

Scranton School District
Planned Course
Language Arts

Unit: Preschool

Estimated Time: Integrated and Ongoing

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.1 Learning to Read Independently	<p>A. Understanding Book Concepts</p> <ol style="list-style-type: none"> 1. Knowing how to hold a book upright. 2. Knowing how to turn the pages properly. 3. Identifying parts of a book. <ol style="list-style-type: none"> 4. Differentiating between picture and print comprehension. <ol style="list-style-type: none"> 5. Recognizing that both print and pictures have meaning. 	<ol style="list-style-type: none"> 1. Big and little books for modeling. 2. Construct individual take home books. 3. Explain about the front cover of the book, the author, illustrator, first page, last page, story end and back cover. Children repeat the sequence using their individual books. 4. Point out picture and what they show. Point out words and what they tell. Children point to pictures/words in their self made books and other picture books. 5. Children discuss pictures. Teacher reads words to compare pictures. Use word-less books to show that pictures can tell the whole story. Dramatic re-enactment by children (Goldilocks & 3 Bears) 	Teacher-directed assessment projects.

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.1 Learning to Read Independently	<p>6. Knowing that print and pictures on a page are related.</p> <p>7. Patterning</p> <p>8. Left to right progression of print.</p>	<p>6. Show picture and cover print. Demonstrate non-matching phrase to the picture. Children determine if what you read matches the picture. Fill in the blanks: A red _____ (apple). Children draw appropriate picture (a red apple).</p> <p>7. Review the concept of patterning using shapes and colors. Ask the children what comes next. Matching a pattern game. Clapping to a pattern. Marching to a pattern. Shape sorting. Left to right progression. Classifying items. Classifying pictures.</p> <p>8. Use name cards. Track print as you say name. Children echo as teacher sounds name out. Track print in a big book, showing left to right progression. Children use favorite little books or their own made books to look at print from left to right.</p>	Teacher-directed assessment projects.

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.1 Learning to Read Independently (cont.)</p>	<p>9. Alphabet recognition.</p>	<p>9. Introduce upper case letters. Point to the letters while singing the alphabet song. Letter hunt in the room for upper case letters. Track letters from children's name cards. Make tactile letters. Recognize and match upper case letters (identifying pairs of matching letters on paper and/or print a short story on the chalkboard and have children circle matching letters). Introduce initial sounds (alphabet bingo). Introduce lower case letters (explain differences in size between upper and lower case, big vs. small). Review sounds of lower case letters. Explain that upper and lower case are partners. Emphasize that letters come together to make words.</p>	<p>Teacher directed assessment projects.</p>

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.1 Learning to Read Independently (cont.)</p>	<p>10. Understanding that spoken language represents print.</p> <p>11. During Reading Activities.</p> <p>12. Basic Sight Words.</p> <p>13. Demonstrate reading, fluency, pronunciation, rate inflection and comprehension.</p>	<p>10. Read the words on a page and explain that they are the same as the words you just said. Play a recorded story and explain that the voice is saying the same words as the printed ones. Have children fill in the blanks: Rabbits like to ____. (hop) Children draw the corresponding pictures.</p> <p>11. Encourage predictions, associations and meaning through critical thinking. (“What will happen next? Who do you think the person is?”) etc.</p> <p>12. Show children basic sight words through labeling and flash cards (color words, shape words, classroom labeling of items and centers and their individual names).</p> <p>13. Read a variety of picture books, genres and types of texts. Address both narrative books (“The Very Hungry Caterpillar” by Eric Carle) and expository texts (Weekly Reader, and subject area texts, such as math, science, etc.)</p>	<p>Teacher directed assessment projects.</p>

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.2 Reading Critically in All Content Areas	<p>1. Identify story type (real, make believe) in different subject areas. Encourage critical thinking and making inferences. Essential information vs. non-essential information.</p> <p>2. Facilitate learning through multi-media (tape recorded stories, filmstrips, videos, computers and software).</p> <p>3. Recognize different forms of genre.</p>	<p>1. Story about historical figure vs. fairy tale character. Encourage and aid children in:</p> <ul style="list-style-type: none"> a. differentiating between fantasy and reality. b. Drawing conclusions from the story content. c. Drawing pictures associated with the text. d. Writing stories associated with the text and of their own ideas. <p>2. Children can listen to a recorded story and take part in re-enacting it (role play of The Three Little Pigs).</p> <p>3. Fairy tales, nursery rhymes, poetry, subject areas (counting in math; magnets in science).</p>	Teacher directed assessment projects.

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.3 Reading, Analyzing and Interpreting Literature	<ol style="list-style-type: none"> 1. Read a variety of literature. 2. Identify elements in the story. 3. Recognize literary devices in the story (rhyme, repetition, etc.) 4. Identify dialogue in simple text. 	<ol style="list-style-type: none"> 1. Holiday, seasonal, historical, subject area stories. 2. Characters, setting, beginning, middle and end of story. 3. Read a familiar rhyme aloud to the children. Reread the story and have children join in. Use music to march to the rhythm of the rhyme. Explain rhyming words. Use them with word games, puppet shows, chanting, nursery rhymes, etc. 4. Children should identify that characters are “talking” in the text. 	Teacher directed assessment projects.

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.4 Types of Writing	<ol style="list-style-type: none"> 1. Write in order to express a personal idea (poems, experiences). 2. Write to inform. 3. Write your personal opinion. 4. Write to teach 3 types: narrative, informational, persuasive. 	<ol style="list-style-type: none"> 1. Children can draw picture stories and/or write teacher assisted stories. Fill in the blanks. 2. Teacher directed activities to aid in making lists, letters, descriptions, collections of facts, graphs. 3. Teacher assisted writings on personal thoughts. Journals. 4. Sequencing, drawing a story, pictures to tell what the story is about. 	Teacher directed assessment projects.

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.5 Quality of Writing	<ol style="list-style-type: none"> 1. Teach children to focus on the main idea of a story. 2. Teach children to focus on content. 3. Teach children to focus on organization. 4. Teach children to focus on style. 5. Teach children to focus on grammar. 	<ol style="list-style-type: none"> 1. Have children retell or write a teacher directed story involving a title, staying on topic and making sense. 2. Children should be able to pick out details and ideas in a story. Brainstorm. 3. Dictate or write a story that makes sense (beginning, middle, end) and follow sequential order. 4. They should recognize appropriate language, vocabulary, vivid verbs, complete sentences and punctuation. Write a class story. Student oral explanation of art project or play dough sculpture. Daily classroom activities (Show and Tell, Feely Box, describing items by touch.) 5. Children individually “read” to the class using picture books and their explanation of the story. Experience stories (field trips, classroom reporters using the puppet theater as a TV set). Re-enactment of holiday stories and events. 	Teacher directed assessment projects.

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.5 Quality of Writing (cont.)	6. Publish and/or share writing.	6. Children illustrate their own homemade books and tell the story. Teacher assists children in documenting their words for the story pages.	Teacher directed assessment projects.

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.6 Speaking and Listening (cont.)	3. Effective communication.	<p>3. Speak using complete sentences. Show and tell. Sharing stories. Retelling a story. Child-directed puppet show. Make eye contact. Use appropriate volume and rate. Pronounce words correctly. Use expression, gestures and body language. Use of descriptive language. Write a class story or fill in the blank story. Telling a story. Children individually “read” to the class using picture books. Experience stories. Recalling details. Express personal needs. Reciprocal questioning. Turn talking. Participate in everyday conversation. Highlight different forms of media (television, internet, film, etc.)</p>	Teacher directed assessment projects.

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.7 Characteristics and Functions of the English Language	1. Recognition of other languages.	1. Expose children to multi-cultural stories and fairy tales. Count in other languages. Introduce children to sign language. Classroom visitors of varied nationalities.	Teacher-directed assessment projects.

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.8 Research	1. Discuss age appropriate topics involving research.	1. Think about and discuss topic. Expose children to classroom, school and/or public library. Help children to gather expository materials. Discuss main ideas. Draw and sequence pictures. Oral presentation on all pictures. Compare software and picture dictionary.	Teacher directed assessment projects.