

P-MELDS

Domain: Language and Literacy

This document can be used for planning within this Domain. You can type directly into the “My Planning” boxes.

Goal Topic	Element	Code	Indicators- 34-48 Months	My Planning	Indicators- 46-60 Months	My Planning
Speaking and Listening	Comprehension and Collaboration	6a	Begins to engage in collaborative conversations about preschool topics and texts with peers and adults in small and larger groups.		Uses language to engage in collaborative conversations about preschool topics and texts with peers and adults.	
			Begins to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).		With modeling and support, follows classroom expectations for discussions (e.g., listen to others, take turns speaking about the topic under discussion).	
			Begins to engage in conversations with multiple exchanges.		With modeling and support, continues a conversation through multiple exchanges.	
			Begins to confirm understanding of a text read aloud, or information presented orally, or through other media by asking and answering questions.		Confirms understanding of a text read aloud, or information presented orally, or through other media by asking and answering questions.	
					Asks questions in order to seek help, gather	

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					information, or clarify something that is not understood.	
Speaking and Listening	Presentation of Knowledge and Ideas	6b	Begins to describe familiar people, places, things, and events.		With modeling and support from adults, uses drawings, or other visual displays to add details to verbal descriptions.	
			With guidance and support from adults, begins to add drawings or other visual displays to provide additional detail.		With modeling and support from adults, uses language (i.e. spoken, sign, or other augmentative or alternative communication) to express thoughts, feelings, and ideas clearly.	
			With guidance and support from adults, begins to speak audibly to express thoughts, feelings, and ideas.			
Knowledge of Language	Conventions of Standard English	7a	Begins to demonstrate understanding of the conventions of standard English grammar and usage when speaking.		Demonstrates the ability to communicate using spoken language, sign, or other augmentative or alternative communication in complete sentences.	
			Begins to use frequently occurring nouns and verbs.		Uses frequently occurring nouns and verbs.	
			Begins to form some regular plural nouns orally by adding /s/ or /es? (e.g. dog, dogs; wish, wishes).		Forms some regular plural nouns orally by adding /s/ or /es? (e.g. dog, dogs; wish, wishes).	

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			Begins to understand and use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).		Understands the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).	
			Begins to understand question words (e.g. who, what, where, when, why, how).		Responds to and use more question words/ interrogatives (e.g. who, what, where, when, why, how).	
			Begins to speak in complete sentences.		Begins to use knowledge of language and its conventions when relaying messages or listening for comprehension.	
					<i>*Additional Conventions of Standard English indicators can be found in the Writing element.</i>	
Knowledge of Language	Vocabulary Acquisition and Use	7b	Begins to ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play.		Asks and answers questions about the meaning of unknown words and phrases introduced through books and play.	
			With guidance and support from adults, begins to explore word relationships and meanings.		With guidance, prompting and support, begins to generate words that are similar in meaning (e.g., happy/glad, angry/mad).	

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Foundations of Early Literacy	Print Concepts	8a	With guidance and support from adults, begins to apply words learned in classroom activities to real-life examples (e.g., names the places in school that are fun, quiet, or noisy).		With guidance and support from adults, begins to demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.	
			With guidance and support from adults, begins to sort common objects into categories (e.g., big/small, living/nonliving).		With guidance and support from adults, uses words and phrases acquired through conversations, listening to books read aloud, activities, and play.	
					Sorts common objects into categories (e.g., big/small, living/nonliving).	
			Begins to display appropriate book-handling behaviors.		Demonstrates understanding of the organization and basic features of print.	
			Begins to hold a book correctly, turn pages in a single direction, and follow a story from left to right.		Identifies parts of a book including, front cover, back cover, and title.	
			Distinguishes between print and pictures.		Holds the book correctly for reading and turn one page at a time.	
			Recognizes that print represents spoken words and		Follows words from left to right and top to bottom.	

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Foundations of Early Literacy	Phonological Awareness	8b	carries meaning (e.g., asks an adult “What does this say?”).			
			Begins to show awareness of alphabet letters.		Understands that words are separated by spaces in print.	
			Begins to recognize and name letters in their own name.		Recognizes that printed words represent spoken language and carry meaning.	
					Recognizes and names at least 15 upper case and 15 lower case letters, including the letters in their own name.	
					Demonstrates understanding of words, syllables, and sounds (i.e. phonemes).	
			Demonstrates an understanding of spoken words and syllables.		With prompting and support: <ul style="list-style-type: none"> – Recognizes and produces rhyming words. – Counts, blends, and segments syllables in words. – Blends and segments onsets and rimes in single-syllable words. – Isolates and identifies the initial sounds (i.e. phonemes) in single- 	
			Demonstrates enjoyment of rhyme and alliteration in nursery rhymes and simple stories.			

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Foundations of Early Literacy	Phonics and Word Recognition	8c			syllable words and in their own name.	
			With support, begins to recognize when two words rhyme.		Begins to add or substitute initial sounds (i.e. phonemes) in single-syllable CVC words to make new words (e.g., cat, hat, sat; pig, wig, big).	
			With support, begins to recognize when two words start with the same sound.			
			Begins to count, pronounce, blend, and segment syllables in their own names.			
			With prompting and support: – Begin to recognize that letters represent sounds. – Begin to link a sound to some familiar printed letters.		Produces the sounds associated with several recognized letters.	
			Begins to recognize their own name and the names of other children in the classroom.		Begins to link a sound to a picture of an object that begins with that sound.	
			Begins to recognize common print around the classroom.		Recognizes names of other children in the classroom and common print around the classroom.	
					With prompting and support applies beginning	

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					phonics and word analysis skills.	
Foundations of Early Literacy	Key Ideas and Details	8d	<p>With prompting and support:</p> <ul style="list-style-type: none"> – Begins to actively engage with texts read aloud for understanding and enjoyment. – Begins to ask and answer questions about simple stories and informational text read aloud. – Participates in discussions about the illustrations, diagrams, and other visual forms of information. – Demonstrates understanding of whom or what a story is about. 		<p>With prompting and support:</p> <ul style="list-style-type: none"> – Actively engages with texts read aloud for understanding and enjoyment. – Asks and answers questions about simple stories and informational text read aloud. – Actively participates in discussions about the illustrations, diagrams, and other visual forms of information. – Identifies characters, settings, and major events in a story. 	
			Retells information about a character or an event in a simple story that is read aloud.		Recalls important facts from an informational text that is read aloud or by studying particular pages/visuals of the text.	
			Recalls important facts from an informational text read aloud.		Begins to notice connections between characters and events in a story.	

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			Identifies the topic of an informational text read aloud.		Makes predictions about what events might happen next.	
Foundations of Early Literacy	Craft and Structure	8e	Make observations about words and pictures in books.		Asks questions about unknown words and phrases in stories and informational texts read aloud or shared visually.	
			Begin to understand that a book has a title, author and illustrator.		Begins to recognize that there are different text structures, such as stories, poems, and songs.	
					Begins to demonstrate an understanding of the difference between fiction and nonfiction.	
					With prompting and support, identifies texts that tell stories.	
					With prompting and support, identifies texts that provide information.	
					Begins to describe the roles of authors and illustrators.	
Foundations of Early Literacy	Integration of Knowledge and Ideas	8f	Seeks out experiences (individually and in groups) with pictures, books, and other print materials (e.g., asks for a favorite story to be read again).		Actively engages with texts read aloud for understanding and enjoyment.	

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			Begins to make connections between a story or poem and one's own experiences (e.g., acts out a familiar story during dramatic play with props).		Retells familiar stories using both storybook language and pictures.	
					Begins to make connections between characters and events in familiar stories.	
					Recognizes that information on a topic can be found in more than one text.	
			Retells familiar stories or make up personal stories with words approximating storybook language.		With prompting and support, describes important information from text and pictures/photos/graphics, and begin to compare similarities and differences between two texts on the same topic.	
					Represents or acts out concepts learned from hearing a text read aloud (e.g., makes a skyscraper out of blocks, pretends to be a character in a story).	
	Fluency	8g	Attends to fluent models of reading.		Attends to fluent models of reading.	

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Foundations of Early Literacy			Begins to imitate fluent models of reading (e.g., initiates “reading” a book after hearing it read out loud).		Imitates fluent models of reading using phrasing, intonation and expression during shared and choral reading of familiar books, poems, or nursery rhymes.	
					With prompting and support, uses a combination of drawing, dictating and writing to: <ul style="list-style-type: none"> – Communicates opinions on topics of interest – Communicates information about a topic – Tells a story 	
Writing	Composing for Audience and Purpose	9a	With prompting and support, uses a combination of drawing, dictating and emergent writing to communicate ideas.		Prints some upper and lowercase letters.	
					Begins to demonstrate the use of standardized English capitalization, punctuation, and spelling when writing: <ul style="list-style-type: none"> – Capitalizes the first letter in their own name. – Begins to recognize punctuation (e.g., , , ? , !). – Begins to write letters to represent sounds. 	
					Begins to spell simple words phonetically, drawing on knowledge of	

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					sound-letter relationships.	
Writing	Process and Production	9b	<p>With prompting and support:</p> <ul style="list-style-type: none"> – shares drawing and writing with others – recognizes that digital tools are used for communication and, with support and guidance, uses them to convey messages in picture and/or words. 		<p>With prompting and support:</p> <ul style="list-style-type: none"> – Collaborates to plan and develop a message to share with others. – Shares drawing and writing with others and is prepared to give and receive feedback with peers. – Begins to use digital tools to produce messages with pictures and words to communicate to an audience. 	
Writing	Inquiry to Build and Present Knowledge	9c	<p>Begins to participate in shared research and writing projects modeled by adults (e.g., community helpers).</p> <p>With guidance and support from adults, begins to recall some information from experiences or gather information from resources.</p>		<p>With prompting and support:</p> <ul style="list-style-type: none"> – Acquires information about a topic through research as modeled by adults. – Gathers and recalls information from multiple sources. 	