

## Reading Curriculum Map: Pre-School (3 Year Olds)

Essential Questions		Enduring Understandings	
What is a book?  What can I see and do with a book?  How can I express myself?  Why should I listen?		Books tell a story.  Books differ from one another.  Books have special parts.  Readers take care of books.  Readers open and turn the pages of a book in a certain way.  I can sing and chant with help or by myself.  I can listen and follow directions.	
Instructional Skills	Instructional Strategies	Assessments	Resources
<b>CONCEPTS OF PRINT:</b> Identify book parts (e.g. cover, pages)  Distinguish a book by its cover (e.g. alphabet book, Dr. Seuss, etc.)  Demonstrate book handling skills (e.g. turn pages, hold book in correct direction, begin with cover)	Book baskets, libraries, centers  Book displays, collections  Shared and modeled reading  Book handlings, opportunities	Observations Participation	Big books Children's literature Classroom and school library Book displays and collections
<b>PHONOLOGICAL AWARENESS:</b> Sing and chant with an awareness of rhythm and flow  Discriminate between words ("fat, red...Did I say fat?")  Repeat words, phrases and sentences	Word play, songs, chants  Word games  Word games	Demonstrations/ participation Observation Performance	Cds, tapes Pictures Books

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<p>Follow 1 and 2 step directions (“Point to your nose and stomp your feet.”)</p> <p><b>VOCABULARY:</b> Use simple sentences with appropriate grammatical structure</p> <p>Use some personal pronouns</p>	<p>Simon says, word games</p> <p>Opportunities to speak, converse</p> <p>Conversations, discussions</p>		
Instructional Skills	Instructional Strategies	Assessments	Resources
<p><b>LETTER-SOUND RELATIONSHIPS:</b> Recognize that letters have sounds</p> <p>Identify some letters in name</p> <p>Recognize environmental print &amp; symbols</p>	<p>Modeled, shared and interactive read alouds</p> <p>Name cards, letter blocks, alphabet line</p> <p>Recognize signs, symbols</p>	<p>Observations</p> <p>Performance</p>	<p>Pointers, magic wands, EZ sees</p> <p>Alphabet manipulatives, name cards</p>
<p><b>COMPREHENSION:</b> Listen and attend to a story read aloud</p> <p>Recall an event from a story</p> <p>Recall main character (e.g. Clifford, Corduroy, etc.)</p> <p>Recognize reoccurring characters</p> <p>Notice illustration details</p> <p>Seek books to “read” during free play</p> <p>Point to pictures or objects in book when asked</p>	<p>Modeled, shared and interactive read alouds</p> <p>“I like...” “I saw...” “I wonder...”</p> <p>Think-pair-share</p> <p>Turn and talk</p> <p>Observations</p> <p>Scavenger hunts for characters</p> <p>Discussion, modeled, shared and interactive read alouds</p> <p>Book center</p> <p>Turn and talk</p>	<p>Participation</p> <p>Observations</p> <p>Checklists</p>	<p>Book baskets</p> <p>Classroom libraries</p> <p>Stuffed animal characters</p> <p>Posters</p> <p>Children’s literature</p> <p>Big books</p> <p>Literature collections</p> <p>Pointers</p>

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Relate a story to a personal experience	Conversations Turn and talk	Performance Observation	
<b>FLUENCY:</b> Sing, chant, recite with rhythms and song	Interactive songs, videos and modeled experiences	Observations performance	Cds, tapes

**STANDARDS:**  
PA Early Learning Standards  
 Learning to Read Independently 1.1.1, 1.1.2, 1.1.3, 1.1.4  
 Text Analysis and Evaluation 1.2.1, 1.2.2  
 Reading, Analyzing and Interpreting Literature 1.3.3  
 Speaking and Listening 1.6.1  
 Research 1.8.1