

Fairfield Public Schools Language Arts Curriculum

Reading, Writing, Speaking, and Listening

Preschool



Preschool Language Arts

Literacy rich preschool classes are joyful, busy places where children develop relationships, explore, negotiate, and learn. Through their years in preschool, young children are exposed to and explore the power of literacy in helping shape their world and build relationships. Literacy learning depends on more than teaching the ABCs. Language and literacy are tools for thinking and communicating.

The preschool curriculum allows children to learn how language helps build a community of learners through thoughtfully planned literacy work that exposes children to the components of literacy: vocabulary and language, phonological awareness, knowledge of print, letters and words, comprehension and books.

The standards addressed in preschool can be directly linked to the standards that will be addressed in kindergarten. The curriculum guide demonstrates how the important work in preschool classes helps lay the groundwork for further literacy learning as they enter kindergarten.

Learning Guide

Living and Learning in the Preschool Classroom	Language the Foundation of Learning	Supporting Emergent Readers	Supporting Emergent Writers
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Reading and Writing and Word Study Resources

- *The Creative Curriculum for Preschool Volume 3: Literacy. (2010) by C. Heroman & C. Jones*
- *Literacy Beginnings: A Prekindergarten Handbook. (2011) by G.S. Pinnell & I. Fountas*
- *Teaching Strategies: Children's Book Collection*

Preschool Overview

Central Understandings:	Essential Questions	Assessments
<p>Students listen to and understand increasingly complex language</p> <p>Use language to express thoughts and needs</p> <p>Use appropriate conversational and other communication skills</p> <p>Comprehend and respond to books and other texts</p> <p>Students explore and use increased understanding of concepts about print and the alphabetic principle</p> <p>Explore and use emergent writing skills</p>	<ol style="list-style-type: none"> 1. How do we engage preschoolers in rich discussions about literature in large groups, small groups and individually? 2. How do we provide experiences for preschoolers to compare, connect, and respond to experiences in our daily routines and in texts we view? 3. How do we provide preschoolers the opportunity to apply meaningful applications of language in large groups, small groups, and individually? 4. How do promote discussions around a variety of high-interest, relevant nonfiction texts to build conceptual understanding? 5. How does exposure to new vocabulary build understanding of our world? 6. How does attending to print build readiness for reading and writing? 7. How does learning about letters and words in context help us prepare to read and write better? 8. How do singing songs and rhymes help develop phonological awareness? 9. How do we provide preschoolers with ample opportunities to write and draw across the day? 10. How do we provide preschoolers ample time to engage in conversations with peers and adults about topics of interest? 	<p><u>Universal Assessments</u></p> <ul style="list-style-type: none"> • Letter Knowledge • Concepts of Print/Book Experiences • Name Writing
<p>Content Outline:</p> <ul style="list-style-type: none"> • Living and Learning in the Preschool Classroom • Language the Foundation of Learning • Supporting Emergent Readers • Supporting Emergent Writers 	<p>Preschool Thread for the Year:</p> <p>Together and individually explore and use the elements of literacy to build and sharing understanding and meaning.</p> <p>Standards</p> <ul style="list-style-type: none"> • CT Preschool Curriculum Framework (PCF) • CT Preschool Assessment Framework (PAF) 	

Living and Learning in a Preschool Classroom

Overview

Preschoolers are excited to be part of a new learning community. Each child arrives at school with a different set of backgrounds and understandings. Specific activities designed to capitalize on a young child's natural curiosity provides opportunities to explore and use language and literacy in a variety of settings and activities.

These routines expose students to a variety of oral language, reading and writing tasks that foster deeper understanding that print contains a message. Through the use of common routines and ritual students learn to use language as they participate in various learning activities using literacy in a variety of ways.

Preschool Big Ideas

- School is a place where people, work, talk, and play together.
- You can learn many new things about your world at school.
- You can tell stories, and your classmates can tell stories.
- You learn how to talk nicely with others.
- You can talk to show your thinking.
- You can tell your stories by drawing and writing.
- You can read stories together.

Oral Language Standards

- Understand and participate in conversation (COG 9)
- Sustains attention to task/goal that child has set out to accomplish (P&S 2)
- Participate in teacher led language activities
- Manages transitions, follows routines and rules (P&S 4)
- Uses words to express emotions or feelings (P&S 5)
- Interacts cooperatively with peers (P&S 7)
- Participates in small and large group activities (PCF)
- Demonstrate an understanding of sequence of events and time periods (PCF)

Reading Standards

- Participates in teacher led group reading activities (P&S 3)
- Recognizes similarities and appreciates differences (P&S 9)
- Attends to a story (PCF)
- Show independent interest in reading related activities (PCF)

Writing Standards

- Participate in teacher led group writing activities (P&S 3)
- Uses symbols or drawing to express thought, feeling and ideas (PCF)
- Demonstrate spatial awareness in fine motor activities (PCF)
- Show beginning control of writing, drawing and art tools (PCF)

Assessments and Progress Indicators

*Letter Identification

*Concepts About Print

Links to Kindergarten Common Core Standards**READING STRAND:****READING FOR LITERATURE****Key Ideas and Details**

CC.K.R.L.1 With prompting and support, ask and answer questions about key details in a text.

CC.K.R.L.1 With prompting and support, retell familiar stories, including key details.

READING FOR INFORMATION STANDARDS**Key Ideas and Details**

CC.K.R.L.1 With prompting and support, ask and answer questions about key details in a text.

Range of Reading and Level of Text Complexity

CC.K.R.I.10 Actively engage in group reading activities with purpose and understanding.

READING STRAND: FOUNDATIONAL SKILLS STANDARDS**Phonological Awareness**

CC.K.R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

SPEAKING AND LISTENING STRAND:**Comprehension and Collaboration**

CC.K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CC.K.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CC.K.SL.1.b Continue a conversation through multiple exchanges

CC.K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

CC.K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CC.K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.

WRITING STRAND:**Production and Distribution of Writing**

CC.K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CC.K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

CC.K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

LANGUAGE STRAND:**Conventions of Standard English**

CC.K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.K.L.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

CC.K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Language the Foundation for Learning

Overview

Preschoolers are excited to be part of a new learning community. These routines expose students to a variety of oral language, reading and writing tasks that foster deeper understanding that print contains a message. Oral Language is the foundation of literacy. Literacy learning begins with listening and speaking. The preschool curriculum affords children the opportunity to use language in a variety of settings and tasks.

Preschool Big Ideas

- Language plays an important role in young children’s learning.
- Children use language in different ways: narrative, explaining and seeking information, oral performance and giving and understanding directions.
- Children’s language expands as they interact with a variety of people.
- Children learn more about how to use language conventionally as they utilize language in work and play.
- A child’s vocabulary expands through conversation, particularly about texts that have been read aloud.

Oral Language Standards

- Use oral language to explain or describe or ask questions (PCF)
- Compare and contrast objects and events (PCF)
- Recognizes similar sounds in speech (COG 12)
- Uses complex sentences and vocabulary to describe ideas and experiences (COG 8)
- Understands and participates in conversations (COG 9)
- Speak clearly including use of appropriate tone and inflection (PCF)
- Demonstrate understanding of basic conversational vocabulary (PCF)
- Speak for a variety of purposes (PCF)
- Use oral language to explain or describe or ask questions about a work of art (PCF)

Reading Standards

- Shows empathy and caring for others (P&S 6)
- Works to Resolve Conflicts (P&S 8)
- Understands and participates in conversations (COG 9)
- Retell information from a story (PCF)

Writing Standards

- Draws and paints to represent own ideas (CRE 2)
- Understands and participates in conversations (COG 9)
- Uses symbols or drawing to express thoughts, feelings and ideas (PCF)
- Demonstrate the ability to represent experiences, thoughts and ideas using several art forms (PCF)

Assessments and Progress Indicators

*Letter Identification

*Concepts About Print

Links to Kindergarten Common Core Standards

READING FOR INFORMATION STANDARDS

Key Ideas and Details

CC.PS.R.I.1 With prompting and support, ask and answer questions about key details in a text.

Craft and Structure

CC.K.R.I.4 With prompting and support, ask and answer questions about unknown words in a text.

Integration of Knowledge and Ideas

CC.K.R.I.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

CC.K.R.I.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

CC.K.R.I.10 Actively engage in group reading activities with purpose and understanding.

READING STRAND: FOUNDATIONAL SKILLS STANDARDS

Phonological Awareness

CC.K.R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

SPEAKING AND LISTENING STRAND:

Comprehension and Collaboration

CC.K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CC.K.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CC.K.SL.1.b Continue a conversation through multiple exchanges.

CC.K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CC.K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

CC.K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CC.K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

CC.K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.

WRITING STRAND: WRITING STANDARDS:

Text Types and Purposes

CC.K.W.1 Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic of book.

CC.K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

CC.K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

LANGUAGE STRAND:

Conventions of Standard English

CC.K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.K.L.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

CC.K.L.1f Produce and expand complete sentences in shared language activities

Vocabulary Acquisition and Use

CC.K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading or content.

CC.K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

CC.K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Supporting Emergent Readers & Writers

Overview

Preschoolers are excited to be part of a new learning community. These routines expose students to a variety of oral language, reading and writing tasks that foster deeper understanding that print contains a message. The development of emergent readers and writers are supported in a variety of ways in preschool. Working in large group, small group and individually, preschoolers engage in three critical areas of literacy development: story awareness, language awareness and print awareness. As they progress through the year, an ever-growing confidence grows as they feel and begin to see themselves as readers and writers.

Preschool Big Ideas

- Reading aloud to preschoolers is the best way to teach them the purposes and benefits of reading.
- Young children begin to learn the way stories are organized
- Developing early reading behaviors is an important part of preschool.
- Shared reading helps young children experience many aspects of the reading process before they can read or write.
- Conversation before, during, and after reading supports children's thinking.
- Readers think in many different ways.
- Early attempts to approximate writing are valuable experiences for young children.
- Preschoolers can do a great deal of drawing and talking about their lives and about their reading.
- Shared and interactive writing can provide powerful demonstrations of how the writing process works.

Oral Language Standards	Reading Standards	Writing Standards
<ul style="list-style-type: none">• Retell information from story (PCF)• Compares and orders objects and events (COG 5)• Recognizes similar sounds in speech (COG 12)• Demonstrate an understanding of sequence of events and time periods (PCF)• Use multi-word sentences or phrases to describe ideas feeling and actions (PCF)	<ul style="list-style-type: none">• Shows independent interest in reading-related activities (PCF)• Shows understanding of stories (COG 10)• Displays knowledge of books and print (COG 11)• Identifies printed words (COG 13)• Recognize matching sounds and some printed letters (PCF)• Sorts objects (COG 3)• Classify objects and events based on self-selected criteria (PCF)• Collect, organize and display information (PCF)	<ul style="list-style-type: none">• Recognizes similar sounds in speech (COG 12)• Draws and paints to represent own ideas (CRE 2)• Demonstrate the ability to represent experiences thoughts and ideas using several art forms (PCF)• Uses writing to convey meaning (COG 14)• Use letter like approximations to write words or ideas (PCF)• Show beginning control of writing, drawing and art tools (PCF)

Assessments and Progress Indicators

*Letter Identification

*Concepts About Print

*Build and Write Full Name

Links to Kindergarten Common Core Standards

READING STRAND:

READING FOR LITERATURE

Key Ideas and Details

CC.K.R.L.1 With prompting and support, ask and answer questions about key details in a text.

CC.K.R.L.2 With prompting and support, retell familiar stories, including key details.

CC.K.R.L.3 With prompting and support, identify characters, setting and major events in a story.

CC.K.R.L.4 Ask and answer questions about unknown words in a text.

CC.K.R.L.5 Recognize common types of texts (e.g. storybooks, poems).

CC.K.R.L.9 With prompting and support compare and contrast the adventures and experiences of characters in familiar stories.

READING FOR INFORMATION STANDARDS

Key Ideas and Details

CC.K.R.I.1 With prompting and support, ask and answer questions about key details in a text.

CC.K.R.I.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

CC.K.R.I.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

CC.K.R.I.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

CC.K.R.L.10 Actively engage in group reading activities with purpose and understanding.

READING STRAND: FOUNDATIONAL SKILLS STANDARDS

Print Concepts

CC.K.R.F.1 Demonstrate understanding of the organization and basic features of print.

WRITING STRAND:

Text Types and Purposes

CC.K.W.1 Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic of book.

CC.K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CC.K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

CC.K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CC.K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

CC.K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

<p>CC.K.R.F.1a Follow words from left to right, top to bottom, and page by page.</p> <p>CC.K.R.F.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>CC.K.R.F.1d Recognize and name all upper and lower case letters of the alphabet.</p> <p>Phonological Awareness</p> <p>CC.K.R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Phonics and Word Recognition</p> <p>CC.K.R.F.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>CC.K.R.F.3c Read common high frequency words by sight.</p>	
<p>SPEAKING AND LISTENING STRAND:</p> <p>Comprehension and Collaboration</p> <p>CC.K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>CC.K.SL.1.b Continue a conversation through multiple exchanges.</p> <p>CC.K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>CC.K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>CC.K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>CC.K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>LANGUAGE STRAND:</p> <p>Conventions of Standard English</p> <p>CC.K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.K.L.1.a Print many upper- and lowercase letters.</p> <p>CC.K.L.1.b Use frequently occurring nouns and verbs.</p> <p>CC.K.L.2c Write a letter or letters for most consonant and short-vowels (phonemes).</p> <p>CC.K.L.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>CC.K.L.1f Produce and expand complete sentences in shared language activities.</p> <p>Vocabulary Acquisition and Use</p> <p>CC.K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content</p> <p>CC.K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>CC.K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>