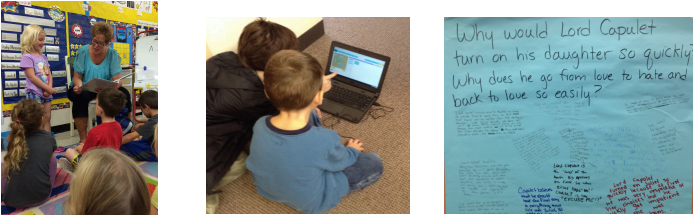
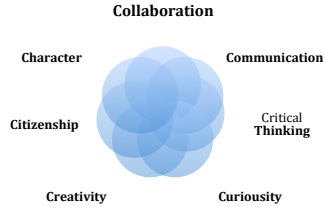


| Content Area  | Grade: Preschool   |
|---|--|
| <b>Preschool Language Arts</b><br> | <b>R14 The Seven Cs of Learning</b><br> |
| Unit Titles   | Length of Unit   |
| <ul style="list-style-type: none"> <li><i>Living and Learning in the Preschool Community</i></li> </ul>             | 3-5 weeks  |
| <ul style="list-style-type: none"> <li><i>Language the Foundation of Learning</i></li> </ul>                        | Ongoing  |
| <ul style="list-style-type: none"> <li><i>Supporting Emergent Readers</i></li> </ul>                                | Ongoing  |
| <ul style="list-style-type: none"> <li><i>Supporting Emergent Writers</i></li> </ul>                                | Ongoing  |

| Strands                | Grade Level Expectations (Progress Reporting)   |
|------------------------|---|
| Reading                | <ul style="list-style-type: none"> <li>• Readers listen and respond to texts read aloud.</li> <li>• Readers independently choose to “read” books and select a variety of texts.</li> <li>• Readers, with prompting and support, retell familiar stories including story elements (characters, events, etc.) and/or share key details from informational texts.</li> </ul>   |
| Writing                | <ul style="list-style-type: none"> <li>• Writers understand that writing comes in many forms.</li> <li>• Writers explore and use emergent writing skills.</li> <li>• Writers, with prompting and support, draw original stories with beginning, middle and end.</li> </ul>  |
| Speaking and Listening | <ul style="list-style-type: none"> <li>• Preschoolers participate in collaborative conversations building on others' ideas.</li> <li>• Preschoolers use appropriate conversational and other communication skills</li> <li>• Preschoolers initiate, maintain and end conversations</li> </ul>   |
| Language               | <ul style="list-style-type: none"> <li>• Preschoolers understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts.</li> <li>• Preschoolers use language to express thoughts and needs or to share or gain information.</li> <li>• Preschoolers use basic grammar rules including subject-verb agreement, tenses, and plurals.</li> </ul> |

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| <b>Unit Title</b>                                  | <b>This Is Our Community</b>   | <b>Length of Unit</b> | 4-5 weeks |
| <b>Inquiry Questions</b><br>(Engaging & Debatable) | <ul style="list-style-type: none"> <li>• How do you learn about the community inside and outside our school?</li> <li>• How can I learn about myself?</li> <li>• How can I learn about my family?</li> <li>• How can I learn about other members of my community?</li> <li>• How does a community learners work and play together?</li> </ul>  |                       |           |
| <b>Unit Strands &amp; Standards</b>                | Who am I? Who are we? Our class community, Our town community,<br>PK ELA Standards: Language and Literacy: L. 48.1, L.48.12, L.60.4, L.60.10,  |                       |           |
| <b>Concepts</b>                                    | <u>Reading:</u> environmental print, calendar, engaging in whole class reading experiences, names<br><u>Writing:</u> emergent writing, naming, labeling, messages in writing<br><u>Speaking and Listening:</u> friends, taking turns, conversing, sharing opinions and thinking,<br><u>Language:</u> helpers, using gestures to communicate, speak in appropriate rate and volume to be heard and understood, understand and use words related to familiar experiences |                       |           |
| <b>Key Vocabulary</b>                              | classroom, community, centers, calendar, rules, greetings, librarian, police, fire fighters, dentist, nurse, principal, teachers, stations, friends, families, names, behavior,  |                       |           |

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| <b>Unit Title</b> | <b>This is Our Community</b> | <b>Length of Unit</b> | 4-5 weeks |
|-------------------|------------------------------|-----------------------|-----------|

| <b>Critical Content:</b><br>My students will <b>Know</b> ...  | <b>Key Skills:</b><br>My students will be able to <b>(Do)</b> ...   |
|---|---|
| <ul style="list-style-type: none"> <li>• what makes up a family.</li> <li>• why certain people are part of our community.</li> <li>• what makes us, who we are.</li> <li>• school is a place where people, work, talk, and play together.</li> <li>• understand that words gestures or signs represent objects people or experiences.</li> <li>• different areas of our classroom are used at different times for different purposes.</li> <li>• ways to enter a conversation.</li> <li>• playing helps build friendship and learning.</li> <li>• different ways to talk nicely.</li> </ul> | <ul style="list-style-type: none"> <li>• with support, write or draw about our family, our friends and our community.</li> <li>• listen and respond to a variety of stories.</li> <li>• understand that words gestures or signs represent objects people or experiences.</li> <li>• tell stories to and with classmates about recent experiences.</li> <li>• turn and talk with a partner.</li> <li>• follow classroom directions.</li> <li>• share with each other.</li> <li>• engage in imaginative play.</li> <li>• talk to share their opinion and thinking.</li> </ul> |

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| <b>Assessments:</b>       | PAF (Preschool Assessment Framework) Performance Standards: <ul style="list-style-type: none"> <li>• COG 9 Understands and interacts within the classroom with adults and peers</li> <li>• P&amp;S 3 Participates in teacher-led activities</li> <li>• P&amp;S 7 Interacts cooperatively with peers</li> </ul> |
| <b>Teacher Resources:</b> | <ul style="list-style-type: none"> <li>❖ <i>Region 14 Preschool Literacy Implementation Guide</i></li> <li>❖ <i>Literacy Beginnings: A Prekindergarten Handbook. (2011) by G.S. Pinnell &amp; I. Fountas</i></li> </ul>  |



| Unit Title   | Language the Foundation of Learning  | Length of Unit | Ongoing |
|--|--|----------------|---------|
| <b>Inquiry Questions</b><br>(Engaging- Debatable): | <ul style="list-style-type: none"> <li>• How does language help you interact with others to understand, play and learn?</li> <li>• How do we use language to tell stories, explain information, seek information and give opinions?</li> <li>• How do we provide preschoolers the opportunity to apply meaningful applications of language in large groups, small groups, and individually?</li> <li>• How do we provide preschoolers ample time to engage in conversations with peers and adults about topics of interest?</li> </ul> |                |         |
| <b>Strands and Standards</b>                       | Using language to make friends, using language to learn, using language to share and gain information, using language to engage in imaginative play<br><u>PK ELA Standards: Language and Literacy: L.60.22, L.60.23, L.60.24</u>   |                |         |
| <b>Concepts</b>                                    | <u>Reading:</u> Hearing sounds in words, letters, words, stories<br><u>Writing:</u> letters, sounds, words, adding letters and words to writing<br><u>Speaking and Listening:</u> using greetings, listening to questions and requests, taking turns in conversations, responding to question<br><u>Language:</u> asking questions (organization), personal experiences, tell stories in an organized way  |                |         |
| <b>Key Vocabulary</b>                              | conversation, why, how, explain, ask, invite, rhyme, syllable, questions, turns, answers, listen, help, wonder, thinking, sounds, understand, purpose, reasons   |                |         |

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|-------------------|--|-----------------------|---------|
| <b>Unit Title</b> | <b>Language the Foundation of Learning</b> | <b>Length of Unit</b> | Ongoing |
|-------------------|--|-----------------------|---------|

| <b>Critical Content:</b><br>My students will <b>Know</b> ...   | <b>Key Skills:</b><br>My students will be able to <b>(Do)</b> ...   |
|--|---|
| <ul style="list-style-type: none"> <li>• different ways to explain their thinking.</li> <li>• that people take turns in speaking.</li> <li>• pictures can explain thinking.</li> <li>• gestures help people understand.</li> <li>• some words have similar sounds.</li> <li>• language has rules that help us understand each other.</li> <li>• background knowledge helps build understanding.</li> <li>• they can ask and answer questions about stories, characters or events.</li> <li>• strategies for listening actively to others read or talk and how to give feedback.</li> <li>• how to enter a conversation appropriately.</li> </ul> | <ul style="list-style-type: none"> <li>• use simple pronouns (e.g. I, me, you, mine, he, she).</li> <li>• use more complex sentences over time.</li> <li>• use language to react to stories in books and from peers.</li> <li>• speak for a variety of purposes.</li> <li>• interact with a variety of speakers.</li> <li>• use some words that are not part of everyday conversation but learned through books and personal experiences.</li> <li>• give reasons to support thinking.</li> <li>• engage in imaginative play using language to extend the experience.</li> <li>• understand simple problems and talk about them.</li> </ul> |

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| <b>Assessments:</b>       | PAF Performance Standard: <ul style="list-style-type: none"> <li>• COG 8 Uses complex sentences and vocabulary to describe ideas and experiences</li> <li>• P&amp;S 5 Uses words to express emotions or feelings</li> </ul> |
| <b>Teacher Resources:</b> | <ul style="list-style-type: none"> <li>❖ <i>Region 14 Preschool Literacy Implementation Guide</i></li> <li>❖ <i>Literacy Beginnings: A Prekindergarten Handbook. (2011) by G.S. Pinnell &amp; I. Fountas</i></li> </ul>     |

| Unit Title  | Supporting Emergent Readers  | Length of Unit | Ongoing |
|---|--|----------------|---------|
| <b>Inquiry Questions</b><br>(Engaging Debatable): | <ul style="list-style-type: none"> <li>• Why are stories important to preschoolers?</li> <li>• How do we engage in rich discussions about literature in large groups, small groups and individually?</li> <li>• How do promote discussions around a variety of high-interest, relevant nonfiction texts to build conceptual understanding?</li> <li>• How do we provide preschoolers ample time to engage in conversations with peers and adults about topics they have read or read about?</li> </ul> |                |         |
| <b>Strands &amp; Standards</b>                    | Reading Routines, Sharing stories, Interactive reading, Noticing important or interesting elements of a book, Talking like a book, Retelling and Responding to stories read and heard, Understanding new words<br><u>PK ELA Standards: Language and Literacy:</u> L.60.12, L.60.13, L.60.14, L.60.15, L.60.16,   |                |         |
| <b>Concepts</b>                                   | <u>Reading:</u> story elements (character, problems, etc.) noticing changes, responding to reading, new words,<br><u>Writing:</u> interactive writing, shared writing, writing about stories<br><u>Speaking and Listening:</u> responding in turns, speak about a topic with enthusiasm<br><u>Language:</u> use language from stories, speak to one topic and stay on topic,   |                |         |
| <b>Key Vocabulary</b>                             | story, character, illustration, rhyme, letter, word, event, fiction, nonfiction, information, letters, beginning, middle , end, problem, author, illustrator   |                |         |

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|-------------------|------------------------------------|-----------------------|---------|
| <b>Unit Title</b> | <b>Supporting Emergent Readers</b> | <b>Length of Unit</b> | Ongoing |
|-------------------|------------------------------------|-----------------------|---------|

| <b>Critical Content:</b><br>My students will <b>Know</b> ...  | <b>Key Skills:</b><br>My students will be able to <b>(Do)</b> ...  |
|---|--|
| <ul style="list-style-type: none"> <li>• ways to talk before, during and after reading or hearing a story.</li> <li>• stories are organized in different ways.</li> <li>• print contains a message.</li> <li>• that stories have characters.</li> <li>• that books have authors.</li> <li>• texts can be enjoyed in a variety of ways.</li> </ul> | <ul style="list-style-type: none"> <li>• show independent interest in reading related activities and engage in shared reading.</li> <li>• identify, with support, some printed words</li> <li>• sort words.</li> <li>• retell, with support, information from a story.</li> <li>• retell, with support, information from a nonfiction text.</li> <li>• recall information from a story they experienced, read, or heard.</li> <li>• notice when the author has made the text rhyme.</li> <li>• mimic the teacher's expression.</li> <li>• enjoy stories and poems that play with the sounds of words.</li> </ul> |

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| <b>Assessments:</b>       | PAF Performance Standards: <ul style="list-style-type: none"> <li>• COG 10 Shows understanding of stories</li> <li>• COG 11 Displays knowledge of books and print</li> <li>• P&amp;S 3 Participates in teacher-led activities</li> </ul> |
| <b>Teacher Resources:</b> | <ul style="list-style-type: none"> <li>❖ <i>Region 14 Preschool Literacy Implementation Guide</i></li> <li>❖ <i>Literacy Beginnings: A Prekindergarten Handbook. (2011) by G.S. Pinnell &amp; I. Fountas</i></li> </ul>                  |

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|-------------------|------------------------------------|-----------------------|---------|
| <b>Unit Title</b> | <b>Supporting Emergent Writers</b> | <b>Length of Unit</b> | Ongoing |
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| <b>Inquiry Questions</b><br>(Engaging- Debatable): | <ul style="list-style-type: none"> <li>• How do we provide preschoolers with ample opportunities to write and draw across the day?</li> <li>• Can we use words and images to express our thinking?</li> <li>• How do you use a variety of ways to write and share?</li> <li>• How does learning about letters and words in context help us prepare to read and write better?</li> </ul>  |
| <b>Unit Strands &amp; Standards</b>                | Ways to “write”, Using writing tools and resources, Shared and interactive writing<br><u>PK ELA Standards: Language and Literacy: L.60.25, L.60.25, L.60.20, L.60.21,</u>  |
| <b>Concepts</b>                                    | <u>Reading:</u> use some vocabulary from stories, draw to show how a character feels,<br><u>Writing:</u> creating a message, using emergent writing tools and resources to create texts that have some part of published texts, shared writing, interactive writing<br><u>Speaking and Listening:</u> sharing stories, reenact or retell stories read, heard, or experienced<br><u>Language:</u> organizing ideas, transitions, oral rehearsal |
| <b>Key Vocabulary</b>                              | illustration, letters, words, beginning, middle, end, author, left, right, drawing, labels, pencils, markers. lines, message, capital, shapes, straight, circles   |

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|-------------------|------------------------------------|-----------------------|---------|
| <b>Unit Title</b> | <b>Supporting Emergent Writers</b> | <b>Length of Unit</b> | Ongoing |
|-------------------|------------------------------------|-----------------------|---------|

| <b>Critical Content:</b><br>My students will <b>Know</b> ...   | <b>Key Skills:</b><br>My students will be able to <b>(Do)</b> ...   |
|--|---|
| <ul style="list-style-type: none"> <li>• that print contains a message.</li> <li>• that writers use resources to share thinking.</li> <li>• there are different ways to “write”.</li> <li>• most writing has a beginning, middle and end.</li> <li>• writing can be shared and read.</li> <li>• words are made up of letters.</li> <li>• letters have different shapes.</li> <li>• classrooms have resources for writing and making messages.</li> <li>• that you can add on to writing on another day.</li> </ul> | <ul style="list-style-type: none"> <li>• represent thoughts and ideas using several writing or art forms.</li> <li>• draw, paint or write to represent their own ideas.</li> <li>• show beginning control of writing tools.</li> <li>• “write” a story with a beginning, middle and end.</li> <li>• make some letter-sound connections.</li> <li>• recognize and name know letters of the alphabet.</li> <li>• write their name.</li> <li>• match letters that are alike.</li> <li>• produce some letter names.</li> <li>• play with sounds in language.</li> </ul> |

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|---------------------------|---|
| <b>Assessments:</b>       | PAF Performance Standards: <ul style="list-style-type: none"> <li>• COG 14 Uses writing to convey meaning</li> </ul>  |
| <b>Teacher Resources:</b> | ❖ <i>Region 14 Preschool Literacy Implementation Guide</i><br>❖ <i>Literacy Beginnings: A Prekindergarten Handbook. (2011) by G.S. Pinnell &amp; I. Fountas</i> |