

Title –Pre-K Literacy Student Learning Objective

Content Area –Literacy

Grade Level –Pre-K

Students – This objective applies to my fifteen 4-year-olds.

Interval of Instruction – SY2013-14

Main Criteria	Element	Description
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Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?

Priority of Content	Objective Statement	All students will meet or make progress toward meeting the Teaching Strategies Gold (TSG) <i>widely-held expectations</i> within the following literacy objectives: Demonstrates phonological awareness, Demonstrates knowledge of print and its uses, and Comprehends and responds to books and other texts.
	Rationale	According the district’s PLP data from last year, approximately 10% of students entering kindergarten required a Personal Literacy Plan to enhance early literacy development. In addition, last year’s TSG data indicated that only 60% of students exiting preschool met the widely-held expectations for their age group within the area of literacy. Therefore, both our district strategic plan and school goals call for an emphasis on early literacy development to close the gap between students’ level of performance and the widely-held expectations for their age group. In reviewing the Class Profile Report from the fall checkpoint data, I observed the largest gaps between students’ current level of performance and the widely-held expectations in the following objectives: Demonstrates phonological awareness, Demonstrates knowledge of print and its uses, and Comprehends and responds to books and other texts
	Aligned Standards	This objective aligns with The Rhode Island Early Learning & Development Literacy Standards: A. Phonological Awareness- noticing and discriminating the sounds of spoken language B. Print Knowledge- book awareness and knowledge of basic print conventions; understanding that print carries meaning and spoken words are represented by text C. Comprehension and Interest- interest in and an understanding of a variety of literacy experiences

Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?

	Baseline Data / Information	<p>Each student was assessed individually at the fall checkpoint using TSG. While each student's profile is unique, I found that approximately 50% of my students (7 out of 15) were within the widely-held expectations for 4-year-olds in the areas of Demonstrates phonological awareness, Demonstrates knowledge of print and its uses, and Comprehends and responds to books and other texts. Of the remaining students, approximately 25% (4 out of 15) were one level below in each of these areas and approximately 25% (4 out of 15) were two levels below in each of these areas. Therefore, I have determined that these objectives warrant particular attention as I monitor students' individual progress across the area of literacy. Throughout the interval of instruction, I will provide increased and varied whole class, targeted and individual learning opportunities to practice and master the skills related to these objectives.</p>
<p>Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?</p>		
Rigor of Target	Target(s)	<p>By the spring checkpoint, I expect that approximately 75% of students (11 out of 15) will be within or above the widely-held expectations for 4-year-olds in all 3 of the focus objectives. In addition, the remaining 25% of students (4 out of 15) will make measureable progress toward the widely-held expectations, moving to within one level in each of the identified objectives.</p>
	Rationale for Target(s)	<p>I have based these targets on the fall checkpoint data, taken from the Class Profile Report, which indicated that 50% of the students were between one and two levels below the widely-held expectations within the identified objectives.</p> <p>These rigorous yet achievable targets require all students to either meet the widely held expectations or to make measureable progress toward meeting these targets. They are in line with the individual progress I would expect given appropriately tiered instruction and are consistent with the district strategic plan and school goals. They are slightly more ambitious than the data I have documented among students exiting preschool in past years.</p>

Quality of Evidence	Evidence Source(s)	<p>I will use Teaching Strategies Gold, the state-approved early childhood assessment tool. Supporting documentation will take a variety of forms including work samples, targeted observations, videos, and checklists, as well as observations collected on an ongoing basis from team members, families, and other sources. Supporting documentation will be entered throughout the school year with three formal checkpoints (fall, winter, spring). Though I will be assessing across the domains and objectives, I will closely track students' progress on the literacy skills listed here:</p> <ul style="list-style-type: none"> Notices and discriminates rhyme Notices and discriminates alliteration Notices and discriminates smaller and smaller units of sound Uses and appreciates books Uses print concepts Interacts during read-alouds and book conversations Uses emergent reading skills Retells stories <p>The Teaching Strategies Gold assessment will be administered throughout the year, including three formal checkpoints (fall, winter, spring). The classroom teacher will assess individual students on the 36 learning objectives, including the specific literacy skills addressed in this objective, three times per year. The Individual Child Report will be accessed 3 x per year and shared with parents/families to monitor individual student performance and growth. The Class Profile Report will be used to assess achievement of the targets.</p>
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