

Language Arts

Language is the foundation for communication and reading. The preschool years are prime years for acquiring and applying language skills to develop competence to function in a language-based community and meet the expectations of school. A good oral vocabulary, for example, helps children understand stories adults read to them, and stories they will later read to themselves. By listening and through language play, children learn many words and become aware of the units of sound used in our language (phonological awareness), and this knowledge will later support their actual reading.

Goal: Students will demonstrate effective use of language to participate actively in learning opportunities in school as well as in the broader community.

Reading Objectives – The student will demonstrate the following abilities:

- a. Show appreciation for books and reading (WSS II B 1) by:
 - Recognizing specific books by their covers
 - Asking adults to read or write the words in various print forms
 - Asking that books and poetry be read to him or her
 - Listening to stories reflecting different cultures
 - Echoing read-aloud story passages
 - Looking at books in an orderly fashion, turning pages one at a time, going from front to back
 - Self-selecting books for a variety of purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment).
- b. Show beginning understanding of concepts about print (WSS IIB 2) by:
 - Recognizing that printed materials convey meaning
 - Pointing to and “reading” the various forms of print on food boxes and cans, signs, books, labeled items, and other environmental print
 - Recognizing words of interest
 - “Reading” familiar texts to self
 - “Reading” memorized texts (e.g., poems, nursery rhymes, stories)
 - Tracking print from left to right and top to bottom
 - Identifying title, beginning, and end of a story
 - Differentiating letters, drawings and pictures, numerals, and words
 - Recognizing that spoken words can be written
 - Writing a series of scribbles separated by spaces
 - Pointing to a word in a story being read.
- c. Develop phonological awareness (WSS II A 3) by:
 - Distinguishing between environmental sounds that are alike and different (e.g., horns, beeps, bells, loud and soft sounds, sounds long and short in duration)
 - Identifying and repeating rhyming words
 - Distinguishing between rhyming and nonrhyming words
 - Producing a word that rhymes with a given word

- Listening to distinguish each word in a sentence
- Clapping or tapping the rhythm of a name or familiar word by using syllables
- Recognizing a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry
- Repeating beginning sounds in words
- Isolating and matching initial sounds in words.
- d. Begins to develop knowledge about letters (WSS II C 3) by:
 - Reciting the alphabet by chanting or singing
 - Recognizing distinct features of letters in first name
 - Recognizing own first name
 - Recognizing upper and lower case letters in own first name
 - Naming some letters
 - Identifying known letters in varied contexts
 - Being aware that letters can be upper case or lower case
 - Writing some letters, when requested
 - Recognizing that letters have sounds.
- e. Comprehends and responds to stories read aloud (WSS II C 4) by:
 - Asking questions and making comments about the story
 - Relating prior knowledge and experience when discussing text
 - Predicting what will happen next in a story
 - Placing three to four picture in sequence
 - Restating information when discussing text
 - Using illustrations to tell the story
 - Retelling the main events of the story just read or told by the teacher
 - Identifying the common theme or topic in fictional books
 - Retelling and acting out a familiar story
 - Identifying characters and settings in books
 - Making up original or creative endings for stories
 - Restating the teacher's purpose for reading
 - Selecting a favorite illustration from the story and telling how it relates to the text
 - Making up titles for a short passage or book read aloud.

Writing Objectives: The student will demonstrate the following abilities:

- a. Represent ideas and stories through pictures, dictations, and play (WSS II D 1)by:
 - Sharing ideas for drawing and writing
 - Describing and discussing details in a drawing with an adult or peer
 - Evaluating and revising drawings by adding detail to convey additional meaning
 - Drawing pictures and writing random letters
 - Dictating words, labels, and stories, and asking the teacher to write them down
 - Dramatizing familiar stories, such as *Three Little Pigs* or *Brown Bear, Brown Bear*.
- b. Use letter-like shapes, symbols, and letters to convey meaning (WSS II D 2) by:
 - Making rows of squiggles and shapes on a paper and calling it writing
 - Labeling a drawing with several randomly placed letter-like shapes
 - Making lists or notes consisting of pictures, scribbles, and letter-like shapes in the dramatic play area and other classroom areas
 - Writing own names on their art work or other classroom projects
 - Copying letters and words seen around the classroom.

- c. Understand purposes for writing (WSS II D 3) by:
- Using drawings or letter-like shapes to tell about him/herself [personal narrative writing]
 - Dictating notes and messages to friends and family members [practical writing]
 - Dictating or drawing pictures to identify the important details in a reading selection [informational writing]
 - Telling a sequence of events with props or pictures [informational writing]
 - Expressing personal ideas that represent an opinion [persuasive writing]
 - Recognizing that there are resources that can be used when writing (e.g., asking an adult, using printed materials, and using a computer).

Listening Objectives – The student will demonstrate the ability to apply listening skills to:

- a. Gain meaning through listening (WSSII A 1) by:
- Demonstrating active listening behaviors such as orienting to speaker, making visual contact, and responding to cues
 - Repeating sounds, segments, rhythms, and patterns of language in stories, songs, and chants
 - Recognizing a speaker’s general purpose
 - Carrying on a conversation with another person that extends a previously expressed thought or idea
 - Using simple memory techniques (e.g., visualizing the letter F within the shape of an US flag).
- b. Follow two- or three-step directions (WSS II A 2) by:
- Restating and following simple directions.

Speaking Objectives – The student will demonstrate the following abilities:

- a. Speak clearly enough to be understood without contextual clues (WSS II B 1) by:
- Repeating patterns of standard English language to communicate clearly, including using complete sentences and appropriate grammatical usage (e.g., personal pronouns, subject/verb agreement)
 - Using verbal and non-verbal cues in communication (e.g., facial expressions, proximity, gestures)
 - Using props in communicating ideas
 - Using common social conventions, such as “please” or “thank you,” (although often needing reminders).
- b. Use expanded vocabulary and language for a variety of purposes (WSS II B 2) by:
- Using words to communicate feelings, specific events
 - Using appropriate terminology when telling about activities, classroom centers, and objects or topics of interest in the classroom (e.g., color, size, texture, weight, and other characteristics)
 - Asking and responding to questions related to the current topic of discussion
 - Identifying unknown words in stories and conversations
 - Using prior knowledge to determine meaning of unknown words (teacher prompts child to think about what he or she already knows)
 - Using context and illustrations to find meanings of unknown words
 - Asking questions about unknown objects and words related to topics discussed
 - Relating ideas, events, and experiences sequentially.

Technology Objectives – The student will demonstrate abilities in technology by:

- Identifying the basic components of a computer system such as a monitor, keyboard, and mouse
- Operating a computer system, with assistance, emphasizing the manipulation of the mouse and correctly turning on a computer.