Pre-Kindergarten English Language Arts

Pre-Kindergarten Course Description

The standards are designed to promote the learning and development of the "whole child." The activities build language skills, increase thinking and problem-solving abilities, develop social skills, promote large and small muscle development, and increase general knowledge in ways that help children get ready for kindergarten.

Pre-Kindergarten Inquiry and Application Standards

The Project Approach and other interest-based inquiry strategies offer teachers specific ways for children to:

• Learn about interesting, worthwhile, and real-world things in appropriate ways
• Ask questions and investigate answers
• Address standard early learning content
• Work at their own pace and on their own level
• Collaborate with others to plan, solve problems, and think creatively
Content Standards

I. Reading Literature

A. Key Ideas and Details

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

2. With prompting and support, retell familiar stories, including key details.

3. With prompting and support, identify characters and major events in a story.

B. Craft and Structure

1. Ask and answer questions about unknown words in a text.

2. Begin to demonstrate an understanding of the differences between fantasy and reality (e.g., talking flowers and animals).

3. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

C. Integration of Knowledge and Ideas

1. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

2. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

D. Range of Reading and Level of Text Complexity

1. Actively engage in group reading activities with purpose and understanding; participate in the recitation of books, poems, chants, songs and nursery rhymes.
II. Reading Informational Text

A. Key Ideas and Details

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

2. With prompting and support, identify the main topic and retell key details of a text.

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

B. Craft and Structure

1. With prompting and support, ask and answer questions about unknown words in a text.

2. Identify the front cover, back cover and title page of a book.

3. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

C. Integration of Knowledge and Ideas

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

2. With prompting and support, identify the reasons an author gives to support points in a text.

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

D. Range of Reading and Level of Text Complexity

1. Actively engage in group reading activities with purpose and understanding.
III. Reading Foundational Skills

A. Print Concepts

1. Demonstrate understanding of the organization and basic features of print:
   a) Follow words from left to right, top to bottom and page by page.
   b) Recognize that spoken words are represented in written language by specific sequences of letters.
   c) Understand that words are separated by spaces in print.
   d) Recognize and name some upper and lower case letters in addition to those in first name.

B. Phonological Awareness

1. Demonstrate understanding of spoken words, syllables and sounds (phonemes):
   a) Recognize and produce rhyming words.
   b) Hear sounds in words by isolating the syllables of a word using snapping, clapping or rhythmic movement (e.g., cat, apple).
   c) 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).
   d) Differentiate between sounds that are the same and different (e.g., environmental sounds, animal sounds, rhyming words).

C. Phonics and Word Recognition

1. Know and apply grade-level phonics and word analysis skills in decoding words:
   a) Demonstrate a beginning understanding of links between letters and sounds.
   b) Identify own name in print
   c) Recognize and “read” familiar words or environmental print (e.g., McDonalds, Bob Evans).
IV. Writing

A. Text Types and Purpose

1. Use a combination of drawing, dictating and emergent writing to compose opinion pieces in which they tell a reader the topic of the name of the book they are writing about and state an opinion or preference about the topic or book. (e.g., My favorite book is……).

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

3. Use a combination of drawing, dictating and emergent 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.

B. Production and Distribution of Writing

1. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

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

C. Research to Build and Present Knowledge

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

2. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
V. Speaking and Listening

A. Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups:
   a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
   b) Continue a conversation through multiple exchanges.

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.

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

B. Presentation of Knowledge and Ideas

1. Describe familiar people, places, things, and events, and with prompting and support, provide additional detail.

2. Add drawings or other visual displays to descriptions as desired to provide additional detail.

3. Speak clearly and understandably to express ideas, feelings, and needs.

VI. Language

A. Conventions of Standard English

1. Demonstrate command of the conventions of standards English grammar and usage when writing or speaking.
   a) Print letters of own name and other meaningful words with assistance using mock letters and/or conventional print; begin to demonstrate letter formation in "writing."
   b) Use frequently occurring nouns and verbs
Oakwood City School District
Pre-Kindergarten English Language Arts

1. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
2. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
3. Use the most frequently occurring propositions (e.g., to, from, in, out, on, off, for, of, by, with).
4. Produce and expand complete sentences in shared language activities.

2. Indicate an awareness of letters that cluster as words, words in phrases or sentences by use of spacing, symbols, or marks.

3. Scribble familiar words with mock letters and some actual letters (e.g., Mom, child's name).

B. Vocabulary Acquisition and Use

1. Determine the meaning of unknown words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison).

2. With guidance and support from adults, explore word relationships and nuances in word meanings.
   a) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
   b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
   c) Identify real-life connections between words and their use (e.g., note places at school that are colorful).
   d) Distinguish shares of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

3. Recognize and demonstrate an understanding of environmental print

4. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

5. Demonstrate or orally communicate position and directional words (e.g., inside, outside, in front of, behind).