



I=Introduce
D=Developing
M=Mastered

**English Language Arts/Reading
Pre-Kindergarten**

1 st 6 wks	Skill Area	End of PreKindergarten Year Outcomes	Check for Understanding	Resources/Lesson Ideas
I	A. Listening Skills	II.A.1. Child shows understanding by responding appropriately.	Responds to name in class discussions and activities.	Hello/Welcome song using the children's' names. <u>Books:</u> <ul style="list-style-type: none"> Silberg and Schiller (Resource Page) DLM Teacher's Resource Anthology (pg. 25) <u>CDs:</u> <ul style="list-style-type: none"> Growing with Mathematics (song #1)
I	A. Listening Skills	II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.	Follows 2-steps directions: stand up & push in chair; line up & bubble in mouth.	<u>Games:</u> <ul style="list-style-type: none"> Roll-Call Line Up (Terrific Transitions) Simon Says <u>CIRCLE Manual:</u> <ul style="list-style-type: none"> Talking abut Concepts (pg. 122)
I	A. Listening Skills	II.A.3. Child shows understanding of the new language being spoken by English-speaking teachers and peers (ELL).	Follows a set of routines for activities and can make sense of what is happening.	<ul style="list-style-type: none"> Have a classroom schedule accessible for children to follow. A schedule helper will move a clip to represent what activity is happening in the classroom. Picture sequence cards at centers when needed.
I	B. Speaking "Conversation Skills"	II.B.1. Child is able to use language for different purposes.	Beginning to speak appropriately for all school situations.	<u>Books:</u> <ul style="list-style-type: none"> Terrific Transitions (pg. 34) – Shout it Out Jump into Literacy (pg. 65) – Nursery Rhymes, Songs, Fingerplays <u>Activity:</u> <ul style="list-style-type: none"> Daily News
D	B. Speaking "Conversation Skills"	II.B.2. Child engages in conversations in appropriate ways.	Engages in appropriate greeting and departing conversations.	Handwriting without Tears CD: <ul style="list-style-type: none"> Hello Song <u>Dr. Jean All Day Long CD:</u> <ul style="list-style-type: none"> Skinnamarinkydinkydink www.drjean.org



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D	B. Speaking “Conversation Skills”	II.B.3. Child provides appropriate information for various situations.	Asks teacher for help in problem solving or in task such as tying a shoe.	<ul style="list-style-type: none"> When handing out lunchroom cards and folders say child’s first and last name. Teacher models the polite way to ask for help.
I	B. Speaking “Conversation Skills”	II.B.4. Child demonstrates knowledge of verbal conversational rules.	Uses the appropriate tone of voice for the situation (inside and outside voice).	<u>Books:</u> <ul style="list-style-type: none"> Terrific Transitions (pg. 34) – Shout it Out Jump into Literacy (pg. 58) – A Voice for Every Occasion <u>Soft/Loud:</u> <ul style="list-style-type: none"> Rhythm sticks Loud and soft music
I	B. Speaking “Conversation Skills”	II.B.5. Child demonstrates knowledge of nonverbal conversational rules.	Identifying different basic facial expressions (happy, sad, angry).	<u>CIRCLE Manual:</u> <ul style="list-style-type: none"> Page 121 – How Am I Feeling <u>Song:</u> <ul style="list-style-type: none"> Your Face will Surely Show It by Jim Gill
D	B. Speaking “Conversation Skills”	II.B.6. Child matches language to social contexts.	Uses the title, “Mrs.” or “Mr.” before a teacher’s name and refers to classmates by first names.	<ul style="list-style-type: none"> Name games using all students and teachers names. Model
D	C. Speech Production Skills	II.C.1. Child’s speech is understood by both the teacher and other adults in the school.	Use language when making request rather than only pointing or gesturing.	<ul style="list-style-type: none"> Vocabulary Cards Letter Wall
D	C. Speech Production Skills	II.C.2. Child perceives differences between similar sounding words.	Follows directions without confusion over the words heard.	<ul style="list-style-type: none"> Models saying words distinctly enough to hear the difference between similar sounding words.



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D	C. Speech Production Skills	II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL).	Participates in planned oral language activities.	Circle Time Language activities <ul style="list-style-type: none"> • Songs • Poems • Chants • Rhymes • Fingerplays • Story Time
I	D. Vocabulary Skill	II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.	Uses language to communicate how they are feeling Uses language to express common routines.	<ul style="list-style-type: none"> • Labels around the classroom and centers. • Picture schedule 10:00-10:20 Circle Time (picture) • Teacher models a variety of rich vocabulary words.
I	D. Vocabulary Skill	II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.	Follows directions in songs to “put your hand over your head”, then “put your hand behind your back.”	<ul style="list-style-type: none"> • Movement Songs: Head, Shoulder, Knees, and Toes • Simon Says
I	D. Vocabulary Skill	II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses.	Uses school related vocabulary (cafeteria, library, journal, scissors)	<ul style="list-style-type: none"> • Label classroom • Walking tour of the school and add these words to your Letter Wall
I	D. Vocabulary Skill	II.D.4. Child uses a large speaking vocabulary, adding several new words daily.	Uses words to communicate feelings, needs, and wants.	<ul style="list-style-type: none"> • Letter Wall • Ask open-ended questions during Circle Time • Daily News • Provide new experiences for the students. Making play dough, shaving cream on the tables, and watercolors.



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I	D. Vocabulary Skill	II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)	Responds appropriately to simple instructions.	<ul style="list-style-type: none"> Label the classroom Picture Vocabulary Cards Free drawing with dictations or Journal Role play
I	E. Sentences and Structure Skills	II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.	Extends dictation from one word to a simple sentence. Student: "ball" Teacher: "I have a ball."	<ul style="list-style-type: none"> Daily News Dictation Interactive Writing
I	E. Sentences and Structure Skills	II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her home language (ELL).	Uses gestures, or points to objects or people.	<ul style="list-style-type: none"> Provide a friendly/welcoming environment
D	A Motivation to Read Skills	III.A.1. Child engages in pre-reading and reading related activities.	Sits, listens, and interacts to the story being read to them.	<ul style="list-style-type: none"> Read Aloud Library Center Library Time
I	A Motivation to Read Skills	III.A.2. Child uses books and other written materials to engage in pre-reading behaviors.	Handles and cares for books in a respectful manner.	<ul style="list-style-type: none"> Model appropriate book use Library Center Library Time
I	A. Motivation to Read Skills	III.A.3. Child asks to be read to or asks the meaning of written text.	Requests a favorite book to be read.	<ul style="list-style-type: none"> Read Aloud Library Center
I	B. Phonological Awareness Skills	III.B.4. Child combines syllables into words.	Claps with the teacher as they say children's names together, segmenting the parts.	<ul style="list-style-type: none"> CIRCLE Manual: Pg. 57 – How Many Syllables in a Name?
I	C. Alphabet Knowledge Skills	III.C.1. Child names at least 20 upper and at least 20 lower case letters.	Participates in circle time alphabet games (ex. Name Cheer).	<ul style="list-style-type: none"> Name Cheer Alphabet Hokey Pokey Letter Writing Bags iPod Touch Letter Application
I	D. Concepts about Print Skills	III.D.3. Child asks and answers appropriate questions about the book.	Actively participates while being read to by predicting what might happen next in the story.	<ul style="list-style-type: none"> Ask open-ended questions during read aloud.
D	B. Independently	IV.B.1. Child independently uses	Writes scribbles or shapes and	<ul style="list-style-type: none"> Journals



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	Conveys Meaning Skills	letters or symbols to make words or parts of words.	identifies it as writing.	<ul style="list-style-type: none"> • Writing Center • Shaving Cream • Letter writing bags
I	B. Independently Conveys Meaning Skills	IV.B. 2. Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters.	Attempts to write their name.	<ul style="list-style-type: none"> • Name Writing Activities • Glue • Markers • Glitter Glue
i	D. Concepts about Print Skills	IV.D.1. Child uses some appropriate writing conventions when writing or giving dictation.	Shows interest in writing their name.	<ul style="list-style-type: none"> • Name Writing Activities • Glue • Markers • Glitter Glue