

## Reading Curriculum Map: Pre-School (4 and 5 year olds) 2<sup>nd</sup> Semester

Essential Questions		Enduring Understandings	
<p>How do I determine the difference between print and pictures? How do I distinguish an individual letter from a word? What is the alphabet?</p> <p>How do I practice phonemic segmentation? How do I segment sentences? How do I find the similarities and differences in words? How can I use language to communicate with others?</p> <p>What is the relationship between letters and sounds? How can I demonstrate my letter knowledge?</p> <p>How do authors communicate? How do illustrators communicate? What is important to remember in a story?</p> <p>Why does my rate vary?</p>		<p><b>CONCEPTS OF PRINT:</b> Print and pictures have a purpose. Letters and words can be distinguished from one another. Letters have names and can be distinguished from one another.</p> <p><b>PHONOLOGICAL AWARENESS:</b> Words are made up of individual sounds(phonemes). Sentences can be segmented into individual words. Words are connected by sounds (sand, sun- they start the same). I can listen and communicate with others appropriately. I can communicate in another language.</p> <p><b>LETTER-SOUND RELATIONSHIPS:</b> There is a relationship between letters and sounds. I can read simple statements using my knowledge of letters, words and sounds.</p> <p><b>COMPREHENSION:</b> Stories are carried by words and pictures. Word meanings can be illustrated by pictures. I can connect what I know to new stories or information. I can retell a story.</p> <p><b>FLUENCY:</b> Songs and chants can be recited at different rates. Letters can be named rapidly when they are known automatically.</p>	
Instructional Skills	Instructional Strategies	Assessments	Resources
<p><b>CONCEPTS OF PRINT:</b> Examine text pages and distinguish between print and</p>	<p>Modeled, shared and interactive reading</p>	<p>Observations Performances</p>	<p>Big books Children's literature</p>

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<p>illustrations/photos</p> <p>Understand that stories and books have meaning</p> <p>Recognize letters have names, slant, form, lines, dots</p> <p>Identify uppercase letters</p> <p>Select a variety of genre during play</p>	<p>Book talks Literature discussions Letter play</p> <p>Letter games, painting</p> <p>Letter cards Books, word cards, symbols Literature</p>	<p>Checklists</p>	<p>Alphabet line Letter manipulatives Signs Picture cards</p>
<p><b>PHONOLOGICAL AWARENESS:</b></p> <p>Recognize that letters have sounds</p> <p>Recognize that words are made up of sounds</p> <p>Isolate phonemes within words</p> <p>Isolate initial phonemes</p> <p>Identify words with the same beginning sounds</p> <p>Respond appropriately to directions and stories</p> <p>Listen and respond attentively to conversation</p> <p>Respond to adult questions</p>	<p>Word play, songs, chants</p> <p>Phonemic isolation games</p> <p>Beginning sound songs, chants</p> <p>Games</p>	<p>Demonstrations/ participation Observation Performance Checklists</p>	<p>Magnetic letters Letter trays Picture cards Word / letter charts</p>

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<p>Share an experience</p> <p>Recite rhymes, songs, familiar text</p> <p>Communicate using detail and information</p> <p>Use verbal and nonverbal language to communicate for a variety of reasons</p> <p>Repeat a few words in another language</p> <p>Recognize rhymes</p> <p>Produce rhymes</p>			
Instructional Skills	Instructional Strategies	Assessments	Resources
<p><b>LETTER-SOUND RELATIONSHIPS:</b></p> <p>Recognize that letters have sounds</p> <p>Identify familiar words, environmental print and letters</p> <p>Apply knowledge of letters, words, and sounds to read simple sentences</p>	<p>Modeled, shared and interactive read alouds</p> <p>Signs, word cards, literature</p> <p>Games</p> <p>Sentence strips</p>	<p>Observations</p>	<p>Pointers, magic wands, EZ sees</p> <p>Word cards</p> <p>Literature</p> <p>Signs</p> <p>Sentence strips</p> <p>Flashcards</p>
<p><b>COMPREHENSION:</b></p> <p>Listen and discuss a story read aloud</p> <p>Engage in literature based discussions</p>	<p>Modeled, shared and interactive read alouds</p> <p>Book baskets/ collections browsing time</p>	<p>Participation in group and independent questions</p> <p>Observations</p> <p>performance</p>	<p>Book baskets</p> <p>Classroom libraries</p>

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<p>Participate in describing illustrations and text on a page</p> <p>Retell a simple story in sequence with picture support</p> <p>Identify story characters and detail through questioning</p> <p>Draw connections between story events and personal experiences</p> <p>Identify beginning and end of a story</p> <p>Differentiate between real and make believe</p> <p>Locate information on an identified topic(s) using resources provided</p> <p>Recognize that technology can be used to gain information</p>	<p>Think-pair-share</p> <p>Turn and talk</p> <p>Picture cubes</p> <p>Story maps and cards</p> <p>Puppets</p> <p>Stuffed animals</p> <p>Questions</p> <p>Fiction/nonfiction books</p> <p>Computers</p> <p>Electronic devices</p>		
<p><b>FLUENCY:</b></p> <p>Sing, chant, recite with rhythm and replication</p> <p>Name all uppercase letters with some automaticity</p> <p>Name most lowercase letters with some automaticity</p> <p>Name all sounds with a level of automaticity</p>	<p>Interactive songs, videos and modeled experiences</p> <p>Flashcards or letter chart reviews</p>	<p>Observations</p> <p>Checklists</p>	<p>CDs, tapes</p> <p>Flashcards</p> <p>Letter charts</p>

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<b>STANDARDS:</b> <u>PA Early Learning Standards</u> Learning to Read Independently 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5 Text Analysis and Evaluation 1.2.1, 1.2.2, 1.2.3, 1.2.5 Reading Analyzing and Interpreting Literature 1.3.2, 1.3.3, 1.3.4 Speaking and Listening 1.6.1, 1.6.2, 1.6.3, 1.6.4 Characteristics and Functions of the English Language 1.7.1 Research 1.8.1, 1.8.2, 1.8.3 Information, Communication and Technology Literacy 1.9.1			