

# **Pre-Kindergarten English Language Arts**

**Course Information**

<b>Grade(s):</b>	Pre-Kindergarten (PreK)
<b>Discipline/Course:</b>	PreK English Language Arts (ELA)
<b>Course Title:</b>	PreK ELA
<b>Prerequisite(s):</b>	0-36 months old
<b>Course Description:</b> <i>Program of Studies</i>	<p>Preschool classrooms are joyful and engaging environments in which children are exposed to literacy and develop a love of reading and writing through play and exploration. Children learn to express their unique thoughts, feelings, and ideas through a variety of modalities. Preschool students engage with a diverse collection of books, toys, and materials that support the development of language comprehension and early literacy letter, sound, and word recognition skills. Through play-based learning and planned activities, students participate in a variety of experiences including read-alouds, book exploration, imaginative and dramatic play, developmental writing, social communication interactions, art, music, and learning centers. Through play-based and thoughtfully planned literacy work, children are exposed to the critical components of literacy: building of background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge, phonological awareness, alphabet knowledge and word recognition. Throughout the preschool years, students will learn to engage with social studies (understanding community- family, neighborhood, school), science (earth science-weather, physical science-transportation/moving objects, life science-animals and plants), arts (enjoying and creating music, visual art, dance), and social-emotional learning (SEL) (developing a sense of self, emotional expression, self-regulation, developing relationships with peers and adults). The skills and standards addressed in preschool prepare students for the content and skills they will continue to develop in kindergarten. Through their preschool education, children gain skills and confidence to engage with the ever-expanding world around them.</p>
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I define who I am? (Units 1, 2, 3, 6)</li> <li>● Why change? (Units 3, 7, 8)</li> <li>● How does our environment impact our lives? (Units 4, 5, 8)</li> <li>● How do I know what to believe in what I read, hear and view? (Units 7, 8)</li> </ul>

	<ul style="list-style-type: none"> <li>● Why are human relationships important? (Units 2, 3)</li> <li>● Why do we seek and build community? (Units 1, 2, 5, 6)</li> <li>● How do stories tell us about what a culture values? (Units 3, 9)</li> <li>● How is conflict essential to our growth? (Units 2, 3)</li> <li>● How does language work? (Units 1-9)</li> <li>● How do I develop my writer’s voice? (Units 1-9)</li> <li>● What do skilled readers do? (Units 1-9)</li> <li>● How do I participate in collaborative conversations to deepen my understanding? (Units 1-9)</li> <li>● How do I best support and present my findings and conclusions? (Units 1-9)</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● School is a community in which we learn and play.</li> <li>● I can use my senses to explore and learn new things in my environment.</li> <li>● We all come from different backgrounds, or cultures, but we all live in America.</li> <li>● It is important to follow rules at school and at home in order to keep us safe.</li> <li>● We can play games, read books, and share with our friends.</li> <li>● We help friends when we play, clean up messes, and by taking turns.</li> <li>● Teachers work at school.</li> <li>● All families are different and a family’s history is unique.</li> <li>● Families celebrate, play, eat, help each other, and spend time together.</li> <li>● Food can come from a farm, store, restaurant, or garden.</li> <li>● Everyone likes and dislikes the taste of different foods.</li> <li>● A neighborhood can have houses, a library, a post office, a grocery store, a police station, and a fire station.</li> <li>● Librarians, grocery store workers, police officers, post office clerks, delivery workers, and firefighters are some of the people who work in our neighborhood</li> <li>● People use cars, boats, airplanes, trains, and buses to travel to and from different places.</li> <li>● Vehicles are alike and different in the way they travel.</li> <li>● Animals live in different places such as farms, in trees, in the ground, and in our homes.</li> <li>● Animals are alike and different in the way that they look, what they eat, how they move, and where they live.</li> <li>● Plants have parts that help them get what they need to grow such as seeds, roots, leaves, and</li> </ul>

	<p>flowers.</p> <ul style="list-style-type: none"> <li>● Living things’ activities, clothing, habitats, and the wonders of nature change as the weather and seasons change, too.</li> <li>● We can learn about the world around us through books, play, art, and music.</li> <li>● We share books everyday and learn from the books that are read aloud to us.</li> <li>● Our bodies, languages, signs, and writing communicate what we want to say to one another.</li> <li>● We help one another by talking and sharing with our friends.</li> <li>● We learn about the world around us through books, play, art, and music.</li> </ul>
<b>Duration:</b>	<p>Curricula can accommodate one to three PreK years:</p> <p>Students’ understanding of content and skills deepens through repeated exposure, as well as through differentiated and individualized instruction. Each year that the content and skills are taught, teachers will follow a progression of expectations based on the Early Learning Development Standards (ELDS) and what is considered to be developmentally and age-appropriate activities/scaffolding to meet diverse needs. For example, letter identification at age 3 focuses on the exposure and recognition of some letters, especially those in one’s own name. Letter identification at age 4 will progress to expressively or receptively identifying some letters and sounds, to age 5 when letter-sound connections are further solidified in preparation for their kindergarten experience.</p>
<b>Course Materials/Resources:</b>	<p>McGraw Hill World of Wonders</p> <ul style="list-style-type: none"> <li>● Core Texts</li> <li>● Flip Charts: Literacy and Language, Science, Social Studies, Social-Emotional</li> <li>● My Word Book</li> <li>● Manipulatives <ul style="list-style-type: none"> <li>○ Kit: Counters, Magnifying Glasses, Instruments</li> <li>○ Cards: Oral Language, Alphabet, Retelling, Letter, Photo, Concepts</li> <li>○ Audio Collections: Music Favorites, Theme Songs</li> </ul> </li> </ul> <p>Heggerty Pre-Kindergarten Phonemic Awareness  Scholastic: My Big World Magazine  <a href="#">Connecticut Early Learning and Development Standards</a>  <a href="#">Dual Language Development Framework</a></p>

	<p><a href="#">Connecticut ELDS to Common Core State Standards Alignment - ELA</a></p> <p>Core texts/videos may be replaced by the publisher when titles are out of print.</p>
<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>● Creating and Constructing</li> <li>● Collaborating Strategically</li> </ul>
<b>Year at a Glance (Units):</b>	<p>Unit 1: Who We Are (4 weeks)</p> <p>Unit 2: Making Friends (4 weeks)</p> <p>Unit 3: Families (4 weeks)</p> <p>Unit 4: Food (4 weeks)</p> <p>Unit 5: Our Neighborhood (4 Weeks)</p> <p>Unit 6: Transportation (4 Weeks)</p> <p>Unit 7: Animals (4 Weeks)</p> <p>Unit 8: Nature (4 Weeks)</p> <p>Mini-Units: Teacher’s Choice (6 Weeks)</p>

<b>Unit Number and Title:</b>	Unit 1: Who We Are
<b>Duration:</b>	4 weeks
<b>Resource(s):</b>	<p>McGraw Hill World of Wonders</p> <ul style="list-style-type: none"> <li>● Core texts: <ul style="list-style-type: none"> <li>○ I Llama llama misses mama by Anna Dewdney</li> <li>○ If You're Happy by Elena Torres</li> <li>○ Always, Sometimes, Never by Ellen Cynthia Low</li> <li>○ Rosie Goes to PreSchool by Karen Katz</li> <li>○ Green is a Chile Pepper by Roseanna Greenfield Thong</li> <li>○ ABC I Like Me! By Nancy Carlson</li> <li>○ The Big Book of Nursery Rhymes and Songs</li> <li>○ I Learn and Play in School</li> <li>○ Read Aloud Anthology with Stories, Rhymes, and Songs</li> </ul> </li> </ul> <p>Heggerty Pre-Kindergarten Phonemic Awareness  Scholastic: My Big World Magazine  <a href="#">Connecticut Early Learning and Development Standards</a>  <a href="#">Dual Language Development Framework</a>  <a href="#">Connecticut ELDS to Common Core State Standards Alignment - ELA</a></p>
<b>Unit Overview:</b>	<p>In this unit, children will learn about the many things they can do and all the reasons they should feel good about themselves. Lessons in this unit will support children in their understanding of themselves as part of a classroom community and will help them to identify their responsibilities within the classroom in order to develop effective approaches to learning. Students will have the opportunity to compare various cultures, as well as similarities and differences amongst themselves. Children will learn and practice how they can help others and make friends. There will be many opportunities to investigate their five senses and how we use them to explore the world. Students will develop self-awareness, self-concept and competence. This unit will connect to the PK-12 overarching concepts of identity, community and society, and culture.</p>

## Learning Goals

**Standard(s):**

Connecticut Early Learning and Development Standards (ELDS):  
**Priority standards are in bold print.**

Word/Language Comprehension				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand A (receptive language) Learning Progression Indicators →</i>	<b>L.24.2 Point to familiar objects, people and body parts</b>  <b>L.24.3 Respond to questions and follow simple directions</b>	<b>L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships</b>  <b>L.36.2 Follow two-step directions</b>	<b>L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)</b>	L.60.3 Understand increasingly complex sentences that include 3 to 4 concepts (e.g. “plants are living things that will not survive without soil, sunlight, and water)
Vocabulary				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand B (expressive language) Learning Progression Indicator →</i>	<b>L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)</b>	<b>L.36.3 Use nouns and verbs to label experiences, actions or events</b>	L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts  <b>L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)</b>	L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts
Expressing Ideas, Feelings and Needs				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand B (expressive language)</i>	<b>L.24.6 Use words to request objects, have</b>	<b>L.36.7 Comment on a variety of experiences,</b>	<b>L.48.7 Use increasingly longer, complex sentences</b>	L.60.6 Use more complex words to describe the

	<i>Learning Progression Indicator</i> →	<b>needs met or gain attention</b>	<b>interactions or observations</b>	<b>that combine phrases or concepts to communicate ideas</b>	relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”)	
	Conventions of Conversation/Language for Interaction					
	Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
	<i>Strand C (language for social interaction) Learning Progression Indicator</i> →	<b>L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker</b>	L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns  <b>L.24.9 Answer a basic question with a word</b>	L.36.10 Have conversations with adults and peers that include four or more exchanges	<b>L.48.11. Answer simple who, what, where and why questions</b>	<b>L.60.10 Use language to share ideas and gain information</b>
	Interest and Engagement with Books					
	Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
	<i>Strand D (book appreciation and knowledge) Learning Progression Indicator</i> →	<b>L.12.8 Engage with adults, showing shared attention to a book</b>	<b>L.24.11 Point to named pictures; may name or comment on familiar pictures</b>	<b>L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book</b>	L.48.12 Select fiction and nonfiction books to be read and attend with interest	L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction
	Understands Stories or Information					
	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
	<i>Strand D (book appreciation and</i>	<b>L.24.13 Answer simple specific questions about</b>	<b>L.36.14 Enjoy telling and retelling stories and</b>	L.48.13 Demonstrate comprehension through	L.60.12 With prompting and support, retell familiar	



	<i>knowledge) Learning Progression Indicator →</i>	<b>familiar stories (e.g., “What does the cat say?”). Ask basic questions about pictures (e.g., “Who is that?”)</b>	<b>information</b>	retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text  <b>L.48.14 Ask and answer simple who, what, where and why questions related to story or text</b>  L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures	stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text  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)  L.60.14 Use connections between self and character, experience and emotions to increase comprehension
	Book Concepts				
	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
	<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>	<b>L.24.14 Hold book upright</b>	<b>L.36.15 Turn pages of a book</b>	<b>L.48.16 Look at pages of a book from left to right (or according to conventions of home language)</b>	L.60.16 Know that books have titles, authors, illustrators or photographers
	Print Concepts				
	Age Range	24-36 months		3-4 years	
	<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>	<b>L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)</b>		<b>L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment</b>	
	Letter Recognition				
	Age Range	3-4 years		4-5 years	

	<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>		<b>L.48.19 Recognize some letters especially those in one’s own name</b>	L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words  L.60.21 Make some letter-sound connections
	Phonological Awareness			
	Age Range	18-24 months	3-4 years	4-5 years
	<i>Strand F (develop phonological awareness) Learning Progression Indicator →</i>		<b>L.48.20 Recognize rhyming words in songs, chants or poems</b>  L.48.21 Identify when initial sounds in words are the same	L.60.22 Produce rhyming words or words that have 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
	Drawing and Writing			
Age Range	18-24 months	24-36 months	3-4 years	4-5 years
<i>Strand G (convey meaning through drawing, letters and words) Learning Progression Indicator →</i>	<b>24.15 Use writing tools to make scribbles</b>	<b>L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble</b>	L.48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)	L.60.25 Draw original stories with a beginning, middle and end
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What do we do in school?</li> <li>● What are special things I can do?</li> <li>● How are we alike and different?</li> </ul>			

<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• School is a community in which we learn and play.</li> <li>• I can use my senses to explore and learn new things in my environment.</li> <li>• We all come from different backgrounds, or cultures, but we all live in America.</li> </ul>	
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i>	<b>Content</b> <b>Students will know...</b> <ul style="list-style-type: none"> <li>• Directional vocabulary (e.g., on, in)</li> <li>• Descriptive vocabulary (e.g., color words, action words)</li> <li>• Simple pronouns (e.g., I, me, you, mine, he, she)</li> <li>• Vocabulary for nouns and verbs</li> <li>• Active Listening (speaker/listener skills, e.g. eye contact, body orientation)</li> <li>• Print Concepts (Print carries meaning)</li> <li>• Book Concepts (Picture description)</li> <li>• Phonological Awareness (Exposure to letter sounds)</li> <li>• Letter Knowledge (Exposure to letter symbols)</li> </ul>	<b>Skills</b> <b>Students will be able to...</b> <p>Listening Comprehension</p> <ul style="list-style-type: none"> <li>• Listen with increasing attention</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Increase listening vocabulary and begin to develop a vocabulary of object names and common phrases</li> </ul> <p>Verbal Expression</p> <ul style="list-style-type: none"> <li>• Use language for a variety of purposes</li> <li>• Use single words and simple phrases to communicate meaning in social situations</li> </ul> <p>Phonological Awareness</p> <ul style="list-style-type: none"> <li>• Become increasingly sensitive to the sounds of spoken words</li> </ul> <p>Print and Book Awareness</p> <ul style="list-style-type: none"> <li>• Understand that print carries a message by recognizing labels, signs, and other print forms in the environment</li> <li>• Understand that illustrations carry meaning but cannot be read</li> <li>• Understand that a book has a title and an author</li> </ul>

		<ul style="list-style-type: none"><li>• Letter Knowledge and Early Word Recognition</li><li>• Begin to associate the names of letters with their shapes</li></ul>
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<b>Unit Number and Title:</b>	Unit 2: Making Friends
<b>Duration:</b>	4 weeks
<b>Resource(s):</b>	<p>McGraw Hill World of Wonders</p> <ul style="list-style-type: none"> <li>● Core Texts: <ul style="list-style-type: none"> <li>○ Friends All Around by Miela Ford</li> <li>○ Blue Chameleon by Emily Gravett</li> <li>○ Being Friends by Karen Beumont</li> <li>○ How Do Dinosaurs Play with Their Friends by Jane Yolen &amp; Mark Teague</li> <li>○ Virgil and Owen by Paulette Boga</li> <li>○ ABC for You and Me by Meg Gurnis</li> <li>○ The Big Book of Nursery Rhymes and Songs</li> <li>○ I Work and Play with Others</li> <li>○ Read Aloud Anthology of Stories, Rhymes, and Songs</li> </ul> </li> </ul> <p>Heggerty Pre-Kindergarten Phonemic Awareness  Scholastic: My Big World Magazine  <a href="#">Connecticut Early Learning and Development Standards</a>  <a href="#">Dual Language Development Framework</a>  <a href="#">Connecticut ELDS to Common Core State Standards Alignment - ELA</a></p>
<b>Unit Overview:</b>	<p>In this unit children will learn about friendships. Lessons in this unit will support childrens’ social learning in how to make friends, how to be a good friend, and about activities to do together. Children will learn and practice rules that exist at home and at school. There will be opportunities to make comparisons about similarities and differences in home and school, as well as what characteristics make up good friends. Additionally, children will identify who works in a school, and about rules in the school environment. Children will practice observing their peers and describing actions they see. This unit will connect to the PK-12 overarching concepts of identity, human relationships, community, society, and culture.</p>
<b>Learning Goals</b>	

**Standard(s):**
**Connecticut Early Learning and Development Standards (ELDS):  
Priority standards are in bold print.**

Word/Language Comprehension				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand A (receptive language) Learning Progression Indicators →</i>	<b>L.24.2 Point to familiar objects, people and body parts</b>  <b>L.24.3 Respond to questions and follow simple directions</b>	<b>L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships</b>  <b>L.36.2 Follow two-step directions</b>	<b>L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)</b>	L.60.3 Understand increasingly complex sentences that include 3 to 4 concepts (e.g. “plants are living things that will not survive without soil, sunlight, and water)
Vocabulary				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand B (expressive language) Learning Progression Indicators →</i>	<b>L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)</b>	<b>L.36.3 Use nouns and verbs to label experiences, actions or events</b>	L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts  <b>L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)</b>	L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts
Expressing Ideas, Feelings and Needs				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand B (expressive language) Learning Progression Indicator →</i>	<b>L.24.6 Use words to request objects, have needs met or gain attention</b>	<b>L.36.7 Comment on a variety of experiences, interactions or observations</b>	<b>L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas</b>	L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and

					comparative words such as “bigger” or “longer”)
Conventions of Conversation/Language for Interaction					
Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand C (language for social interaction) Learning Progression Indicators →</i>	<b>L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker</b>	L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns  <b>L.24.9 Answer a basic question with a word</b>	L.36.10 Have conversations with adults and peers that include four or more exchanges	<b>L.48.11. Answer simple who, what, where and why questions</b>	<b>L.60.10 Use language to share ideas and gain information</b>
Interest and Engagement with Books					
Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.12.8 Engage with adults, showing shared attention to a book</b>	<b>L.24.11 Point to named pictures; may name or comment on familiar pictures</b>	<b>L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book</b>	L.48.12 Select fiction and nonfiction books to be read and attend with interest	L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction
Understands Stories or Information					
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
<i>Strand D (book appreciation and knowledge) Learning Progression Indicators →</i>	<b>L.24.13 Answer simple specific questions about familiar stories (e.g., “What does the cat say?”). Ask basic questions about pictures</b>	<b>L.36.14 Enjoy telling and retelling stories and information</b>	L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from	L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from	

		(e.g., “Who is that?”)		nonfiction text  <b>L.48.14 Ask and answer simple who, what, where and why questions related to story or text</b>  L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures	informational text  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)  L.60.14 Use connections between self and character, experience and emotions to increase comprehension
	Book Concepts				
	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
	<i>Strand E (knowledge of print and its uses)</i> <i>Learning Progression Indicator →</i>	<b>L.24.14 Hold book upright</b>	<b>L.36.15 Turn pages of a book</b>	<b>L.48.16 Look at pages of a book from left to right (or according to conventions of home language)</b>	L.60.16 Know that books have titles, authors, illustrators or photographers
	Print Concepts				
	Age Range	24-36 months		3-4 years	
	<i>Strand E (knowledge of print and its uses)</i> <i>Learning Progression Indicator →</i>	<b>L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)</b>		<b>L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment</b>	
	Letter Recognition				
	Age Range	3-4 years		4-5 years	
	<i>Strand E (knowledge of print and its uses)</i> <i>Learning Progression Indicator →</i>	<b>L.48.19 Recognize some letters especially those in one’s own name</b>		L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words  L.60.21 Make some letter-sound connections	



	Phonological Awareness				
	Age Range		3-4 years	4-5 years	
	<i>Strand F (develop phonological awareness) Learning Progression Indicator →</i>		<b>L.48.20 Recognize rhyming words in songs, chants or poems</b>  L.48.21 Identify when initial sounds in words are the same	L.60.22 Produce rhyming words or words that have 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	
	Drawing and Writing				
	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
	<i>Strand G (convey meaning through drawing, letters and words) Learning Progression Indicator →</i>	<b>24.15 Use writing tools to make scribbles</b>	<b>L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble</b>	L.48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)	L.60.25 Draw original stories with a beginning, middle and end
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What are the school rules and why are they important?</li> <li>• What can we do with our friends?</li> <li>• How can we help our friends?</li> <li>• Who works in a school?</li> </ul>				
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• It is important to follow rules at school and at home in order to keep us safe.</li> <li>• We can play games, read books, and share with our friends.</li> <li>• We help friends when we play, clean up messes, and by taking turns.</li> </ul>				

	<ul style="list-style-type: none"> <li>Teachers work at school.</li> </ul>	
<p><b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i></p>	<p><b>Content:</b> (Students will know)</p> <ul style="list-style-type: none"> <li>Directional vocabulary (e.g., in, on, under)</li> <li>Descriptive vocabulary (e.g., color words, action words)</li> <li>Simple pronouns (e.g., I, me, you, mine, he, she)</li> <li>Vocabulary for nouns and verbs</li> <li>Active Listening (speaker/listener skills, e.g. eye contact, body orientation)</li> <li>Phonological awareness (Break words into syllables)</li> <li>Letter Knowledge (Exposure to letter symbols)</li> <li>Comprehension Monitoring (Begin to retell, respond and talk about books)</li> <li>Writing (Convey meaning through drawing, letters and words)</li> </ul>	<p><b>Skills:</b> (Students will be able to...)</p> <p>Listening Comprehension</p> <ul style="list-style-type: none"> <li>Listen for different purposes</li> <li>Enjoy listening to and responding to books</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>Show a steady increase in listening and speaking vocabulary</li> <li>Attempt to communicate more than current vocabulary will allow, borrowing and extending words to create meaning</li> </ul> <p>Verbal Expression</p> <ul style="list-style-type: none"> <li>Attempt to use new vocabulary and grammar in speech (ESL)</li> </ul> <p>Phonological Awareness</p> <ul style="list-style-type: none"> <li>Begin to break words into syllables or claps along with each syllable in a phrase</li> </ul> <p>Letter Knowledge and Early Word Recognition</p> <ul style="list-style-type: none"> <li>Begin to associate the names of letters with their shapes</li> </ul> <p>Developing Knowledge of Literary Forms</p> <ul style="list-style-type: none"> <li>Begin to retell some sequence of events in stories</li> </ul>

		<p>Written Expression</p> <ul style="list-style-type: none"><li>• Attempt to use a variety of forms of writing (e.g., lists, messages, stories)</li></ul>
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<b>Unit Number and Title:</b>	Unit 3: Families
<b>Duration:</b>	4 weeks
<b>Resource(s):</b>	<p>McGraw Hill World of Wonders</p> <ul style="list-style-type: none"> <li>● Core texts: <ul style="list-style-type: none"> <li>○ Families by Shelley Rotner</li> <li>○ Looking for Bongo by Eric Velasquez</li> <li>○ All the World by Liz Garton Scanlon</li> <li>○ Big Box of Shapes by Wiley Blevins</li> <li>○ Pecan Pie Baby by Jacqueline Woodson</li> <li>○ A Birthday Basket for Tia by Pat Mora</li> <li>○ The Big Book of Nursery Rhymes and Songs</li> <li>○ Read Aloud Anthology with Stories, Rhymes, and Songs</li> <li>○ I Have Feelings</li> </ul> </li> </ul> <p>Heggerty Pre-Kindergarten Phonemic Awareness  Scholastic: My Big World Magazine  <a href="#">Connecticut Early Learning and Development Standards</a>  <a href="#">Dual Language Development Framework</a>  <a href="#">Connecticut ELDS to Common Core State Standards Alignment - ELA</a></p>
<b>Unit Overview:</b>	<p>In this unit, children will learn about families and their cultural differences. Through this unit, children will gain an understanding of their family and how they may be similar to or different from other families both within their community and in the world. Through an understanding of culture, children can begin to understand who they are, their place in a community and society, and how their culture informs their interpersonal relationships. In this way, multiple areas of the overarching concepts are connected to this unit such as identity, change, human relationships, culture, and conflict.</p>

## Learning Goals

**Standard(s):**

Connecticut Early Learning and Development Standards (ELDS):  
**Priority standards are in bold print.**

Word/Language Comprehension				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand A (receptive language) Learning Progression Indicators →</i>	<b>L.24.2 Point to familiar objects, people and body parts</b>  <b>L.24.3 Respond to questions and follow simple directions</b>	<b>L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships</b>  <b>L.36.2 Follow two-step directions</b>	<b>L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)</b>	L.60.3 Understand increasingly complex sentences that include 3 to 4 concepts (e.g. e “plants are living things that will not survive without soil, sunlight, and water)
Vocabulary				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand B (expressive language) Learning Progression Indicator →</i>	<b>L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)</b>	<b>L.36.3 Use nouns and verbs to label experiences, actions or events</b>	<b>L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts</b>  <b>L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)</b>	L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts
Expressing Ideas, Feelings and Needs				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand B (expressive</i>	<b>L.24.6 Use words to</b>	<b>L.36.7 Comment on a</b>	<b>L.48.7 Use increasingly</b>	L.60.6 Use more complex

	<i>language</i> ) Learning Progression Indicator →	<b>request objects, have needs met or gain attention</b>	<b>variety of experiences, interactions or observations</b>	<b>longer, complex sentences that combine phrases or concepts to communicate ideas</b>	words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”)	
	Conventions of Conversation/Language for Interaction					
	Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
	<i>Strand C (language for social interaction) Learning Progression Indicator →</i>	<b>L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker</b>	<b>L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns</b>  <b>L.24.9 Answer a basic question with a word</b>	L.36.10 Have conversations with adults and peers that include four or more exchanges	<b>L.48.11. Answer simple who, what, where and why questions</b>	<b>L.60.10 Use language to share ideas and gain information</b>
	Interest and Engagement with Books					
	Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
	<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.12.8 Engage with adults, showing shared attention to a book</b>	<b>L.24.11 Point to named pictures; may name or comment on familiar pictures</b>	<b>L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book</b>	<b>L.48.12 Select fiction and nonfiction books to be read and attend with interest</b>	<b>L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction</b>
	Understands Stories or Information					
	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	

	<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.24.13 Answer simple specific questions about familiar stories (e.g., “What does the cat say?”). Ask basic questions about pictures (e.g., “Who is that?”)</b>	<b>L.36.14 Enjoy telling and retelling stories and information</b>	<b>L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text</b>  <b>L.48.14 Ask and answer simple who, what, where and why questions related to story or text</b>  <b>L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures</b>	<b>L.60.12</b> With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text  <b>L.60.13</b> Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)  <b>L.60.14 Use connections between self and character, experience and emotions to increase comprehension</b>
	Book Concepts				
	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
	<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>	<b>L.24.14 Hold book upright</b>	<b>L.36.15 Turn pages of a book</b>	<b>L.48.16 Look at pages of a book from left to right (or according to conventions of home language)</b>	<b>L.60.16</b> Know that books have titles, authors, illustrators or photographers
	Print Concepts				
Age Range	24-36 months		3-4 years		
<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>	<b>L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)</b>		<b>L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment</b>		
Letter Recognition					

	Age Range	3-4 years		4-5 years	
	<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>	<b>L.48.19 Recognize some letters especially those in one’s own name</b>		L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words  L.60.21 Make some letter-sound connections	
	Phonological Awareness				
	Age Range		3-4 years	4-5 years	
<i>Strand F (develop phonological awareness) Learning Progression Indicator →</i>		<b>L.48.20 Recognize rhyming words in songs, chants or poems</b>  L.48.21 Identify when initial sounds in words are the same	L.60.22 Produce rhyming words or words that have same initial sound  L.60.23 Recognize which words in a set of words begin with the same sound  <b>L.60.24 Distinguish syllables in words</b>		
Drawing and Writing					
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
<i>Strand G (convey meaning through drawing, letters and words) Learning Progression Indicator →</i>	<b>24.15 Use writing tools to make scribbles</b>	<b>L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble</b>	<b>L.48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)</b>	L.60.25 Draw original stories with a beginning, middle and end	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What makes a family?</li> <li>● What do families do together?</li> </ul>				



<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>All families are different and a family’s history is unique.</li> <li>Families celebrate, play, eat, help each other, and spend time together.</li> </ul>	
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i>	<b>Content:</b> (Students will know) <ul style="list-style-type: none"> <li>Directional vocabulary (e.g., on, in)</li> <li>Descriptive vocabulary (e.g., color words, action words)</li> <li>Simple pronouns (e.g., I, me, you, mine, he, she)</li> <li>Vocabulary for nouns and verbs</li> <li>Word Knowledge (e.g., associations, relations)</li> <li>Active Listening (speaker/listener skills, e.g. eye contact, body orientation)</li> <li>Rules of conversation (e.g., turn-taking, waiting for turn to talk)</li> <li>Print Concepts (Print directionality)</li> <li>Book Concepts (Picture description)</li> <li>Phonological Awareness (Identify initial sounds in words)</li> <li>Letter Knowledge (identify familiar letter symbols; e.g., letters in name)</li> <li>Writing (Convey meaning through drawing, letters, and words)</li> </ul>	<b>Skills:</b> (Students will be able to...)  <b>Listening Comprehension</b> <ul style="list-style-type: none"> <li>Understand and follow simple oral directions</li> </ul> <b>Speech Production and Speech Discrimination</b> <ul style="list-style-type: none"> <li>Experiment with new language sounds</li> </ul> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>Use new vocabulary in everyday conversation</li> <li>Link new learning experiences and vocabulary to what is already known about a topic</li> </ul> <b>Verbal Expression</b> <ul style="list-style-type: none"> <li>Begin to engage in conversation and follow conversational rules</li> </ul> <b>Phonological Awareness</b> <ul style="list-style-type: none"> <li>Begin to attend to the beginning sounds in familiar words by identifying that the pronunciation of several words all begin</li> </ul>

		<p>the same way</p> <p>Print and Book Awareness</p> <ul style="list-style-type: none"> <li>● Begin to understand some basic print conventions</li> </ul> <p>Letter Knowledge and Early Word Recognition</p> <ul style="list-style-type: none"> <li>● Begin to associate the names of letters with their shapes</li> </ul> <p>Written Expression</p> <ul style="list-style-type: none"> <li>● Attempt to write messages as part of playful activity</li> <li>● Understand that writing is used to communicate ideas and information</li> </ul>
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<b>Unit Number and Title:</b>	Unit 4: Food
<b>Duration:</b>	4 Weeks
<b>Resource(s):</b>	<p>McGraw Hill World of Wonders</p> <ul style="list-style-type: none"> <li>● Core texts: <ul style="list-style-type: none"> <li>○ Yummy! Good Food Makes Me Strong! by Shelley Rotner &amp; Sheila M. Kelly</li> <li>○ The Apple Pie that Papa Baked by Lauren Thompson</li> <li>○ Chew, Chew, Gulp! By Lauren Thompson</li> <li>○ Plants Feed Me by Lizzy Rockwell</li> <li>○ Feast for 10 by Cathryn Falwell</li> <li>○ Bunny Cakes by Rosemary Wells</li> <li>○ I Can Do It!</li> <li>○ The Big Book of Nursery Rhymes and Songs</li> <li>○ Read Aloud Anthology with Stories, Rhymes, and Songs</li> </ul> </li> </ul> <p>Heggerty Pre-Kindergarten Phonemic Awareness  Scholastic: My Big World Magazine  <a href="#">Connecticut Early Learning and Development Standards</a>  <a href="#">Dual Language Development Framework</a>  <a href="#">Connecticut ELDS to Common Core State Standards Alignment - ELA</a></p>
<b>Unit Overview:</b>	<p>In this unit, children will learn about different kinds of food, where food comes from, and how food changes when you cook it. Lessons in this unit will support children in their understanding of healthy food choices, foods related to culture, where food comes from (i.e., plants, farms). Lessons will include how to describe foods, talk about their favorite foods, how foods are alike and different, and how food changes when you cook it. There will be opportunities to work on routines such as washing hands before mealtime and exchanging money when making purchases. Opportunities to describe attributes (similarities and differences), act out actions or scenarios involving familiar roles (cook, farmer, etc.) will be provided. In this unit, children will also work on emotional skills including demonstrating a sense of self and sharing individual likes and dislikes. This unit will connect to the overarching concepts of identity and culture and align with the Prek- 12 essential questions.</p>

## Learning Goals

**Standard(s):**

Connecticut Early Learning and Development Standards (ELDS):  
**Priority standards are in bold print.**

Word/Language Comprehension				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand A (receptive language) Learning Progression Indicators →</i>	<b>L.24.2 Point to familiar objects, people and body parts</b>  <b>L.24.3 Respond to questions and follow simple directions</b>	<b>L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships</b>  <b>L.36.2 Follow two-step directions</b>	<b>L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)</b>	L.60.3 Understand increasingly complex sentences that include 3 to 4 concepts (e.g. “plants are living things that will not survive without soil, sunlight, and water)
Vocabulary				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand B (expressive language) Learning Progression Indicator →</i>	<b>L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)</b>	<b>L.36.3 Use nouns and verbs to label experiences, actions or events</b>	<b>L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts</b>  <b>L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)</b>	L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts
Expressing Ideas, Feelings and Needs				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand B (expressive</i>	<b>L.24.6 Use words to</b>	<b>L.36.7 Comment on a</b>	<b>L.48.7 Use increasingly</b>	L.60.6 Use more complex

	<i>language</i> ) Learning Progression Indicator →	<b>request objects, have needs met or gain attention</b>	<b>variety of experiences, interactions or observations</b>	<b>longer, complex sentences that combine phrases or concepts to communicate ideas</b>	words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”)	
	<b>Conventions of Conversation/Language for Interaction</b>					
	Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
	<i>Strand C (language for social interaction) Learning Progression Indicator →</i>	<b>L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker</b>	<b>L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns</b>  <b>L.24.9 Answer a basic question with a word</b>	L.36.10 Have conversations with adults and peers that include four or more exchanges	<b>L.48.11. Answer simple who, what, where and why questions</b>	<b>L.60.10 Use language to share ideas and gain information</b>
	<b>Interest and Engagement with Books</b>					
	Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.12.8 Engage with adults, showing shared attention to a book</b>	<b>L.24.11 Point to named pictures; may name or comment on familiar pictures</b>	<b>L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book</b>	<b>L.48.12 Select fiction and nonfiction books to be read and attend with interest</b>	<b>L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction</b>	
<b>Understands Stories or Information</b>						
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years		

	<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.24.13 Answer simple specific questions about familiar stories (e.g., “What does the cat say?”). Ask basic questions about pictures (e.g., “Who is that?”)</b>	<b>L.36.14 Enjoy telling and retelling stories and information</b>	<b>L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text</b>  <b>L.48.14 Ask and answer simple who, what, where and why questions related to story or text</b>  <b>L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures</b>	<b>L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text</b>  <b>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)</b>  <b>L.60.14 Use connections between self and character, experience and emotions to increase comprehension</b>
	Book Concepts				
	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
	<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>	<b>L.24.14 Hold book upright</b>	<b>L.36.15 Turn pages of a book</b>	<b>L.48.16 Look at pages of a book from left to right (or according to conventions of home language)</b>	<b>L.60.16 Know that books have titles, authors, illustrators or photographers</b>
	Print Concepts				
	Age Range	24-36 months		3-4 years	
	<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>	<b>L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)</b>		<b>L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment</b>	
	Letter Recognition				

	Age Range	3-4 years		4-5 years		
	<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>	<b>L.48.19 Recognize some letters especially those in one’s own name</b>		L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words  L.60.21 Make some letter-sound connections		
	Phonological Awareness					
	Age Range		3-4 years	4-5 years		
	<i>Strand F (develop phonological awareness) Learning Progression Indicator →</i>		<b>L.48.20 Recognize rhyming words in songs, chants or poems</b>  L.48.21 Identify when initial sounds in words are the same	L.60.22 Produce rhyming words or words that have same initial sound  L.60.23 Recognize which words in a set of words begin with the same sound  <b>L.60.24 Distinguish syllables in words</b>		
	Drawing and Writing					
	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
	<i>Strand G (convey meaning through drawing, letters and words) Learning Progression Indicator →</i>	<b>24.15 Use writing tools to make scribbles</b>	<b>L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble</b>	<b>L.48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)</b>	L.60.25 Draw original stories with a beginning, middle and end	
	<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● Where does food come from?</li> <li>● What foods do you like/not like?</li> </ul>				

<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Food can come from a farm, store, restaurant, or garden.</li> <li>● Everyone likes and dislikes the taste of different foods.</li> </ul>	
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i>	<b>Content:</b> (Students will know): <ul style="list-style-type: none"> <li>● Directional vocabulary (e.g., on, in)</li> <li>● Descriptive vocabulary (e.g., color words, action words)</li> <li>● Simple pronouns (e.g., I, me, you, mine, he, she)</li> <li>● Vocabulary for nouns and verbs</li> <li>● Active Listening (gather information to show understanding through listening)</li> <li>● Print Concepts (Story telling/re-telling)</li> <li>● Book Concepts (Answer “wh” questions regarding text).</li> <li>● Phonological Awareness (sensitivity to the sounds of spoken words)</li> <li>● Letter Knowledge (associating letter name with their shape)</li> </ul>	<b>Skills:</b> (Students will be able to...) <p>Listening Comprehension</p> <ul style="list-style-type: none"> <li>● Listen purposefully to teachers and peers to gather information and to show some understanding of the language being spoken</li> </ul> <p>Speech Production and Speech Discrimination</p> <ul style="list-style-type: none"> <li>● Experiment with and demonstrates growing understanding of the sounds and intonation of the English language</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Refine and extend understanding of known words</li> </ul> <p>Verbal Expression</p> <ul style="list-style-type: none"> <li>● Use language to express common routines and familiar scripts</li> </ul> <p>Phonological Awareness</p> <ul style="list-style-type: none"> <li>● Become increasingly sensitive to the sounds of spoken words</li> </ul> <p>Print and Book Awareness</p> <ul style="list-style-type: none"> <li>● Understand that reading and writing are</li> </ul>



		<p>ways to obtain information and knowledge, generates and communicate thoughts and ideas</p> <p>Letter Knowledge and Early Word Recognition</p> <ul style="list-style-type: none"> <li>● Begin to associate the names of letters with their shapes</li> </ul> <p>Written Expression</p> <ul style="list-style-type: none"> <li>● Attempt to use a variety of forms of writing</li> </ul>
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<b>Unit Number and Title:</b>	Unit 5: Our Neighborhood
<b>Duration:</b>	4 weeks
<b>Resource(s):</b>	<p>McGraw Hill World of Wonders</p> <ul style="list-style-type: none"> <li>● Core texts:           <ul style="list-style-type: none"> <li>○ Say Hello! by Rachel Isadora</li> <li>○ Whose Hat Is This? by Sharon Katz Cooper</li> <li>○ All Through My Town by Jean Reidy</li> <li>○ When Dinosaurs Came with Everything by Elise Broach</li> <li>○ One Is a Drummer A Book of Numbers by Roseanne Thong</li> <li>○ Round Is a Tortilla A Book of Shapes by Roseanne Thong</li> <li>○ I Make Good Choices</li> <li>○ The Big Book of Nursery Rhymes and Songs</li> <li>○ Read Aloud Anthology with Stories, Rhymes, and Songs</li> </ul> </li> </ul> <p>Heggerty Pre-Kindergarten Phonemic Awareness          Scholastic: My Big World Magazine  <a href="#">Connecticut Early Learning and Development Standards</a>  <a href="#">Dual Language Development Framework</a>  <a href="#">Connecticut ELDS to Common Core State Standards Alignment - ELA</a></p>
<b>Unit Overview:</b>	<p>In this unit, children will learn about the many people and places in their neighborhood communities—from farms to cities. Children will be introduced to their local community and the people within them that keep them safe and help their neighborhood thrive. Children will learn and practice what to do in an emergency and how adults can help. Children will explore how their neighborhoods work and what buildings are important around them. Lessons in this unit will teach children how to keep their neighborhoods clean. This unit allows for the identification of different plants and animals in their environment. There will be opportunities for children to discover the differences and similarities about the people around them. This unit will connect to the PK-12 overarching concepts of community and society.</p>

## Learning Goals

**Standard(s):**

Connecticut Early Learning and Development Standards (ELDS):  
**Priority standards are in bold print.**

Word/Language Comprehension				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand A (receptive language) Learning Progression Indicators →</i>	<b>L.24.2 Point to familiar objects, people and body parts</b>  <b>L.24.3 Respond to questions and follow simple directions</b>	<b>L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships</b>  <b>L.36.2 Follow two-step directions</b>	<b>L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)</b>	L.60.3 Understand increasingly complex sentences that include 3 to 4 concepts (e.g. e “plants are living things that will not survive without soil, sunlight, and water)
Vocabulary				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand B (expressive language) Learning Progression Indicator →</i>	<b>L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)</b>	<b>L.36.3 Use nouns and verbs to label experiences, actions or events</b>	<b>L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts</b>  <b>L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)</b>	L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts
Expressing Ideas, Feelings and Needs				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand B (expressive</i>	<b>L.24.6 Use words to</b>	<b>L.36.7 Comment on a</b>	<b>L.48.7 Use increasingly</b>	<b>L.60.6 Use more complex</b>

	<i>language) Learning Progression Indicator →</i>	<b>request objects, have needs met or gain attention</b>	<b>variety of experiences, interactions or observations</b>	<b>longer, complex sentences that combine phrases or concepts to communicate ideas</b>	<b>words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”)</b>	
	Conventions of Conversation/Language for Interaction					
	Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
	<i>Strand C (language for social interaction) Learning Progression Indicator →</i>	<b>L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker</b>	<b>L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns</b>  <b>L.24.9 Answer a basic question with a word</b>	<b>L.36.10 Have conversations with adults and peers that include four or more exchanges</b>	<b>L.48.11. Answer simple who, what, where and why questions</b>	<b>L.60.10 Use language to share ideas and gain information</b>
	Interest and Engagement with Books					
Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.12.8 Engage with adults, showing shared attention to a book</b>	<b>L.24.11 Point to named pictures; may name or comment on familiar pictures</b>	<b>L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book</b>	<b>L.48.12 Select fiction and nonfiction books to be read and attend with interest</b>	<b>L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction</b>	
Understands Stories or Information						
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years		

	<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.24.13 Answer simple specific questions about familiar stories (e.g., “What does the cat say?”). Ask basic questions about pictures (e.g., “Who is that?”)</b>	<b>L.36.14 Enjoy telling and retelling stories and information</b>	<b>L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text</b>  <b>L.48.14 Ask and answer simple who, what, where and why questions related to story or text</b>  <b>L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures</b>	<b>L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text</b>  <b>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)</b>  <b>L.60.14 Use connections between self and character, experience and emotions to increase comprehension</b>
	Book Concepts				
	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
	<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>	<b>L.24.14 Hold book upright</b>	<b>L.36.15 Turn pages of a book</b>	<b>L.48.16 Look at pages of a book from left to right (or according to conventions of home language)</b>	<b>L.60.16 Know that books have titles, authors, illustrators or photographers</b>
	Print Concepts				
	Age Range	24-36 months		3-4 years	
	<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>	<b>L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)</b>		<b>L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment</b>	
	Letter Recognition				

	Age Range	3-4 years		4-5 years	
	<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>	<b>L.48.19 Recognize some letters especially those in one’s own name</b>		<b>L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words</b>  <b>L.60.21 Make some letter-sound connections</b>	
	Phonological Awareness				
	Age Range		3-4 years		4-5 years
<i>Strand F (develop phonological awareness) Learning Progression Indicator →</i>		<b>L.48.20 Recognize rhyming words in songs, chants or poems</b>  L.48.21 Identify when initial sounds in words are the same		L.60.22 Produce rhyming words or words that have same initial sound  L.60.23 Recognize which words in a set of words begin with the same sound  <b>L.60.24 Distinguish syllables in words</b>	
Drawing and Writing					
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
<i>Strand G (convey meaning through drawing, letters and words) Learning Progression Indicator →</i>	<b>24.15 Use writing tools to make scribbles</b>	<b>L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble</b>	<b>L.48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)</b>	L.60.25 Draw original stories with a beginning, middle and end	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What is in a neighborhood?</li> <li>● Who works in our neighborhood?</li> </ul>				

<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• A neighborhood can have houses, a library, a post office, a grocery store, a police station, and a fire station.</li> <li>• Librarians, grocery store workers, police officers, post office clerks, delivery workers, and firefighters are some of the people who work in our neighborhood.</li> </ul>	
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i>	<b>Content:</b> (Students will know) <ul style="list-style-type: none"> <li>• Directional vocabulary (e.g., in, on, under)</li> <li>• Descriptive vocabulary (e.g., color words, action words)</li> <li>• Simple pronouns (e.g., I, me, you, mine, he, she)</li> <li>• Vocabulary for nouns and verbs</li> <li>• Academic Vocabulary</li> <li>• Active Listening (speaker/listener skills, e.g. eye contact, body orientation)</li> <li>• Phonological Awareness (Syllables 1 or 2)</li> <li>• Comprehension Monitoring (Answering WH questions, story sequencing)</li> <li>• Story grammar vocabulary (first, next, last)</li> <li>• Print Concepts/Book Concepts (Print carries meaning and text genres e.g. nonfiction, fiction)</li> <li>• Letter Knowledge (Exposure to letter symbols)</li> <li>• Writing (Convey meaning through drawing, letters and words)</li> </ul>	<b>Skills:</b> (Students will be able to...) <p>Listening Comprehension</p> <ul style="list-style-type: none"> <li>• Listen with increasing attention</li> <li>• Enjoy listening and responding to books</li> </ul> <p>Speech Production and Speech Discrimination</p> <ul style="list-style-type: none"> <li>• Perceive differences between similar sounding words</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Attempt to communicate more than current vocabulary with allow, borrowing and extending words to create meaning</li> <li>• Increase listening vocabulary and begins to develop a vocabulary of object names and common phrases in English (SEL)</li> </ul> <p>Verbal Expression</p> <ul style="list-style-type: none"> <li>• Use language for a variety of purposes</li> <li>• Ask questions and makes comments related to the current topic of discussion</li> <li>• Begin to engage in conversation and follows conversational rules</li> <li>• Use single words and simple phrases to communicate meaning in social situations</li> </ul>

		<p>(ESL)</p> <p>Phonological Awareness</p> <ul style="list-style-type: none"> <li>● Begin to blend syllables to form words</li> </ul> <p>Print and Book Awareness</p> <ul style="list-style-type: none"> <li>● Understand that print carries a message by recognizing labels, signs, and other print forms in the environment</li> <li>● Understand that a book has a title and an author</li> <li>● Begin to understand some basic print conventions</li> <li>● Understand that different text forms are used for different functions</li> </ul> <p>Letter Knowledge and Early Word Recognition</p> <ul style="list-style-type: none"> <li>● Begin to associate the names of letters with their shapes</li> </ul> <p>Developing Knowledge of Literary Forms</p> <ul style="list-style-type: none"> <li>● Begin to predict what will happen next</li> <li>● Connect information and events in books to real-life experiences</li> </ul> <p>Written Expression</p> <ul style="list-style-type: none"> <li>● Attempt to use a variety of forms of writing</li> </ul>
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<b>Unit Number and Title:</b>	Unit 6: Transportation
<b>Duration:</b>	4 weeks
<b>Resource(s):</b>	<p>McGraw Hill World of Wonders</p> <ul style="list-style-type: none"> <li>● Core Texts: <ul style="list-style-type: none"> <li>○ The Bus for Us by Suzanne Bloom</li> <li>○ Goodnight, Goodnight, Construction Site by Sherri Duskey Rinker</li> <li>○ Alphabeep A Zipping, Zooming ABC by Debora Pearson</li> <li>○ Clickety Clack by Amy Spence &amp; Robert Spence III</li> <li>○ Toy Boat by Randall de Sève</li> <li>○ Row, Row, Row Your Boat by Jane Cabrera</li> <li>○ I Can Control Myself</li> <li>○ The Big Book of Nursery Rhymes and Songs</li> <li>○ Read Aloud Anthology with Stories, Rhymes, and Songs</li> </ul> </li> </ul> <p>Heggerty Pre-Kindergarten Phonemic Awareness  Scholastic: My Big World Magazine  <a href="#">Connecticut Early Learning and Development Standards</a>  <a href="#">Dual Language Development Framework</a>  <a href="#">Connecticut ELDS to Common Core State Standards Alignment - ELA</a></p>
<b>Unit Overview:</b>	<p>In this unit children will learn about different ways to travel including in the air, on the ground, and through water. Children will be provided with an opportunity to compare and contrast various types of vehicles. They will discuss vehicles that are used for travel, as well as vehicles used to get to work. There will also be opportunities for children to explore maps and their purposes. Children will explore different bodies of water and the transportation used within them. Lessons in this unit allow children to identify and explore the properties and changing states of water. This unit will connect to the PK-12 overarching concepts of nature and the natural world.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	Connecticut Early Learning and Development Standards (ELDS):

**Priority standards are in bold print.**

Word/Language Comprehension				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand A (receptive language) Learning Progression Indicators →</i>	<b>L.24.2 Point to familiar objects, people and body parts</b>  <b>L.24.3 Respond to questions and follow simple directions</b>	<b>L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships</b>  <b>L.36.2 Follow two-step directions</b>	<b>L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)</b>	L.60.3 Understand increasingly complex sentences that include 3 to 4 concepts (e.g. “plants are living things that will not survive without soil, sunlight, and water)
Vocabulary				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand B (expressive language) Learning Progression Indicator →</i>	<b>L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)</b>	<b>L.36.3 Use nouns and verbs to label experiences, actions or events</b>	<b>L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts</b>  <b>L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)</b>	L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts
Expressing Ideas, Feelings and Needs				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand B (expressive language) Learning Progression Indicator →</i>	<b>L.24.6 Use words to request objects, have needs met or gain attention</b>	<b>L.36.7 Comment on a variety of experiences, interactions or observations</b>	<b>L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas</b>	<b>L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as</b>

					“under” or “beside” and comparative words such as “bigger” or “longer”)
Conventions of Conversation/Language for Interaction					
Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand C (language for social interaction) Learning Progression Indicator →</i>	<b>L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker</b>	<b>L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns</b>  <b>L.24.9 Answer a basic question with a word</b>	<b>L.36.10 Have conversations with adults and peers that include four or more exchanges</b>	<b>L.48.11. Answer simple who, what, where and why questions</b>	<b>L.60.10 Use language to share ideas and gain information</b>
Interest and Engagement with Books					
Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.12.8 Engage with adults, showing shared attention to a book</b>	<b>L.24.11 Point to named pictures; may name or comment on familiar pictures</b>	<b>L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book</b>	<b>L.48.12 Select fiction and nonfiction books to be read and attend with interest</b>	<b>L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction</b>
Understands Stories or Information					
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.24.13 Answer simple specific questions about familiar stories (e.g., “What does the cat</b>	<b>L.36.14 Enjoy telling and retelling stories and information</b>	<b>L.48.13 Demonstrate comprehension through retelling with use of pictures and props,</b>	<b>L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting,</b>	

	say?"). Ask basic questions about pictures (e.g., "Who is that?")		<p><b>acting out main events or sharing information learned from nonfiction text</b></p> <p><b>L.48.14 Ask and answer simple who, what, where and why questions related to story or text</b></p> <p><b>L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures</b></p>	<p>characters, events) and/or share key details from informational text</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><b>L.60.14 Use connections between self and character, experience and emotions to increase comprehension</b></p>
Book Concepts				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand E (knowledge of print and its uses)</i> <i>Learning Progression Indicator →</i>	<b>L.24.14 Hold book upright</b>	<b>L.36.15 Turn pages of a book</b>	<b>L.48.16 Look at pages of a book from left to right (or according to conventions of home language)</b>	<b>L.60.16 Know that books have titles, authors, illustrators or photographers</b>
Print Concepts				
Age Range	24-36 months		3-4 years	
<i>Strand E (knowledge of print and its uses)</i> <i>Learning Progression Indicator →</i>	<b>L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)</b>		<b>L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment</b>	
Letter Recognition				
Age Range	3-4 years		4-5 years	
<i>Strand E (knowledge of print and its uses)</i>	<b>L.48.19 Recognize some letters especially</b>		<b>L.60.20 Recognize and name known letters of</b>	

	<i>Learning Progression Indicator</i> →		<b>those in one’s own name</b>	<b>the alphabet in familiar and unfamiliar words</b>  <b>L.60.21 Make some letter-sound connections</b>	
	Phonological Awareness				
	Age Range			3-4 years	
	<i>Strand F (develop phonological awareness)</i> <i>Learning Progression Indicator</i> →		<b>L.48.20 Recognize rhyming words in songs, chants or poems</b>  L.48.21 Identify when initial sounds in words are the same	L.60.22 Produce rhyming words or words that have same initial sound  L.60.23 Recognize which words in a set of words begin with the same sound  <b>L.60.24 Distinguish syllables in words</b>	
Drawing and Writing					
Age Range		18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand G (convey meaning through drawing, letters and words)</i> <i>Learning Progression Indicator</i> →		<b>24.15 Use writing tools to make scribbles</b>	<b>L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble</b>	<b>L.48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)</b>	L.60.25 Draw original stories with a beginning, middle and end
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What types of vehicles do people use?</li> <li>• How are vehicles alike and different?</li> </ul>				
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• People use cars, boats, airplanes, trains, and buses to travel to and from different places.</li> <li>• Vehicles are alike and different in the way they travel.</li> </ul>				

<p><b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i></p>	<p><b>Content:</b> (Students will know)</p> <ul style="list-style-type: none"> <li>● Directional vocabulary (e.g., in, on, under)</li> <li>● Descriptive vocabulary (e.g., color words, action words)</li> <li>● Simple pronouns (e.g., I, me, you, mine, he, she)</li> <li>● Vocabulary for nouns and verbs</li> <li>● Academic Vocabulary (use of vocabulary in conversations)</li> <li>● Active Listening (speaker/listener skills, e.g. eye contact, body orientation during conversations, interactions, and instruction; listen and follow simple step directions)</li> <li>● Phonological Awareness (Rhyming words end with the same sound, syllables 1 to 2)</li> <li>● Principles of alphabetic knowledge (some letters, some letter sounds)</li> <li>● Comprehension Monitoring (Answering WH questions)</li> <li>● Story grammar vocabulary (Story sequencing using first, next, last)</li> <li>● Print Concepts/Book Concepts (Print carries meaning/picture description)</li> <li>● Writing (Convey meaning through drawing, letters and words)</li> </ul>	<p><b>Skills:</b> (Students will be able to...)</p> <p>Listening Comprehension</p> <ul style="list-style-type: none"> <li>● Listen for different purposes</li> <li>● Understand and follows simple oral directions</li> </ul> <p>Speech Production and Speech Discrimination</p> <ul style="list-style-type: none"> <li>● Perceive differences between similar sounding words</li> <li>● Produce speech sounds with increasing ease and accuracy</li> <li>● Experiment with new language sounds</li> <li>● Experiment with and demonstrates growing understanding of the sounds and intonation of the English language</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Use new vocabulary in everyday conversation</li> </ul> <p>Verbal Expression</p> <ul style="list-style-type: none"> <li>● Use sentences of increasing length (3 or more words) in everyday speech and grammatical complexity in everyday speech</li> <li>● Attempt to use new vocabulary and grammar in speech</li> </ul> <p>Phonological Awareness</p> <ul style="list-style-type: none"> <li>● Become increasingly sensitive to the</li> </ul>
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		<p>sounds of spoken words</p> <ul style="list-style-type: none"> <li>● Being to blend syllables to form words</li> <li>● Begin to attend to the beginning sounds in familiar words by identifying that the pronunciation of several words all begin the same way</li> </ul> <p>Print and Book Awareness</p> <ul style="list-style-type: none"> <li>● Begin to understand some basic print conventions</li> </ul> <p>Letter Knowledge and Early Word Recognition</p> <ul style="list-style-type: none"> <li>● Identify 10 or more printed alphabet letters</li> <li>● Begin to notice beginning letters in familiar words</li> <li>● Being to make some letter/sound matches</li> </ul> <p>Developing Knowledge of Literary Forms</p> <ul style="list-style-type: none"> <li>● Begin to retell some sequence of events in stories</li> </ul> <p>Written Expression</p> <ul style="list-style-type: none"> <li>● Attempt to write messages as part of playful activity</li> <li>● Use known letters and approximations of letters to represent written language</li> <li>● Understand that writing is used to communicate ideas and information</li> </ul>
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<b>Unit Number and Title:</b>	Unit 7: Animals
<b>Duration:</b>	4 weeks
<b>Resource(s):</b>	<p>McGraw Hill World of Wonders</p> <ul style="list-style-type: none"> <li>● Text Choices:           <ul style="list-style-type: none"> <li>○ Farms ABC An Alphabet Book by B.A. Hoena</li> <li>○ Duck, Duck, Goose by Wiley Blevins</li> <li>○ What Puppies Do Best by Laura Nemeroff</li> <li>○ Gilbert Goldfish Wants a Pet by Kelly DiPucchio</li> <li>○ Hello, Hello! by Miriam Schlein</li> <li>○ Welcome Home Bear A Book of Animal Habitats by Il Sung Na</li> <li>○ I Keep Trying</li> <li>○ The Big Book of Nursery Rhymes and Songs</li> <li>○ Read Aloud Anthology with Stories, Rhymes and Songs</li> </ul> </li> </ul> <p>Heggerty Pre-Kindergarten Phonemic Awareness          Scholastic: My Big World Magazine  <a href="#">Connecticut Early Learning and Development Standards</a>  <a href="#">Dual Language Development Framework</a>  <a href="#">Connecticut ELDS to Common Core State Standards Alignment - ELA</a></p>
<b>Unit Overview:</b>	Children will learn that caring for pets is a responsibility. They will be able to differentiate between pets, farm animals, and animals in the wild. Children will develop an understanding of how animals grow and change. Lastly, children will learn about various habitats, as well as similarities and differences between animals. This unit will connect to the PK-12 overarching concepts of change, nature and the natural world, as well as human relationships with animals.
<b>Learning Goals</b>	
<b>Standard(s):</b>	Connecticut Early Learning and Development Standards (ELDS): <b>Priority standards are in bold print.</b>



Word/Language Comprehension				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand A (receptive language) Learning Progression Indicators →</i>	<b>L.24.2 Point to familiar objects, people and body parts</b>  <b>L.24.3 Respond to questions and follow simple directions</b>	<b>L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships</b>  <b>L.36.2 Follow two-step directions</b>	<b>L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)</b>	<b>L.60.3 Understand increasingly complex sentences that include 3 to 4 concepts (e.g.e “plants are living things that will not survive without soil, sunlight, and water)</b>
Vocabulary				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand B (expressive language) Learning Progression Indicator →</i>	<b>L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)</b>	<b>L.36.3 Use nouns and verbs to label experiences, actions or events</b>	<b>L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts</b>  <b>L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)</b>	<b>L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts</b>
Expressing Ideas, Feelings and Needs				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand B (expressive language) Learning Progression Indicator →</i>	<b>L.24.6 Use words to request objects, have needs met or gain attention</b>	<b>L.36.7 Comment on a variety of experiences, interactions or observations</b>	<b>L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas</b>	<b>L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”)</b>

Conventions of Conversation/Language for Interaction					
Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand C (language for social interaction) Learning Progression Indicator →</i>	<b>L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker</b>	<b>L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns</b>  <b>L.24.9 Answer a basic question with a word</b>	<b>L.36.10 Have conversations with adults and peers that include four or more exchanges</b>	<b>L.48.11. Answer simple who, what, where and why questions</b>	<b>L.60.10 Use language to share ideas and gain information</b>
Interest and Engagement with Books					
Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.12.8 Engage with adults, showing shared attention to a book</b>	<b>L.24.11 Point to named pictures; may name or comment on familiar pictures</b>	<b>L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book</b>	<b>L.48.12 Select fiction and nonfiction books to be read and attend with interest</b>	<b>L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction</b>
Understands Stories or Information					
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.24.13 Answer simple specific questions about familiar stories (e.g., “What does the cat say?”). Ask basic questions about pictures (e.g., “Who is that?”)</b>	<b>L.36.14 Enjoy telling and retelling stories and information</b>	<b>L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction</b>	<b>L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from</b>	

			<p>text</p> <p><b>L.48.14</b> Ask and answer simple who, what, where and why questions related to story or text</p> <p><b>L.48.15</b> Make predictions and/or ask questions about the text by examining the title, cover, pictures</p>	<p>informational text</p> <p><b>L.60.13</b> 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><b>L.60.14</b> Use connections between self and character, experience and emotions to increase comprehension</p>
Book Concepts				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand E (knowledge of print and its uses)</i> <i>Learning Progression Indicator →</i>	<b>L.24.14</b> Hold book upright	<b>L.36.15</b> Turn pages of a book	<b>L.48.16</b> Look at pages of a book from left to right (or according to conventions of home language)	<b>L.60.16</b> Know that books have titles, authors, illustrators or photographers
Print Concepts				
Age Range	24-36 months		3-4 years	
<i>Strand E (knowledge of print and its uses)</i> <i>Learning Progression Indicator →</i>	<b>L.36.16</b> Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)		<b>L.48.18</b> Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment	
Letter Recognition				
Age Range	3-4 years		4-5 years	
<i>Strand E (knowledge of print and its uses)</i> <i>Learning Progression Indicator →</i>	<b>L.48.19</b> Recognize some letters especially those in one's own name		<b>L.60.20</b> Recognize and name known letters of the alphabet in familiar and unfamiliar	

			words	
			L.60.21 Make some letter-sound connections	
	Phonological Awareness			
	Age Range	18-24 months	3-4 years	4-5 years
<i>Strand F (develop phonological awareness) Learning Progression Indicator →</i>		<b>L.48.20 Recognize rhyming words in songs, chants or poems</b>  <b>L.48.21 Identify when initial sounds in words are the same</b>	L.60.22 Produce rhyming words or words that have same initial sound  <b>L.60.23 Recognize which words in a set of words begin with the same sound</b>  <b>L.60.24 Distinguish syllables in words</b>	
Drawing and Writing				
Age Range	18-24 months	24-36 months	3-4 years	4-5 years
<i>Strand G (convey meaning through drawing, letters and words) Learning Progression Indicator →</i>	<b>24.15 Use writing tools to make scribbles</b>	<b>L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble</b>	<b>L.48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)</b>	L.60.25 Draw original stories with a beginning, middle and end
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● Where do animals live?</li> <li>● How are animals alike and different?</li> </ul>			
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Animals live in different places such as farms, in trees, in the ground, and in our homes.</li> <li>● Animals are alike and different in the way that they look, what they eat, how they move, and</li> </ul>			

	where they live.	
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i>	<b>Content:</b> (Students will know) <ul style="list-style-type: none"> <li>● Directional vocabulary (e.g., in, on, under)</li> <li>● Descriptive vocabulary (e.g., color words, action words)</li> <li>● Simple pronouns (e.g., I, me, you, mine, he, she)</li> <li>● Vocabulary for nouns and verbs</li> <li>● Academic Vocabulary (use of vocabulary in conversations)</li> <li>● Active Listening (speaker/listener skills, e.g. eye contact, body orientation during conversations, interactions, and instruction; listen and follow simple step directions)</li> <li>● Phonological Awareness (Rhyming words end with the same sound, syllables)</li> <li>● Letter Knowledge (Some letters, some letter sounds)</li> <li>● Comprehension Monitoring (Story elements, answer WH questions)</li> <li>● Story grammar vocabulary (First, next, last)</li> <li>● Print Concepts/Book Concepts (Print goes from left to right, letters are different from numbers)</li> <li>● Writing (Convey meaning through drawing, letters and words)</li> </ul>	<b>Skills:</b> (Students will be able to...) <p>Listening Comprehension</p> <ul style="list-style-type: none"> <li>● Listen with increasing attention</li> <li>● Listen to and engages in several exchanges of conversation with others</li> </ul> <p>Speech Production and Speech Discrimination</p> <ul style="list-style-type: none"> <li>● Experiment with new language sounds</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Use new vocabulary in everyday conversation</li> <li>● Refine and extends understanding of known words</li> <li>● Link new learning experiences and vocabulary to what is already known about a topic</li> </ul> <p>Verbal Expression</p> <ul style="list-style-type: none"> <li>● Use sentences of increasing length (three or more words) in everyday speech and grammatical complexity in everyday speech</li> <li>● Tell a simple personal narrative, focusing on favorite or most memorable parts</li> </ul> <p>Print and Book Awareness</p> <ul style="list-style-type: none"> <li>● Understand that letters are different than numbers</li> <li>● Begin to understand that print runs from left to right and top to bottom</li> </ul> <p>Letter Knowledge and Early Word Recognition</p>

		<ul style="list-style-type: none"> <li>● Identify 10 or more printed alphabet letters</li> <li>● Begin to notice beginnings letters in familiar words</li> <li>● Begin to make some letter/sound matches</li> </ul> <p>Developing Knowledge of Literary Forms</p> <ul style="list-style-type: none"> <li>● Become increasingly familiar with narrative form and its elements by identifying characters and predicted events, plot, and the resolution of a story.</li> <li>● Imitate the special language in storybooks and story dialogue, and uses it in retelling and dramatic play (such as “Once upon a time...”)</li> <li>● Ask questions and makes comments about the information and events from books</li> <li>● Connect information and events in books to real-life experiences</li> <li>● Begin to retell some sequence of events in stories</li> <li>● Show appreciation of retelling language patterns</li> </ul> <p>Written Expression</p> <ul style="list-style-type: none"> <li>● Attempt to write messages as part of playful activity</li> <li>● Understand that writing is used to communicate ideas and information</li> </ul>
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<b>Unit Number and Title:</b>	Unit 8: Nature
<b>Duration:</b>	4 weeks
<b>Resource(s):</b>	<p>McGraw Hill World of Wonders</p> <ul style="list-style-type: none"> <li>● Core texts:           <ul style="list-style-type: none"> <li>○ Spring is Here by Taro Gami</li> <li>○ Leaves by David Ezra Stein</li> <li>○ Are Trees Alive? by Debbie S. Miller</li> <li>○ The Great Big Green by Peggy Gifford</li> <li>○ What Makes the Seasons? by Megan Montague Cash</li> <li>○ Raindrop, Plop! by Wendy Cheyette Lewison</li> <li>○ I Have Feelings, Too</li> <li>○ The Big Book of Nursery Rhymes and Songs</li> <li>○ Read Aloud Anthology with Stories, Rhymes and Songs</li> </ul> </li> </ul> <p>Heggerty Pre-Kindergarten Phonemic Awareness          Scholastic: My Big World Magazine  <a href="#">Connecticut Early Learning and Development Standards</a>  <a href="#">Dual Language Development Framework</a>  <a href="#">Connecticut ELDS to Common Core State Standards Alignment - ELA</a></p>
<b>Unit Overview:</b>	<p>In this unit, children will learn about the wonders in nature and understand how the Earth is made of water and land. Children will learn how living things change with the seasons. Lessons in this unit will include how changes in the weather affect plants, animals, and people, different types of habitats, and how we enjoy nature and care for the environment. Students will learn about the concept of change by exploring how they are growing and by observing the changes in what they can do. Comparisons will be made between changes in themselves and the world around them. Teamwork and making fair choices, thinking about other people, and sharing will be emphasized throughout all lessons. Connections will be made between making choices to help the environment and the world around them. This unit will connect to the PK-12 overarching concepts of identity, change, nature and the natural world.</p>

## Learning Goals

**Standard(s):**

Connecticut Early Learning and Development Standards (ELDS):  
**Priority standards are in bold print.**

Word/Language Comprehension				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand A (receptive language) Learning Progression Indicator →</i>	<b>L.24.2 Point to familiar objects, people and body parts</b>  <b>L.24.3 Respond to questions and follow simple directions</b>	<b>L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships</b>  <b>L.36.2 Follow two-step directions</b>	<b>L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g. “Put the blue paper under the box)</b>	<b>L.60.3 Understand increasingly complex sentences that include 3 to 4 concepts (e.g.e “plants are living things that will not survive without soil, sunlight, and water)</b>
Vocabulary				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand B (expressive language) Learning Progression Indicator →</i>	<b>L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)</b>	<b>L.36.3 Use nouns and verbs to label experiences, actions or events</b>	<b>L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts</b>  <b>L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)</b>	<b>L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts</b>
Expressing Ideas, Feelings and Needs				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years



<p><i>Strand B (expressive language) Learning Progression Indicator →</i></p>	<p><b>L.24.6 Use words to request objects, have needs met or gain attention</b></p>	<p><b>L.36.7 Comment on a variety of experiences, interactions or observations</b></p>	<p><b>L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas</b></p>	<p><b>L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”)</b></p>		
	<p>Conventions of Conversation/Language for Interaction</p>					
	<p>Age Range</p>	<p>12-18 months</p>	<p>18-24 months</p>	<p>24-36 months</p>	<p>3 to 4 years</p>	<p>4 to 5 years</p>
	<p><i>Strand C (language for social interaction) Learning Progression Indicator →</i></p>	<p><b>L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker</b></p>	<p><b>L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns</b></p> <p><b>L.24.9 Answer a basic question with a word</b></p>	<p><b>L.36.10 Have conversations with adults and peers that include four or more exchanges</b></p>	<p><b>L.48.11. Answer simple who, what, where and why questions</b></p>	<p><b>L.60.10 Use language to share ideas and gain information</b></p>
	<p>Interest and Engagement with Books</p>					
<p>Age Range</p>	<p>12-18 months</p>	<p>18-24 months</p>	<p>24-36 months</p>	<p>3 to 4 years</p>	<p>4 to 5 years</p>	
<p><i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i></p>	<p><b>L.12.8 Engage with adults, showing shared attention to a book</b></p>	<p><b>L.24.11 Point to named pictures; may name or comment on familiar pictures</b></p>	<p><b>L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book</b></p>	<p><b>L.48.12 Select fiction and nonfiction books to be read and attend with interest</b></p>	<p><b>L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction</b></p>	
<p>Understands Stories or Information</p>						

	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
	<i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i>	<b>L.24.13 Answer simple specific questions about familiar stories (e.g., “What does the cat say?”). Ask basic questions about pictures (e.g., “Who is that?”)</b>	<b>L.36.14 Enjoy telling and retelling stories and information</b>	<b>L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text</b>  <b>L.48.14 Ask and answer simple who, what, where and why questions related to story or text</b>  <b>L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures</b>	<b>L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text</b>  <b>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)</b>  <b>L.60.14 Use connections between self and character, experience and emotions to increase comprehension</b>	
	Book Concepts					
	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
	<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>	<b>L.24.14 Hold book upright</b>	<b>L.36.15 Turn pages of a book</b>	<b>L.48.16 Look at pages of a book from left to right (or according to conventions of home language)</b>	<b>L.60.16 Know that books have titles, authors, illustrators or photographers</b>	
	Print Concepts					
	Age Range	24-36 months		3-4 years		

	<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>		<b>L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)</b>	<b>L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment</b>		
	Letter Recognition					
	Age Range		3-4 years	4-5 years		
	<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>		<b>L.48.19 Recognize some letters especially those in one's own name</b>	<b>L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words</b>  <b>L.60.21 Make some letter-sound connections</b>		
	Phonological Awareness					
	Age Range		18-24 months	3-4 years	4-5 years	
	<i>Strand F (develop phonological awareness) Learning Progression Indicator →</i>		<b>L.48.20 Recognize rhyming words in songs, chants or poems</b>  <b>L.48.21 Identify when initial sounds in words are the same</b>	<b>L.60.22 Produce rhyming words or words that have same initial sound</b>  <b>L.60.23 Recognize which words in a set of words begin with the same sound</b>  <b>L.60.24 Distinguish syllables in words</b>		
	Drawing and Writing					
	Age Range		18-24 months	24-36 months	3-4 years	4-5 years
	<i>Strand G (convey meaning)</i>		<b>24.15 Use writing tools to make scribbles</b>	<b>L.36.18 Draw simple shapes to represent ideas and write message using</b>	<b>L.48.23 Draw or "write" to convey an idea, event or story. "Writing"</b>	<b>L.60.25 Draw original stories with a beginning, middle and end</b>

	<i>through drawing, letters, and words) Learning Progression Indicator →</i>		<b>controlled linear scribble</b>	<b>involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)</b>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do plants grow?</li> <li>● How do the four seasons affect us and change our environment?</li> </ul>				
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Plants have parts that help them get what they need to grow such as seeds, roots, leaves, and flowers.</li> <li>● Living things' activities, clothing, habitats, and the wonders of nature change as the weather and seasons change, too.</li> </ul>				
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i>	<b>Content:</b> (Students will know) <ul style="list-style-type: none"> <li>● Directional vocabulary (e.g., in, on, under)</li> <li>● Descriptive vocabulary (e.g., color words, action words)</li> <li>● Simple pronouns (e.g., I, me, you, mine, he, she)</li> <li>● Academic Vocabulary</li> <li>● Vocabulary for nouns and verbs</li> <li>● Active Listening (speaker/listener skills, e.g. eye contact, body orientation during conversations, interactions, and instruction; listen to read-alouds)</li> <li>● Phonological Awareness (Rhyming words end with the same sound, syllables)</li> <li>● Letter knowledge (Identify some letters, notice initial letters, make some letter</li> </ul>	<b>Skills:</b> (Students will be able to...) <ul style="list-style-type: none"> <li>Listening Comprehension <ul style="list-style-type: none"> <li>● Listen for different purposes</li> <li>● Enjoy listening to and responding to books</li> </ul> </li> <li>Speech Production and Speech Discrimination <ul style="list-style-type: none"> <li>● Experiment with and demonstrate growing understanding of the sounds and intonation of the English language</li> </ul> </li> <li>Vocabulary <ul style="list-style-type: none"> <li>● Refine and extend understanding of known words</li> </ul> </li> <li>Verbal Expression <ul style="list-style-type: none"> <li>● Ask questions and make comments related</li> </ul> </li> </ul>			

	<p>sounds)</p> <ul style="list-style-type: none"> <li>● Comprehension Monitoring (answering WH questions, story sequencing, story elements)</li> <li>● Story grammar vocabulary (first, next, last)</li> <li>● Print Concepts/Book Concepts</li> <li>● Writing (Convey meaning through drawing, letters and words)</li> </ul>	<p>to the current topic of discussion</p> <ul style="list-style-type: none"> <li>● Begin to engage in conversation and follow conversational rules</li> </ul> <p>Phonological Awareness</p> <ul style="list-style-type: none"> <li>● Become increasingly sensitive to the sounds of spoken words</li> <li>● Begin to blend syllables to form words</li> <li>● Begin to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way</li> </ul> <p>Letter Knowledge and Early Word Recognition</p> <ul style="list-style-type: none"> <li>● Identify 10 or more printed alphabet letters</li> <li>● Begin to notice beginning letters in familiar words</li> <li>● Begin to make some letter/sound matches</li> </ul> <p>Interest and Engagement in Reading</p> <ul style="list-style-type: none"> <li>● Demonstrate an interest in books and reading through body language and facial expressions</li> <li>● Enjoy listening to and discussing storybooks and information books read aloud</li> <li>● Attempt to read and write independently</li> </ul> <p>Developing Knowledge of Literary Forms</p> <ul style="list-style-type: none"> <li>● Begin to predict what will happen next in a story</li> </ul>
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		<p>Written Expression</p> <ul style="list-style-type: none"><li>● Use known letters and approximations of letters to represent written language</li><li>● Attempt to connect the sounds in a word with its letter forms</li><li>● Attempt to use a variety of forms of writing</li><li>● Begin to dictate words, phrases, and sentences to an adult recording on paper</li></ul>
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<b>Unit Number and Title:</b>	Mini Units: Teacher’s Choice				
<b>Duration:</b>	6 weeks				
<b>Resource(s):</b>	McGraw Hill World of Wonders Text Choices Dependent on Theme (e.g., dinosaurs, holidays, favorite authors) Heggerty Pre-Kindergarten Phonemic Awareness Scholastic: My Big World Magazine <a href="#">Connecticut Early Learning and Development Standards</a> <a href="#">Dual Language Development Framework</a> <a href="#">Connecticut ELDS to Common Core State Standards Alignment - ELA</a>				
<b>Unit Overview:</b>	In these units, classroom teachers have the flexibility to choose content to study based on student interest. Potential content areas may include favorite authors and illustrators, holidays, dinosaurs, and other preferred topics that were explored throughout the year. This allows children to review all that they have learned over the course of the academic year. Children will build familiarity with the essential background knowledge and classroom routines that will prepare them for success in the future and to create enthusiasm for ongoing learning. Based on teacher and student choice, these units have the potential to connect to all of the overarching PK-12 concepts including the concept of identity because your identity as a learner is informed through the exploration of preferred topics.				
<b>Learning Goals</b>					
<b>Standard(s):</b>	Connecticut Early Learning and Development Standards (ELDS): <b>Priority standards are in bold print.</b>				
	Word/Language Comprehension				
	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
	<i>Strand A (receptive language) Learning</i>	<b>L.24.2 Point to familiar objects, people and body parts</b>	<b>L.36.1 Demonstrate an understanding of an increased vocabulary,</b>	<b>L.48.2 Understand increasingly complex sentences that include 2</b>	<b>L.60.3 Understand increasingly complex sentences that include 3</b>

	<i>Progression Indicator</i> →	<b>L.24.3 Respond to questions and follow simple directions</b>	<b>influenced by experiences and relationships</b>  <b>L.36.2 Follow two-step directions</b>	<b>to 3 concepts (e.g. “Put the blue paper under the box)</b>	<b>to 4 concepts (e.g.e “plants are living things that will not survive without soil, sunlight, and water)</b>	
	Vocabulary					
	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
	<i>Strand A (receptive language) Learning Progression Indicator</i> →	<b>L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)</b>	<b>L.36.3 Use nouns and verbs to label experiences, actions or events</b>	<b>L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts</b>  <b>L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)</b>	<b>L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts</b>	
	Expressing Ideas, Feelings and Needs					
	Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years	
	<i>Strand B (expressive language) Learning Progression Indicator</i> →	<b>L.24.6 Use words to request objects, have needs met or gain attention</b>	<b>L.36.7 Comment on a variety of experiences, interactions or observations</b>	<b>L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas</b>	<b>L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”)</b>	
	Conventions of Conversation/Language for Interaction					
	Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years



<p><i>Strand C (language for social interaction) Learning Progression Indicator →</i></p>	<p><b>L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker</b></p>	<p><b>L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns</b></p> <p><b>L.24.9 Answer a basic question with a word</b></p>	<p><b>L.36.10 Have conversations with adults and peers that include four or more exchanges</b></p>	<p><b>L.48.11. Answer simple who, what, where and why questions</b></p>	<p><b>L.60.10 Use language to share ideas and gain information</b></p>	
	Interest and Engagement with Books					
	Age Range	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
	<p><i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i></p>	<p><b>L.12.8 Engage with adults, showing shared attention to a book</b></p>	<p><b>L.24.11 Point to named pictures; may name or comment on familiar pictures</b></p>	<p><b>L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book</b></p>	<p><b>L.48.12 Select fiction and nonfiction books to be read and attend with interest</b></p>	<p><b>L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction</b></p>
Understands Stories or Information						
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years		
<p><i>Strand D (book appreciation and knowledge) Learning Progression Indicator →</i></p>	<p><b>L.24.13 Answer simple specific questions about familiar stories (e.g., “What does the cat say?”). Ask basic questions about pictures (e.g., “Who is that?”)</b></p>	<p><b>L.36.14 Enjoy telling and retelling stories and information</b></p>	<p><b>L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text</b></p> <p><b>L.48.14 Ask and answer simple who, what, where and why questions</b></p>	<p><b>L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text</b></p> <p><b>L.60.13 Identify main components of a story or text (the major plot</b></p>		

			related to story or text  <b>L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures</b>	points of a story or the main topic of an informational text)  <b>L.60.14 Use connections between self and character, experience and emotions to increase comprehension</b>
<b>Book Concepts</b>				
Age Range	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>	<b>L.24.14 Hold book upright</b>	<b>L.36.15 Turn pages of a book</b>	<b>L.48.16 Look at pages of a book from left to right (or according to conventions of home language)</b>	<b>L.60.16 Know that books have titles, authors, illustrators or photographers</b>
<b>Print Concepts</b>				
Age Range	24-36 months		3-4 years	
<i>Strand E (knowledge of print and its uses) Learning Progression Indicator →</i>	<b>L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)</b>		<b>L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment</b>	
<b>Letter Recognition</b>				
Age Range	3-4 years		4-5 years	
<i>Strand E (knowledge of print and its uses)</i>	<b>L.48.19 Recognize some letters especially those in one's own name</b>		<b>L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar</b>	

	<i>Learning Progression Indicator</i> →		words		
	L.60.21 Make some letter-sound connections				
	Phonological Awareness				
	Age Range	18-24 months	3-4 years	4-5 years	
	<i>Strand F (develop phonological awareness) Learning Progression Indicator</i> →	<b>L.48.20 Recognize rhyming words in songs, chants or poems</b>  <b>L.48.21 Identify when initial sounds in words are the same</b>	<b>L.60.22 Produce rhyming words or words that have same initial sound</b>  <b>L.60.23 Recognize which words in a set of words begin with the same sound</b>  <b>L.60.24 Distinguish syllables in words</b>		
Drawing and Writing					
Age Range	18-24 months	24-36 months	3-4 years	4-5 years	
<i>Strand G (convey meaning through drawing, letters, and words) Learning Progression Indicator</i> →	<b>24.15 Use writing tools to make scribbles</b>	<b>L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble</b>	<b>L.48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)</b>	<b>L.60.25 Draw original stories with a beginning, middle and end</b>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What topics do I want to learn more about?</li> </ul>				
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• We can learn about the world around us through books, play, art, and music.</li> </ul>				

<p><b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i></p>	<p><b>Content:</b> (Students will know)</p> <ul style="list-style-type: none"> <li>● Directional vocabulary (e.g., in, on, under)</li> <li>● Descriptive vocabulary (e.g., color words, action words)</li> <li>● Simple pronouns (e.g., I, me, you, mine, he, she)</li> <li>● Vocabulary for nouns and verbs</li> <li>● Academic Vocabulary</li> <li>● Phonological Awareness (blending syllables, identify initial sounds in words)</li> <li>● Story sequence (first, next, last)</li> <li>● Story grammar vocabulary (Story sequencing using first, next, last)</li> <li>● Letter Knowledge (Identify some letters and some sounds)</li> <li>● Writing (Convey meaning through drawing, letters and words)</li> </ul>	<p><b>Skills:</b> (Students will be able to...)</p> <p>Listening Comprehension</p> <ul style="list-style-type: none"> <li>● Listen for different purposes</li> <li>● Enjoy listening to and responding to books</li> </ul> <p>Speech Production and Speech Discrimination</p> <ul style="list-style-type: none"> <li>● Experiment with and demonstrate growing understanding of the sounds and intonation of the English language</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Refine and extend understanding of known words</li> </ul> <p>Verbal Expression</p> <ul style="list-style-type: none"> <li>● Ask questions and make comments related to the current topic of discussion</li> <li>● Begin to engage in conversation and follow conversational rules</li> </ul> <p>Phonological Awareness</p> <ul style="list-style-type: none"> <li>● Become increasingly sensitive to the sounds of spoken words</li> <li>● Begin to blend syllables to form words</li> <li>● Begin to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way</li> </ul> <p>Letter Knowledge and Early Word Recognition</p>
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