

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Pre-Kindergarten

Reading/ Language Arts

Grade Level:

Pre-Kindergarten

Curriculum writing committee:

Stacey Handley

Lauren Shannon

Date of Board Approval: ____2021____

Planned Instruction

Title of Planned Instruction: Pre-Kindergarten

Subject Area: English and Language Arts Grade(s): Pre-K

Course Description:

Our Pre-K Program prepares children academically and socially for a smooth transition into [Kindergarten](#). The Pre-K Classes at our school are uniquely modeled to correspond with the curriculum and activities of the Pennsylvania Early Childhood Standards and the PA Common Core Standards. The progressive curriculum paired with a positive learning environment sets children up for success.

The English and Language Arts Curriculum focuses on phonemic awareness, comprehension, fluency, phonics, vocabulary and alphabet recognition. Students will be exposed to a variety of literature and literacy skills that will help them to develop the skills they need to succeed academically.

Time/Credit for the Course: One Full Year

Curriculum Writing Committee:

Stacey Handley

Lauren Shannon

Curriculum Map

Marking Period One –Four: 180 Days

Children will learn that reading involves the use of pictures, symbols and text to gain information and derive meaning, and writing is used for a variety of purposes. They will be exposed to a variety of books to acquire new information and for personal fulfillment. They will apply a wide range of strategies to comprehend, interpret, evaluate and appreciate text. Children will draw meaning from their prior knowledge and experience, their interactions with others, their knowledge of word meaning and their word identification strategies. Children will vary their use of the spoken and written language to communicate effectively with others. Children will develop phonemic awareness by listening to rhyming stories and songs and engaging in wordplay activities.

Marking Period One- Four Goals:

Book Handling
Print concepts
Phonological awareness
Phonics and word recognition

Understanding of:

- Recognize that words go from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print. Recognize and name some upper /lowercase letters of the alphabet, especially those in own name.
- Recognize that letters are grouped to form words. Differentiate letters from numerals.
- Demonstrate an understanding of spoken words, syllables and sounds (phonemes).
- Engage in language play (e.g., alliterative language, rhyming, sound patterns).
- Recognize and match words that rhyme.
- Demonstrate awareness of the relationship between sounds and letters.
- With support and prompting, isolate and pronounce the initial sounds in words.
- With prompting and support, demonstrate one-to-one letter-sound

correspondence by producing the primary sound of some consonants.

- Recognizes own name and common signs and labels in the environment.

UNIT: Foundational Skills

Big Idea # 1:

- Emerging reading involves the use of pictures, symbols, and texts to gain information and derive meaning.

Essential Questions:

- How do I acquire and practice pre-reading skills?

Concepts:

- Book Handling
- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Competencies:

- Demonstrate Proper Book Orientation
- Turn pages in order
- Identify the title of a book.
- Practice tracking from top to bottom and left to right with scaffolding.
- Using pointer and fingers to track print on charts, posters, environmental print or in books
- Differentiate between numbers, letters, and words.
- Recognize and name some upper and lowercase letters
- Recognize rhyming words and alliteration.
- Recognize when two or more words begin with the same sound
- Count syllables in spoken words.
- Segment single syllable spoken words.
- Isolate and pronounce initial sounds
- Associate some letters with their names and sounds.
- Identify familiar words and environmental print.
- Recite rhymes, songs, and familiar texts
- Apply knowledge of letters, words and sounds to read simple sentences
- Assemble letters to form words, and words to form sentences, and (pretend to) read sentences back

Curriculum Plan

Unit: Foundational Skills in Reading

Time Range: 5-10 min daily/180 days

Standard(s):

PA Academic Standards, PACCS English/Language Arts

Standards Addressed:

PACCS: ELA- CC.1.1.PK.A; CC1.1.PK.B; CC1.1.PK.C; CC.1.1.PK D; CC1.1.PK.E
PA Learning Standards for Early Childhood- 1.1 PK.A; 1.1 PK.B; 1.1 PK.C; .1.1 PK.D;
1.1 PK.E

Overview:

To build knowledge that emerging reading involves the use of pictures, symbols, and text to gain information and deliver meaning.

Focus Question(s)

How do I acquire and practice pre-reading skills?

Goals:

- Practice appropriate book handling skills.
- Identify basic features of print
- Demonstrate understanding of spoken words, syllables, and sounds
- Develop beginning phonics and word skills.
- Begin to read emergent reader text with purpose and understanding.

Objectives:

The students will:

1. Orient a book correctly
2. Turn pages in order
3. Use pointers or finger to track print on charts, posters, environmental print or in books.
4. Practice tracking from top to bottom and left to right with support
5. Differentiate between numbers and letters and letters and words.
6. Recognize and name some upper and lower case letters of the alphabet
7. Recognize rhyming words
8. Recognize when two or more words begin with the same sound
9. Count syllables in spoken words
10. Isolate and pronounce initial sounds
11. Segment single-syllable spoken words into phonemes.
12. Associate some letters with their names and sounds
13. Identify familiar words and environmental print

14. Recite rhymes songs and familiar text while tracking with finger or pointer
15. Apply knowledge of letters, word and sounds to read simple sentences
16. Assemble letters to form words and words to form sentences and (pretend) to read the words or sentences back.

Core Activities and Corresponding Instructional Methods:

The teacher will:

1. Model correct book orientation
2. Model turning pages carefully and in order
3. Provide pointers and charts for children to practice tracking
4. Reinforce children moving from top to bottom and left to right when reading
5. Provide rich environmental print in the classroom
6. Provide a variety of materials for exploration of letters
7. Provide opportunities in group and learning centers for identifying letters, words, numbers and sentences.
8. Use print and digital-text materials for functional purposes.
9. Provide opportunities for children to experiment and play with the sounds that words make through rhymes, nonsense words, poems, music and chants.
10. Read books that contain rich-language
11. Provide opportunities for children to clap out the syllables of names or words.
12. Play rhyming and sound games
13. Provide materials for explorations of sounds
14. Provide charts and morning messages for children to read independently
15. Promote reading the room strategy
16. Create learning centers that focus on letters, sounds, words and creating simple sentences
17. Use print and digital text materials for functional purposes
18. Provide purposeful and playful exposure to a variety of printed materials.
19. Read and reread text daily.
20. Provide learning centers and a classroom library where learners can interact with emergent text.
21. Provide a variety of opportunities for children to engage in pre-reading

Assessments

Diagnostic: Teacher Observation

Formative: In-class observation; teacher observation and discussion

Summative: Checklists and portfolios, Teaching Gold Strategies

Extensions:

Beginning reading and writing programs

Correctives:

Direct one-to-one activities

Books on media

Materials and Resources:

Emergent Readers

Print awareness boxes
Classroom library
Books on media
Environmental print signs, flash cards
Picture word cards
Flannel board sets
Nursery rhymes
Syllable cards
Alphabet dice
Letter tiles
Letter stamps
[Letter Sound Listening Games](#)
[Letter Sound Picture Cards](#)
Rhyming cards
Rhyming Match Games
Rhyming Dice
Roll-N-Write games

Videos:

[Foundations Letter cards](#)
[Jack Hartmann- Workout to the letter sounds](#)
[Watch the letters get down](#)
[Phonics song 2](#)
[Sesame Street Usher ABC](#)
[Jack Hartmann letter A](#)
[See it Say it Sign it](#)
[Letter Learning Sounds](#)

UNIT: Reading Informational Text

Big Idea # 1:

Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information.

Essential Questions:

- What is the text really about? How does interaction with the text promote thinking and response? Why learning new words? What strategies and resources does the learner use to figure out unknown vocabulary?

Concepts:

- Key ideas and Details- main idea
- Key ideas and details- text analysis
- Key ideas and details-
- Craft and structure- text structure
- Craft and structure- vocabulary
- Integration of knowledge and ideas- diverse media
- Integration of knowledge and ideas- analysis across texts
- Vocabulary Acquisition and use
- Range of reading

Competencies:

- With prompting and support, retell key details of text that support a provided main idea
- Answer questions about text
- With prompting and support, make connections between information in a text and personal experience
- Identify a front cover, back cover, title page of a book
- With prompting and support, answer questions about unfamiliar words read aloud from a text
- With prompting and support, answer questions to connect illustrations to the written word
- With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic
- Use new vocabulary and phrases acquired in conversations and being read to
- With prompting and support, clarify unknown words or phrases read aloud
- With prompting and support, actively engage in group reading activities with purpose and understanding

Curriculum Plan

Unit: Reading Informational Text **Time Range in Days:** 20-40 min daily/180 days

Standard(s):

PA Academic Standards, PACCS English/Language Arts

Standards Addressed:

PACCS: ELA- CC.1.2.PK.A; CC1.2.PK.B; CC1.2.PK.C; CC1.2.PK.E; CC1.2.PK.F;
CC1.2.PK.G; CC1.2.PK.I; CC1.2.PK.J; CC1.2.PK.K; CC1.2.PK.L

PA Learning Standards for Early Childhood- 1.2 PK.A; 1.2 PK.B; 1.2 PK.C; .1.2 PK.E;
1.2 PK.F;1.2 PK G; 1.2 PK I; 1.2 PK.J; 1.2 PK.K; 1.2 PK. L

Overview:

To build knowledge that effective readers use appropriate strategies to construct meaning.

To build knowledge that critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information

To help students to understand that an expanded vocabulary enhances one's ability to express ideas and information.

Focus Question(s)

What is the text really about?

How does interaction with the text promote thinking and response?

Why learn new words?

What strategies and resources does the learner use to figure out unknown vocabulary?

Goals:

- With prompting and support, retell key details of text that support a provided main idea
- Answer questions about a text.
- With prompting and support, make connections between information in a text and personal experience
- Identify the front cover, back cover and title page of a book.
- With prompting and support, answer questions about unfamiliar words read aloud from a text.
- With prompting and support, answer questions to connect illustrations to the written word.
- With prompting and support, answer questions identify basic similarities and differences between two texts read aloud on the same topic.
- Use new vocabulary and phrases acquired in conversations and being read to.
- With prompting and support, clarify unknown words or phrases read aloud.
- With prompting and support, actively engage in group reading activities with

purpose and understanding.

- With prompting and support, actively engage in group reading activities with purpose and understanding.

Objectives:

The students will:

1. Know that details of a text can be used to support a main idea or a topic.
2. Provide relevant details from a text that support a provided main idea.
3. Use specific details from the text to answer questions
4. Answer “who” or “what” the text is about.
5. Answer “how” and/or “why” questions using specifics from the text.
6. Share personal experience and prior knowledge that is relevant to the text.
7. Contribute relevant information to a KWL chart
8. Choose text based on personal interests and experiences.
9. Relate that texts are organized in a predictable format
10. Identify the title page of a book
11. Identify the front cover of a book
12. Identify the back cover of a book.
13. Participate in discussions about unfamiliar words
14. Connect prior understandings to unfamiliar words
15. Retell a simple sequence in a story using picture support
16. Match pictures to ideas, objects, or steps in a sequence
17. Describe pictures in a text in detail to answer specific questions about the text.
18. Recognize that texts have similar components that can be compared and contrasted
19. Participate in strategies that provide opportunities to compare and contrast texts and/or components of texts
20. Talk about pictures using new vocabulary words or phrases.
21. Use new vocabulary in the context of dramatic play, daily routines, and classroom conversations
22. Begin to use new vocabulary when asking questions or describing situations or objects.
23. Recognize words or phrases that are unfamiliar to them
24. Ask “What does that mean?”
25. Talk about connections between familiar and unfamiliar words or phrases that mean similar things.
26. Ask and answer questions about text being read aloud
27. Share relevant prior knowledge about text being read aloud
28. Respond to and build on comments from other children
29. Use ideas gained in group reading activities in other daily routines, learning centers, and activities.

Core Activities and Corresponding Instructional Methods:

The teacher will:

1. Read a variety of informational text.

2. Before reading a text, provide a main idea to set the stage for reading
3. Point out details which support the main idea while reading the text.
4. Discuss how text detail supports a main idea after reading a text.
5. Provide purposeful and playful exposure to a variety of informational text.
6. Ask children to identify facts from text.
7. Ask “who,” “what,” “how” and “why” questions.
8. Provide verbal prompts and picture cues to assist in recall.
9. Provide learning centers and a classroom library where learners can interact independently with emergent reader text.
10. Ask children how a text relates to their family, home or school
11. Model connecting a text to your own personal experiences
12. Provide opportunities to complete KWL charts on various topics
13. Identify and discuss the front cover, back cover and title page of a book.
14. Ask children to identify the front cover, back cover, and title page of a book.
15. Introduce vocabulary in the context of topics when using a variety of informational text
16. Model own connections to new vocabulary
17. Model how to use picture cues can help one determine the meaning of new words.
18. Provide various experiences for children to engage with picture/text connections
19. Model how to attach words to illustrations
20. Provide opportunities to practice sequencing
21. Provide opportunities to engage with a variety of text on the same topic
22. Ask questions regarding similarities and differences after reading two or more texts on the same topic
23. Introduce strategies using concrete materials to compare and contrast texts and components of texts in teacher-led, small group and individual activities.
24. Encourage children to use new vocabulary words or phrases when discussing pictures or real objects.
25. Provide learning centers for children to engage with words and pictures
26. Model use of newly learned words or phrases
27. Support and acknowledge children’s use of new words or phrases
28. Introduce vocabulary in the context of topics when using a variety of informational text
29. Scaffold the definition of words when introducing a new topic, being certain to provide several examples that help to demonstrate the meaning
30. Encourage children to listen for new words within the context of the text.
31. Introduce vocabulary in the context of topics when using a variety of informational text
32. Provide concrete materials in learning centers to assist children in connecting prior knowledge to new words and phrases.
33. Respond with interest and support when children seek clarification of a word or phrase
34. Read to children daily in large groups, small groups, and individually.
35. Uses strategies prior to reading to involve children in the text being read

36. Attend to children's questions and comments during reading
37. Provide learning center materials and activities that extend the ideas explored in group reading activity.

Assessments:

Diagnostic: Teacher Observation

Formative: In-class observation; teacher observation and discussion

Summative: Checklists and portfolios, Teaching Gold Strategies

Extensions:

Beginning reading and writing programs

Correctives:

Direct one-to-one activities

Books on media

Materials and Resources:

Books

Charts

Word cards

[Sequencing](#)

Flannel boards

[Printable Emergent Readers](#)

[Pre-K Literacy Activities](#)

[Videos:](#)

Use YouTube to find stories on topics you do not have books for

[Alphatales](#)- Here's A, find the rest on YouTube

UNIT 1.3: Reading Literature

Big Ideas:

Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information.

Essential Questions:

- What is the text really about? How does interaction with the text promote thinking and response? Why learning new words? What strategies and resources does the learner use to figure out unknown vocabulary?

Concepts:

- Key Ideas and details-theme
- Key ideas and details- text analysis
- Key ideas and details -literary elements
- Craft and structure- point of view
- Craft and structure- text structure
- Craft and structure- vocabulary
- Integration of knowledge and ideas- source of information
- Integration of knowledge and ideas- text analysis
- Vocabulary acquisition and use- strategies
- Vocabulary acquisition and use
- Range of reading

Competencies:

- With prompting and support, retell a familiar story in a sequence with picture support
- Answer questions about a particular story
- With prompting and support answer questions to identify characters, settings, and major events in a story
- With prompting and support, name the author and illustrator of a story
- With prompting and support, recognize common types of texts
- Answer questions about unfamiliar words read aloud from a story
- Describe pictures in books using detail
- Answer questions to compare and contrast the adventures and experiences of characters in familiar stories
- With prompting and support, clarify unknown words or phrases read aloud
- Use new vocabulary and phrases acquired in conversations and being read to

- With prompting and support actively engage in group reading activities with purpose and understanding

Curriculum Plan

Unit: Reading Literature

Time Range in Days: 20-40 min/180 days a year

Standard(s):

PA Academic Standards, PACCS English/Language Arts

Standards Addressed:

PACCS: ELA- CC.1.3.PK.A; CC1.3.PK.B; CC1.3.PK.C; CC1.3.PK.D; CC1.3.PK.E; CC1.3.PK.F; CC1.3.PK.G; CC1.3.PK.H; CC1.3.PK.I; CC1.3.PK.J; CC1.3.PK.K

PA Learning Standards for Early Childhood- 1.3 PK.A; 1.3 PK.B; 1.3 PK.C; 1.3 PK.D; 1.3 PK.E; 1.3 PK.F; 1.3 PK.G; 1.3 PK.H; 1.3 PK.I; 1.3 PK.J; 1.3 PK.K

Overview:

- To build knowledge that effective readers use appropriate strategies to construct meaning.
- To build knowledge that critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information
- To help students to understand that an expanded vocabulary enhances one's ability to express ideas and information.

Focus Question(s)

- What is the text really about?
- How does interaction with the text promote thinking and response?
- Why learn new words?
- What strategies and resources does the learner use to figure out unknown vocabulary?

Goals:

- With prompting and support, retell a familiar story in a sequence with picture support.
- Answer questions about a particular story (who, what, how, when, and where).
- With prompting and support, answer questions to identify characters, settings, and major events in a story.
- With prompting and support, name the author and illustrator of a story.
- With prompting and support, recognize common types of text.
- Answer questions about unfamiliar words read aloud from a story.
- Describe pictures in books using detail.
- Answer questions to compare and contrast the adventures and experiences of characters in familiar stories
- With prompting and support, clarify unknown words or phrases read aloud.

Objectives:

The students will:

1. Retell a story in sequential order using various materials
2. Use specific details from the story to answer questions
3. Demonstrate understanding that “setting” is where a story takes place
4. Demonstrate understanding that “characters” are people or animals who have a role in the story
5. Respond to questions and prompts about characters, settings and events during a read aloud
6. Understand that an author writes the story
7. Understand that the illustrator draws the pictures
8. Understand that different types of texts are used for different purposes
9. Understand that a storybook has characters, setting, and actions associated with words and, most often, illustrations
10. Understand that a poem consists of words arranged in patterns of sound (e.g. rhyming words, alliteration)
11. Tell if a text is storybook or poem
12. Differentiate between real and make-believe
13. Participate in discussions about unfamiliar words
14. Connect prior understandings to unfamiliar words
15. Attach action and descriptive words to illustrations
16. Understand that characters within the same story or characters from different stories can be compared and contrasted
17. Participate in strategies that provide opportunities to compare and contrast the experiences of characters (e.g. Venn diagrams, T-charts, dramatic play) that are unfamiliar to them
18. Recognize words or phrases that are unfamiliar to them
19. Ask “What does it mean?”
20. Talk about connections between familiar and unfamiliar words or phrases that mean similar things
21. Talk about pictures using new vocabulary words or phrases
22. Use new vocabulary in the context of dramatic play, daily routines and classroom conversations
23. Begin to use new vocabulary when asking questions or describing situations or objects
24. Ask and answer questions about story or poem being read aloud
25. Share relevant prior knowledge about text being read aloud
26. Respond to and build on comments from other children
27. Use ideas gained in group reading activities in other daily routines, learning centers, and activities

Core Activities and Corresponding Instructional Methods:

The teacher will:

1. Provide opportunities to practice sequencing using pictures, flannel boards, dramatic play
2. Engage with children using digital media to reinforce sequencing skills

3. Ask questions that support the use of sequencing
4. Provide purposeful and playful exposure to a variety of fictional texts (e.g. fables, folklore, fairy tales, nursery rhymes, tall tales, dramas, poetry, picture books, story books)
5. Ask “who”, “what”, “how”, “when” and “where” questions
6. Provide verbal prompts and picture cues to assist in recall
7. Explicitly use the term “character” along with verbal or visual prompts (e.g. “Who is this story about?”) when asking questions about a text
8. Explicitly use the term “setting” along with verbal or visual prompts
9. Explicitly use the terms “author” and “illustrator” along with their definitions
10. Credit children as “author” and “illustrator” of their own works (drawings and dictations)
11. Provide purposeful and playful exposure to a variety of texts (e.g. fables, folklore, fairy tales, nursery rhymes, tall tales, dramas, poetry, picture books, story books, non-fiction text, recipes, web pages, menus, phone books, maps)
12. Use printed materials for functional purposes, including entertainment and enjoyment
13. Explicitly use the labels for different genres (“storybook”, “poem”, “fiction”, and “non-fiction”)
14. Introduce vocabulary in the context of topics when using storybooks, finger plays, songs, or poems
15. Model own connections to new vocabulary
16. Model how use of picture cues can help one determine the meaning of new words
17. Provide purposeful and playful exposure to a variety of fictional texts (e.g. fables, folklore, fairy tales, nursery rhymes, tall tales, dramas, poetry, picture books, story books)
18. Ask questions regarding similarities and differences between the experiences of characters
19. Introduce strategies (e.g. Venn diagrams, T-charts) using concrete materials (e.g. hula hoops, string) to compare and contrast texts and components of texts in teacher-led, small group and individual activities
20. Model how to attach action and descriptive words to illustrations
21. Ask questions about pictures in books
22. Introduce vocabulary in the context of topics when using a variety of fictional texts (e.g. fables, folklore, fairy tales, nursery rhymes, tall tales, dramas, poetry, picture books, story books)
23. Provide concrete materials in learning centers to assist children in connecting prior knowledge to new words or phrases
24. Respond with interest and support when children seek clarification of a word or phrase
25. Encourage children to use new vocabulary words or phrases when discussing pictures or real objects
26. Provide learning centers for children to engage with words and pictures
27. Model use of newly learned words or phrases

28. Support and acknowledge children's use of new words or phrases
29. Introduce vocabulary in the context of topics when using a variety of fictional text (e.g. fables, folklore, fairy tales, nursery rhymes, tall tales, dramas, poetry, picture books, story books)
30. Explicitly introduce Tier II vocabulary words
31. Scaffold the definition of words when introducing them before a story, being certain to provide several examples that help to demonstrate the meaning.
32. Encourage children to listen for new vocabulary words within the context of the story
33. Read to children daily in large groups, small groups, and individually
34. Use strategies prior to reading to involve children in the story or poem being read (e.g. predict what story will be about using front cover and/or illustrations, picture walk)
35. Attend to children's questions and comments during reading
36. Ask questions about story or poem during reading
37. Provide learning center materials and activities that extend the ideas explored in group reading activity (these opportunities can be planned or emergent)

Assessments:

Diagnostic: Teacher Observation

Formative: In-class observation; teacher observation and discussion

Summative: Checklists and portfolios, Teaching Gold Strategies

Extensions:

Beginning reading and writing programs

Correctives:

Direct one-to-one activities

Materials and Resources:

Flannel Boards

Digital Media

Sequencing cards/games

Venn diagrams

Poems

Books

Library

Literacy file folders

Picture cards

Word walls

Menus

Phone books

Recipe cards

Nursery rhymes

[Environmental Print Activities](#)

[Videos:](#)

Read alouds on Youtube

[Scratch Garden: On top of spaghetti](#)

[Jump out words](#)

UNIT 1.4: Writing

Big Idea: Audience and purpose influence the writer's choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge.

Essential Questions:

- What makes clear and effective writing?
- Why do writers write?
- Who is the audience?
- What will work best for the audience?
- Where can one find information to answer questions?

Concepts:

- Informative and explanatory
- Informative and explanatory - focus
- Informative and explanatory- organization
- Informative and explanatory- conventions of language
- Narrative
- Narrative- focus
- Narrative- content
- Narrative- Organization
- Narrative- conventions of language
- Production and distribution of writing/writing process
- Conducting research
- Credibility, reliability, and validity of sources
- Range of writing

Competencies

- Draw/dictate to compose informative/explanatory texts examining a topic
- With prompting and support- draw/dictate about one specific topic
- With prompting and support- generate ideas to convey information
- With prompting and support- make logical connections between drawing and dictation
- Emerging to spell simple words phonetically
- Dictate narratives to describe real or imagined experiences or events
- Establish “who” and “what” the narrative will be about
- With prompting and support- describe experiences and events
- Recount a single event and tell about the events in the order in which they occurred
- Emerging to spell simple words phonetically
- With guidance and support from adults and peers, respond to questions and suggestions, add details as needed

- Ask questions about topics of personal interest to gain information: with teacher guidance and support locate information on the chosen topic
- With guidance and support recall information from experiences or books
- Emerging to write routinely over short time frames

Curriculum Plan

Unit: Writing

Time Range in Days: 15 min daily/ 180 days

Standard(s):

PA Academic Standards, PACCS English/Language Arts

Standards Addressed:

PACCS: ELA- CC.1.4.PK.A; CC1.4.PK.B; CC1.4.PK.C; CC1.4.PK.D; CC1.4.PK.F; CC1.4.PK.M; CC1.4.PK.N; CC1.4.PK.O; CC1.4.PK.P; CC1.4.PK. R; CC1.4.PK.X; CC1.4.PK.T; CC1.4.PK.V; CC1.4.PK.W

PA Learning Standards for Early Childhood- 1.4 PK.A; 1.4 PK.B; 1.4 PK.C; .1.4 PK.D; 1.4 PK.M; 1.4 PK N; 1.4 PK O; 1.4 PK.P; 1.4 PK.T; 1.4 PK. V; 1.4 PK W

Overview:

- To build knowledge, the audiences purpose is to influence a writer’s choice of organizational patterns, language, and literacy techniques
- To build knowledge that effective research requires the use of varied resources to gain or expand knowledge.

Focus Question(s)

- What makes clear and effective writing?
- Why do writers write?
- Who is the audience?
- What will work best for the audience?
- Where can one find information to answer questions?

Goals:

- Draw/dictate to compose informative /explanatory texts examining a topic.
- With prompting and support, draw/dictate about one specific topic
- With prompting and support, generate ideas to convey information
- With prompting and support, make logical connections between drawing and dictation.
- Dictate narratives to describe real or imagined experiences or events.
- Establish “who” and “what” the narrative will be about.
- With prompting and support, describe experiences and events.
- Recount a single event and tell about the events in the order in which they occurred.
- With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.
- Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.

- With guidance and support, recall information from experiences or books.
- Write routinely over short time frames.
- Spell simple words phonetically.

Objectives:

The students will:

1. Use illustration/dictation to convey meaning about a particular topic
2. Create a picture about a nonfiction topic and talk about it with the teacher
3. Create a picture about a nonfiction topic and talk about it
4. Brainstorm ideas for pictures and stories
5. Tell adult what she/he will draw
6. Understand that words are connected to print
7. Work with adult to create words or sentences that relate to drawings
8. Write symbols, letters, or letter-like shapes
9. Attempt to reproduce own name and/or simple words, with most letters Correct
10. Use illustration/dictation to convey meaning about an experience or event
11. Create a picture about an experience or event and talk about it with the teacher
12. Generate ideas for writing
13. Understand that “who” a story will be about refers to the person, animal, or animated object that the story will be about
14. Understand that “what” a story will be about refers to the sequenced events that happen to the referenced “who”
15. Respond when asked “who” or “what” a story is about, and follow through when drawing about or dictating the story
16. When prompted, provide details (e.g. descriptive words, feelings and thoughts of the character) to further develop a story
17. Tell an adult what she/he has drawn/written about
18. Understand that stories can be told about a single event
19. Understand that a single event is made up of a series of smaller events that are in a sequence (before, next, end)
20. Respond with a logical sequence of events when asked “what” their story is about
21. Write symbols, letters, or letter like shapes
22. Attempt to reproduce own name and/or simple words, with most letters correct
23. Understand that drawings and dictations can convey meaning to an audience
24. Understand that stories may have to be changed to make meaning more clear
25. Share work with others
26. Participate in discussions about their work
27. When prompted, make changes to work based on feedback
28. Ask adults for explanations or information using why, how, where and when questions (e.g. “Why do leaves turn colors?”, “Why doesn’t Jamal like

- pizza?”)
29. Use a variety of resources (e.g. adults and peers, books, digital media, maps, recipes, experts) to find new information
 30. Respond to prompts which require reference to prior experiences
 31. Relate prior experiences and learning to a current topic
 32. Engage in writing opportunities including journaling
 33. Ask an adult to “write down the words” of his/her story or to his/her drawing
 34. Ask to revisit previous work

Core Activities and Corresponding Instructional Methods:

The teacher will:

1. Provide a variety of materials and opportunities for children to write daily
2. Encourage children to draw and talk about topics of interest
3. Use journals where children can write about specific topics of interest
4. Write children’s words on their drawings
5. Create charts of children’s ideas about topics of interest to facilitate children’s choice of a particular topic
6. Talk about the focus of books and pictures that children s
7. Create a list of ideas brainstormed by the children
8. Facilitate discussion between small groups of children interested in a similar topic to organize thoughts and ideas
9. Write the child’s words on the picture and read it out loud
10. Encourage children to (pretend) read their dictations
11. Provide a variety of materials and opportunities for children to write daily
12. Encourage children to write their name
13. Have children sign in and out for the day
14. Provide a variety of materials and opportunities for children to write daily
15. Use journals where children can write about their experiences and “imaginings”
16. Write children’s words on their drawings
17. Have children think of how to spell words that have the same sound as their name
18. Encourage children to draw and talk about their experiences
19. Encourage children to tell imaginative stories
20. Have children take turns dictating a daily message during circle
21. Explicitly use terms like “character” along with a verbal or visual prompts (e.g. “who is this story about?”) when responding to children’s stories or when sharing stories with children (spoken or read)
22. Explicitly use terms like “details” and “sequence” along with a verbal or visual prompts (e.g. “What is this story about?”, “What happens in your story?”) when responding to children’s stories or when sharing stories with children (spoken or read)
23. Encourage children to follow through with their generated “who” and “what
24. Ask children for details about their illustrations or dictated stories (e.g. “Was it hot that day?”, “I wonder how she felt about that”, “Did you like when that happened?”)

25. Use “I wonder…” statements to prompt further details
26. Write the child’s words on the picture and read it out loud or have child echo back the words
27. Provide opportunities to practice sequencing using pictures, flannel boards, dramatic play, graphic organizers
28. Engage with children using digital media to reinforce sequencing skills
29. Ask children “What happened before that?”
30. Ask children “What happened next?”
31. Ask children “How did that end?”
32. Provide a variety of materials and opportunities for children to write daily
33. Encourage children to write their name
34. Have children think of how to spell words that have the same sounds as their name
35. Have children sign in and out for the day (attendance)
36. Assure a supportive environment where children feel confident enough to share their work
37. Provide opportunities for children to share their work with adults and peers and to receive feedback (e.g. author’s chair)
38. Use explicit prompts to encourage peers to use both positive and constructive feedback
39. Encourage children to talk about topics of interest
40. Share personal curiosity and interests using “I wonder” statements and questioning
41. Provide a variety of resources that respond to the children’s interests and inquiries (e.g. adults and peers, books, digital media, maps, recipes, experts)
42. Engage individual children or groups of children interested in a similar topic in project-based learning.
43. Model connecting prior experiences and learning to a current topic
44. Use prompts to encourage children to reference prior experiences in their discussions, drawings, writing, and play
45. Provide a variety of materials and opportunities for children to write daily and over time (e.g. journals, “author’s chair, projects, child-initiated environmental print for the classroom)
46. Provide opportunities and encourage children to revisit prior work
47. Encourage children to persist in their drawing/dictation writing

Assessments

Diagnostic: Teacher Observation

Formative: In-class observation; teacher observation and discussion

Summative: Checklists and portfolios, Teaching GOLD strategies

Extensions:

Beginning reading and writing programs

Correctives:

Direct one-to-one activities

Materials and Resources:

[Roll 'n' Write Games](#)

[Write the Room](#)

[Pre-K Writing Activities](#)

Journals

Drawings

Charts

Books

Writing Center

Literacy Boxes

Flannel Boards

File folders

Digital media

Maps

Recipes

Lists

Skywriting

Videos:

[Jack Hartmann- Letter A-writing in the sky](#)

[Scratch Garden Sentence writing](#)

UNIT 1.5 :Speaking and Listening

Big Idea # 1:

- Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.
- Effective speakers prepare and communicate messages to address the audience and purpose

Essential Questions:

- What do good listeners do?
- How do active listeners make meaning?
- How do speakers effectively communicate a message?

Concepts:

- Comprehension and collaboration- collaborative discussion
- Comprehension and collaboration - critical listening
- Comprehension and collaboration - evaluation
- Presentation of knowledge and ideas- purpose, audience and task
- Presentation of knowledge and ideas- context
- Conventions of standard English

Competencies:

- Participate in collaborative conversations with peers and adults in small and larger groups
- Answer questions about key details in a text read aloud or information presented orally or through other media.
- Respond to what a speaker says in order to follow directions, seek help, or gather information.
- Use simple sentences: share stories, familiar experiences, and interest, speaking clearly enough to be understood by most audiences
- Use simple sentences: express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audience
- Demonstrate command of the conversation of standard English when speaking based on pre-kindergarten level and content

Curriculum Plan

Unit: Speaking and Listening

Time Range in Days: 15 min daily/180 days

Standard(s):

PA Academic Standards, PACCS English/Language Arts

Standards Addressed:

PACCS: ELA- CC.1.5.PK.A; CC1.5.PK.B; CC1.5.PK.C; CC1.5.PK.D; CC1.5.PK.E; CC1.5.PK.G

PA Learning Standards for Early Childhood- 1.5 PK.A; 1.5 PK.B; 1.5 PK.C; .1.5 PK.D; 1.5 PK.E; 1.5 PK.G

Overview:

- To build knowledge that active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
- To build knowledge that effective speakers prepare and communicate messages to address the audience and purpose.

Focus Question(s)

- What do good listeners do?
- How do active listeners make meaning?
- How do speakers effectively communicate a message?

Goals:

- Participate in collaborative conversations with peers and adults in small and larger groups.
- Answer questions about key details in a text read aloud or information presented orally or through other media
- Respond to what a speaker says in order to follow directions, seek help, or gather information.
- Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences
- Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most au
- Demonstrate command of the conventions of Standard English when Speaking based on pre-kindergarten level and content.

Objectives:

The students will:

1. Communicate using detail related to topic being discussed
2. Pose questions related to topic being discussed
3. Allow wait time before responding
4. Engage in turn taking
5. Respond to a question with an answer or details related to the topic being discussed

6. Follow two-step directions
7. Act upon or respond to simple statements and questions showing understanding of intent
8. Talk about stories, experiences, and interests using some detail
9. Use appropriate volume to be heard by group, paying attention to inside and outside voices
10. Use appropriate pacing when speaking
11. Talk about personal thoughts, feelings, and ideas
12. Use appropriate volume to be heard by group, paying attention to inside and outside voices
13. Use appropriate pacing when speaking
14. Speak in complete sentences that contain more than three words
15. Use past tense
16. Use plurals including those which do not end in "s"
17. Use pronouns
18. Use a variety of prepositions

Core Activities and Corresponding Instructional Methods:

The teacher will:

1. Explicitly restate comments made by children and encourage those responding to add further detail, or contribute further to the topic being discussed
2. Encourage children to restate comments made by other children
3. Encourage children to ask questions to find out more information
4. Model appropriate participation in discussions including polite interactions, one person speaking at a time or asking questions
5. Embed opportunities for children to "turn and talk" to share ideas on a topic
6. Engage children in conversation about topics of interest daily
7. Ask "who," "what," "how" and "when" and "where" questions
8. Ask children to identify facts from text
9. Invite children to discuss how they would react to a situation if they were the character in the
10. Reinforce following directions
11. Encourage children to ask questions to find out more information
12. Direct children to multiple sources of assistance and information, including their peers and media resources
13. Encourage children to restate comments made by other children
14. Speak to and engage children in group and individual conversation daily
15. Re-phrase learner's sentence structure or grammar by repeating the sentence properly
16. Model appropriate volume and pace when speaking
17. Explicitly encourage children to adapt volume and pacing as appropriate to the situation
18. Allow time for children to talk with each other throughout the day
19. Use meal time as an opportunity for sharing and discussion
20. Re-phrase learner's sentence structure or grammar by repeating the

- sentence properly
21. Model appropriate volume and pace when speaking
 22. Explicitly encourage children to adapt volume and pacing as appropriate to the situation
 23. Encourage children to express thoughts, feelings, and ideas within conversations (e.g. "Tell me about a time you felt scared")
 24. Acknowledge children's efforts to share information
 25. Speak to and engage children in group and individual conversation daily
 26. Rephrase learners sentences structure or grammar by repeating the sentence properly
 27. Model appropriate use of the conversations of standard English
 28. State phrases in both home language, and standard English as appropriate
 29. Acknowledge children's efforts to share stories and experiences

Assessments:

Diagnostic: Teacher Observation

Formative: In-class observation; teacher observation and discussion

Summative: Checklists and portfolios, Teaching Gold strategies

Extensions:

Beginning reading and writing programs

Correctives:

Direct one-to-one activities

Materials and Resources:

Listening Centers

Following Directions Games

Circle-time activities

Turn to a friend

Sentence Builders

["I Have, Who has?" Games](#)

Appendix

Early Childhood Learning Standards

1.1 Foundational Skills

1.1 PK.A Practice appropriate book handling skills.

1.1 PK.B Identify basic features of print.

1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

1.1. PK.D Develop beginning phonics and word skills

Emerging to... Read emergent reader text with purpose and understanding.

1.2 Reading Informational Text

1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.

1.2 PK.B Answer questions about a text

1.2 PK.C With prompting and support, make connections between information in a text and personal experience.

1.2 PK.E Identify the front cover, back cover and title page of a book.

1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.

1.2 PK.G With prompting and support, answer questions to connect illustrations to the written word.

1.2 PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.

1.2.PK.J Use new vocabulary and phrases acquired in conversations and being read to.

1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.

1.2 PK.L With prompting and support, actively engage in group reading activities with purpose and understanding

1.3 Reading Literature

1.3 PK.A With prompting and support, retell a familiar story in a sequence with picture support.

1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).

1.3.PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story.

1.3. PK.D With prompting and support, name the author and illustrator of a story.

1.3. PK.E With prompting and support, recognize common types of text.

1.3. PK.F Answer questions about unfamiliar words read aloud from a story.

1.3.PK.G Describe pictures in books using detail.

1.3. PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.

1.3. PK.I With prompting and support, clarify unknown words or phrases read aloud.

1.3. PK.J Use new vocabulary and phrases acquired in conversations and being read to.

1.3. PK.K With prompting and support, actively engage in group reading activities with purpose and understanding

1.4 Writing

1.4 PK.A Draw/dictate to compose informative /explanatory texts examining a topic.

1.4 PK.B With prompting and support, draw/dictate about one specific topic.

1.4. PK.C With prompting and support, generate ideas to convey information.

1.4. PK.D With prompting and support, make logical connections between drawing and dictation.

Emerging to... Spell simple words phonetically

1.4. PK.M Dictate narratives to describe real or imagined experiences or events.

1.4. PK.N Establish “who” and “what” the narrative will be about.

1.4. PK.O With prompting and support, describe experiences and events

1.4. PK.P Recount a single event and tell about the events in the order in which they occurred.

Emerging to... Spell simple words phonetically

1.4. PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.

1.4. PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on

1.4. PK.W With guidance and support, recall information from experiences or books.

Emerging to... Write routinely over short time frames.

1.5 Speaking and Listening

1.5. PK.A Participate in collaborative conversations with peers and adults in small and larger groups.

1.5. PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.

1.5. PK.C Respond to what a speaker says in order to follow directions, seek help, or gather information.

1.5. PK.D Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.

1.5 PK.E Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences

1.5. PK.G Demonstrate command of the conventions of Standard English when speaking based on pre-kindergarten level and content.

PA Core Standards - CC.1: PA Core: English Language Arts

Standard Area - CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

Grade Level - CC.1.1.PREK: GRADE Pre-Kindergarten

Standard

CC.1.1.PREK.A: Practice appropriate book handling skills.

CC.1.1.PREK.B: Identify basic features of print. Differentiate between numbers and letters and letters and words. Recognize and name some upper and lower case letters of the alphabet.

CC.1.1.PREK.C: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize rhyming words and when two or more words begin with the same sound (alliteration).

Count syllables in spoken words.

Segment single-syllable spoken words.

Isolate and pronounce initial sounds.

CC.1.1.PREK.D: Develop beginning phonics and word skills.

Associates some letters with their names and sounds.

Identify familiar words and environmental print.

Standard Area - CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Grade Level - CC.1.2.PREK: GRADE Pre-Kindergarten

Standard

CC.1.2.PREK.A: With prompting and support, retell key details of text that support a provided main idea.

CC.1.2.PREK.B: Answer questions about a text.

CC.1.2.PREK.C: With prompting and support, make connections between information in a text and personal experiences.

CC.1.2.PREK.E: Identify the front cover, back cover and title page of a book.

CC.1.2.PREK.F: With prompting and support, answer questions about unfamiliar words read aloud from a text.

CC.1.2.PREK.G: With prompting and support, answer questions to connect illustrations to the written word.

CC.1.2.PREK.I: With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.

CC.1.2.PREK.J: Use new vocabulary and phrases acquired in conversations and being read to.

CC.1.2.PREK.K: With prompting and support, clarify unknown words or phrases read aloud.

CC.1.2.PREK.L: With prompting and support, actively engage in group reading activities with purpose and understanding.

Standard Area - CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Grade Level - CC.1.3.PREK: GRADE Pre-Kindergarten

Standard

CC.1.3.PREK.A: With prompting and support, retell a familiar story in sequence with picture support.

CC.1.3.PREK.B: Answer questions about a particular story (who, what, how, when, and where).

CC.1.3.PREK.C: With prompting and support, answer questions to identify characters, settings, and major events in a story.

CC.1.3.PREK.D: With prompting and support, name the author and illustrator of a story.

CC.1.3.PREK.E: With prompting and support, recognize common types of text.

CC.1.3.PREK.F: Answer questions about unfamiliar words read aloud from a story.

CC.1.3.PREK.G: Describe pictures in books using details.

CC.1.3.PREK.H: Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.

CC.1.3.PREK.I: With prompting and support, clarify unknown words or phrases read aloud.

CC.1.3.PREK.J: Use new vocabulary and phrases acquired in conversations and being read to.

CC.1.3.PREK.K: With prompting and support, actively engage in group reading activities with purpose and understanding.

Standard Area - CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Grade Level - CC.1.4.PREK: GRADE Pre-Kindergarten

Standard

CC.1.4.PREK.A: Draw/dictate to compose informative/ explanatory texts examining a topic.

CC.1.4.PREK.B: With prompting and support, draw/dictate about one specific topic.

CC.1.4.PREK.C: With prompting and support, generate ideas to convey information.

CC.1.4.PREK.D: With prompting and support, make logical connections between drawing and dictation.

CC.1.4.PREK.F: Informative/Explanatory- conventions of language

CC.1.4.PREK.M: Dictate narratives to describe real or imagined experiences or events.

CC.1.4.PREK.N: Establish “who” and “what” the narrative will be about.

CC.1.4.PREK.O: With prompting and support describe experiences and events.

CC.1.4.PREK.P: Recount a single event and tell about the events in the order in which they occurred.

CC.1.4.PREK.T: With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.

CC.1.4.PREK.V: Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.

CC.1.4.PREK.W: With guidance and support, recall information from experiences or books.

CC.1.4.PREK.X: Range of writing

Standard Area - CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Grade Level - CC.1.5.PREK: GRADE Pre-Kindergarten

Standard

CC.1.5.PREK.A: Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.PREK.B: Answer questions about key details in a text read aloud or information presented orally or through other media.

CC.1.5.PREK.C: Respond to what a speaker says in order to follow directions, seek help, or gather information.

CC.1.5.PREK.D: Using simple sentences, share stories, familiar experiences, and interests speaking clearly enough to be understood by most audiences.

CC.1.5.PREK.E: Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.

CC.1.5.PREK.G: Demonstrate command of the conventions of Standard English when speaking based on pre-kindergarten level and content.