



I=Introduce  
D=Developing  
M=Mastered

## English Language Arts/Reading Pre-Kindergarten

5 <sup>th</sup> 6 wks	Skill Area	End of PreKindergarten Year Outcomes	Check for Understanding	Resources/Lesson Ideas
D	A. Listening Skills	II.A.3. Child shows understanding of the new language being spoken by English-speaking teachers and peers (ELL).	Turns to a partner and repeats instructions---Think, Turn, and Talk.	<ul style="list-style-type: none"> <li>Teacher asks questions of students.</li> <li>“Turn, Think, Talk” strategy</li> <li>Use materials for response (thumbs up, happy/sad faces) to respond to questions.</li> </ul>
D	B. Speaking (Conversation) Skills	II.B.3. Child provides appropriate information for various situations.	Students answer questions, ask for help, and introduce themselves.	<ul style="list-style-type: none"> <li>Teacher models greeting, introductions and asking for help</li> <li>Help children learn their personal info and appropriate people to share with.</li> </ul>
D	B. Speaking (Conversation) Skills	II.B.4. Child demonstrates knowledge of verbal conversational rules.	Students are able to wait appropriately. Students take turns.	<ul style="list-style-type: none"> <li>“Talking stick” or other appropriate object that can be passed from speaker to speaker</li> </ul>
D	B. Speaking (Conversation) Skills	II.B.5. Child demonstrates knowledge of nonverbal conversational rules.	Students make eye contact when talking to others. They understand space proximity. They talk to students close to them.	<ul style="list-style-type: none"> <li>Model and practice</li> <li>Role play – Shows nonverbal ways to communicate.</li> </ul>
D	B. Speaking (Conversation) Skills	II.B.6. Child matches language to social contexts.	Knows when and how to use quiet voices – uses title of “Mrs.” or classmate’s name	<ul style="list-style-type: none"> <li>Teacher models appropriate language and shows when different language is used for different functions.</li> </ul>
D	C. Speech Production Skills	II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL).	Students answer in choral responses. Students use phonograms in rhyming.	<ul style="list-style-type: none"> <li>Chants &amp; cheers – <a href="http://www.drjean.org">www.drjean.org</a></li> <li>Password rhyme – give children a word with a familiar ending; they give a rhyming word – nonsense words are fine</li> </ul>
D	D. Vocabulary Skills	II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.	Students explain favorite part of book, communicates events and feelings with words, and uses new theme words in role play.	<ul style="list-style-type: none"> <li>“Magic Circle” child stands inside hula hoop &amp; is whisked away to favorite part of a story</li> <li>Secret story bag with story props</li> <li>Story cube (Literacy Round the Clock p.51)</li> </ul>
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.	Demonstrates understanding by using a new vocabulary word correctly.	<ul style="list-style-type: none"> <li>Vocabulary word cards</li> <li>Themes are set up with pictures and labels in the room to support new vocabulary.</li> </ul>



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D	D. Vocabulary Skills	II.D.4. Child uses a large speaking vocabulary, adding several new words daily.	Students add to others' comments, asks questions, and uses a variety of descriptive words.	<ul style="list-style-type: none"> <li>Stretch out a simple sentence by adding descriptive words</li> <li>Children dictate 5 senses sentences to describe a favorite place</li> </ul>
D	D. Vocabulary Skills	II.D.5. Child uses category labels to understand how the words/objects relate to each other.	Students label and describe different categories of objects in groups.	<ul style="list-style-type: none"> <li>Teacher facilitates sorting and labeling objects during play.</li> <li>Teacher labels items in pictures from book and creates charts and diagrams.</li> </ul>
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)	Students can follow 2 consecutive instructions and use sequence cards to retell stories.	<ul style="list-style-type: none"> <li>Role play – dramatic play (students play different roles)</li> <li>Teacher models illustrating meaning with pictures and pantomime.</li> <li>Teacher uses graphic organizers, charts, story maps.</li> </ul>
<b>D</b>	<b>E. Sentences and Structure Skills</b>	<b>II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</b>	<b>answers questions and adds ideas using complete sentences while the teacher leads the class to create a chart detailing what the children know and want to know about an upcoming topic/concept.</b>	<ul style="list-style-type: none"> <li>Play substitution game - “I went to the zoo and saw a ____.”</li> <li>Play “Guess what I am?”</li> <li>Teacher models with think-alouds.</li> <li>Create charts using complete sentences and questions.</li> </ul>
D	E. Sentences and Structure Skills	II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement	Students can distinguish between irregular plurals and pronouns.	<ul style="list-style-type: none"> <li>Irregular Plural Game - “Here is one foot, now there are two _____, Now there is one_____.”</li> <li>Teacher models “My picture” and “His picture” prompts.</li> </ul>
D	E. Sentences and Structure Skills	II.E.3. Child uses sentences with more than one phrase.	Participates in a circle time discussion, adding information in multiple situations.	<ul style="list-style-type: none"> <li>Teacher encourages descriptions of family events</li> <li>“Silly sentence” activity</li> <li>Show &amp; Tell Descriptions</li> </ul>
I	E. Sentences and Structure Skills	II.E.4. Child combines more than one idea using complex sentences.	Tells a friend what to do when taking an order for pizza in a pretend restaurant	<ul style="list-style-type: none"> <li>Role playing activities</li> </ul>



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I	E. Sentences and Structure Skills	II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.	Students can describe events in their lives, ask questions, and participates in circle and small group discussions.	<ul style="list-style-type: none"> <li>• Children tell a story about a family photo</li> </ul>
D	E. Sentences and Structure Skills	II.E.7. Child uses single words and simple phrases to communicate meaning in social situations (ELL).	Student can identify objects and people with correct vocabulary.	<ul style="list-style-type: none"> <li>• Teacher begins all lessons by pre-teaching vocabulary.</li> <li>• Picture vocabulary cards.</li> </ul>
D	E. Sentences and Structure Skills	II.E.8. Child attempts to use new vocabulary and grammar in speech (ELL).	Comprehends a limited number of common words and simple phrases in conversations held on topics of personal relevance	<ul style="list-style-type: none"> <li>• The teacher instructs in small group settings and pairs ELL with native English speakers.</li> </ul>
D	A. Motivation to Read Skills	III.A.1. Child engages in pre-reading and reading related activities.	• engages in acting out a read aloud during circle time or small group instruction..	<ul style="list-style-type: none"> <li>• Teachers choose books to read that have easily understood characters, books with repetition. Teacher uses books in dramatic play, blocks, and other centers.</li> </ul>
<b>D</b>	<b>A. Motivation to Read Skills</b>	<b>III.A.2. Child uses books and other written materials to engage in pre-reading behaviors.</b>	<b>Asks what a note from home says</b>	<ul style="list-style-type: none"> <li>• Model writing a note then reading it</li> </ul>
D	A. Motivation to Read Skills	III.A.3. Child asks to be read to or asks the meaning of written text.	Students begin to ask what print means. They ask teacher to read notes, signs, books.	<ul style="list-style-type: none"> <li>• Teacher models using information from print (recipes, information in nonfiction books), and she models using the text to find answers to questions.</li> </ul>
I	B. Phonological Awareness Skills	III.B.1. Child separates a normally spoken four-word sentence into individual words.	Repeats a sentence spoken by a teacher, stepping forward as the word he is assigned is spoken in the sentence.	<ul style="list-style-type: none"> <li>• Word cards from familiar rhymes, chants, songs</li> </ul>
D	B. Phonological Awareness Skills	III.B.2. Child combines words to make a compound word.	Use picture cards to create compound words	<ul style="list-style-type: none"> <li>• Teacher uses picture and puzzle cards to teach compound words.</li> <li>• Teacher encourages experimentation in word play.</li> </ul>
<b>D</b>	<b>B. Phonological Awareness Skills</b>	<b>III.B.4. Child combines syllables into words.</b>	<b>Combines two syllables together to say a word.</b>	<ul style="list-style-type: none"> <li>• Teacher models clapping syllables.</li> <li>• Teacher speaks first syllable of words and waits for students to give the 2<sup>nd</sup> syllable.</li> <li>• “Egg-citing” Words (Literacy Round the Clock p.23)</li> </ul>



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I	B. Phonological Awareness Skills	III.B.6. Child can produce a word that rhymes with a given word.	Points to a picture that does not rhyme with the other two pictures.	<ul style="list-style-type: none"> <li>• Play rhyming games with objects.</li> <li>• Nursery Rhymes charts</li> <li>• Rhyming puzzles</li> </ul>
D	B. Phonological Awareness Skills	III.B.10. Child recognizes and blends two phonemes into real words with pictorial support.	Students can select pictures and say the letter sounds for the pictures.	<ul style="list-style-type: none"> <li>• Teacher uses pictures to identify phonemes.</li> <li>• Pictures are displayed.</li> <li>• Students blend phonemes to make simple words.</li> </ul>
D	C. Alphabet Knowledge Skills	III.C.1. Child names at least 20 upper and at least 20 lower case letters.	Students can name letters on signs and printed material.	<ul style="list-style-type: none"> <li>• Name cheer</li> <li>• Identify letters buried in sand or rice</li> <li>• Name puzzles, name sort, fishing for names</li> <li>• Unifix cube names</li> <li>• Read Around the Room</li> <li>• Alphabet Bingo</li> </ul>
D	C. Alphabet Knowledge Skills	III.C.2. Child recognizes at least 20 letter sounds.	Identify the letter that makes a given sound	<ul style="list-style-type: none"> <li>• Play "I Spy" (something that begins with the sound ___)</li> <li>• Songs that use letter sounds, <a href="http://www.drjean.org">www.drjean.org</a> is a good site</li> <li>• Bring attention to sounds during reading and writing</li> </ul>
I	C. Alphabet Knowledge Skills	III.C.3. Child produces the correct sounds for at least 10 letters.	Student can produce the first sound of their names.	<ul style="list-style-type: none"> <li>• Class book with page for each child with pictures of objects beginning with same sound as name</li> </ul>
D	D. Comprehension of Text Read Aloud Skills	III.D.1. Child retells or reenacts a story after it is read aloud.	Student can retell parts of a story, connect their experiences to the story.	<ul style="list-style-type: none"> <li>• Teacher provides props, felt shapes, and puppets to retell stories.</li> <li>• Story maps</li> <li>• Using story cards to retell story</li> </ul>
D	D. Comprehension of Text Read Aloud Skills	III.D.2. Child uses Information learned from books by describing, relating, categorizing, or comparing and contrasting.	Follow directions from print, and relay information learned from books.	<ul style="list-style-type: none"> <li>• Teachers read information books, use graphic organizers, and extend information into centers.</li> <li>• Step-by-step recipes or craft directions</li> </ul>



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D	D. Comprehension of Text Read Aloud Skills	III.D.3. Child asks and answers appropriate questions about the book.	Discusses other ways story might end	<ul style="list-style-type: none"> <li>• “Think about it” (Stop and predict)</li> <li>• Make a class book with a different ending</li> </ul>
D	B. Independently Conveys Meaning Skills	IV.B.1. Child independently uses letters or symbols to make words or parts of words.	Engages in “write the room,” copying letters from posters, charts, letter walls, books, etc. found around the room.	<ul style="list-style-type: none"> <li>• Teacher uses “think aloud” when writing, encourages writing in ALL centers, and models writing often.</li> <li>• Students participate in shaving cream writing and journal writing.</li> </ul>
D	C. Forms Letters Skills	IV.C.1. Child independently writes some letters on request (not necessarily well-formed).	Copies letters from food labels	<ul style="list-style-type: none"> <li>• “Write the Room” strategy/center</li> <li>• Magnetic letters in centers – create names</li> <li>• Reading and writing in journals</li> <li>• Cards with common food labels, restaurant logos, etc.</li> </ul>
D	D. Concepts about Print Skills	IV.D.1. Child uses some appropriate writing conventions when writing or giving dictation.	Scribbles and/or writes starting on the left side of the paper and progresses to the right.	<ul style="list-style-type: none"> <li>• “Daily News”</li> <li>• “sign-in sheet”</li> <li>• Student created graphs (student write their names in appropriate location)</li> <li>• Question of the day</li> </ul>