

Pre-K Communication Arts

Month / Year	Essential Questions	Content	Skills	Assessment
August 2008 - May 2009				
	How are shapes alike and different? ...objects? ...letters? ...numbers? ...words?	GENERAL READINESS:	(Most of the General Readiness skills involve what are called "oddy tasks", i.e. identifying one thing that's different from the others.)	Teacher observations, individual / group assessments, small group activities, games
		Comparing Word Length (Written)	Identify the longest or shortest word in a set of written words.	
		Recognizing Position Words	Interpret spoken "locator" words, such as over, beside, under, in, first, last, etc.	
		Differentiating Letters	Identify, in a set of written letters, which letter is different from the others.	
		Differentiating Words from Letters	Identify, in a set of letters and words, which is a letter or which is a word.	
		Matching Numbers and Objects	Count objects, recognize numerals, understand ordinal numbers, and differentiate between numbers and letters.	
		Differentiating Word Pairs	Identify, in a set of two or three written words, whether the two words are the same or different, or which word out of three is different from the others.	
		Identifying Word Boundaries	Differentiate between words and punctuation or white space in written sentences, to identify the number of words in the sentence.	
		Differentiating Shapes	Identify, in a set of geometric shapes, which shape is different from the others, and to identify simple shapes by name (circle, square, triangle, rectangle, etc.)	
		Completing Sequences	Given a simple sequence of objects that forms a pattern, identify the object that comes next in the	

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	What kinds of sounds do letters make?	GRAPHOPHONEMIC KNOWLEDGE:	(Graphophonemic Knowledge skills deal with how written letters and words are related to sounds.)	Teacher observations, individual / group assessments, small group activities, games
		Matching Upper and Lower Case Letters	Match an upper case letter to a lower case letter, or a lower case letter to an upper case letter.	
		Recognizing Alphabetic Sequence	Given an alphabetic sequence of two letters, identify the letter that comes either before or after them in the alphabet.	
		Naming Letters	Identify a letter by name.	
		Recognizing Letter Sounds	Identify a letter by the sound it makes.	
		Using Alphabetical Order	Identify which word comes first or last in alphabetical order.	
	Are there parts to words?	PHONEMIC AWARENESS:	(Phonemic Awareness involves the ability to differentiate, manipulate, and understand the units of spoken words, phonemes.	Teacher observations, individual / group assessments, small group activities, games
		Identifying Rhyming Words	Match two words that rhyme through named pictures, named words, and unnamed words.	
		Identifying Syllables	Identify the number of syllables in a spoken word.	
		Blending Word Parts	Identify the word made by combining spoken parts of one-, two-, and three-syllable words, such as /ta/ /ble/ to make "table".	
		Blending Phonemes	Identify the word made by combining individual phonemes (units of sound in the English language), such as /sh/ /oo/ to make "shoe".	
		Discriminating Beginning and Ending Sounds	Identify, in a set of two or three named pictures, whether the two pictures have the same or different beginning, medial, or ending sound, or which picture out of three has a different beginning, medial, or ending sound than the others.	

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		Comparing Word Length (Oral)	Identify, in a set of three named pictures, which word (picture name) is the longest or shortest.	
	What kind of "rules" are there for learning to pronounce new words?	PHONICS:	(Phonics is a decoding or word attack skill involving the application of phonemic awareness to "sound out" and read printed letters and words.	Teacher observations, individual / group assessments, small group activities, games
		Identifying Beginning Consonant Sounds	Identify the picture or word that has the same beginning consonant sound as the target word or, given a consonant sound, identify a word that begins with that sound.	
		Identifying Ending Consonant Sounds	Identify the picture or word that has the same ending consonant sound as the target word, or given a consonant sound, identify a word that ends with that sound.	
		Replacing Beginning and Ending Consonants	Given a named picture or word, change the first or last letter or letter sound and identify the new word that is made. (word families)	
	How do we use language every day?	LANGUAGE AWARENESS:		Teacher observations, individual / group assessments, small group activities, games (Routines included are circle time, morning message, story time, show & tell, and more.)
		Shared Reading, Circle Time, Read Alouds, Morning Message, Show & Tell, Small Groups	Recite nursery rhymes, poems, and finger plays.	
			Share ideas in class discussions and conversation.	
			Respond appropriately to thoughts and ideas of others.	

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			Contribute to class and small group discussions.	
			Move from visual and spoken experiences to written language through positive modeling.	
			Attend to storytelling.	
			Attend to print in the environment.	
			Identify pictures in books.	
			Listen for a variety of purposes.	
			Carry on a conversation / speak effectively.	
			Speak clearly to others and use an audible volume.	
			Use eye contact when speaking.	
			Ask questions to seek answers.	
			Follow two step oral directions.	
			Respond to a shared story.	
			Respond to a shared story by illustrating.	
			Retell details and sequence events.	
			Recognize non-verbal cues (smiles, hand gestures),	
			Imitate reading.	
			Understand the relationship between letters and words as well as words and sentences.	
			Select material to be read for pleasure.	
			Attend to numerous genres including but not limited to: various types of fiction, non-fiction, poetry, plays, etc.	

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	Why is it important to learn to read?	READING:		Teacher observations, individual / group assessments, small group activities, games (Routines included are circle time, morning message, story time, show & tell, and more.)
		Shared Reading, Read Alouds, Modeled Reading, Guided Reading	Understand concepts about print including front cover, back cover, title, title page, directionality (Which page do we read first?/left to right/top to bottom), and return sweep.	
			Derive meaning from illustrations, picture clues and print using prior knowledge and experience.	
			Predict story events.	
			Distinguish between real and make-believe.	
			Relate prior knowledge.	
			Increase comprehension by retelling.	
			Determine main idea from a picture.	
			Read repetitive sentences: I am... I like to play... I like to eat... I like the color...	
			Contribute to class books. (Example: I See Colors.)	
			Choose books based on interest.	
			Identify beginning and end of a shared story.	
			Retell a known story in sequence.	
			Identify the setting of a shared story.	
			Recount the main idea of a shared story.	
			Identify characters in a shared story.	
			Read basic sight words, number words, & color words.	
			Identify and understand the use of: period, question mark, exclamation mark, quotation mark.	

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			Identify the problem and solution of a shared story.	
			Recognize common abbreviations. (Examples: Jan., Sun., Mr., St.)	
	Why do we need to know how to communicate through writing?	WRITING:		Teacher observation, individual / group assessments, small group activities, games & centers, writing samples including journals, class books, calendar, and more
		Modeled Writing, Guided Writing, Shared Writing, Independent Writing, Interactive Writing		
			Hold writing utensils correctly.	
			Copy patterns, drawings, and words.	
			Attempt correct letter form.	
			Recognize and print individual name.	
			Generate/contribute ideas/information before writing (brainstorming).	
			Begin to explore the use of graphic organizers when brainstorming.	
			Illustrate ideas effectively.	
			Label drawings using simple words.	
			Follow writing patterns from predictable books during class writing experiences.	
			Participate in creating class books.	
			Write in a journal progressing from dictating - pictures only - words to record ideas.	
			Attempt to leave space between words.	
			Use inventive spelling when necessary.	
			Begin to use sight words and familiar words.	
			Begin to use punctuation.	
			Begin to use correct directionality: left to right, top to bottom, text wrapping.	

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