

## PreK ELA Curriculum

<b>Subject</b>	Language Arts		
<b>Grade/Course</b>	PreK		
<b>Unit of Study</b>	All About Me		
<b>Pacing</b>	September		
<b>Unit Summary</b>	Children will use a variety of communication, literacy and print materials to express who they are in their family, share their ideas and feelings and connect to the classroom community. By preschool, children can segment and manipulate in larger pieces, such as whole words in a sentence or syllables. Children will begin to recognize rhyming words in songs and move on to produce them spontaneously.		
<b><u>CT Early Learning and Development Standards</u></b>			
<b>Early Language, Communication, and Literacy</b>			
<b><u>Receptive, Expressive, Social Interaction Language</u></b> Strands A-C	<b><u>Book Appreciation and Knowledge of Print</u></b> Strands D-E	<b><u>Phonological Awareness</u></b> Strand F	<b><u>Convey Meaning Through Drawing, Letters and Words</u></b> Strand G
<b>3 to 4 year indicators Strands A - C</b> L.48.1 Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts L.48.4 Use simple pronouns L.48.5 Begin to use some words that are not part of everyday conversational speech L.48.6 Communicate about current or removed events and/or objects L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas	<b>3 to 4 year indicators Strands D-E</b> L.48.12 Select fiction and non-fiction books to read and attend with interest L.48.13 Demonstrate comprehension through retelling with use of pictures and props L.48.14 Ask and answer simple who, what, where and why questions related to story or text L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures L.48.16 Look at pages of the book from left to	<b>3 to 4 year indicators Strand F</b> L.48.20 Recognize rhyming words in songs, chants or poems L.48.21 Identify when initial sounds in words are the same  <b>4 to 5 year indicators Strand F</b> L.60.22 Produce rhyming words or words that have the same initial sound L.60.23 Recognize which words in a set of words begin with the same sound L.60.24 Distinguish syllables in words	<b>3 to 4 year indicators Strand G</b> L.48.23 Draw or “write” to convey idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes L.48.24 Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms

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<p>L.48.8 Use basic grammar rules including irregular past tense and questions</p> <p>L.48.9 Use speech that is mostly intelligible to familiar and unfamiliar adults</p> <p>L.48.10 Maintain a topic of conversation over the course of several turns</p> <p><b>4 to 5 year indicators</b> <b>Strands A-C</b></p> <p>L.60.1 Understand and increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts</p> <p>L.60.5 Use more complex words learned through books and personal experiences</p> <p>L.60.10 Use language to share ideas and gain information</p>	<p>right (or according to conventions of home language)</p> <p>L.48.17 Recognize that print represents spoken words</p> <p>L.48.18 Identify some printed words and/or common symbols in the context of the environment</p> <p>L.48.19 Recognize some letters especially those in one’s own name</p> <p><b>4 to 5 year indicators</b> <b>Strands D-E</b></p> <p>L.60.11 Independently choose or “read” books and select a variety of texts including fiction and nonfiction</p> <p>L.60.12 With prompting and support, retell familiar stories, including story elements</p> <p>L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)</p> <p>L.60.14 Use connections between self and character, experience and emotions to increase comprehension</p> <p>L.60.15 Know how print is read</p> <p>L.60.16 Know that</p>		
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	books have titles, authors, illustrators or photographers L.60.17 Recognize words as a unit of print and that letters are grouped to form words L.60.18 Identify some familiar printed words out of context L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words		
<b>Essential Questions</b>		<b>Corresponding Big Ideas</b>	
<ol style="list-style-type: none"> <li>1. How am I the same? How am I different?</li>   <li>2. Who am I in the classroom?</li>   <li>3. What is my role in the classroom community?</li> </ol>		<ol style="list-style-type: none"> <li>1. The classroom is a place of belonging where children learn accurate and respectful language to describe who they and others are.</li>   <li>2. Young children learn within the context of relationships. As they build relationships they start to draw comparisons between themselves and their peers.</li>   <li>3. This unit is focused on getting to know the children and the families in the classroom as well as building a new community that is our class. Learning experiences should support learning centered on the children and their immediate environment. Young children require support and practice in learning classroom rituals and routines.</li> </ol>	
<b>Word Study Topics</b>			
<p><u>First semester*</u>:</p> <p>The focus will be on teaching the alphabetic principle of letter-sound correspondence with the whole class. Students will practice:</p> <ul style="list-style-type: none"> <li>● Recognition of the alphabetical order of letters a-z</li> <li>● Letter name, keyword, and sound for the 26 letters of the alphabet (letter-sound correspondence)</li> <li>● Visual connection between the letter name, its sound, and its grapheme (or written representation)</li> </ul>			

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\*Pacing reference comes from Foundations Program.

Evidence of Learning - Assessment		
Pre/Post Assessment	Interim Assessment	Additional Evidence of Learning
<ul style="list-style-type: none"> <li>● <a href="#">ASQ</a></li> <li>● Developmental Screenings</li> <li>● Formative assessments (e.g., naturalistic observations, planned experiences, family input, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Checklists used within and beyond this unit</li> <li>● Marie Clay's Concepts of Print</li> <li>● PELI</li> </ul>	<ul style="list-style-type: none"> <li>● Portfolios</li> <li>● Family Input (surveys or conversations)</li> <li>● <a href="#">CT DOTS: Documentation and Observation for Teaching System</a></li> <li>● <a href="#">Sparkler</a> (CT Access Code: 1600)</li> </ul>
Learning Plan		
Researched-based Instructional Resources and Methods		
<p><a href="#">CT ELDS Building Meaningful Curriculum</a></p> <p><b>Integrated Curriculum Approach</b></p> <ul style="list-style-type: none"> <li>● "A meaningful curriculum is integrated so that learning experiences encompass many developmental domains and/or content areas."</li> </ul> <p><b><a href="#">Intentionally Planned Learning Experiences</a> (Appendix A, Pg 26)</b></p> <ul style="list-style-type: none"> <li>● Embedded into the daily schedule.</li> <li>● Based on child interest, individual children's needs and the learning standard to be addressed.</li> <li>● A balance of teacher-led and child-initiated experiences.</li> <li>● Relevant to children's lives and cultural context.</li> <li>● Includes family input.</li> <li>● Occurs in the context of various groupings (individual, small group, large group).</li> <li>● Children have ample time for making choices, extending play, and continuing projects over time.</li> </ul> <p><b>Play-Based Learning</b></p> <ul style="list-style-type: none"> <li>● Play contributes to and enhances all areas of development in young children.</li> </ul> <p><b>Fostering Competent Learners: Essential Dispositions</b></p> <ul style="list-style-type: none"> <li>● Across all ages and domains, early learning experiences will support children to be creative, be inquisitive, be flexible, be critical thinkers, be purposeful and reflective and be social learners.</li> </ul> <p><b>Family and Community Engagement</b></p>		

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- Young children develop and learn within the context of their family and culture.
- Families are the primary caregivers and educators of young children.
- They are critical partners in all early learning environments.
- Communities offer a variety of resources that support early growth and development.

### **Environment, Materials, and Schedule**

[CT ELDS Guide to the Domains and Strands](#) (Literacy, Pg. 47)

- Provide learning experiences that encourage children to make connections between what the child already knows and new learning.
- Label the environment with word cards.
- Create a word wall; include words from all languages spoken by children and their families.
- Provide listening activities like books on tape.
- Provide new and different experiences that expand receptive vocabulary, such as field trips, visitors and objects to explore.
- Read to children every day with the express purpose of enhancing their vocabulary and listening skills.
- Choose stories or books with rich vocabulary and unfamiliar words.
- Regularly read in small groups of three to six to ensure children’s active participation.
- Provide wordless books, encourage children to narrate the story.
- Provide fiction and nonfiction books that stimulate children’s curiosity.
- Provide multiple cozy areas for children to read.
- Provide stories in multiple formats, e.g., CD, computer (touch screen if applicable), flannel board.
- Provide books and other literacy materials that reflect multiple cultures and languages.
- Provide materials that children can use to act out and retell stories.
- Add to the print-rich environment with various types of print, e.g., magazines, brochures, maps, junk mail, greeting cards, ticket stubs, etc.
- Provide toys and materials that show letters.
- Provide examples of environmental print, such as bags from a local restaurant with a familiar logo or places and items that are familiar to children.
- Provide containers of toys and materials that all begin with the same sound; post the letter on the container.
- Provide word cards with corresponding pictures for children to arrange into sentences.
- Provide multisensory materials for writing, e.g., shaving cream, sand.
- Provide book-making materials.
- Alternate writing materials frequently.
- Provide writing materials in varied areas of the child’s environment.

### **Interdisciplinary Connections**

In an integrated curricular approach, the content and experiences intentionally address and support several developmental domains.

#### **Cognitive Strand A Effective Approaches to Learning**

Read-alouds and circle time discussions offer opportunities to ask open-ended questions that challenge children to use higher levels of thinking. Provide tasks where the goal is trying different strategies rather

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than right or wrong answers. Be sure to give children adequate time to provide answers to questions.  
[Higher Order Thinking: Bloom's Taxonomy](#)

### **Cognitive Strand B Symbolic Representation**

Symbolic representation is the foundation for such things as math operations and reading. Providing opportunities to draw and use letters in meaningful ways supports children to understand the use of symbols.

### **Social Emotional Strand D Self-awareness, Self-concept and Competence**

In preschool, children will begin to feel more comfortable in new situations and they will be able to take initiative in attempting unfamiliar tasks. Adults can provide support through genuine, positive guidance. It is important to listen to their ideas and acknowledge the effort in both work and play.

### **Physical Strand B Fine Motor**

When children are practicing writing or drawing in the art center, they are using the small muscles in their fingers and hands. These muscles develop through continued practice manipulating small objects. Consider having materials available for drawing and writing that are different sizes and widths.

### **Creative Arts Strand A Visual Arts**

In the art center, children are given the freedom to express themselves and explore materials. Scribbles are the very beginning of writing. Even painting with your hands encourages children to explore the curves and lines that will someday become letters. Consider providing open-ended art activities that children can revisit throughout the week.

Math Topic: Apples

[All About Apples](#)

[Pre-K Literature Connections for September](#) (see pg. 1)

Science Topic: Senses

[My Five Senses by Alike](#)

<b>Instructional Moves</b>	
<b>Possible Student Challenges</b>	<b>Teaching Moves</b>
Children have limited exposure to oral language, vocabulary and conversation.	Describe multiple aspects of your actions throughout the day to enhance vocabulary. When reading, pause to explain new vocabulary. Encourage children to use language in every aspect of their day. Pause and give time for children to respond before prompting. During snack and meals, engage children in conversations.
Children have limited exposure to print and books.	Make sure that there are a variety of books available in the classroom and allow children to choose what to read. Sit with the children and model reading so they can see what it looks like to hold a book. When reading to children, point to the

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	words as you read them to bring awareness to the print.
Children struggle to identify rhyming words or letter sounds.	When the children are playing, make sounds that the toys would make (e.g. trucks, animals, phone) Point out when sounds match letters. When reading, choose stories that highlight certain letters or sounds. Make up songs that rhyme with children. The songs can be made of nonsense words that are fun to hear and sing.
Children’s motor skills are just beginning to develop and they may struggle with their grip and dexterity.	Allow children to scribble. Scribbling helps children to teach their muscles to control the writing utensil. Provide sensory materials such as playdough or sand that sticks together. Manipulating materials with their whole hand helps to develop the muscles that they need to write.
<b>Mentor, Demonstration, Read-aloud, Shared Texts</b>	
<p><b>Suggested Texts and Resources</b>  <a href="#">Fountas &amp; Pinnell Classroom™ Implementation Timeline</a></p> <p><b>Interactive Read Aloud</b>  Text Set 3: ABC Books: Simple Rhyme/Narrative  Text Set 21: Repeating Patterns and Refrains</p> <p><b>Shared Reading</b>  ABC Fun  Animal ABCs  Counting With Monsters</p>	
<p><b>Suggested Read-Alouds and Shared Reading Texts</b></p> <p><b>Social Emotional/Literacy - All About Me</b>  <i>The Night Before Preschool</i> by Natash Wang  <i>Maisy Goes to Preschool</i> by Lucy Cousins  <i>Same but Different?</i> by Jenny Sue Kostecki-Shaw  <i>What I Like About Me!</i> by Zobel Nolan  <i>Marvelous Me: Inside and Out</i> by Bullard  <i>Who’s in My Family?</i> by Robie H. Harris  <i>All About Me</i> by Lee Aucoin  <i>I Like Myself</i> by Karen Beaumont  <i>The Rainbow Fish</i> by Marcus Pfister  <i>Llama Llama Home with Mama</i> by Anna Dewdney  <i>A Color of His Own</i> by Leo Lionni  <i>Only One You</i> by Linda Kranz  <i>I Can Handle It!</i> by Laurie Wright  <i>All Kinds of Families</i> by Mary Ann Hoberman  <i>My Friends/Mis Amigos</i> by Taro Gomi</p>	<p><b>Suggested Read-Alouds and Shared Reading Texts</b></p> <p><b>Math - Apples</b>  <i>The Apple Pie Tree</i> by Zoe Hall  <i>Ten Red Apples</i> by Pat Hutchins  <i>The Biggest Apple Ever</i> by Steven Kroll  <i>Apples for Everyone</i> by Jill Esbaum  <i>How Do Apples Grow</i> by Betsy Maestro</p> <p><b>Science - Senses</b>  <i>My Five Senses</i> by Alike  <i>The Listening Walk</i> by Paul Showers  <i>Brown Bear, Brown Bear, What do You See?</i> by Eric Carle  <i>I Hear a Pickle</i> by Rachel Isador  <i>Seven Blind Mice</i> by Ed Young</p>

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<i>The Feelings Book</i> by Todd Parr	
<b>Read-Aloud &amp; Shared Reading</b>	
<p><b>Read-Aloud goals</b>  Internalize reading behaviors (preview, make predictions, anticipate)  Monitor for sense and re-reading  Process the text  Whole-class book talk</p> <p><b>Read-Aloud process:</b>  Before You Read (introduce book, title, author, wonder about the title)  As You Read (look at pictures, read with prosody, retell)  After You Read (whole class book talk)</p> <p><b>Shared reading goals</b>  Practice using meaning, structure, visuals (MSV) to solve new words</p> <p><b>Shared reading process:</b>  Introduce the book and key concepts  Cross-checking sources of information  Word Study  Fluency</p>	
<b>Vocabulary</b>	
<b>Tier 1 (Everyday Vocabulary)</b> Children in preschool are new to language and just starting to learn basic conversational words. It is important to provide a language rich environment that supports oral language development. <a href="#">The Magic of Words: Teaching Vocabulary in the Early Childhood Classroom</a> <a href="#">Vocabulary in the Early Childhood Classroom</a>	
<b>Tier 2 (Academic Vocabulary)</b>	<b>Tier 3 (Domain Specific Vocabulary)</b>
Back Book Family Feelings Front Pictures Read Relationships Schedule Title Words  *Include words in languages that represent the classroom.	Author Community Conversation Illustrator Patterns Rhyming Sentence Symbols

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## Suggestions for Differentiation, Scaffolding and Intervention

Differentiation or Intervention

**Any teacher moves/strategies that address student challenges can be used in differentiation or as interventions.**

Receptive Language

- Help children to learn key words or phrases prior to reading a story or before a group experience, e.g., pre-teach key vocabulary that will allow them to participate, use visuals to support the vocabulary.
- Provide models of a variety of types of communication, e.g., sign language, oral language.
- Name items as you use them.
- Use a favorite toy or activity to encourage communication.
- Give children adequate time to respond to questions, directions, greetings, etc.
- Use concrete items to help children learn new vocabulary.
- For children with visual impairments, provide non-visual support for learning vocabulary (opportunities for touch) and alternatives to facial expressions for conveying emotion.

Expressive Language

- Provide opportunities throughout the day for language use and interaction with peers and adults.
- Maintain a familiar routine and use consistent language during the routines
- Demonstrate interest in children's attempts to communicate using facial expressions, gestures and words.
- Provide engaging and interesting materials and activities to stimulate children's interest in discussion.
- Observe children's gestures and eye gaze; model language to accompany their actions.

Dual Language Learners

**Differentiation resources and strategies may also be helpful for language learners.**

Receptive Language

- Teach children key vocabulary words before they are used in books or group settings, e.g., make sure they understand what the word "frog" means before reading a book about frogs.
- Describe your actions as you complete them.
- Use consistent phrases during routines, e.g., always say, "It's time to go to the bathroom." Don't vary it with, "It's time to use the potty."
- Read the same book multiple times.
- Observe children's interests and talk about what they are showing an interest in.

Expressive Language

- Pair children with a peer who speaks the same languages, but is more advanced in English.
- Use gestures as you speak and pair words with the action.
- Pause often and allow longer periods of time for a child who is a dual language learner to respond.
- Pair the child's home language with English as often as possible.
- Accept oral approximations.
- Allow children to respond in a group.

Social Interaction

- Model being a language learner by using the

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<p><b>Social Interaction</b></p> <ul style="list-style-type: none"> <li>● Teach children key phrases to use during social and play situations.</li> <li>● Respond quickly to children’s attempts to communicate.</li> <li>● Learn children’s individual communication cues and teach peers to understand those cues.</li> <li>● Develop stories that help children understand communication norms, such as greetings and turn-taking during conversations.</li> </ul> <p><b>Book Appreciation and Knowledge</b></p> <ul style="list-style-type: none"> <li>● Provide a variety of types of books, including tactile books, books with sounds, large print books, adapted books and board books.</li> <li>● Use books with a limited number of images on the page.</li> <li>● Use computers with touch screens and interactive software for children to engage with carefully selected texts.</li> <li>● Adapt books with tabs to make page turning easier.</li> </ul> <p><b>Knowledge of Print and its Uses</b></p> <ul style="list-style-type: none"> <li>● Provide letters in a variety of formats, textures and sizes.</li> <li>● Ensure access to books and print materials in the environment.</li> </ul> <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Provide opportunities for children to hear you elongating words with continuous sounds, such as, “seen,” by modeling the elongated word, e.g., “ssseeeennnn,” and then asking the child to say the word.</li> <li>● Provide opportunities for auditory awareness activities that highlight similarities and differences in sounds.</li> <li>● Frequently play rhyming, alliteration and</li> </ul>	<p>child’s home language.</p> <ul style="list-style-type: none"> <li>● Prompt children to speak slowly and repeat if their peer does not respond.</li> <li>● Read non-English stories.</li> <li>● Encourage adults and other children in the classroom to learn and use words in the home languages represented.</li> </ul> <p><b>Book Appreciation and Knowledge</b></p> <ul style="list-style-type: none"> <li>● Ask families and volunteers who speak the child’s language to come in and read in their home language.</li> <li>● Provide books written in the child’s home language.</li> <li>● Provide wordless books.</li> <li>● Accept retelling in many forms: actions, words, use of props.</li> <li>● Have parents record a story in their home language; play those recordings in the listening center.</li> </ul> <p><b>Knowledge of Print and its Uses</b></p> <ul style="list-style-type: none"> <li>● Pair the child’s home language with English as often as possible.</li> <li>● Provide books in all languages spoken in the setting or wordless books that allow children to create their own story in their own language.</li> <li>● Build letter knowledge in home language and then English.</li> </ul> <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Highlight words that include sounds common to both languages and separate similar sounds.</li> <li>● Engage in play with children and embed opportunities for oral language development.</li> </ul>
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<p>sound identification games.</p> <ul style="list-style-type: none"> <li>● Change the placement of a sound in a word and ask children to imitate you, allow them to create words and you repeat them.</li> </ul> <p>Drawing, Letters and Words</p> <ul style="list-style-type: none"> <li>● Provide whiteboards mounted to the wall and easels, as upright surfaces are easier for some children to write on than flat surfaces.</li> <li>● Provide writing tools that are varied sizes, some with larger handles or oversized crayons and pencils.</li> <li>● Use high- and low-tech assistive technology when necessary.</li> </ul> <p>Resources:</p> <p><a href="#">CT ELDS Meeting the Needs of Diverse Learners</a></p> <p><a href="#">Early Childhood SRBI Embedded Strategies Manual</a></p>	<ul style="list-style-type: none"> <li>● Pair rhyming words with pictures or action.</li> </ul> <p>Drawing, Letters and Words</p> <ul style="list-style-type: none"> <li>● Provide extensive opportunity for young dual language learners to experiment with writing.</li> <li>● Encourage children to draw and write their stories even if they have not mastered oral English.</li> <li>● Provide print in children’s home languages.</li> <li>● Engage children in conversations throughout their day.</li> <li>● Translate the daily schedule into the child’s home language.</li> </ul> <p>Resources:</p> <p><a href="#">CT ELDS Meeting the Needs of Dual Language Learners</a></p> <p><a href="#">Dual-Language Learners in the Preschool Classroom</a></p> <p><a href="#">Meeting the Home Language Mandate Practice Strategies for All Classrooms</a></p>
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