

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: Pre-K 4

Subject: Literacy

Adoption Date: 12/01/2018

Revision Date: April 6, 2022

	MP1	MP2	MP3	MP4
Pacing Guide	1. What are the letters in our names? (3 weeks). 2. What are rhymes? (6 weeks). 3. Where do we see letters? (6 weeks).	1. Why is it important to know letters? (6 weeks) 2. What is a syllable? (6 weeks) 3. How do we know if words rhyme? (5 weeks) 4. How can we compare stories? (3 weeks)	1. Why is it important to know letters? (6 weeks) 2. What is the job of the author and illustrator? (4 weeks) 3. How can we compare stories by the same author? (3 weeks) 4. How can we count syllables in words? (3 weeks)	1. How does knowing letters and sounds help us read? (6 weeks) 2. How can we copy words we see in the classroom? (6 weeks) 3. How can we tell if a story is real or make-believe? (2 weeks) 4. How do we identify the beginning sounds in words? (5 weeks)
Instructional Materials	Smartboard Teacher made games & materials Foundations letter cards Rhyme away stories Magnet letters	Smartboard Teacher made games & materials Foundations letter cards Gingerbread books by various Authors Magnet letters	Smartboard Teacher made games & materials Foundations letter cards Rhyme away stories Mo Willems books Magnet letters	Smartboard Teacher made games & materials Foundations letter cards Magnet letters

<p>Activities</p>	<p>One: Trace the letters in your name Magnet letters with names Play Doh name mats Anchor charts Clothespin activity Matches letter on clothes pin(to letters on name cards</p> <p>Two: Rhyme Erase stories Example: Monster Rhyme Erase Rhyming stories (There Was An Old Lady stories) Rhyming Picture cards</p> <p>Three: Letter Hunts around the classroom Anchor Charts</p>	<p>One: Name Writing</p> <p>Two: Clapping out names in the classroom Syllable sorting Games</p> <p>Three: Rhyme away stories. Picture card rhymes (small group)</p> <p>Compare stories using picture cards from books Put pictures on poster board</p>	<p>One: Name writing and writing or tracing friends' names Environmental Print under classroom alphabet. 2. Classroom group reading and reading in the school library of books by the same author. -students select a book to do a "report" and describe their favorite picture in the story and try to draw it 3. Author Study. 4. Syllable cards students sort picture cards into 1 through 4 syllables. Put picture cards under the correct number.</p>	<p>One: Environmental print memory Environmental print word wall Two: Write around the room Name tags and small word wall in writing center Three: Read and act out fairy tales. STEM activities to build boats and bridges Four: . Identify objects from feely box and their initial sounds Kangaroo game - students identify initial sound of pictures on game cards</p>
<p>Standards</p>	<p>ELA.RF.PK.1.d ELA.RF.PK.2.a</p>	<p>ELA.RF.PK.2.b ELA.RF.PK.2.a ELA.PK.RI.PK.10 ELA.PK.RF.PK.4 -</p>	<p>ELA.PK.RI.PK. ELA.PK.RI.PK.10 ELA.RF.PK.1.b ELA.RF.PK.1.c ELA.RF.PK.2.b</p>	<p>ELA.RF.PK.3.a - ELA.PK.W.PK.2 - ELA.L.PK.1.a - ELA.RF.PK.2.c -</p>
<p>Accommodations and Modifications</p>	<p>English language learners: Use pictures and other visual aides to advance language acquisition.</p> <p>At Risk of School Failure: Provide Provide added scaffolding with guided practice. Improve self monitoring with reward charts and other positive reinforcement.</p> <p>Gifted and Talented Students:</p>	<p>English language learners: Use pictures and other visual aides to advance language acquisition.</p> <p>At Risk of School Failure: Provide Provide added scaffolding with guided practice. Improve self monitoring with reward charts and other positive reinforcement.</p> <p>Gifted and Talented Students:</p>	<p>English language learners: Use pictures and other visual aides to advance language acquisition.</p> <p>At Risk of School Failure: Provide Provide added scaffolding with guided practice. Improve self monitoring with reward charts and other positive reinforcement.</p> <p>Gifted and Talented Students:</p>	<p>English language learners: Use pictures and other visual aides to advance language acquisition.</p> <p>At Risk of School Failure: Provide Provide added scaffolding with guided practice. Improve self monitoring with reward charts and other positive reinforcement.</p> <p>Gifted and Talented Students:</p>

	<p>Provide more advanced practice. Allow reciprocal teaching (teacher helper, line leader, ect.)</p> <p>Students with 504 plans: Provide added teacher support, extra time and preferential seating.</p> <p>Special Ed Students: Provide alphabet strip, magnet letters and differentiate work.</p>	<p>Provide more advanced practice. Allow reciprocal teaching (teacher helper, line leader, ect.)</p> <p>Students with 504 plans: Provide added teacher support, extra time and preferential seating.</p> <p>Special Ed Students: Provide alphabet strip, magnet letters and differentiate work.</p>	<p>Provide more advanced practice. Allow reciprocal teaching (teacher helper, line leader, ect.)</p> <p>Students with 504 plans: Provide added teacher support, extra time and preferential seating.</p> <p>Special Ed Students: Provide alphabet strip, magnet letters and differentiate work.</p>	<p>Provide more advanced practice. Allow reciprocal teaching (teacher helper, line leader, ect.)</p> <p>Students with 504 plans: Provide added teacher support, extra time and preferential seating.</p> <p>Special Ed Students: Provide alphabet strip, magnet letters and differentiate work.</p>
Interdisciplinary Connections	<ol style="list-style-type: none"> 1. letter tracing/letter clothespin activities address fine motor skills 2. Rhyme erase activities involve turn taking and focus which work on social and cognitive skills 3. Letter Hunts involve gross motor skills and following directions. 	<ol style="list-style-type: none"> 1.name writing involves fine and visual motor skills 2. syllable sorting and counting helps with counting and one to one correspondence 3. Rhyme erase and rhyming stories help children develop auditory skills such as discriminating between sounds and developing the ear for the rhyme of words. 	<ol style="list-style-type: none"> 1.Writing develops fine motor skills 2. "Book report" activity helps student receptive and expressive language 3. Author study helps students draw on former experiences and relate it to the story 4. sorting/counting syllables helps students develop one to one correspondence 	<ol style="list-style-type: none"> 1.Environmental print activities also involve a school to home connection as students bring in words they find at home 2. Write around the room and copying words develops fine motor and visual motor skills 3. STEM activities with fairy tales to build a bridge, a boat - sink or float, a house 4. Initial sound games develop social skills as students learn to share, take turns and wait for their turn.
Assessments	<p>teacher observation Summative assessments GOLD Standards Formative Assessments</p>	<p>teacher observation Summative assessments GOLD Standards Formative Assessments</p>	<p>teacher observation Summative assessments GOLD Standards Formative Assessments</p>	<p>teacher observation Summative assessments GOLD Standards Formative Assessments</p>
21st Century Themes and Skills	<p>CRP1 CRP4</p>	<p>CRP1 CRP4</p>	<p>CRP1 CRP4</p>	<p>CRP1 CRP4</p>

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