



English Language Arts Curriculum

Children's House - Pre K

1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

Expectations for Students

CC.1.1 PK.A – Practice appropriate book handling skills.

CC.1.PK.B – Identify basic features of print.

- Differentiate between numbers and letters and letters and words.
- Recognize some of the sounds and names of lower and upper case letters of the alphabet.

CC.1.1PK.C – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize rhyming words and when two or more words begin with the same sound (alliteration).
- Count, syllables in spoken words.
- Segment single-syllable spoken words.
- Isolate and pronounce initial sounds.

CC.1.1PK.D – Develop phonics and word skills.

- Associate some letters with the sound and name.
- Identify familiar words and environmental print.

1.2 Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Expectations for Students

CC.1.2PK.A – With prompting and support, retell key details of text that support a provided main idea.

CC.1.2PK.B – Answer questions about a text.

CC.1.2PK.C – With prompting and support, make connections between information in a text and personal experiences.

CC.1.2PK.E – Identify the front cover, back cover, and title page of a book.

CC.1.2.PK.F – With prompting and support, answer questions about unfamiliar words read aloud from a text.

CC.1.2.PK.G – With prompting and support, answer questions to connect illustrations to the written word.

CC.1.2.PK.I – With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.

CC.1.2.PK.J – Use new vocabulary and phrases acquired in conversations and being read to.
 CC.1.2.PK.K – With prompting and support, clarify unknown words or phrases read aloud.
 CC.1.2.PK.L – With prompting and support, actively engage in group reading activities with purpose and understanding.

1.3 Reading Literature

Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Expectations for Students

CC.1.3PK.A – With prompting and support, retell a familiar story in sequence with picture support.
 CC.1.3PK.B – Answer questions about a particular story (who, what, how, when, and where).
 CC.1.3PK.C – With prompting and support, answer questions to identify characters, settings, and major events in a story.
 CC.1.3.PK.D – With prompting and support, name the author and illustrator of a story.
 CC.1.3.PK.E – With prompting and support, recognize common types of text.
 CC.1.3PK.F – Answer questions about unfamiliar words read aloud from a story..
 CC.1.3PK.G – Describe pictures in books using detail.
 CC.1.3PK.H – Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.
 CC.1.3.PK.I – With prompting and support, clarify unknown words or phrases read aloud.
 CC.1.3.PK.J – Use new vocabulary and phrases acquired in conversations and being read to.
 CC.1.3PK.K – With prompting and support, actively engage in group reading activities with purposes and understanding.

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective.

Expectations for Students

CC.1.4PK.A – Draw/dictate to compose informative/explanatory texts examining a topic.
 CC.1.4PK.B – With prompting and support, draw/dictate about one specific topic.
 CC.1.4.PK.C – With prompting and support, generate ideas to convey information.
 CC.1.4PK.D – With prompting and support, make logical connections between drawing and dictation.

 CC.1.4PK.M – Dictate narratives to describe real or imagined experiences or events.
 CC.1.4PK.N – Establish “who” and “what” the narrative will be about.
 CC.1.4PK.O – With prompting and support, describe experiences and events.
 CC.1.4.PK.P – Recount a single event and tell about the events in the order in which they occurred.
 CC.1.4PK.T – With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.

CC.1.4PK.V – Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.

CC.1.4PK.W – With guidance and support, recall information from experiences or books.

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Expectations for Students

CC.1.5PK.A – Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5PK.B – Answer questions about key details in a text read aloud or information presented orally or through other media.

CC.1.5PK.C – Respond to what a speaker says to follow directions, seek help, or gather information.

CC.1.5PK.D – Use simple sentences, share stories, familiar experiences, and interests speaking clearly enough to be understood by most audiences.

CC.1.5PK.E – Use simple sentences, express thoughts, feelings, and ideas clearly enough to be understood by most audiences.

CC.1.5PK.G – Demonstrate command of the conventions of standard English when speaking based on prekindergarten level and content.

Activities and Experiences

Class discussions
Individual guided reading
Journaling
Teacher lessons
Working independently with Montessori based hands on material
Sharing opportunities
Student writing
Paper and pencil activities
Self selected reading opportunities
Read to students daily

Materials and Resources

Nomenclature cards
Visual presentation cards
Object boxes
Sandpaper letters
Moveable alphabet with objects, pictures, and phrases
Lined mats for moveable alphabet writing
Puzzle/Sight words
Mac and Tab readers
Phonogram boxes
Sand tray, chalkboard, white board
Metal insets
Blank paper, tracing paper, lined paper, and journals
Fiction and nonfiction books

Assessments

Observations
Montessori lessons checklist
Fountas and Pinnell assessment kit (based on student readiness).