



# Comprehensive Curriculum

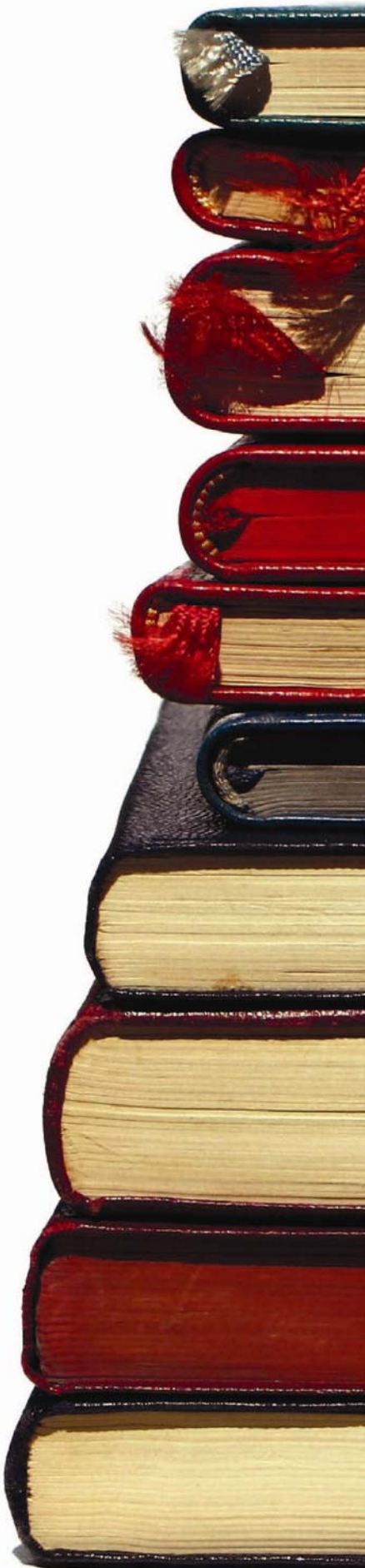
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## PreKindergarten Reading and Language Arts Essentials



Louisiana Department of  
**EDUCATION**

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**Prekindergarten  
Reading and Language Arts Essentials**

In order to meet age-appropriate Louisiana state content standards for English Language Arts, Prekindergarten teachers must develop children’s oral language abilities, shared storybook reading abilities, phonological awareness, and early alphabet knowledge. This curriculum is organized in six units, with sample activities in each of the four strands, and the activities in each strand increase in complexity across the six units. At the end of each unit, there is a sample performance assessment in the form of a teacher checklist to monitor student progress and adjust instruction.

	Sample activities						Sample assessment					
Oral language	Unit						Unit					
	1	2	3	4	5	6	1	2	3	4	5	6
Storybook Reading	Unit						Unit					
	1	2	3	4	5	6	1	2	3	4	5	6
Phonological Awareness	Unit						Unit					
	1	2	3	4	5	6	1	2	3	4	5	6
Work with Letters	Unit						Unit					
	1	2	3	4	5	6	1	2	3	4	5	6

Within each of the four Prekindergarten strands, there is a series of goals, progressively more complex. In order to understand the design of the curriculum, these goals are presented below, within the four strands. The six goals beneath each strand identify (by number) the theme in which they are presented and described. In all cases, however, within a particular unit, teachers may choose to progress to the next most difficult task once the children have mastered the unit goal. Each of the units ends with a set of performance assessment tasks to indicate mastery or the need for reteaching.

**Oral language Development**

1. Answer questions posed by an adult (GLEs: 12, 16, 21, 22)
2. Ask questions of an adult or a child (GLEs: 14, 21)
3. Participate in conversational turn-taking with adults (GLEs: 23, 24, 28, 29)
4. Participate in conversational turn-taking with other children (GLE: 26)
5. Use words from storybooks in oral language (GLEs: 4, 12, 14,18)
6. Retell a story read aloud (GLEs: 7, 9, 11, 13, 27)

**Storybook Reading**

1. Attend to storybooks read aloud (GLE: 8)
2. Recognize and use conventional book handling skills (GLE: 5)

3. Understand the concept of author and illustrator (GLE: 6)
4. Draw and label in response to reading (GLEs: 10, 15, 17, 19, 20)
5. Understand that print is organized from left to right and top to bottom (GLE: 5)
6. Isolate an individual word in a text read aloud (GLE :15)

**Phonological Awareness**

1. Identify rhyming words (GLE: 1)
2. Produce rhyming words (GLE: 1)
3. Clap words in sentences (GLE: 1)
4. Clap syllables in words (GLE: 1)
5. Isolate initial consonant sounds in words (GLE: 2)
6. Isolate onsets and rimes in words (GLE: 1)

**Work with letters**

1. Recognize first name (GLE: 3)
2. Sing alphabet (GLE: 3)
3. Say alphabet (GLE: 3)
4. Identify uppercase letters in first name (GLE: 3)
5. Recognize last name (GLE: 3)
6. Write first name (GLE: 15, 20)

Preschool teachers should implement these units in a variety of grouping configurations. If more than one adult is available to provide instruction and scaffolding, more than one group can be engaged at the same time; smaller groups of preschool children allow for more interaction. In addition, many of these activities lend themselves to interactions with children as they interact with one another or alone in centers.

## Prekindergarten Unit 1

### Oral Language Development Activities

#### Goal: Answers questions posed by an adult

Question answering is a basic oral language skill. Children answer questions in many ways, including nonverbal indications, and teachers can use their responses to model standard simple sentence formation. This is accomplished by extending their responses.

#### Sample Activities

1. The teacher models the difference between a question and a statement, inviting the children to participate. For example, the teacher says, “When do we go to the playground? That’s a question. Who has an answer?” (Children are likely to produce one-word responses, like soon or now.) The teacher extends the children’s responses to model simple statement formation. For example, if the children respond “now” the teacher can extend their response to “Yes. We go to the playground now. That is an answer to my question.”

2. The teacher poses questions about the children’s daily life experiences. For example, the teacher asks, “Where do you sleep?” or “What do you eat for breakfast?” or “Do you have a pet?” In addition to supporting the children’s responses through extensions, teachers will be able to develop word meanings.

3. During and after storybook reading, the teacher poses specific questions related to the illustrations. For example, the teacher might say,

- Where is the \_\_\_\_\_?
- Which one is \_\_\_\_\_?

If children produce nonverbal or one-word responses, the teacher extends them to complete sentences.

4. During and after storybook reading, the teacher poses specific questions related to the content of the story. For example, the teacher might say,

- What happened after \_\_\_\_\_?
- Why did \_\_\_\_\_?
- Who was \_\_\_\_\_?

If children produce nonverbal or one-word responses, the teacher extends them to complete sentences.

### Storybook Reading Activities

#### Goal: Attend to storybooks read aloud

#### Sample Activities

1. The teacher chooses stories read aloud on tape or CD and listens to the stories with the children while displaying the illustrations. The teacher guides response to the story after reading. The same story should be used several times during the week.

2. The teacher chooses brief stories with clear illustrations, and reads them aloud repeatedly throughout the week, first in uninterrupted format, next with discussion after reading, next with discussion before and after reading, and finally with discussion before, during, and after reading.

3. The teacher chooses brief stories with clear illustrations, reads them aloud repeatedly, and introduces the children to the concepts of beginning, middle, and end. The teacher first models a retelling using those terms, and then, after a subsequent reading, invites children to participate in a retelling organized in this fashion.

### **Phonological Awareness Instruction**

#### **Goal: Identify rhyming words**

The activities below are oral; no print is used. The teacher is saying or reading words to the children. Pictures or manipulatives are important supports for oral rhyming activities. Rhyming words are words that sound the same at the end; they are not necessarily spelled the same. For example, bear and chair rhyme.

#### Sample Activities

1. The teacher says two words and asks children to produce a response (e.g., clap, stand up, touch their noses) if the words are the same. For example, the teacher might present these word pairs: horse-cow; horse-horse; horse-pig; pig-horse; horse-horse.

2. The teacher tells the children that some words are not the same, but they sound the same at the end. These words rhyme. The teacher shows children pictures in sets of three, with two words that rhyme and one that does not. The children choose the pictures that rhyme. For example, the teacher might present these sets of pictures: dog-frog-cat; house-mouse-pig; chair-bear-shoe.

3. The teacher reads aloud repeatedly a brief rhyming book or poem and then invites children to repeat the text. After the children can repeat the text, the teacher invites them to identify the rhyming words. If they cannot produce the rhyming words, the teacher selects pairs of words from the text and asks whether they rhyme or not.

### **Work With Letters**

#### **Goal: Recognize first name**

The children's first name, printed by the teacher, is an important opportunity to develop meaningful introduction to the alphabet. Preschool classrooms provide multiple opportunities to display children's names.

Sample Activities

1. The teacher prepares a chart with each child's picture and name. The children show which names are theirs by identifying their picture.
2. The teacher labels a classroom area (e.g., coat hooks, cubby holes) with each child's name. The teacher shows each child where his or her name is displayed and then provides multiple opportunities for the children to identify their own name.
3. The teacher produces a list of the children's names. First, the teacher reads the list of names repeatedly to the children. Then the teacher asks the children to respond when she points to their names.

**Prekindergarten Unit 1 Assessment**

The purpose of assessment in this unit is to plan further instruction. This assessment can be completed during the course of regular instruction, with the teacher focusing on the responses of individual children, or it can be completed in an individual format, with the teacher interacting with each child individually.

<b>Unit 1 Assessment</b>
<p><b>Oral Language Development: Answers questions posed by an adult</b></p> <p><b>Given a question about daily life,</b></p> <ul style="list-style-type: none"><li>○ The child answers with a nonverbal response.</li><li>○ The child answers with a one or two-word response.</li><li>○ The child answers with a simple sentence.</li></ul> <p><b>Given a question about illustrations in a book,</b></p> <ul style="list-style-type: none"><li>○ The child answers with a nonverbal response.</li><li>○ The child answers with a one or two-word response.</li><li>○ The child answers with a simple sentence.</li></ul> <p><b>Given a question about the content of a book,</b></p> <ul style="list-style-type: none"><li>○ The child answers with a nonverbal response.</li><li>○ The child answers with a one or two-word response.</li><li>○ The child answers with a simple sentence.</li></ul>
<p><b>Storybook Reading Activities: Attends to storybooks read aloud</b></p> <p><b>Given a story presented on tape or CD,</b></p> <ul style="list-style-type: none"><li>○ The child is inattentive.</li><li>○ The child is attentive.</li><li>○ The child is attentive and able to respond.</li><li>○ The child is attentive and able to respond to questions about the beginning, middle, and end.</li></ul> <p><b>Given a story read aloud by the teacher,</b></p> <ul style="list-style-type: none"><li>○ The child is inattentive.</li><li>○ The child is attentive.</li><li>○ The child is attentive and able to respond.</li><li>○ The child is attentive and able to respond to questions about the beginning, middle, and end.</li></ul>
<p><b>Phonological Awareness Instruction: Identify rhyming words</b></p> <p><b>Given two words presented orally,</b></p> <ul style="list-style-type: none"><li>○ The child cannot tell whether the words are the same or different.</li><li>○ The child can tell whether the words are the same or different.</li></ul> <p><b>Given three pictures of common objects, two of which rhyme,</b></p> <ul style="list-style-type: none"><li>○ The child cannot tell which words rhyme.</li><li>○ The child can tell which words rhyme.</li></ul> <p><b>Given a short poem which has been memorized,</b></p> <ul style="list-style-type: none"><li>○ The child cannot identify rhyming words.</li><li>○ The child can identify rhyming words.</li></ul>

**Work With Letters: Recognize first name**

**Given a list of names and pictures,**

- The child cannot recognize his/her name.
- The child can recognize his/her name.

**In the classroom environment,**

- The child cannot recognize his/her name.
- The child can recognize his/her name.

**Given a list of names of children in the class,**

- The child cannot recognize his/her name.
- The child can recognize his/her name.

## **Prekindergarten Unit 2**

### **Oral Language Development Activities**

#### **Goal: Asks questions of an adult or a child**

Asking questions builds on the child’s ability to answer questions asked by others. It is an important language skill because it gives the child a way to think actively about stories.

#### Sample Activities

1. The teacher says, “I will ask you a question. After you answer, you can ask me a question, and I will answer your question.” This activity does not need to be linked to a story. It can relate to anything familiar in a child’s daily life. The idea is to get children into the habit of posing questions.
2. After the same story has been read repeatedly, the teacher says, “I will ask you a question about the story I just read to you. After you answer, you can ask me a question about the story and I will answer your question.” It is important to ask very specific questions that are easy to answer from the facts given in the story.
3. After the same story has been read repeatedly, the teacher says, “Now turn to the person next to you. Ask that person a question about the story. The other person will answer and then ask a different question.”

### **Storybook Reading Activities**

#### **Goal: Recognize and use conventional book handling skills**

#### Sample Activities

1. The teacher selects a big book and places it on an easel. “Let’s look at how we start to read a book.” The teacher then points to the left side of the book and says, “This side of the book is closed. It’s always on this side.” The teacher then points to the right side of the book, fans the pages, and says, “This side of the book is open.” The teacher places one hand on the cover and says, “This is the front of the book.” The teacher then says, “I open it this way to find the story. Here is the first page. I turn the pages like this. When I get to the last page, that’s the end of the story.” The teacher then turns the book so the back cover is facing the children. “This is the back of the book.” This modeling is repeated for several big books over the course of a week.
2. The teacher gathers the children in front of an easel on which a big book has been placed in the correct position. “Who can show me the front of the book?” the teacher asks. A student comes to the easel and places a hand on the front cover. “Who can show me the back of the book?” the teacher asks next. Another child comes forward to demonstrate and turns the book over to do so. “Where can I find the first page?” the teacher asks. “Show me, \_\_\_\_.”

3. The teacher gathers the children in front of an easel on which a big book has been placed on its side or backwards. “Do I need to move this book to read it?” the teacher asks. The teachers then asks the students how the book needs to be moved in order to get it into the correct position.
4. The teacher places a picture book on a table in front of the child, making sure that the book is not in the right position for opening. The teacher says, “Show me the front of the book. Show me the back of the book. Show me the first page.”

### **Phonological Awareness Instruction**

#### **Goal: Produce rhyming words**

#### Sample Activities

1. The teacher selects a word with many common rhymes and identifies one of the rhyming words. The teacher then asks the children to supply another. For example, the teacher might say, “Let’s start with the word *sat*. I will say a word that rhymes with *sat*. Listen – *hat*. Yes, *hat* rhymes with *sat*. Who can tell me another word that rhymes with *sat*?” After calling on one child, the teacher might say to the other children, “Touch your nose if you think that word rhymes with *sat*. Remember that rhyming words are the same at the end.”
2. The teacher selects a word with many common rhymes and asks the children to supply a word that rhymes with it. For example, the teacher might say, “I’m thinking of the word *hot*. Who can tell me another word that rhymes with *hot*?” After calling on one child, the teacher might say to the other children, “Touch your nose if you think that word rhymes with *hot*.”
3. The teacher reads aloud two rhyming lines from a simple poem that the children have not heard, leaving out the last word. For example: “I am going to read to you, but I will not read the very last word. It is a rhyming word. See if you can guess the last word.  
I like to feed my cat.  
And now she’s very \_\_\_\_.”  
If they cannot produce a rhyming word, the teacher suggests two words that logically fit but only one of which rhymes (e.g., *fat*, *full*). “Which word do you think is the right one?” the teacher asks. “Remember that it must rhyme.”

### **Work With Letters**

#### **Goal: Sing alphabet**

Learning the alphabet is a fairly complex task because the letters are abstract. Children tend to learn the alphabet more quickly and easily with the support of the cadence of a song. There are many versions of alphabet songs, and teachers should choose the one that is most attractive, appropriate, and coherent with other curriculum choices. Once the song is chosen, though, it is best to keep it consistent across the prekindergarten curriculum.

Sample Activities

1. The children first listen to the alphabet song many times, either on tape or CD or sung by the teacher. The children can dance during the song or engage in other gross-motor responses, either freely or with the direction of the teacher.
2. The teacher helps the children to learn to sing the alphabet song. Once the children have listened several times, they can focus their attention on specific portions of the song. The teacher can model singing each portion, then have the children practice each portion until they master it.
3. The teacher engages the children in singing the entire alphabet song, along with support from the teacher's voice or from a tape or CD version. During the singing, the children can dance or engage in other gross-motor responses.

### Prekindergarten Unit 2 Assessment

The purpose of assessment in this unit is to plan further instruction. This assessment can be completed during the course of regular instruction, with the teacher focusing on the responses of individual children, or it can be completed in an individual format, with the teacher interacting with each child individually.

Unit 2 Assessment
<p><b>Oral Language Development: Asks questions of an adult or child</b></p> <p><b>After the teacher asks a question about daily life,</b></p> <ul style="list-style-type: none"><li>○ The child cannot ask a similar question.</li><li>○ The child asks a similar question using an incomplete sentence.</li><li>○ The child asks a similar question using a complete sentence.</li></ul> <p><b>After the teacher asks a question about a familiar story,</b></p> <ul style="list-style-type: none"><li>○ The child cannot ask a similar question.</li><li>○ The child asks a similar question using an incomplete sentence.</li><li>○ The child asks a similar question using a complete sentence.</li></ul> <p><b>When the teacher asks a child to ask a partner a question about a familiar story,</b></p> <ul style="list-style-type: none"><li>○ The child cannot ask the partner a question about the story.</li><li>○ The child asks a question about the story using an incomplete sentence.</li><li>○ The child asks a question about the story using a complete sentence.</li></ul>
<p><b>Storybook Reading Activities: Recognize and use conventional book handling skills</b></p> <p><b>Given a big book correctly placed on an easel,</b></p> <ul style="list-style-type: none"><li>○ The child cannot point to the front, the back, and/or the last page.</li><li>○ The child can point to the front, the back, and the first page.</li></ul> <p><b>Given a big book incorrectly placed on an easel,</b></p> <ul style="list-style-type: none"><li>○ The child cannot place the book in the correct position.</li><li>○ The child can place the book in the correct position.</li></ul> <p><b>Given a book incorrectly placed on a table,</b></p> <ul style="list-style-type: none"><li>○ The child cannot place the book in the correct position and/or find the first page.</li><li>○ The child can place the book in the correct position and find the first page.</li></ul>
<p><b>Phonological Awareness Instruction: Produce rhyming words</b></p> <p><b>Given two words that rhyme,</b></p> <ul style="list-style-type: none"><li>○ The child cannot produce a third rhyming word.</li><li>○ The child can produce a third rhyming word.</li></ul> <p><b>Given one word from a large family of rhyming words,</b></p> <ul style="list-style-type: none"><li>○ The child cannot produce a second rhyming word.</li><li>○ The child can produce a second rhyming word.</li></ul> <p><b>Given a two-line poem with rhyming words,</b></p> <ul style="list-style-type: none"><li>○ The child cannot supply a rhyming word to complete the poem.</li><li>○ The child can supply a rhyming word to complete the poem.</li></ul>
<p><b>Work With Letters: Sing alphabet</b></p> <p><b>Given the support of a model from the teacher,</b></p> <ul style="list-style-type: none"><li>○ The child cannot sing the alphabet song.</li><li>○ The child can sing parts of the alphabet song.</li></ul>

- The child can sing the entire alphabet song.
- The child can sing the entire alphabet song and also engage in a gross motor response.

### Prekindergarten Unit 3

#### Oral Language Development Activities

##### Goal: Participates in conversational turn-taking with adults

Conversational turn-taking requires that two individuals engage in an oral exchange with a focused topic. Each individual makes at least two contributions.

##### Sample Activities

1. The teacher models a conversation about a shared experience in the classroom using two hand puppets. The puppets are talking to one another. One puppet says, “Today we went to the \_\_\_\_\_.” The other puppet comments. For example, the first puppet says, “Today we went to the fire station.” The other puppet comments, “That sounds like fun. Tell me more about it.” The first puppet responds, “There were fire trucks.” The other puppet questions, “What did they look like?” The first puppet responds, “They were red.” After modeling the conversational pattern, the teacher invites individual children to play the role of one of the puppets. The teacher scaffolds responses to keep the conversation focused.
2. The teacher initiates individual conversations about each child’s life outside of school. She begins with an open conversation starter, such as, “What did you do after school yesterday?” and then follows with questions or comments that use specific words from the child’s response. For example, if the child responds, “played,” the teacher extends that response and initiates another turn for the child: “You played after school yesterday. What games did you play?” After several turns, the teacher closes the conversation by saying, “Thank you for sharing what you did after school yesterday.”
3. The teacher initiates a conversation about a book that has been read aloud repeatedly. She first says, “I really liked that book. What did you like about that book?” After children respond, she says, “Can you tell me more about \_\_\_\_? Why did you like \_\_\_\_? She uses words that the children have provided in their initial response in formulating her query so that the conversation is focused on the topic of the child’s choice.

#### Storybook Reading Activities

##### Goal: Understand the concept of author and illustrator

In order to understand and produce written text, children must learn that there is meaning conveyed in both the words and the illustrations. This is best accomplished by conversation about books read aloud, with the teacher directing attention to information provided in each area.

##### Sample Activities

1. The teacher reads aloud a book with rich illustrations or tells a story with a wordless picture book. The teacher asks literal questions that can be answered through the illustrations (e.g., What color was the flower? Where did the mouse live?) Then the teacher asks the

children how they knew. When they answer by pointing to the illustrations, the teacher tells the children that the illustrator is the person who draws the pictures in a book to help to tell the story. She helps the children repeat the word *illustrator* and uses it repeatedly so that the children develop a firm concept of the term.

2. The teacher reads aloud repeatedly a book with a clear sequential story. The teacher asks literal questions that can be answered only in the words of the text (e.g., What was the name of the chicken? Why did he go to the store?) Then the teacher asks the children how they knew. When they answer by referring to their memory of the words, the teacher tells the children that the author is the person who writes the words in a book to help to tell the story. She shows them where the words are on the page. She helps the children repeat the word *author*, and uses it repeatedly so that the children develop a firm concept of the term.

3. The teacher models the creation of a story on chart paper. The teacher thinks aloud about a topic, then draws a simple picture, then labels it with a word or sentence or with letter-like forms. She tells them that she is an author and an illustrator, because she told a story with pictures and words. She tells them that they can pretend to be authors and illustrators. The teacher folds a piece of paper in two. She provides them a simple prompt (e.g., to make a book about themselves, to make a book about their family). She tells them to pretend to draw the pictures and the words. When they are done, she asks them to pretend to read their story.

### **Phonological Awareness Instruction**

#### **Goal: Clap words in sentences**

Phonological awareness progresses from awareness of larger to smaller units in oral language. The largest unit that children can learn to recognize is the word. Children learn that words may be one-syllable or multi-syllabic.

#### Sample Activities

1. The teacher says a sentence with only one-syllable words (e.g., You are tall. You are four. He is a nice friend.) The children repeat the sentence until they can repeat it easily. Then the teacher tells the children that they are using words when they talk. She repeats the sentence, saying “\_\_\_ is a word, \_\_\_ is a word, and \_\_\_ is a word.” She asks the children to say it again, and make a motion (e.g., clap, stand up, turn around) after each word.

2. The teacher says a sentence with a combination of each child’s name and several one syllable words (e.g., Markel is smart; Ann is smart; Juan is smart). She invites the children to repeat each sentence, clapping for each word.

3. The teacher takes one sentence from a read-aloud book. The sentence contains some one-syllable words and some multisyllabic words. She helps children to repeat the sentence and then to clap for each word.

## **Work With Letters**

### **Goal: Say the alphabet**

Children often learn to say the entire alphabet in order without the support of the song before they learn to identify individual letters. This memory task is complex and will take many short repetitions. The goal is not to match the individual letters with their names, but to memorize the names first so that it will be easier to learn which name corresponds to each letter shape.

### Sample Activities

1. The teacher engages the children to sing their alphabet song. Then she tells them they can also say the alphabet. She sweeps her hand under an alphabet strip while saying the first letters: (e.g., ABCDEFG, or the first set that corresponds to the cadence of the alphabet song the children are using). She models clear articulation of the letter names. She asks the children to repeat the letters with her.
2. The teacher engages the children to sing their alphabet song. Then she tells them they can also say the alphabet. She sweeps her hand under an alphabet strip while saying the next set of letters: (e.g., HIJKLMNPO). She models clear articulation of the letter names. She asks the children to repeat the letters with her.
3. The teacher engages the children to sing their alphabet song. Then she tells them they can also say the alphabet. She sweeps her hand under an alphabet strip while saying the next set of letters: (e.g., QRSTUV). She models clear articulation of the letter names. She asks the children to repeat the letters with her.
4. The teacher engages the children to sing their alphabet song. Then she tells them they can also say the alphabet. She sweeps her hand under an alphabet strip while saying the next set of letters: (e.g., WXYZ). She models clear articulation of the letter names. She asks the children to repeat the letters with her.
5. The teacher selects an alphabet book for one of the day's read-alouds. After reading the book and responding to the illustrations, the teacher engages the children in identifying the letters on each page.

**Prekindergarten Unit 3 Assessment**

The purpose of assessment in this unit is to plan further instruction. This assessment can be completed during the course of regular instruction, with the teacher focusing on the responses of individual children, or it can be completed in an individual format, with the teacher interacting with each child individually.

<b>Unit 3 Assessment</b>
<p><b>Oral Language Development: Engages in conversational turn-taking</b></p> <p><b>Given a conversational model,</b></p> <ul style="list-style-type: none"><li>○ The child cannot engage in a focused set of turn-taking.</li><li>○ The child can engage in one round of turn-taking.</li><li>○ The child can engage in two rounds of turn-taking.</li><li>○ The child can engage in three or more rounds of turn-taking.</li></ul> <p><b>Given an invitation to speak about daily life,</b></p> <ul style="list-style-type: none"><li>○ The child cannot engage in a focused set of turn-taking.</li><li>○ The child can engage in one round of turn-taking.</li><li>○ The child can engage in two rounds of turn-taking.</li><li>○ The child can engage in three or more rounds of turn-taking.</li></ul> <p><b>Given an invitation to speak about the content of a book,</b></p> <ul style="list-style-type: none"><li>○ The child cannot engage in a focused set of turn-taking.</li><li>○ The child can engage in one round of turn-taking.</li><li>○ The child can engage in two rounds of turn-taking.</li><li>○ The child can engage in three or more rounds of turn-taking.</li></ul>
<p><b>Storybook Reading Activities: Understands the concept of author and illustrator</b></p> <p><b>Given a story presented orally,</b></p> <ul style="list-style-type: none"><li>○ The child cannot recognize that the illustrator drew the pictures.</li><li>○ The child can recognize that the illustrator drew the pictures.</li><li>○ The child cannot recognize that the author wrote the words.</li><li>○ The child can recognize that the author wrote the words.</li></ul> <p><b>Given a piece of paper and a prompt,</b></p> <ul style="list-style-type: none"><li>○ The child cannot engage in drawing or pretend writing.</li><li>○ The child can engage in drawing.</li><li>○ The child can engage in both drawing and pretend writing.</li><li>○ The child can engage in drawing, pretend writing, and pretend reading of his/her own story.</li></ul>
<p><b>Phonological Awareness Instruction: Clap words in sentences</b></p> <p><b>Given a sentence with only one-syllable words,</b></p> <ul style="list-style-type: none"><li>○ The child cannot signal the number of words.</li><li>○ The child can signal the number of words.</li></ul> <p><b>Given a sentence composed of children’s names and one-syllable words,</b></p> <ul style="list-style-type: none"><li>○ The child cannot signal the number of words.</li><li>○ The child can signal the number of words.</li></ul> <p><b>Given a sentence composed of one-syllable and multi-syllabic words,</b></p> <ul style="list-style-type: none"><li>○ The child cannot signal the number of words.</li><li>○ The child can signal the number of words.</li></ul>

**Work With Letters: Say the alphabet**

**Given the prompting of the alphabet song and a model,**

- The child cannot say the first set of alphabet letters from memory: ABCDEFG.
- The child can say the first set of alphabet letters from memory: ABCDEFG.
- The child cannot say the second set of alphabet letters from memory: HIJKLMNPO.
- The child can say the first set of alphabet letters from memory: HIJKLMNPO.
- The child cannot say the third set of alphabet letters from memory: QRSTUV.
- The child can say the third set of alphabet letters from memory: QRSTUV.
- The child cannot say the third set of alphabet letters from memory: WXYZ.
- The child can say the third set of alphabet letters from memory: WXYZ.

## Prekindergarten Unit 4

### Oral Language Development Activities

#### Goal: Participates in conversational turn-taking with other children

Extending the focus of previous work in conversational turn-taking with adults, this unit develops turn-taking with other children. In all cases, a conversation must focus on a common topic and must involve at least two turns each by the two conversational partners.

#### Sample Activities

1. The teacher sets up a center with two puppets and a set of cards to represent common daily activities. Children go to the center in partners, choose a card, and use the puppets to engage in a pretend conversation about the picture. The teacher watches each pair and scaffolds responses.
2. During snack time, the teacher assigns children to conversation partners. The teacher provides a topic, either from daily life, from the shared experience of the classroom, or from a book that has been read aloud. The children take turns commenting on the topic in a conversation, with the teacher indicating whose turn it is to speak. The teacher watches at least one pair each day, providing scaffolding for their responses.
3. After a read-aloud, the teacher assigns children to conversation partners. She asks the children to engage in a conversation in response to the story. She might start with, “Talk about your favorite part of the story. Start by saying, ‘My favorite part was \_\_\_\_.’” Or “What do you think would happen next if this story were longer? Start by saying, ‘If this story were longer, I think \_\_\_\_.’” Or “What does this story remind you of? Start by saying, ‘This story reminds me of \_\_\_\_.’” The teacher watches at least one pair each day, providing scaffolding for their responses.

### Storybook Reading Activities

#### Goal: Draw and label in response to reading

Deep comprehension of storybooks is enriched by draw-and-label activities. When preschoolers draw and label, they begin to represent their ideas through drawings and mock writing. For example, a preschooler might draw a picture of a person and “write” wave-like symbols. If an adult asks the child to “read” the symbols, the child might say, “It says the man is happy.” Coupled with storybook reading, draw-and-label activities allow preschoolers to consider and respond to text meaning. Just after storybook reading, teachers can prompt preschoolers to draw a specific scene or character and then ask them to “write” about it. In addition, draw-and-label activities provide children a chance to develop their fine motor skills.

#### Sample Activities

1. After reading a storybook aloud, the teacher engages the children in a shared response to model the procedure of draw-and-label. The teacher first thinks aloud about what he/she will

draw, then thinks aloud about how to draw it. In both cases, the teacher elicits suggestions from the children. When the drawing is complete, the teacher thinks aloud about what she will write under her drawing. When the teacher writes, she can model pretend writing or write conventionally.

2. After reading a storybook aloud, the teacher invites the children to respond in writing through a draw-and-label activity. She tells them first to think about a specific aspect of the story (e.g., a favorite part, one character). She then tells them to draw a picture of what they are thinking of, providing encouragement as the children draw. Next, she asks the children to tell another child about their drawing. Finally, she asks the children to write what they have said, encouraging them to use pretend writing.

3. The teacher arranges a center with a basket of books that she has read aloud previously, a variety of markers and crayons, and different types and shapes of paper. When children play in the center, they choose a favorite book from the basket, look at the pictures in the book to remember the story, and then choose writing utensils and paper to complete a draw and label about their favorite part of the story.

### **Phonological Awareness Instruction**

#### **Goal: Clap syllables in words**

Phonological awareness progresses from awareness of words to awareness of the most salient word parts – the syllables within words. These activities rely on prompts or manipulatives, but they are all oral; the children do not need to see any letters in order to complete these tasks.

#### Sample Activities

1. The teacher assembles a set of picture cards of common objects that are either one-syllable or two-syllable words (e.g., dog, cat, girl, backpack, crayon, lunchbox). First, she ensures that the children know what words the pictures represent. Then she tells the children that some of these words have one part and some have two. She shows them dog has one part, saying the word dog while clapping her hands once. She invites the children to repeat. Then she says that backpack has two parts, saying each syllable (back-pack) while clapping her hands twice. She invites the children to repeat. Then she asks the children whether each additional item has one part like dog (clap) or two parts like back-pack (clap, clap). As children respond, the teacher puts the picture card into the correct category.

2. The teacher assembles a stack of photographs of each child. For each child's name, the teacher models saying the name slowly, highlighting the syllable breaks and clapping for each syllable. After the children are comfortable clapping for each name, the children can sort the pictures by the number of syllables.

3. The teacher helps the children learn the colors by displaying cards or items in a variety of colors, asking the children to say the color name, and then to clap and say the color name.

## Work With Letters

### Goal: Identify uppercase letters in first name

Learning letter names is a complex task for young children. The most salient letters in a child's life, though, are those in his or her name. These activities require that the teacher prepare individual letter collections for each child in the class.

#### Sample Activities

1. The teacher prints each child's name on tag board twice. One copy remains complete, and the other is cut up. Each child's set is kept together in a plastic bag or envelope. The teacher demonstrates with her own name, by taking out the complete version, and then matching each of the individual letters to its counterpart, reassembling them.
2. The teacher works individually with each child for 3-5 minutes. They work with a printed version of the child's name. The teacher points to and identifies each letter, inviting the child to repeat. After many repetitions, the teacher points to one letter to see whether the child can name it.
3. The teacher gathers a set of plastic letters and provides children with a printed version of their own name. The teacher chooses one letter, says its name, and asks the children to look at that letter and say its name. Children then examine their name to see if it has that letter in it. They stand up when the letter is in their name.
4. The teacher makes individual bingo cards for the children that are composed only of letters from their names; pictures glued to the back of each card can make this easier to manage. Then the teacher plays bingo with the children, drawing from a set of all of the letters. Children cover the spaces on their own cards when they see and name the letters in their own name.

#### Unit 4 Assessment

##### **Oral Language Development: Engages in conversational turn-taking with other children**

##### **Given a conversational model for discussion with a peer,**

- The child cannot engage in a focused set of turn-taking with a peer.
- The child can engage in one round of turn-taking with a peer.
- The child can engage in two rounds of turn-taking with a peer.
- The child can engage in three or more rounds of turn-taking with a peer.

##### **Given an invitation to speak about daily life,**

- The child cannot engage in a focused set of turn-taking with a peer.
- The child can engage in one round of turn-taking with a peer.
- The child can engage in two rounds of turn-taking with a peer.
- The child can engage in three or more rounds of turn-taking with a peer.

##### **Given an invitation to speak about the content of a book,**

- The child cannot engage in a focused set of turn-taking with a peer.

<ul style="list-style-type: none"><li>○ The child can engage in one round of turn-taking with a peer.</li><li>○ The child can engage in two rounds of turn-taking with a peer.</li><li>○ The child can engage in three or more rounds of turn-taking with a peer.</li></ul>
<p><b>Storybook Reading Activities: Draws and labels in response to read-alouds</b></p> <p><b>Given a story presented orally,</b></p> <ul style="list-style-type: none"><li>○ The child cannot complete any draw-and-label tasks.</li><li>○ The child can participate in a think aloud as the teacher draws and labels.</li></ul> <p><b>Given a story presented orally and a prompt,</b></p> <ul style="list-style-type: none"><li>○ The child cannot complete any draw-and-label tasks.</li><li>○ The child can draw on his or her own, but cannot engage in pretend writing.</li><li>○ The child can draw on his or her own, and can engage in pretend writing.</li></ul> <p><b>Given a book that has been read previously,</b></p> <ul style="list-style-type: none"><li>○ The child cannot complete any draw-and-label tasks.</li><li>○ The child can draw on his or her own, but cannot engage in pretend writing.</li><li>○ The child can draw on his or her own, and can engage in pretend writing.</li></ul>
<p><b>Phonological Awareness Instruction: Clap syllables in words</b></p> <p><b>Given a series of words represented by pictures,</b></p> <ul style="list-style-type: none"><li>○ The child cannot signal the number of syllables in word.</li><li>○ The child can signal the number of syllables in a word.</li></ul>
<p><b>Work With Letters: Identify uppercase letters in first name</b></p> <p><b>Given a printed version of his or her name,</b></p> <ul style="list-style-type: none"><li>○ The child cannot identify the individual letters.</li><li>○ The child can identify some of the letters.</li><li>○ The child can identify all of the letters.</li></ul> <p><b>When shown a card with an individual letter on it,</b></p> <ul style="list-style-type: none"><li>○ The child does not know whether the letter is in his or her name.</li><li>○ The child knows that the letter is in his or her name.</li><li>○ The child knows that the letter is in his or her name and can identify it.</li></ul>

## Prekindergarten Unit 5

### Oral Language Development

#### Goal: Uses words from storybooks in oral language

Teachers should provide opportunities for children to use new vocabulary in a variety of settings. Doing so helps the children remember word meanings and makes it more likely that they will use the words on their own.

#### Sample Activities

1. The teacher quickly reviews the new words from the read-aloud and then asks questions that require knowledge of each word's meaning. For example, if the word *quick* were used in the story, the teacher might ask, "Is a turtle quick?"
2. The teacher writes down two or three new words from each read-aloud. These words should be those that the children are unlikely to know, that represent concepts easily tied to what children already know, and that are important to any young child's vocabulary. As the list of words steadily grows, the teacher refers to it privately each day and tries to use several of the words orally in directions (e.g., "I want you to be as quick as you can"). The teacher notes whether the children's actions reflect their knowledge of the word. If not, the teacher reminds them of the meaning.
3. The teacher periodically chooses several of the words introduced in previous read-alouds, reviews their meanings, and asks the children to say a sentence that correctly uses the word.

### Storybook Reading Activities

#### Goal: Understand that print is organized from left to right and top to bottom

Directionality of print is vital to successful development as a reader. Not all languages are read from left to right and from the top to the bottom of a page. This means that becoming aware of print direction in English does not come naturally. It must be learned.

#### Sample Activities

1. While conducting a read-aloud with a big book, the teacher uses a forefinger to trace the flow of words from left to right. At the end of each line, the teacher models a return sweep and places the forefinger at the beginning of the next line. After reading several pages in this way, the teacher says, "Now, I am going to start reading this page here. Where should I move my finger? Point for me."
2. The teacher turns the page of a big book and says, "Who can come and point to where I should start reading?"
3. The teacher might read an entire page in a big book without pointing. The teacher says to the group, "Who can come and point to where I stopped reading?"

## **Phonological Awareness Instruction**

### **Goal: Isolate initial consonant sounds in words**

In order to learn letter sounds, a child must be able to distinguish the phonemes that make up a word. Being able to pronounce a phoneme within a spoken word is a major step toward acquiring this ability. Because letter sounds are blended from left to right in the early stages of reading development, it is especially important for children to be able to isolate the first phoneme heard in a word.

#### Sample Activities

1. The teacher says a one-syllable word that begins with a continuous consonant sound (e.g., /m/, /n/, /s/, /z/, /j/, etc.). The teacher then asks, “What is the first sound in that word? Listen again – “zzz – oo.” Because the initial consonants are continuous, the teacher can stretch them so that they are easier to hear.
2. The teacher pronounces an initial phoneme and asks the children to suggest words that begin with that sound. “Who can tell me a word that starts with /b/?”
3. The teacher says a one-syllable word that begins with a stopped consonant (e.g., /b/, /d/, /p/, etc.). The teacher then asks, “What is the first sound in that word? Listen again – *p-ig*.” Because the initial consonants are stopped, the teacher must segment them to make them audible for the children.

## **Work With Letters**

### **Goal: Recognize last name**

The children’s last name, printed by the teacher, is an important opportunity to develop alphabet knowledge. Preschool classrooms provide multiple opportunities to display children’s names.

#### Sample Activities

1. The teacher prepares a chart with each child’s picture and last name. The children show which last names are theirs by identifying their picture.
2. The teacher labels a classroom area (e.g., coat hooks, cubby holes) with each child’s last name. The teacher shows each child where his or her last name is displayed, and then provides multiple opportunities for the children to identify their own last names.
3. The teacher produces a list of the children’s last names. First, the teacher reads the list of names repeatedly to the children. Then the teacher asks children to respond when s/he points to their last names.

<b>Unit 5 Assessment</b>	
<b>Oral Language Development: Uses words from storybooks in oral language</b>	
<b>When asked a simple question using a word introduced in a read-aloud,</b>	<ul style="list-style-type: none"><li>○ The child cannot answer the question.</li><li>○ The child can answer the question.</li></ul>
<b>When given a direction using a word introduced in a read-aloud,</b>	<ul style="list-style-type: none"><li>○ The child does not respond in a way that reflects knowledge of the word’s meaning.</li><li>○ The child responds in a way that reflects knowledge of the word’s meaning.</li></ul>
<b>When asked to provide a sentence using a word introduced in a read-aloud</b>	<ul style="list-style-type: none"><li>○ The child provides a sentence in which the word is incorrectly used.</li><li>○ The child provides a sentence in which the word is used awkwardly but not altogether incorrectly.</li><li>○ The child provides a sentence in which the word is correctly used.</li></ul>
<b>Storybook Reading Activities: Understands that print is organized from left to right and top to bottom</b>	
<b>When asked in which direction a teacher’s finger should move while reading,</b>	<ul style="list-style-type: none"><li>○ The child cannot indicate that the finger should move the right.</li><li>○ The child indicates that the finger should move the right by pointing or saying so.</li></ul>
<b>When asked where the teacher should begin reading a page,</b>	<ul style="list-style-type: none"><li>○ The child cannot point to the first word of the first line.</li><li>○ The child can point to the first word of a line other than the first.</li><li>○ The child can point to the first line but to a word other than the first.</li><li>○ The child can point to the first word of the first line.</li></ul>
<b>After the teacher reads a big-book page without pointing,</b>	<ul style="list-style-type: none"><li>○ The child cannot point to the last word of the last line.</li><li>○ The child can point to the last word of a line other than the last.</li><li>○ The child can point to the last line but to a word other than the last.</li><li>○ The child can point to the last word of the last line.</li></ul>
<b>Phonological Awareness Instruction: Isolate initial consonant sounds in words</b>	
<b>Given a spoken one-syllable word beginning with an unstopped consonant sound,</b>	<ul style="list-style-type: none"><li>○ The child cannot say that phoneme in isolation.</li><li>○ The child can say that phoneme in isolation.</li></ul>
<b>Given a consonant phoneme,</b>	<ul style="list-style-type: none"><li>○ The child cannot provide a word beginning with that phoneme.</li><li>○ The child can provide a word beginning with that phoneme.</li></ul>
<b>Given a spoken one-syllable word beginning with a stopped consonant sound,</b>	<ul style="list-style-type: none"><li>○ The child cannot say that phoneme in isolation.</li><li>○ The child can say that phoneme in isolation.</li></ul>
<b>Work With Letters: Recognize last name</b>	
<b>Given a list of names and pictures,</b>	<ul style="list-style-type: none"><li>○ The child cannot recognize his/her last name.</li><li>○ The child can recognize his/her last name.</li></ul>
<b>In the classroom environment,</b>	<ul style="list-style-type: none"><li>○ The child cannot recognize his/her last name.</li><li>○ The child can recognize his/her last name.</li></ul>

**Given a list of names of children in the class,**

- The child cannot recognize his/her last name.
- The child can recognize his/her last name.

## Unit 6

### Oral Language Development Activities

#### Goal: Retells a story read aloud

Storybook read-alouds provide a rich setting for oral language development because they contain more rare words than normal oral speech, and ideas are sequenced. After repeated readings, teachers can engage children in retellings in a variety of ways.

#### Sample Activities

1. The teacher chooses a simple narrative to read aloud several times. Once the children are very familiar with the story, she models a simple retelling. She introduces it by saying, “Some people do not know this story, and we can tell them about it. We can tell them what happens in the beginning, the middle, and the end. In the beginning of this story, \_\_\_\_\_. In the middle of this story \_\_\_\_\_. At the end of this story, \_\_\_\_\_.” While she constructs the retelling, the teacher can review the illustrations and invite the children to contribute.
2. The teacher chooses a simple narrative to read aloud several times. She gathers or prepares pictures to represent a series of events in the story. She hands an individual picture to each child in a group and then helps them to line up so that their events are in order.
3. The teacher constructs a retelling center with items or pictures or puppets representing events or characters in a story that has been read aloud repeatedly. The children in the center use the items to reconstruct the story, working alone or in pairs. The teacher can talk to them about their thinking.

### Storybook Reading Activities

#### Goal: Isolate an individual word in a text read-aloud

Concept of word in text is an important early milestone in children’s literacy development. It encompasses the realization that words are composed of groups of letters and separated from other words by spaces. This realization does not assume that children know their letters or sounds; it is simply a facet of concepts about print.

#### Sample Activities

1. The teacher prepares a short song or poem on chart paper. She engages the children in singing or reciting the text until they are comfortable with it, sweeping her hand under the print. Once the children know the text content, she tells them that it is made of words. She tells them that words are made of alphabet letters, and that they can tell where a word ends by looking for a space. She shows them the first word in the text, saying, “I can tell you where the first word is. It starts right here, and it ends right here. I can see the space to tell me where it ends.” The teacher then invites the children to show any one word in a particular line.

2. The teacher engages the children in a shared writing activity. After a class experience, they complete the sentence frame: Today we \_\_\_\_\_. First they plan their words together. Then the teacher models writing each word, emphasizing that she is putting a space between the words. Then she reads back the sentence, pointing to each word. Finally, she asks one child to point to each word as the children say the sentence.

3. The teacher asks the children to draw pictures of themselves. Then she asks them to pretend to write the words “this is me” under their picture. She dictates the word “this” and asks them to write it. She tells them to leave a space to show that they are finished with that word. She dictates the word “is” and asks them to write it. She tells them to leave a space to show that they are finished with that word. She dictates the word “me” and asks them to write it. She tells them to pretend to read it back to her, pointing to each of their words as they say it and using the spaces to know where the words are.

### **Phonological Awareness Instruction**

#### **Goal: Isolate onsets and rimes in words**

Preschool children can establish a firm basis for development of phonemic awareness by beginning to segment initial phonemes from vowels and what come after it (the rime) in three-phoneme words. This task is accomplished without reading, but using orally-pronounced words, picture cards, or objects.

#### Sample Activities:

1. The teacher uses a puppet to manipulate the sounds in language. She tells the children that the puppet takes words and breaks them into two sounds. For instance, if you tell the puppet the word *man*, he will say *m-an*. If you tell him the word *dog*, he will say *d-og*. Let’s tell him some more words (teacher used puppet to segment more words). Once the children have multiple examples, the teacher asks the children to guess what the puppet will say. She says, “If I tell the puppet the word *mouse*, what do you think he will say?”

2. The teacher gathers a set of picture cards representing familiar three-phoneme objects (e.g., phone, fork, light, pen). She models for the children, saying, “I can take a word and break it into two parts. Listen. Phone can be ph-one. You say it with me – ph-one.” She repeats her modeling with all of the pictures. Then she returns to the set and says, “Let’s remember these words in two parts. Phone. Ph-one; Fork. F-ork. Light. L-ight. Pen, P-en.”

3. The teacher demonstrates the use of unifix cubes to represent the sounds in words. She gives each child two cubes. She models the separation and joining of the two cubes as she says three phoneme words, segments the onset from the rimes, and then says them again. She asks the children to listen to her and respond by putting their blocks together and by taking them apart (e.g., m-an; man; p-an; pan; f-an; fan; t-an; tan)

**Work With Letters**

**Goal: Write first name**

Although formal handwriting practice is unproductive for preschool children, they can learn to “draw” the letters that are contained in their first name. This helps them to remember letter names and letter shapes and to develop their fine-motor skills.

Sample Activities

1. The teacher provides each child with a set of sandpaper letters with his or her first name on them. The teacher asks the children to pretend to write their names by saying each letter and touching all of the parts of it. After they have finished, the teacher invites the children to write their names in the sky. The children raise one finger, and while saying each letter in their name, they pretend to trace it in the air.
2. The teacher chooses one child each day for work on his or her name. She shows the child how each letter is formed, writing it on a chart paper. Then she invites the child to trace each letter, and eventually to copy it underneath.
2. The teacher provides each child with a piece of paper with his or her first name printed on it. The teacher asks each child to copy the name on the paper, looking carefully at each of the letters.

<b>Unit 6 Assessment</b>
<p><b>Oral Language Development: Retells a story read aloud</b></p> <p><b>Given a story read aloud repeatedly,</b></p> <ul style="list-style-type: none"><li>○ The child cannot engage in a discussion with the teacher about the beginning, middle, and end of the story.</li><li>○ The child cannot engage in a discussion with the teacher about the beginning, middle, and end of the story.</li></ul> <p><b>Given a story read aloud repeatedly and a set of manipulates,</b></p> <ul style="list-style-type: none"><li>○ The child cannot arrange the manipulates to represent story events.</li><li>○ The child can arrange the manipulates to represent story events.</li><li>○ The child can arrange the manipulates to represent story events and can retell the story in his or her own words.</li></ul>
<p><b>Storybook Reading Activities: Isolate an individual word in a text read aloud</b></p> <p><b>Given a sentence printed on paper,</b></p> <ul style="list-style-type: none"><li>○ The child cannot isolate an individual word.</li><li>○ The child can show where an individual word begins and ends.</li></ul> <p><b>Given a prompt,</b></p> <ul style="list-style-type: none"><li>○ The child cannot engage in pretend writing with spaces to indicate word boundaries.</li><li>○ The child can engage in pretend writing with spaces to indicate word boundaries.</li></ul>
<p><b>Phonological Awareness Instruction: Isolate onsets and rimes in words</b></p> <p><b>Given a series of words represented by pictures,</b></p> <ul style="list-style-type: none"><li>○ The child cannot isolate the onset or the rimes.</li></ul>

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| <ul style="list-style-type: none"><li>○ The child can isolate the onset, but not the rime.</li><li>○ The child can isolate the onset and the rime.</li></ul>   |
| <p><b>Work With Letters: Write first name</b></p> <p><b>Given a printed version of his or her name,</b></p> <ul style="list-style-type: none"><li>○ The child cannot write the letters.</li><li>○ The child can write some of the letters.</li><li>○ The child can write all of the letters.</li></ul> <p><b>Given a blank sheet of paper,</b></p> <ul style="list-style-type: none"><li>○ The child cannot write the letters in his or her name.</li><li>○ The child can write some of the letters in his or her name.</li><li>○ The child can write all of the letters in his or her name.</li></ul> |