

Preschool (3 year-olds) Language Arts Common Core Curriculum

<i>White = Direct Instruction (e.g., small group rotations, center activities)</i> <i>Gray = Indirect/Informal Instruction (e.g., whole group experiences, read-alouds, integration)</i>	Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4
Reading Literature				
Key Ideas and Details				
RL.PK.1 With modeling and prompting, <u>answer</u> questions about details in a text. Preschool 3 Develop comprehension by demonstrating understanding of text during and after reading (e.g., make guesses about what a story is about).				
RL.PK.2 With modeling and support, <u>retell familiar stories/poems</u> . Preschool 3 Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).				
RL.PK.3 With modeling and support, identify <u>characters, settings, and major events</u> in a story. Preschool 3 Develop comprehension by demonstrating understanding of text during and after reading (e.g., begin to understand that stories can be acted out).				
Craft and Structure				
RL.PK.4 With modeling and support, <u>answer questions about unknown words</u> in stories and poems. Preschool 3 Expand vocabulary and language usage (e.g., discover the meaning of new words from the context or pictures).				
RL.PK.5 <u>Gain exposure to common types of literary texts</u> (e.g., storybooks, poems). Preschool 3 Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to a variety of fiction and nonfiction materials).				
RL.PK.6 With modeling and support, <u>identify the role of author and illustrator</u> . Preschool 3 Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to and discuss a variety of books).				
Integration of Knowledge and Ideas				
RL.PK.7 With modeling and support, <u>tell how the illustrations support the story</u> . Preschool 3 Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).				
RL.PK.9 With modeling and support, <u>compare adventures and experiences of characters</u> in familiar stories. Not expected for age 3				
Range of Reading/Level of Text Complexity				
RL.PK.10 <u>Actively engage in group reading activities</u> with purpose and understanding. Preschool 3 Develop comprehension by demonstrating understanding of text during and after reading (e.g., makes guesses about what a story is about).				
Reading Informational Text				
Key Ideas and Details				
RI.PK.1 With modeling and support, <u>answer</u> questions about details in an informational text. Preschool 3 Develop comprehension by demonstrating understanding of text during and after reading (e.g., make guesses about what a book is about).				
RI.PK.2 With modeling and support, <u>recall one or more detail(s) related to the main topic</u> from an informational text. Preschool 3 Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).				
RI.PK.3 With modeling and support, <u>connect individuals, events, and pieces of information in text to life experiences</u> .				

Preschool 3 Develop comprehension by demonstrating understanding of text during and after reading (e.g., make up a story about a book).				
Craft and Structure				
RI.PK.4 With modeling and support, <u>answer questions about unknown words</u> in a text. Preschool 3 Expand vocabulary and language usage (e.g., discover the meaning of new words from the context or pictures).				
RI.PK.5 With modeling and support, <u>identify the front cover and back cover</u> of a book. Preschool 3 Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to a variety of fiction and non-fiction materials).				
RI.PK.6 With modeling and support, <u>define the role of the author and illustrator/photographer</u> in presenting the ideas or information in a text. Preschool 3 Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to and discuss a variety of books).				
Integration of Knowledge and Ideas				
RI.PK.7 With modeling and support, <u>tell how the illustrations/photographs support the text</u> . Preschool 3 Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in texts).				
RI.PK.8 With modeling and support, <u>identify the reasons an author gives to support points</u> in a text. Preschool 3 Develop comprehension by demonstrating understanding of text during and after reading (e.g., ask and answer questions about a book).				
RI.PK.9 With prompting and support, discuss <u>similarities and differences between two texts on the same topic</u> (i.e., in illustrations or descriptions). Not expected for age 3				
Range of Reading/Level of Text Complexity				
RI.PK.10 <u>Actively engage in group reading activities</u> with purpose and understanding. Preschool 3 Develop comprehension by demonstrating understanding of text during and after reading (e.g., makes guesses about what a book is about).				
Reading Foundational Skills				
Print Concepts				
RF.PK.1 Demonstrate understanding of <u>basic features of print</u> . RF.PK.1.a Demonstrate an <u>awareness that words are read from left to right, top to bottom, and page-by-page</u> . RF.PK.1.b Recognize that <u>spoken words can be written and read</u> . RF.PK.1.c Understand that <u>words are separated by spaces</u> in print. RF.PK.1.d <u>Recognize and name some upper- and lowercase letters</u> of the alphabet. Preschool 3 Recognize that symbols have corresponding meaning (e.g., sing the alphabet song, pointing to the letters).				
Phonological Awareness				
RF.PK.2 Demonstrate <u>understanding of spoken words and sounds</u> (phonemes) RF.PK.2.a Recognize <u>rhyiming words</u> in spoken language. RF.PK.2.b <u>Identify and isolate individual words</u> in a spoken sentence. RF.PK.2.c <u>Count, pronounce, blend, and segment syllables</u> in spoken words. RF.PK.2.d <u>Blend and segment onsets and rimes</u> of single-syllable spoken words. RF.PK.2.e <u>Isolate and pronounce the initial sound</u> in spoken words. RF.PK.2.f Orally <u>blend and segment individual phonemes</u> in two-to-three phoneme words. Preschool 3 Develop phonological awareness by becoming aware of the sounds of spoken language (e.g., begin to supply rhyming words in a familiar poem or song, draw attention to parts of words such as syllables by moving or clapping).				

Phonics and Word Recognition				
RF.PK.3 Know and apply <u>grade-level phonics</u> and <u>word analysis skills</u> in decoding words				
RF.PK.3.a Recognize that <u>words are made up of letters and their sounds</u> .				
RF.PK.3.b Demonstrate basic knowledge of <u>one-to-one letter/sound correspondences</u> by producing the most frequent sound for <u>some consonants</u> .				
RF.PK.3.c Recognize <u>name in print</u> as well as some <u>environmental print</u> (symbols/words).				
Preschool 3 Recognize that symbols have corresponding meaning (e.g., look for and identify familiar logos or signs, find own name card on a carpet square and sit there).				
Fluency				
RF.PK.4 <u>Engage with a variety of texts</u> (e.g., a variety of structures and/or genres) with purpose and understanding.				
Preschool 3 Begin to develop fluency by imitative reading (e.g., listen to models of fluent reading, ask to reread a favorite story, remembering the funny ending and telling it as you start to read).				
Writing				
Text Types and Purposes				
W.PK.1 With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to <u>share opinion</u> about an experience or book.				
Preschool 3 Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., begin to control scribbles, perhaps telling caregiver what they say).				
W.PK.2 Use a combination of drawing, dictating, or developmentally appropriate writing to <u>state information</u> on a topic.				
Preschool 3 Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., pretend to take your order while playing restaurant by scribbling on a pad with a pencil).				
W.PK.3 With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to <u>communicate a personal story</u> about a single event and tell about the event in a meaningful <u>sequence</u> .				
Preschool 3 Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., make a picture of self with lines coming out of the bottom and sides of a circle).				
Production and Distribution of Writing				
W.PK.5 With modeling, guidance, and support from adults, <u>review</u> drawing, dictation, or developmentally appropriate writing.				
Preschool 3 is not age expected for three-year-olds.				
W.PK.6 With prompting and support from adults, <u>explore a variety of digital tools</u> to express ideas.				
Preschool 3 Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., show a friend his picture on a wall).				
Research to Build and Present Knowledge				
W.PK.7 Participate in <u>shared research and shared writing</u> projects.				
Preschool 3 is not age expected for three-year-olds.				
W.PK.8 With modeling and support from adults, <u>recall information</u> from experiences or information from provided sources to answer a question.				
Preschool 3 is not age expected for three-year-olds.				

Speaking & Listening				
Comprehension and Collaboration				
SL.PK.1 Participate in <u>collaborative conversations</u> with diverse partners about <i>prekindergarten topics and texts</i> with peers and adults in small and larger groups.				
SL.PK.1.a Follow <u>agreed-upon rules for discussions</u> (e.g., listening to others and taking turns, speaking about the topics and texts under discussion).				
SL.PK.1.b During scaffolded conversations, <u>continue a conversation</u> through multiple exchanges.				
Preschool 3 Have more meaningful conversations with peers and adults (e.g., offer own information in a group story or discussion about a visit by the firefighters, talk to a friend or caregiver, an imaginary friend, or the dolls and toys that he is playing with).				
SL.PK.2 <u>Confirm understanding</u> of text read aloud or information presented orally or through other media <u>by asking and answering questions</u> about key details with modeling and support. Preschool 3 Demonstrate active listening skills (e.g., ask questions about what has been heard).				
SL.PK.3 <u>Ask and answer questions</u> in order to <u>seek help, get information, or clarify something</u> that is not understood. Preschool 3 Show understanding and respond to simple directions and requests (e.g., begin to ask "how" and "why" questions).				
Presentation of Knowledge and Ideas				
SL.PK.4 <u>Describe familiar people, places, things, and events</u> with modeling and support. Preschool 3 Demonstrate active listening skills (e.g., retell, and relate to what has been heard).				
SL.PK.5 <u>Add drawings or visual displays</u> to descriptions as desired to provide additional detail. Preschool 3 Use writing utensils for scribble and drawings (e.g., begin to draw representations of people and objects).				
SL.PK.6 With modeling and support, <u>speak audibly and express thoughts, feelings, and ideas</u> clearly. Preschool 3 Use more conventions of speech when speaking (e.g., not pronounce all of his words correctly, but be easily understood most of the time).				
Language				
Conventions of Standard English				
L.PK.1 Demonstrate beginning understanding of the <u>conventions of standard English grammar and usage</u> when engaged in literacy activities (e.g., interactive read-alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.)				
L.PK.1.a Print <u>upper- and lowercase letters</u> in first name.				
L.PK.1.b Use <u>frequently occurring nouns and verbs</u> .				
L.PK.1.c <u>Develop understanding of singular and plural nouns</u> (e.g., <i>dog</i> means one dog, <i>dogs</i> means more than one dog)				
L.PK.1.d Understand and begin to use <u>question words</u> (e.g., interrogatives such as <i>who, what, where, when, why, how</i>).				
L.PK.1.e Gain exposure to the most <u>frequently occurring prepositions</u> (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).				
L.PK.1.f <u>Produce complete sentences</u> in shared language activities. Preschool 3 Use more conventions of speech when speaking (e.g., use 's' at the end of plurals and 'ed' for past tense, use plurals, pronouns and possessive words such as "my" and "his").				
L.PK.2 Gain exposure to <u>conventions of standard English capitalization, punctuation, and spelling</u> during shared reading and writing experiences.				

<p>L.PK.2.a Recognize that their <u>name begins with a capital letter</u>.</p> <p>L.PK.2.b Demonstrate awareness of <u>name and function of end punctuation</u> (e.g., period, question mark, exclamation point)</p> <p>L.PK.2.c Use <u>letter-like shapes, symbols, letters, and words to convey meaning</u>.</p> <p>L.PK.2.d Develop <u>fine motor skills</u> necessary to control and sustain handwriting.</p> <p>Preschool 3 Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., begin to control scribbles, perhaps telling caregiver what they say).</p>	
Vocabulary Acquisition and Use	
<p>L.PK.4 Determine or clarify the <u>meaning of unknown words and phrases</u> based on <i>prekindergarten reading and content</i>.</p> <p>Preschool 3 Expand vocabulary and language usage (e.g., use words to describe the purpose and function of objects, learn the names of new objects).</p>	
<p>L.PK.5 With modeling and support from adults, <u>explore word relationships and nuances in word meanings</u>.</p> <p>L.PK.5.a. With modeling and support, <u>sort common objects into categories</u> (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>L.PK.5.b With modeling and support, demonstrate understanding of <u>frequently occurring verbs and adjectives</u> by relating them to their <u>opposites</u> (antonyms).</p> <p>L.PK.5.c Identify <u>real-life connections between words and their use</u> (e.g., note places at school that are <i>small</i>).</p> <p>Preschool 3 is not age expected for three-year-olds.</p>	
<p>L.PK.6 <u>Use words and phrases</u> acquired through conversations, being read to, and responding to text.</p> <p>Preschool 3 Expand vocabulary and language usage (e.g., use words to describe the purpose and function of objects, learn the names of new objects).</p>	