

Pre-K Curriculum Unit Overview

Curriculum Area: Language, Literacy and Communication

Grade Level: Pre-K

Unit Summary: Through this unit of study, with support of adults, students will be able to use written and spoken language to communicate with others and gather information.

Learning Targets

Curriculum aligned with Standards: New Jersey Preschool Teaching and Learning Standards 2014

21st Century Skills: Critical Thinking & Problem Solving X, Creativity and Innovation X, Collaboration, Teamwork and Leadership X, Cross-Cultural Understanding and Interpersonal Communications X, Communication and Media Fluency X, Accountability, Productivity and Ethics X

Interdisciplinary Connection: Math=MA, English=ELA, Science=SCI, Social Studies=SS, Physical Education=PE, Art=ART, Music=MU, Technology=TECH, World Language=WL

Standards:

Reading: Literature

RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.

RL.PK.2 With prompting and support, retell familiar stories or poems.

RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.

RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.

RL.PK.5 Recognize common types of literature (storybooks and poetry books).

RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.

RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story.

RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.

RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.

Reading: Informational Text

RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.

RI.PK.2 With prompting and support, recall important facts from a familiar text.

RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.

RI.PK.4 With prompting and support, ask and answer questions about unfamiliar words in informational text.

RI.PK.5 Identify the front and back cover of a book.

RI.PK.6 With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.

RI.PK.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text.

RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.

Reading: Foundational Skills

RF.PK.1 Begin to demonstrate understanding of basic features of print.

a) Follow words from left to right, top to bottom, page by page.

b) Recognize that spoken words can be written and read.

c) Recognize that words are separated by spaces.

d) Recognize and name many upper and lower case letters of the alphabet.

RF.PK.2 Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).

- a) Recognize and produce simple rhyming words.
- b) Segment syllables in spoken words by clapping out the number of syllables.
- c) Identify many initial sounds of familiar words.

RF.PK.3 Demonstrate an understanding of beginning phonics and word skills.

- a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
- c) Recognize their name in print as well as other familiar print in the environment.

RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.

Writing

W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.

W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.

W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.

W.PK.6 With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).

W.PK.7 With guidance and support, participate in shared research and shared writing projects.

W.PK.8 With guidance and support, recall information from experience or familiar topic to answer a question.

Speaking and Listening

SL.PK.1. Participate in conversations and interactions with peers and adults individually and in small and large groups.

- a) Follow-agreed upon rules for discussions during group interactions.
- b) Continue a conversation through several back and forth exchanges.

SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.

SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.

SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.

SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.

SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.

Language

L.PK.1 Begin to understand the conventions of standard English grammar when speaking during interactions and activities.

- a) Print many alphabet letters.
- b) Use frequently occurring nouns and verbs.
- c) Form regular plural nouns.
- d) Understand and use question words (e.g., who, what, where, when, why, how).
- e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).
- f) Begin to speak in complete sentences.
- g) Understands and can follow simple multi-step directions.

L.PK.2, Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.

- c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.

L.PK.4 Begin to determine the meaning of new words and phrases introduced through preschool reading and content.

- a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone,

L.PK.5 With guidance and support, explore word relationships.

- a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).
- b) Begin to understand opposites of simple and familiar words.
- c) Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).

L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.

Unit Essential Questions

Students will wonder...

- Why is it important to learn how to read and write?
- How can we let people know what we are thinking?
- Why did you write or draw about _____?
- How does this piece of writing make you feel? Why?
- Who are the main characters in this story?
- What happened in the beginning (middle, end) of the story?
- How will you use these props to act out what happened in the story?
- How would you change the ending?

Unit Enduring Understandings

Students will understand that...

- There is meaning to the words and sentences that they hear.
- They can express themselves using language.
- They should understand and use a variety of words and phrases.
- There are distinct sounds in the spoken language that are the basis for reading and writing.
- Letters have their own names and sounds.
- Reading can be for pleasure and for information.
- Connections exist between spoken and written words.
- Books have a common way in which they are written and read.
- Writing can be used for many purposes.

Unit Learning Targets

Students will know:

- Comprehension:
Children understand language.
- Speaking:
Children express themselves using language.
- Vocabulary:
Children understand and use a variety of words and phrases.
- Phonological awareness:
Children identify distinct sounds in spoken language.
- Alphabetic knowledge:
Children identify letter names and their sounds.
- Reading:
Children read for pleasure and information.
- Concepts about print:
Children demonstrate knowledge about environmental print.
- Book knowledge:
Children demonstrate knowledge about books.
- Writing:
Children write for many different purposes.
- ELL/Dual language acquisition:

Students will be able to:

- Understand (comprehend) conversations, signing, stories, books, songs, poems, and/or chants. They listen; respond; connect information to their own lives; predict what will happen next; and recall real and fictional people, materials, actions, events, and ideas.
- Share observations, experiences, ideas, explanations, feelings, preferences, and needs. They progress from making gestures to using sentences of increasing length and complexity.
- Learn and use new words and phrases in conversations, activities, written materials, and play. They ask the meaning of unfamiliar words. Children use multiple parts of speech to describe, clarify, and elaborate their experiences and ideas.
- Recognize the beginning and ending sounds of words, including rhymes (same ending sounds) and alliteration (same initial sounds). They recognize separate syllables in words (segmentation).
- Understand that letters are a category of symbols that can be individually named. They name a growing number of letters and associate them with their sounds (often beginning with the initial of their first name and/or other familiar words).
- Hear, identify and play with the sounds in words.
- Hear the syllables in words.
- Look at a variety of printed materials for enjoyment and knowledge. They ask adults to read books to them, and they “read” books to others. Children tell or retell stories based on pictures. They read aloud a word, simple phrase, or short sentence.

(If applicable) Children use English and their home language(s) (including sign language).

- Learn about the functions of print. They understand the connection between spoken and written words. They recognize that a word is a unit of print, letters are grouped to form words, and words are separated by spaces. As they experience various forms of environmental print (e.g., signs, newspapers and magazines, lists, messages, menus, packaging), children learn about print conventions such as directionality (English is read top to bottom and left to right).
- Know how books work, for example, they hold a book upright and face-forward, read it front to back, and differentiate text and pictures. Children identify the parts of a book.
- Write to represent ideas, use writing in their play and/or ask adults to take dictation, and read what they and adults have written. They use writing tools such as crayons, markers, pencils, and computers. They copy or write letters, and progress from scribbles to letterlike forms to recognizable letters.
- Understand and use English and their home language(s). They adjust the language they use to the person with whom they are communicating. Children know there are different writing systems (alphabets).

Evidence of Learning

Suggested Assessments

Students learning is documented through anecdotal records and the Children's Observation Record (COR)

Developmental Range:

The children will approach each activity at different developmental levels:

Earlier:

Student requires adult supervision throughout the activity. Student needs to be redirected back to activity several times. For small group activities, student explores materials. For large group activities, student observes others or participates with adult assistance. Student uses little or no language and requires prompts to follow directions.

Middle:

Student requires some adult supervision and can do an activity independently for brief periods.

Student needs some verbal prompts to be redirected back to the activity. For small group activities, student uses materials in a purposeful way, copies actions of other students, or starts

Suggested Assessment Evidence

PERFORMANCE TASK (S):

Small Group: (Adapted from Growing Readers Early Literacy Curriculum)

Students will make their own books. They will receive two cardboard pieces and several paper pieces of the same size and hole-punched along one side. They will also receive some yarn or pipe cleaners. Students will be told to build their own books. Their task will be to draw and write an original story for the book, illustrating the pages and writing words on the pages (or dictating words to a teacher). They will also draw a picture for the cover and think of a title for the book. After completing their books, they will read/tell their stories to their classmates. The students will be asked to do the following:

- Build books so there is a front cover and back cover, with the paper pages in between
- The pictures and words on each page should relate to one another
- The pictures and words from page to page should relate to one another
- The cover picture and title should reflect the content of the story

Large Group:

Students will be continuing a favorite and familiar book. They will first talk about the characters and plot of the story. Then they will be given the opportunity to make up a continuation to the story and

using materials purposely with verbal suggestion from adult. For large group activities, student participates with some verbal prompt from adult or copies actions of other students. Student uses some language to describe, request, suggest, and comment during activities.

Later:

Student can independently participate in activities after the adult introduces them. Student needs to be redirected a few times or does not need redirection. For small group activities, student uses materials in purposeful and complex ways. Student is able to assist peers with their materials. For large group activities, student participates independently and offers suggestions during the activity. Student uses sentences to describe what they are doing, ask questions, and participate in conversations.

act it out. They will discuss if they will use the characters from the story or make up new characters. They will decide what the new events will be. The adult will write down their ideas. They will then get to act it out and use whatever props they need to tell the new story.

Later, the students should demonstrate:

Student can independently participate in activities after the adult introduces them. Student needs to be redirected a few times or does not need redirection. For small group activities, student uses materials in purposeful and complex ways. Student is able to assist peers with their materials. For large group activities, student participates independently and offers suggestions during the activity. Student uses sentences to describe what they are doing, ask questions, and participate in conversations.

- Ability to retell familiar story
- Ability to name characters and actions
- Adding new events that relate to ones in the book
- Making the connection to what they are saying and what is being written down
- Choosing props and describing how they will be used in the new story

OTHER EVIDENCE:

- Teacher observations (anecdotal notes) during greeting time, work time, large group time, small group time, read aloud
- Writing samples
- Journal samples
- Report card
- Samples of conversations with adults and peers

Learning Activities:

Suggested Instructional Strategies

- Sign-in sheet
- Message Board
- Book Area/Writing Area during Work Time
- Large Group Time: literacy related activities
- Small Group Time: literacy related activities
- Using Letter Links
- Alphabet play
- Playing language transition games
- Playing board games
- Puppet play
- Reading books during greeting time, small group time, snack time, work time, read aloud, large group time
- Rhyming stories and songs throughout daily routine
- Alliterative stories and songs throughout daily routine
- Making cards and books

- Planning/Recall time: literacy related activities
- Reading and writing materials in all interest areas
- Snack Time/ Meal Time conversations.

Modifications and/or Accommodations:

- **Special Education:** Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.
- **English Language Learners:** Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.
- **Students at Risk of School Failure:** Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.
- **Gifted Students:** Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related talent development opportunities.

Teacher Resources:

- Educating Young Children (HighScope)
- Essentials of Active Learning in Preschool (HighScope)
- Small-Group Times to Scaffold Early Learning (HighScope)
- 50 Large-Group Activities for Active Learners (HighScope)
- Lesson Plans for the First 30 Days (HighScope)
- Story Starters for Group Times (HighScope)
- Growing Readers Early Literacy Curriculum (HighScope)
- Fee, Fie, Phonemic Awareness (HighScope)
- Letter Links (HighScope)
- www.highscope.org