

## Pre-Kindergarten Language Arts Curriculum

### Unit of Study: Pre-Reading

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Uses the general skills and strategies of the reading process.	<ul style="list-style-type: none"><li>• Knows that print and written symbols convey meaning and represent spoken language.</li><li>• Begins to understand the differences between letters, numbers, and words.</li><li>• Understands that illustrations and pictures convey meaning.</li><li>• Knows the proper way to handle books (e.g., hold the book upright; turn pages from front to back, one at a time).</li><li>• Knows that print is read from left to right and that books are read front to back.</li><li>• Knows some letters of the alphabet, such as those in the student's own name.</li><li>• Knows some familiar words in print, such as own first name.</li><li>• Begins to recognize familiar print in their environment.</li><li>• Begins to predict story events or outcomes while listening to a story.</li><li>• Uses emergent reading skills to "read" a story (e.g., gathers meaning from words and pictures).</li><li>• Begins to understand that books have titles, authors, and often illustrators.</li><li>• Begins to use visual and verbal cues, including pictures, to comprehend new words and stories.</li><li>• Begins to understand the sequence of events (e.g., beginning, middle, and end) in a story.</li><li>• Understands the literal meaning of plays, poems, and stories.</li><li>• Begins to differentiate between fact and fiction, real and make-believe.</li><li>• Relates stories to his/her own life and experience.</li><li>• Chooses and looks at books independently.</li><li>• Begins to develop phonemic awareness.</li></ul>

### Unit of Study: Pre-Writing

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Uses the general skills and strategies of the writing process.	<ul style="list-style-type: none"><li>• Begins to understand that writing, including pictures, letters, and words, communicates meaning and information.</li><li>• Uses drawings to express thoughts, feelings, and ideas.</li><li>• Uses forms of emergent writing (e.g., scribble writing, random symbols, random letter-like marks) to represent ideas.</li><li>• Dictates stories, poems, and personal narratives.</li><li>• Uses knowledge of letters to write or copy words, such as own name, peer names, etc.</li><li>• Uses writing tools and materials (e.g., pencils, crayons, chalk, markers, rubber stamps, computers, paper, cardboard, chalkboard).</li><li>• Asks how to write new words.</li><li>• Begins to use phonic knowledge to spell simple words.</li><li>• Begins to trace lines, shapes, and letters.</li></ul>

**Unit of Study: Listening and Speaking**

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Uses listening and speaking strategies for different purposes.	<ul style="list-style-type: none"><li>• Begins to understand syllables in words.</li><li>• Speaks clearly enough to be understood by unfamiliar adults.</li><li>• Uses new vocabulary to describe feelings, thoughts, experiences, and observations.</li><li>• Speaks expressively following a model (e.g., uses different voices for various characters).</li><li>• Uses descriptive language (e.g., color words; size words, such as bigger, smaller; shape words).</li><li>• Tells stories based on personal experience or make-believe.</li><li>• Asks questions to obtain information.</li><li>• Answers simple questions.</li><li>• Begins to follow conversation rules (e.g., taking turns, making relevant comments; staying on topic) when talking with peers and adults.</li><li>• Creates or acts out familiar stories, songs, and rhymes.</li><li>• Retells a story in their own words.</li><li>• Listens for a variety of purposes (e.g., to gain and share information, to perform a task, for enjoyment, to learn what happened in a story, to converse with an adult or peer).</li><li>• Understands and follows one- and two-step directions.</li><li>• Understands basic conversational vocabulary.</li><li>• Knows that words are made up of sounds (e.g., that words can begin alike, sound alike).</li><li>• Listens to a variety of stories, rhymes, and songs.</li><li>• Applies rudimentary rules of grammar while speaking.</li><li>• Uses non-verbal language or simple words.</li></ul>