



I=Introduce
D=Developing
M=Mastered

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

2nd 6 wks	Skill Area	End of PreKindergarten Year Outcomes	Check for Understanding	Resources/Lesson Ideas
D	A. Listening Skills	II.A.1. Child shows understanding by responding appropriately.	Follows verbal directions	<ul style="list-style-type: none"> • Simon Says • Bean Bag Boogie (Greg and Steve CD – Kids in Motion) • Body Talk (Greg and Steve CD – Kids in Motion) • If You’re Wearing Colors (The Learning Station CD)
D	A. Listening Skills	II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.	Participates in games such as “Follow the Leader”	<ul style="list-style-type: none"> • Simon Says and/or I Spy • Bean Bag Boogie (Greg and Steve CD – Kids in Motion) • Body Talk (Greg and Steve CD – Kids in Motion) • If You’re Wearing Colors (The Learning Station CD)
D	A. Listening Skills	II.A.3. Child shows understanding of the new language being spoken by English-speaking teachers and peers (ELL).	Responds to consistent and simplified language when instructed in activities	<ul style="list-style-type: none"> • Model new language • Provide new vocabulary
D	B. Speaking (Conversation Skills)	II.B.1. Child is able to use language for different purposes.	Requests help from a teacher to get something	<ul style="list-style-type: none"> • It’s in the Bag (Jump into Literacy pg. 61) • The Feely Box (Jump into Literacy pg. 60) • Gimme Gimme Ice Cream (song by Beth McLaughlin)
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
D	B. Speaking (Conversation Skills)	II.B.3. Child provides appropriate information for various situations.	Answers questions from adults other than the classroom teacher	<ul style="list-style-type: none"> • Invite other staff members into your classroom to introduce themselves and maybe read a book.
D	B. Speaking (Conversation Skills)	II.B.4. Child demonstrates knowledge of verbal conversational rules.	Uses the appropriate tone of voice in centers.	<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 or loud/soft music



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D	B. Speaking (Conversation) Skills	II.B.5. Child demonstrates knowledge of nonverbal conversational rules.	Talks to the people in her vicinity, at her table or on the carpet	<ul style="list-style-type: none"> Partner Games Center partners
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	<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.	Communicates in a way that others understand what is being said without having to ask “What did you say?”	<ul style="list-style-type: none"> Read books with repetitive phrases that the students can join in on. Echo games Nursery Rhymes Chants Fingerplays
M	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.
D	C. Speech Production Skills	II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL).	Plays with familiar songs using sounds substitution (can use “la,la,la,la” instead of words in Twinkle, Twinkle	<ul style="list-style-type: none"> Singing Silly Names (pg. 19 Phonemic Awareness Songs and Rhymes Fall) Willoughby, Wallaby , Woo (CIRCLE Manual pg. 66)
D	D. Vocabulary Skills	II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.	Follows directions that use descriptive words (“Run fast”)	<ul style="list-style-type: none"> Action song (Elsa) Starter Pictures (pg. 27 Terrific Transitions) You Name It (pg. 26 Terrific Transitions) Imaginary Shoes (pg. 12 Terrific Transitions) I Spy
D	D. Vocabulary Skills	II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom	Understands directions given at center time (“Put the items that are the same together.”)	<ul style="list-style-type: none"> Same and Different Talk (pg. 21 Terrific Transitions) Take Your Position (pg. 82 Jump into Literacy)
D	D. Vocabulary Skills	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 new words when engaged in child-initiated play	<ul style="list-style-type: none"> Letter Wall Introduce 5 new theme related words a day.



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D	D. Vocabulary Skills	II.D.4. Child uses a large speaking vocabulary, adding several new words daily.	Uses descriptive words	<ul style="list-style-type: none"> The Magic Story Bag (pg 29 Terrific Transitions) Wordless Picture Book (CIRCLE Manual pg. 119)
I	D. Vocabulary Skills	II.D.5. Child uses category labels to understand how the words/objects relate to each other.	Identifies which objects are in a specific category and which are not	<ul style="list-style-type: none"> iPod Application Theme related word category games Incest and non-insects You Name It (pg. 26 Terrific Transitions)
D	D. Vocabulary Skills	II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)	Follows a command using actions	<ul style="list-style-type: none"> Simon Says Can You Do? (pg. 11 Terrific Transitions)
D	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.	Tells a personal narrative using longer and more complex sentences	<ul style="list-style-type: none"> Daily News Journals Interactive Writing Author's Chair Star Interview (CIRCLE pg. 181)
D	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 to Communicate basic needs	<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.	Selects the reading/library center during free play	<ul style="list-style-type: none"> Library Center Wide selection of books
D	A. Motivation to Read Skills	III.A.2. Child uses books and other written materials to engage in pre-reading behaviors.	Chooses a book independently and returns it to the shelf when the "reading" is complete	<ul style="list-style-type: none"> Model appropriate book use Library Center Library Time
D	A. Motivation to Read Skills	III.A.3. Child asks to be read to or asks the meaning of written text.	Asks the meaning of the writing on a food container	<ul style="list-style-type: none"> Environmental Print around the room and on the Letter Wall Students can bring environmental print from home that is meaningful to them.



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D	B. Phonological Awareness Skills	III.B.4. Child combines syllables into words.	Claps the syllables in her own name and classmates' names	<ul style="list-style-type: none"> Clap the Beats (pg. 24 Phonemic Awareness Songs and Rhymes Winter)
D	C. Alphabet Knowledge Skills	III.C.1. Child names at least 20 upper and at least 20 lower case letters.	Names letters on name cards, posters, books and signs around the room	<ul style="list-style-type: none"> Name Chart (CIRCLE pg. 185) Swat the Letter (use a fly's swatter to hit different letters around the classroom) Build Your Name (CIRCLE pg. 183)
I	D. Comprehension of Text Read Aloud Skills	III.D.1. Child retells or reenacts a story after it is read aloud.	Connects personal experiences to an event in a story (personal trip to the zoo)	<ul style="list-style-type: none"> Tell It Again (CIRCLE pg. 164) Act It Out (CIRCLE pg. 165)
D	D. Comprehension of Text Read Aloud 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	
I	A. Motivation to Write Skills	IV.A.1. Child intentionally uses scribbles/writing to convey meaning	Makes letters in shaving cream, sand, pudding, etc.	<ul style="list-style-type: none"> Writing Center Journals Daily News Reads newspaper articles
D	B. Independently Conveys Meaning Skills	IV.B.1. Child independently uses letters or symbols to make words or parts of words	Writes spontaneous letters that they know such as in their names	<ul style="list-style-type: none"> Message Board (CIRCLE pg. 88) Letters to Friends (CIRCLE pg. 88)
D	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.	Writes first name from memory on art work	<ul style="list-style-type: none"> Daily Sign In Question of the Day (pg. 90 CIRCLE)
D	D. Concepts about Print Skills	IV.D.1. Child uses some appropriate writing conventions when writing or giving dictation.	Scribbles or writes more or less in a horizontal line	<ul style="list-style-type: none"> Model how to write