

**Youngstown City Schools
Pre-School Curriculum Map
English/Language Arts**

I = Introduce Concepts **■ = at this time** **— = at a later time**

September – October – November Standards	Instructional Practices See Model Curriculum
<p>Literature</p> <p>Key Ideas and Details</p> <p>1. With prompting and support, ask and answer questions about key details in a text.</p> <p>3. With prompting and support, identify characters and major events in a story.</p> <p>9. Actively engage in group reading activities with purpose and understanding; participate in the recitation of books, poems, chants, songs and nursery rhymes.</p> <p>Informational Text</p> <p>1. With prompting and support, ask and answer questions about key details in a text.</p> <p>2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Actively engage in group reading activities with purpose and understanding.</p>	<ul style="list-style-type: none"> • Dramatic play and role plays (reenacting stories) • Working in small group (sharing, centers, read aloud, shared reading) • Pairing photos/object with vocabulary words • Retellings/story boards • Using non-fiction books during shared reading and read aloud • Technology (research) • Embed informal text within learning centers

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<p>Foundational Skills Phonological Awareness 2.b. Hear sounds in words by isolating the syllables of a word using snapping, clapping or rhythmic movement (e.g., cat, ap-ple). 2.d. Differentiate between sounds that are the same and different (e.g., environmental sounds, animal sounds, rhyming words).</p> <p>Phonics and Word Recognition 3.c. Recognize and “read” familiar words or environmental print (McDonalds, Bob Evans).</p> <p>Speaking and Listening 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).</p>	<ul style="list-style-type: none"> • Songs, poems and finger plays • Multiple independent writing experiences for children • Read aloud • Word play games • Shared reading <ul style="list-style-type: none"> • Group routines and activities (large and small) • Read aloud • Shared readings • Dramatic play (puppets, role play) • Sharing (informal and activity based) • Story retelling and story boards • Modeling and scaffolding

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

Presentation of Knowledge and Ideas

- 4. Describe familiar people, places, things and events, with prompting and support, provide additional detail.
- 6. Speak clearly and understandably to express ideas, feelings and needs.

Language Standards

Conventions of Standard English

- 1.b. Use frequently occurring nouns and verbs.
- 1.c. Form regular plural nouns orally by adding /s/s or /es/ (e.g., dog, dogs; wish, wishes).
- 3. Scribble familiar words with mock letters and some actual letters (e.g., Mom, child's name).

- Using finger plays for instruction of vocabulary
- Dramatic play and role plays (Providing writing materials and tools in centers)
- Working in small group (sharing, centers, read aloud, shared reading)
- Shared writing activities
- Pairing photos/object with vocabulary words

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<p>Vocabulary Acquisition and Use</p> <p>4. Determine the meaning of unknown words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison).</p> <p>5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>6. Recognize and demonstrate an understanding of environmental print.</p> <p>Conventions of Standards</p> <p>1.e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>1.f. Produce and expand complete sentences in shared language activities.</p> <p>Vocabulary Acquisition and Use</p> <p>7. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>8. Demonstrate or orally communicate position and directional words (e.g., inside, outside, in front of, behind).</p>	<ul style="list-style-type: none"> • Using finger plays for instruction of vocabulary • Dramatic play and role plays (Providing writing materials and tools in centers) • Working in small group (sharing, centers, read aloud, shared reading) • Shared writing activities • Pairing photos/object with vocabulary words

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<p>Literature Key Ideas and Details I: 1. With prompting and support, ask and answer questions about key details in a text. I: 2. With prompting and support, retell familiar stories, including key details.</p> <p>Craft and Structure I: 5. Begin to demonstrate an understanding of differences between fantasy and reality (e.g., talking flowers). I: 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>Integration of Knowledge and Ideas I: 7. 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).</p> <p>Informational Text Key Ideas and Details 1. With prompting and support, ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> • Dramatic play and role plays (reenacting stories) • Working in small group (sharing, centers, read aloud, shared reading) • Pairing photos/object with vocabulary words • Retellings/story boards • Using non-fiction books during shared reading and read aloud • Technology (research) • Embed informational text within learning centers

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**September – October – November
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**Instructional Practices
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Craft and Structure

I: 5. Identify the front cover, back cover and title page of a book.

Integration of Knowledge and Ideas

I: 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Foundational Skills

Print Concepts

I: 1.a. Follow words from left to right, top to bottom and page by page.

Phonics and Word Recognition

I: 3.b. Identify own name in print.

Writing Standards

Text Types and Purpose

I: 3. Use a combination of drawing, dictating and emergent writing to **narrate a single event** ~~or several loosely linked events~~, tell about the event and provide a reaction to what happened.

Language

Vocabulary Acquisition and Use

I: 5.b. Demonstrate an understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

- Using non-fiction books during shared reading and read aloud
- Technology (research)
- Embed informational text within learning centers

- Songs, poems and finger plays
- Multiple independent writing experiences for children
- Read aloud
- Word play games
- Shared reading

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<p>I: 5.c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>I: 6. Recognize and demonstrate an understanding of environmental print.</p> <p>Literature Craft and Structure I: 8. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>Informational Text Key Ideas and Details I: 3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p>Craft and Structure I: 6. Name the author and illustrator of a text and define the role of each in presenting the ideas and information in a text.</p> <p>Integration of Knowledge and Ideas I: 8. With prompting and support, identify the reasons an author gives to support points in a text.</p>	<ul style="list-style-type: none"> • Role playing • Puppets • Flannel Board Activities • Picture cues • Puppets

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September – October – November Standards	Instructional Practices See Model Curriculum
<p>I: 9. With prompting and support, identify the basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).</p> <p>Foundational Skills Print Concepts I: 1.b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>I: 1.c. Understand that words are separated by spaces in print.</p> <p>I: 1.d. Recognize and name some upper and lower case letters in addition to those in first name.</p> <p>Phonological Awareness I: 2.a. Recognize and produce rhyming words</p> <p>I: 2.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).</p>	<ul style="list-style-type: none"> • Name cards • Dictation of stories • Point to words as reading aloud • Rhyming books • Finger plays & songs • Picture cueing • Word play • Nursery Rhymes • Leap desk

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September – October – November Standards	Instructional Practices See Model Curriculum
<p>Phonics and Word Recognition I: 3.a. Demonstrate a beginning understanding of links between letters and sounds.</p> <p>Writing Research to Build and Present Knowledge I: 7. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Language Conventions of Standard English I: 1.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."</p>	<ul style="list-style-type: none"> • Name chart • Leap pad • Electronic media • Graphing • Charting • Shared dictation • Sign in sheets • Handwriting without tears • Sentence strips

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**December – January – February
Standards**

**Instructional Practices
See Model Curriculum**

Literature

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.

Craft and Structure


5. Begin to demonstrate an understanding of differences between fantasy and reality (e.g., talking flowers).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

7. 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).

Informational Text

Key Ideas and Details

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

- Dramatic play and role plays (reenacting stories)
- Working in small group (sharing, centers, read aloud, shared reading)
- Pairing photos/object with vocabulary words
- Retellings/story boards

- Using non-fiction books during shared reading and read aloud
- Technology
- Embed informational text within learning centers
- Sequencing story cards

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December – January – February Standards	Instructional Practices See Model Curriculum
<p>Craft and Structure 5. Identify the front cover, back cover and title page of a book.</p> <p>Integration of Knowledge and Ideas 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>Foundational Skills Print Concepts 1.a. Follow words from left to right, top to bottom and page by page.</p> <p>Phonics and Word Recognition 3.b. Identify own name in print.</p> <p>Writing Standards Text Types and Purpose 3. Use a combination of drawing, dictating and emergent writing to narrate a single event or several loosely linked events, tell about the event and provide a reaction to what happened.</p> <p>Language Vocabulary Acquisition and Use 5.b. Demonstrate an understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<ul style="list-style-type: none"> • Songs, poems and finger plays • Multiple independent writing experiences for children • Read aloud • Word play games • Shared reading • Dictating child stories • Games • Gross motor activities

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<p>5.c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>6. Recognize and demonstrate an understanding of environmental print.</p> <p>Literature Craft and Structure I: 4. Ask and answer questions about unknown words in a text.</p> <p>Integration of Knowledge and Ideas I: 8. With Prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>Informational Text Key Ideas and Details I: 2. With prompting and support, identify the main topic and retell key details of a text. I: 3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p>	<ul style="list-style-type: none"> • Word wall for environmental print • Environmental words labeling the environment • Themed environmental words (menus, messages, ect.) • Role playing (reenacting stories) • Dictation of stories • Different versions of stories • Group and small group read alouds • Dictation of stories

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<p>Craft and Structure I: 4. With prompting and support, ask and answer questions about unknown words in a text. I: 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>Integration of Knowledge and Ideas I: 8. With prompting and support, identify the reasons an author gives to support points in a text. I: 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).</p> <p>Foundational Skills Print Concepts I: 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. I: 1.c. Understand that words are separated by spaces in print.</p>	<ul style="list-style-type: none"> • Picture cues • Verbal and picture prompts • Provide a variety of books • Name chart • Sing in sheet • Charting • Tracing vocabulary words • Group dictation

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<p>I: 1.d. Recognize and name some upper and lower case letters in addition to those in first name.</p> <p>Phonological Awareness I: 2.a. Recognize and produce rhyming words. I: 2.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).</p> <p>Phonics and Word Recognition I: 3.a. Demonstrate a beginning understanding of links between letters and sounds.</p> <p>Writing Text Types and Purpose I: 1. Use a combination of drawing, dictating and emergent writing to compose opinion pieces in which they tell a reader the topic or 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...).</p>	<ul style="list-style-type: none"> • Pointing to first word in dictation • Environmental print • Nursery Rhymes • Finger Plays • Songs • Name chart • Pictures with word labels • Environmental print • Stories • Personal experiences • Dictation • Books on tape

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December – January – February Standards	Instructional Practices See Model Curriculum
<p>I: 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.</p> <p>I: 3. Use a combination of drawing, dictating and emergent writing to narrate a single event or several loosely linked events, tell about the event and provide a reaction to what happened.</p> <p>Production and Distribution of Writing</p> <p>I: 5. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Research to Build and Present Knowledge</p> <p>I: 6. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>I: 7. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> • Computer • Camera • Hand held electronic media • Graphs • Charting • Picture books (field trips, classroom visits) • Classroom books

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December – January – February Standards	Instructional Practices See Model Curriculum
<p>I: 2. Indicate an awareness of letters that cluster as words, words in phrases or sentences by use of spacing, symbols or marks.</p> <p>Vocabulary Acquisition and Use</p> <p>I: 5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<ul style="list-style-type: none">• Magnetic letters• Dry erase boards and markers • Gross motor activities

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March – April – May Standards	Instructional Practices See Model Curriculum
<p>Literature Craft and Structure 4. Ask and answer questions about unknown words in a text. 5. Begin to demonstrate an understanding of differences between fantasy and reality (e.g., talking flowers). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>Integration of Knowledge and Ideas 8. With Prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>Informational Text Key Ideas and Details 2. With prompting and support, identify the main topic and retell key details of a text.</p>	<ul style="list-style-type: none"> • Dramatic play and role plays (reenacting stories) • Working in small group (sharing, centers, read aloud, shared reading) • Pairing photos/object with vocabulary words • Retellings/story boards • Using non-fiction books during shared reading and read aloud • Technology (research) • Embed informational text within learning centers

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March – April – May Standard	Instructional Practices See Model Curriculum
<p>3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p>Craft and Structure</p> <p>4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).</p>	<ul style="list-style-type: none"> • Using non-fiction books during shared reading and read aloud • Technology • Embed informational text within learning centers • Picture cues and verbal prompts with read alouds • Picture cues • Book variety

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March – April – May Standards	Instructional Practices See Model Curriculum
<p>Foundational Skills Print Concepts 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name some upper and lower case letters in addition to those in first name.</p> <p>Phonological Awareness 2.a. Recognize and produce rhyming words. 2.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).</p> <p>Phonics and Word Recognition 3.a. Demonstrate a beginning understanding of links between letters and sounds.</p>	<ul style="list-style-type: none"> • Songs, poems and finger plays • Multiple independent writing experiences for children • Read aloud • Word play games • Shared reading • Nursery Rhymes • Finger plays & songs • Rhyming books • Rhyming picture puzzles

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March – April – May
Standards

Instructional Strategies
See Model Curriculum

Writing

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 or 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 event and provide a reaction to what happened.

Production and Distribution of Writing

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

- Children's books
- Individual or group books
- Child created books

- Computers
- Hand held electronic media
- Camera

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March – April – May Standards	Instructional Practices See Model Curriculum
<p>Research to Build and Present Knowledge 6. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 7. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening Comprehension and Collaboration 1. b Continue 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 questions in order to seek help, get information or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas 5. Add drawings or other visual displays to description as desired to provide additional detail.</p>	<ul style="list-style-type: none"> • Group routines and activities (large and small) • Read aloud • Shared readings • Dramatic play (puppets, role play) • Sharing (informal and activity based) • Story retelling and story boards • Modeling and scaffolding <ul style="list-style-type: none"> • Providing media to create individual works of art

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<p>Language Conventions of Standard English 1.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." 1.d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). 2. Indicate an awareness of letters that cluster as words, words in phrases or sentences by use of spacing, symbols or marks.</p> <p>Vocabulary Acquisition and Use 5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>Writing Production and Distribution of Writing I: 4. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<ul style="list-style-type: none"> • Using finger plays for instruction of vocabulary • Dramatic play and role plays (Providing writing materials and tools in centers) • Working in small group (sharing, centers, read aloud, shared reading) • Shared writing activities • Pairing photos/object with vocabulary words • Gross Motor activities • Environmental Walks • Group or individual dictation • Student drawings

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Resource Pages

Reading Literature

- A variety of quality literature (poems, fairy tales, nursery rhymes, picture books)
- Internet
- Photography
- Class created books
- Community resources

Reading Informational Text

- A variety of Informational texts
- Internet
- Photographs
- Class created books
- Community resources

Reading Foundational Skills

- Dramatic play/centers
- Sharing
- Field trips

Speaking and Listening

- Big book easel
- flannel boards
- Large pads of paper
- puppets
- Writing tools (children and adult)
- dramatic play prop boxes (environmental print)
- Big books
- Action cards
- Boardmaker

Language:

- Big book easel
- flannel boards
- Large pads of paper
- puppets
- Writing tools (children and adult)

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- dramatic play prop boxes (environmental print)
- Big books
- Action cards