

**CURRICULUM MAP  
LANGUAGE ARTS  
PRESCHOOL**

September	October	November	December	January
<p><b>Reading Applications</b> 5. Follow simple directions.</p>	<p><b>Phonemic Awareness</b> <i>*5. Identify own name in print.</i></p> <p><b>Communication: Oral and Visual</b> 1. Attend to speakers, stories, poems and songs. 2. Connect information and events to personal experiences by sharing or commenting. 3. Follow simple oral directions.</p> <p><b>Writing Applications</b> 2. Name objects and label with assistance from adult cues (e.g., table, door).</p>	<p><b>Acquisition of Vocabulary</b> 3. Name items in common categories (e.g., animals, food, clothing, transportation, etc.).</p> <p><b>Communication: Oral and Visual</b> 4. Speak clearly and understandably to express ideas, feelings and needs. 5. Initiate and sustain a conversation through turn-taking. 6. Present own experiences, products, creations or writing through the use of language (e.g., share and talk about a drawing with others). 7. Participate in the recitation of books, poems, chants, songs and nursery rhymes (e.g., <i>Little Miss Muffet</i>).</p> <p><b>Reading Application: Literary Text</b> 3. Begin to demonstrate an understanding of the differences between fantasy and reality (e.g., talking flowers and animals). <i>*4. Participate in shared reading of repetitious or predictable text.</i></p>	<p><b>Acquisition of Vocabulary</b> 2. Recognize and demonstrate an understanding of environmental print (e.g., STOP on stop sign). 4. Demonstrate or orally communicate position and directional words (e.g., inside, outside, in front of, behind).</p> <p><b>Writing Conventions</b> 2. Begin to demonstrate letter formation in "writing."</p> <p><b>Phonemic Awareness,</b> 1. Identify matching sounds and recognize rhymes in familiar stories, poems, songs and words (e.g., cat/hat, dog/frog). 8. Recognize and "read" familiar words or environmental print (e.g., McDonalds, Bob Evans).</p>	<p><b>Reading Application: Literary Text</b> 1. Identify characters in favorite books and stories. 2. Retell or re-enact events from a story through a variety of media and play events (e.g., dramatize a favorite story).</p> <p><b>Research</b> 2. Use a variety of resources to gather information with assistance (e.g., picture dictionary, informational picture books). 3. Recall information about a topic dictated or constructed by child. 4. Share findings of information through retelling, media and play (e.g., draw a picture of the desert).</p> <p><b>Phonemic Awareness</b> 2. Hear sounds in words by isolating the syllables of a word using snapping, clapping or rhythmic movement (e.g., cat, apple).</p>

3/15/06

*\*Power Indicators are in italics.*

**CURRICULUM MAP  
LANGUAGE ARTS  
PRESCHOOL**

February	March	April	May
<p><b>Reading Applications: Informational, Technical and Persuasive Text</b></p> <p>1. Use pictures and illustrations to aid comprehension (e.g., talks about picture when sharing a story in a book).</p> <p><b>Research</b></p> <p>1. Ask questions about experiences, areas of interest, pictures, letters, words, logos or icons (e.g., EXIT on a sign in the grocery store).</p> <p><b>Phonemic Awareness</b></p> <p>9. Demonstrate an understanding of reading fluency by use of phrasing, intonation and expression in shared reading (e.g., <i>Brown Bear, Brown Bear</i>).</p> <p><b>Writing Conventions</b></p> <p><i>*1. Print letters of own name and other meaningful words with assistance using mock letters and/or conventional print.</i></p>	<p><b>Writing Applications</b></p> <p>1. Dictate stories or produce simple stories using pictures, mock letters or words.</p> <p><b>Acquisition of Vocabulary</b></p> <p>1. Understand the meaning of new words from context of conversations, the use of pictures that accompany text or the use of concrete objects.</p> <p><b>Reading Applications: Informational, Technical and Persuasive Text</b></p> <p>2. Retell information from informational text.</p> <p>4. Gain text information from pictures, photos, simple charts and labels.</p>	<p><b>Phonemic Awareness</b></p> <p>3. Differentiate between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).</p> <p>4. Recognize when words share phonemes (sounds) and repeat the common phoneme (e.g., /b/ as in Bob, ball, baby; /t/ as in Matt, kite, boat).</p> <p>6. Recognize and name some upper and lower case letters in addition to those in first name.</p> <p>7. Recognize that words are made up of letters (e.g., c-a-t).</p>	<p><b>Acquisition of Vocabulary</b></p> <p>5. Determine the meaning of unknown words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison).</p> <p><b>Writing Conventions</b></p> <p>3. Scribble familiar words with mock letters and some actual letters (e.g., love, mom, child's name).</p> <p>4. Indicate an awareness of letters that cluster as words, words in phrases or sentences by use of spacing, symbols or marks.</p> <p><b>Writing Applications</b></p> <p><i>*3. Play at writing from top to bottom, horizontal rows as format.</i></p>

3/15/06

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**CURRICULUM MAP**  
**Language Arts**  
**Preschool**

**Embedded throughout the curriculum are the following:**

***Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies***

1. Understand that print has meaning by demonstrating the functions of print through play activities (e.g., orders from a menu in pretend play).
8. Respond to oral reading by commenting or questioning (e.g., “That would taste yucky.”).
2. *Hold books right side up; know that people read pages from front to back, top to bottom and read words from left to right.*
3. Begin to distinguish print from pictures.
6. Connect information or ideas in text to prior knowledge and experience (e.g., “I have a new puppy at home too.”).
4. Begin to visualize, represent, and sequence an understanding of text through a variety of media and play.
5. Predict what might happen next during reading of text.
9. Select favorite books and poems and participate in shared oral reading and discussions.
7. Answer literal questions to demonstrate comprehension of orally read age-appropriate texts.

***Writing Process:***

1. Generate ideas for a story or shared writing with assistance.
2. Choose a topic for writing related to shared or personal experience.
3. Begin to determine purpose for writing (e.g., writing invitations to a birthday party).
4. Generate related ideas with assistance.
5. Dictate or produce “writing” to express thoughts.
6. Repeat message conveyed through dictation or “writing,” (e.g., retell what was written).
7. Begin to use resources (e.g., labels, books, adults, word walls, computer, etc.) to convey meaning.
8. Display or share writing samples, illustrations and dictated stories with others.

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