



Pautas de Aprendizaje Temprano y Kínder de Oregon

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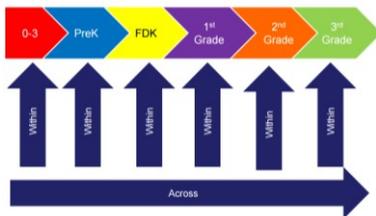
Enfoque Integral P-3



Kauerz, K. and Coffman, J. (2013). *Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches*. Seattle, WA: College of Education, University of Washington.

Alineación de Pre Kínder a 3er Grado

PreK-3rd Improves Each Grade Level and Aligns Across Grade Levels



PreK-3rd-A Comprehensive Reform Strategy Kristie Kauerz, Ed.D. Research Scientist
University of Washington College of Education

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Características Claves: Campos Secundarios y Metas

- Se efectúa una referencia cruzada entre los campos secundarios y las metas y la meta de aprendizaje temprano y-o meta CCS correspondiente

Section Organization
 Literacy is organized by the goals identified in the chart below. The Literacy Framework: The Interconnected Progression and Pathways are the key to understanding the interconnected nature of literacy learning. The Literacy Framework: Interconnected Progression and Pathways are the key to understanding the interconnected nature of literacy learning.

Literacy Subdomains and Goals
 Phonological Awareness
 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
 Print and Alphabet Knowledge
 2. Child demonstrates an understanding of how print is used (direction of print) and identifies that print has particular meanings (convention of print).
 3. Child identifies letters of the alphabet and understands common sound-letter and word-letter relationships.
 Comprehension and Text Features
 4. Child demonstrates an understanding of narrative structure through story elements.
 5. Child asks and answers questions about a book that has been read.
 Writing
 6. Child writes for a variety of purposes using increasingly sophisticated skills.

Características Claves: Progresiones por edades

- Progresiones por edades de los 3 años hasta el Kínder para cada meta del campo secundario

PHONOLOGICAL AWARENESS
 Goal 2: Child demonstrates awareness that spoken language is composed of smaller segments of sound.⁴⁴⁴

DEVELOPMENTAL PROGRESSION	INDICATORS	STANDARDS
Age 3 Children demonstrate awareness that spoken language is composed of smaller segments of sound. They identify and name individual sounds in words and syllables. They understand that words are made up of smaller parts (syllables) and that the order of words in a sentence matters. They understand that words have different meanings in different contexts.	Age 3 Indicators 1. Child identifies and names individual sounds in words and syllables. 2. Child understands that words are made up of smaller parts (syllables) and that the order of words in a sentence matters. 3. Child understands that words have different meanings in different contexts.	Age 3 Standards 1. Child identifies and names individual sounds in words and syllables. 2. Child understands that words are made up of smaller parts (syllables) and that the order of words in a sentence matters. 3. Child understands that words have different meanings in different contexts.

Desarrollo Socioemocional

- Sentido de Identidad y Pertenencia
- Funcionamiento Emocional
- Relaciones con un Adulto de Confianza
- Relaciones con Otros Niños



Lenguaje y Comunicación

- Atención y Comprensión
- Comunicación y Habla
- Vocabulario



Lectoescritura

- Consciencia Fonética
- Conocimiento de las Letras y el Abecedario
- Comprensión y Estructura del Texto
- Escritura



Matemáticas

- Conteo y Cardinalidad
- Operaciones y Análisis Algebraico
- Números y Operaciones de Base Diez
- Medidas y Datos
- Geometría y Percepción Espacial



Actividad de Mesa en Grupos Pequeños



Tiempo para Compartir en Grupo Grande

- ¿Observaciones/comentarios sobre esta actividad?
- ¿Cómo nos ayuda el conocer las destrezas que los niños están desarrollando a partir de los 3 años hasta terminar el kínder?

¡Próximamente!



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