tense words. (e.g. cats, I, he, she, walked, sang)
- I can use multi-word sentences.

- I can use words to represent a particular person or object. (e.g. “blankie” referring to blanket)
- I can use words for compliance, protests, and greetings. (e.g. “Yes”, “No”, “Bye Bye”)
- I can use words to represent various objects.
- I can use a word to relate to itself or something else. (“I want...”)
- I can use a category of words that show awareness of common aspects among objects. (e.g. “These are all toys.” and pointing to toys)
- I can comment on as well as produce and comprehend words.

- I can seek attention through talking or with actions.
- I can direct my attention to an object.
- I can engage in short conversation of a few turns.
- I can initiate conversation, respond to conversations, and stay on topic.
- I can use language to effectively express feelings and thoughts and describe experiences.
- I can use a variety of words to express similarities and differences between objects.



School District of Marshfield Literacy Standards – 4-Year-Old Kindergarten

Wisconsin Model Early Learning Standards

Specific knowledge and skills that students will know and be able to do by the end of 4 Year Old Kindergarten

Marshfield Student Learning Target (“I can”)

These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences.

Language Development and Communication

Early Literacy

- Develops ability to detect, manipulate, or analyze the auditory parts of spoken language. **C.EL.1**
 - a. Requests and joins in saying favorite rhymes and songs that repeat sounds and words.
 - b. Recognizes and matches sounds and rhymes in familiar words.
 - c. Recognizes sounds that match and words that begin or end with the same sounds.
 - d. Recognizes and produces rhyming words.
 - e. Discriminates separate syllables in spoken words and begins to blend and segment syllables.
 - f. Recognizes single sounds and combinations of sounds.
- Understands concept that the alphabet represents that sounds of spoken language and the letters or written language. **C.EL.2**
 - a. Explores, repeats, imitates alphabet related songs and games.
 - b. Recognizes the difference between letters and other symbols.
 - c. Recognizes letters and their sounds in familiar words, especially in own name.
 - d. Makes some letter/sound connections and identifies some beginning sounds.
 - e. Uses a combination of letters sounds, familiar environmental print, and picture cues to recognize a printed word.
 - f. Recognizes that most speech sounds (both consonants and vowels) are represented by single letter symbols.
 - g. Experiences success in reading by sounding out words (decoding).
 - h. Recognizes and names all letters of the alphabet (upper and lowercase) in familiar and unfamiliar words.
 - i. Reads familiar decodable and some irregular words in books, signs, and labels.

Early Literacy

- I can respond to frequently said sounds, words, and rhymes. (e.g. student moves legs when he/she hears a familiar song)
- I can imitate sounds.
- I can repeat words in rhymes and actions.
- I can request and join in saying favorite rhymes and songs that repeat words.
- I can recognize and match sounds and rhymes in familiar words.
- I can recognize sounds that match and words that begin or end with the same sounds.
- I can recognize and produce rhyming words.
- I can clap syllables in spoken words and begin to blend and segment syllables by clapping and verbalizing the syllables. (“My name has two parts, Bob-by”)
- I can recognize single sounds and combinations of sounds by changing initial consonant. (“Dad and lad have the same middle and last sound.”)
- I can explore, repeat, imitate alphabet related songs and games.
- I can recognize the difference between letters and other symbols.
- I can recognize letters and their sounds in familiar words, especially in my own name.
- I can make some letter/sound connections and identify some beginning sounds.
- I can use a combination of letter sounds, familiar environmental print, and picture cues to recognize a printed word. (“stop”)
- I can recognize that most speech sounds are represented by single letter symbols.
- I can sound out simple words using letter sounds (pot= /p/, /o/, t/)
- I can recognize and name all letters of the alphabet upper and lower case)
- I can read familiar decodable words. (e.g. dad, mom, stop, dog)



School District of Marshfield Literacy Standards – 4-Year-Old Kindergarten

Wisconsin Academic Standards

Specific knowledge and skills that students will know and be able to do by the end of Kindergarten

Marshfield Student Learning Target ("I can")

These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences.

This is not an inclusive list of learning targets.

Early Literacy

- Shows appreciation of books and understands how print works. **C.EL.3**
 - a. Looks at picture books and asks questions or makes comments.
 - b. Understands that print in the book carries the message.
 - c. Views one page at a time from the front to the back of the book and knows that the book has a title, author, and illustrator.
 - d. Chooses reading activities and responds with interest and enjoyment.
 - e. Recognizes some familiar environmental print.
 - f. Handles books correctly and shows increasing skill in print directionality.
 - g. Understands the difference between letters, words, and sentences.
 - h. Understands that books have characters, sequence of events, and story plots.
- Uses writing to represent thoughts or ideas. **C.EL.4**
 - a. Writes lists, thank you notes, names, and labels objects in play.
 - b. Labels pictures using scribbles or letter like forms to represent words or ideas.
 - c. Writes recognizable letters and begins to write name and a few words.
 - d. Uses knowledge of sounds and letters to write some words and phrases (inventive and conventional spelling).

- I can explore and enjoy books.
- I can point to and name pictures in a book when asked.
- I can look at picture books and ask questions or make comments.
- I can understand that print in the book carries the message or story.
- I can view one page at a time from the front to the back on the book and know that the book has a title, author, and illustrator.
- I choose reading activities and respond with interest and enjoyment.
- I can hold a book properly.
- I can read or pretend to read the book going from front to back, left to right, and top to bottom.
- I can understand the difference between letters, words, and sentences.
- I can understand that books have characters, sequence of events, and story plots.
- I can begin to use writing tools to make marks.
- I can scribble and create unconventional shapes.
- I can write lists, thank you notes, names, and label objects in play using scribbles or letter-like forms to represent words or ideas.
- I can write recognizable letters and begin to write name and a few words.
- I can use knowledge of sounds and letters to write some words and phrases.