



## G-E-T Elementary Curriculum

**Align, Explore, Empower**

Scope and Sequence

English Language Arts - 4K

Unit: 0

August/September: Getting to Know You

~ 2 Weeks

### **Listening, Speaking, Reading, and Writing**

Language development is reflected in children's progress toward acquiring skills in the areas of listening and understanding, speaking and communicating, and early literacy. Language development occurs in the context of relationships, encompasses all forms of communication, both verbal and nonverbal, and moves children along the continuum of early literacy.

In this unit, students will be enjoying getting to know one another through friendship-related activities and thematic stories. Teacher will model how to be a friend, how to be a helper, and how to be safe at school.

In this unit, students will learn and practice the routines and procedures of a classroom.

- Speech screenings: students are asked to say the name of an object, while sounds are being screened (administered by the speech and language pathologist)
- Routines and expectations through greetings and name songs, fingerplays, and stories
- Body Basics: lessons on listening to a story
- Transition expectations
- Begin to recognize their written name

**Listening, Speaking, Reading, and Writing**

In this unit, students will be learning about the joys of the fall season as well as enriching their peer relationships through a play-based lens.

In this unit, students will gain an awareness of the spoken language as well as listen to thematic stories.

- Routines and expectations through greetings and name songs, fingerplays, and stories
- Engage in dramatic play and activities related to our theme
- Begin to know peers' names
- Body Basics: lessons on listening to a story
- Recognize their own written name
- Communicate and express their needs
- Actively participate in conversations
- Introduce Handwriting Without Tears-letter formation each week
- Introduce "Mat Man"- big line, little line, big curve, little curve for letter formations
- Write first name with first letter being uppercase and the remaining letters being lowercase letters
- Rhyming with songs
- Phonemic awareness-alliteration and substituting initial sounds
- Listen to fiction and non-fiction texts
- Learn about concepts of print

[UNIT 1 WISCONSIN MODEL FOR EARLY LEARNING STANDARDS FOR LITERACY](#)

**Listening, Speaking, Reading and Writing**

In this unit, students will gain a greater understanding of what it means to be a friend in the classroom, in the school and in the community through a play-based lens.

In this unit, students will gain a deeper understanding of the spoken language as well as the use of print.

- Engage in dramatic play and activities related to our theme
- Continue to introduce Zoo-Phonics animal and a letter/sound each week
- Handwriting Without Tears-letter formation each week
- Communicate and express their needs
- Actively participate in conversations
- Rhyming with songs
- Phonemic awareness-alliteration and substituting initial sounds
- Listening to fiction and non-fiction texts
- Recognizing and identifying letters in their written name
- Write first name with first letter being uppercase and the remaining letters being lowercase letters
- Learn more about concepts of print
- Introduce title and author of a book
- Segment syllables

[UNIT 2 WISCONSIN MODEL FOR EARLY LEARNING STANDARDS FOR LITERACY](#)

**Listening, Speaking, Reading and Writing**

In this unit, students will gain a greater understanding of what it means to be a helper in the classroom, the school and the community through a play-based lens.

In this unit, students will learn and practice ....

- Engage in dramatic play and activities related to our theme
- Continue to introduce Zoo-Phonics animal and a letter/sound each week
- Handwriting Without Tears-letter formation each week
- Communicate and express their needs
- Actively participate in conversations
- Rhyming with songs
- Phonemic awareness-alliteration and substituting initial sounds
- Listening to fiction and non-fiction texts
- Recognizing and identifying letters in their written name
- Write first name with first letter being uppercase and the remaining letters being lowercase letters
- Recognize concepts of print
- Recognize title and author of a book
- Segment syllables

[UNIT 3 WISCONSIN MODEL FOR EARLY LEARNING STANDARDS FOR LITERACY](#)

**Listening, Speaking, Reading and Writing**

In this unit, students will gain a greater understanding of what it means to have a growth mindset through a play-based lens. “When I struggle, I grow, and I can always improve!”

In this unit, students will learn and practice

- Engage in dramatic play and activities related to our theme
- Continue to introduce Zoo-Phonics animal and a letter/sound each week
- Handwriting Without Tears-letter formation each week
- Communicate and express their needs
- Actively participate in conversations
- Rhyming with songs
- Phonemic awareness-alliteration and substituting initial sounds
- Listening to fiction and non-fiction texts
- Recognizing and identifying letters in written name
- Write first name with first letter being uppercase and the remaining letters being lowercase letters
- Identify different components of concepts of print-title, author, and left-right directionality
- Segment syllables

[UNIT 4 WISCONSIN MODEL FOR EARLY LEARNING STANDARDS FOR LITERACY](#)

**Listening, Speaking, Reading, and Writing**

In this unit, students will gain a greater understanding of what it means to have a growth mindset through a play-based lens. “I care about my work and don’t give up!”

In this unit, students will learn and practice:

- Engage in dramatic play and activities related to our theme
- Speech screenings: students are asked to say the name of an object, while sounds are being screened (administered by the speech and language pathologist)
- Continue to introduce Zoo-Phonics animal and a letter/sound each week
- Handwriting Without Tears-letter formation each week
- Communicate and express our needs
- Actively participate in conversations
- Rhyming with songs
- Phonemic awareness-alliteration and substituting initial sounds
- Listening to fiction and non-fiction texts
- Recognizing and identifying letters in written name
- Write first name with first letter being uppercase and the remaining letters being lowercase letters
- Identify different components of concepts of print
- Recognize title and author of a book
- Segment syllables

[UNIT 5 WISCONSIN MODEL FOR EARLY LEARNING STANDARDS](#)