



Unit Title / Theme	Subject Area Standards	Academic Vocabulary
<p>Unit 1</p> <p><i>Names and Routines</i></p> <p>4 Weeks</p>	<p>Language and Communication:</p> <p>II.A.1 Child shows understanding by responding appropriately. (Introduce)</p> <p>II.A.2 Child shows understanding by following two- step oral directions and usually follows three-step directions. (Introduce)</p> <p>II.B.1 Child is able to use language for different purposes. (Introduce)</p> <p>II.B.5 Child demonstrates knowledge of nonverbal conversational rules. (Introduce)</p> <p>I.D.1 Child uses a wide variety of words to label and describe people, places, things, and actions. (Introduce)</p> <p>Reading:</p> <p>III.A.1. Child engages in pre-reading and reading- related activities.</p> <p>III.A.3 Child asks to be read to or asks the meaning of written text.</p> <p>Writing:</p> <p>IV.A.1. Child intentionally uses scribbles/writing to convey meaning.</p>	<p>action</p> <p>different</p> <p>letter</p> <p>name</p> <p>people</p> <p>places</p> <p>same</p>
<p>Unit 2</p> <p><i>Letters, Sounds and Rhymes</i></p> <p>6 weeks</p>	<p>Language and Communication:</p> <p>II.A.1 Child shows understanding by responding appropriately.</p> <p>II.D.5 Child uses category labels to understand how the words/objects relate to each other.</p> <p>Reading:</p> <p>III.A.1 Child engages in pre-reading and reading related activities</p> <p>III.B.4 Child combines syllables into words.</p> <p>III.B.6. Child can produce a word that rhymes with a given word.</p> <p>III.C.1 Child names at least 20 upper and at least 20 lowercase letters. (Introduce)</p> <p>III.C.3 Child produces the correct sounds for at least 10 letters. (Introduce)</p>	<p>lowercase</p> <p>rhyme</p> <p>sound</p> <p>uppercase</p> <p>word</p>



	<p>III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</p> <p>Writing: IV.A.1 Child intentionally uses scribbles/writing to convey meaning. IV.C.1 Child independently writes some letters on request (not necessarily well-formed). (Introduce)</p>	
<p>Unit 3 <i>Onset and Rime</i> 4 Weeks</p>	<p>Language and Communication: II.A.1 Child shows understanding by responding appropriately II.B.3 Child provides appropriate information for various situations.</p> <p>Reading: III.A.1 Child engages in pre-reading and reading related activities III.B.2 Child combines words to make a compound word. III.B.8 Child provides onset and rime to form a one-syllable word with pictorial support. III.C.1 Child names at least 20 upper and at least 20 lower case letters. (Introduce) III.C.3 Child produces the correct sounds for at least 10 letters. (Introduce)</p> <p>Writing: IV.D.1 child uses some appropriate conventions when writing or giving dictation.</p>	<p>beginning sound ending sound</p>
<p>Unit 4 <i>Playing with Words</i> 4 Weeks</p>	<p>Language and Communication: II.A.1 Child shows understanding by responding appropriately. II.A.2 Child shows understanding by following two-step oral directions and usually follows three-step directions. II.D.1 Child uses a wide variety of words to describe people, places, things and actions.</p> <p>Reading: III.A.2 Child uses books and other written materials to engage in pre-reading behaviors III.B.5 Child can delete a syllable from a word. III.B.7 Child can produce a word that begins with the same sound as a given pair of words. III.C.1 Child names at least 20 uppercase and 20 lowercase letters.</p>	<p>reading retell writing</p>



	<p>III.D.1 Child retells or reenacts a story after it is read aloud.</p> <p>Writing: IV.A.1 Child intentionally uses scribbles/writing to convey meaning.</p>	
<p>Unit 5 <i>Words Have Parts</i> 4 weeks</p>	<p>Language and Communication: II.A.1 Child shows understanding by responding appropriately. II.B.2 Child engages in conversations in appropriate ways. II.D.3 Child demonstrates understanding in a variety of ways of knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.</p> <p>Reading: III.A.1 Child engages in pre-reading and reading related activities III.B.2 Child combines words to make a compound word. III.B.6 Child can produce a word that rhymes with a given word. III.B.4 Child combines syllables into words. III.C.1 Child names at least 20 upper and at least 20 lower case letters. III.C.2 Child recognizes at least 20 letter sounds.</p> <p>Writing: IV.A.1 Child intentionally uses scribbles/writing to convey meaning.</p>	<p>letter sounds syllables</p>
<p>Unit 6 <i>Words Are Made Up of Sounds</i> 5 weeks</p>	<p>Language and Communication: II.A.1 Child shows understanding by responding appropriately. II.D.3 Child demonstrates understanding in a variety of ways of knowing the meaning of 3,000 to 4,000 words, many more than he or she uses II.D.5 Child uses category labels to understand how the words/objects relate to each other.</p> <p>Reading: III.A.1 Child engages in pre-reading and reading related activities</p>	



	<p>III.B.1. Child separates a normally spoken four-word sentence into individual words.</p> <p>III.B.2 Child combines words to make a compound word.</p> <p>III.B.4 Child combines syllables into words.</p> <p>III.C.1 Child names at least 20 upper and at least 20 lower case letters.</p> <p>III.C.2 Child recognizes at least 20 letter sounds.</p> <p>Writing:</p> <p>IV.A.1 Child intentionally uses scribbles/writing to convey meaning.</p>	
<p>Unit 7</p> <p><i>Story Sequencing</i></p> <p>6 weeks</p>	<p>Language and Communication:</p> <p>II.A.1 Child shows understanding by responding appropriately.</p> <p>II.D.5 Child uses category labels to understand how the words/objects relate to each other.</p> <p>II.E.2 Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject verb agreement.</p> <p>Reading:</p> <p>III.A.1 Child engages in pre-reading and reading related activities</p> <p>III.B.2 Child combines words to make a compound word.</p> <p>III.B.4 Child combines syllables into words.</p> <p>III.C.1 Child names at least 20 upper and at least 20 lower case letters.</p> <p>III.B.3 Child deletes a word from a compound word.</p> <p>III.B.10 Child recognizes and blends two phonemes into real words with pictorial support.</p> <p>III.D.1 Child retells or reenacts a story after it is read aloud. (Introduce)</p> <p>Writing:</p> <p>IV.A.1 Child intentionally uses scribbles/writing to convey meaning.</p> <p>IV.B.2 Child writes own name (first name or frequent nickname), not necessarily with correct spelling or well formatted letters.</p>	



<p>Unit 8</p> <p><i>Using Letters and Sounds to Read and Write in PreK</i></p> <p>4 weeks</p>	<p>Language and Communication:</p> <p>II.A.1 Child shows understanding by responding appropriately.</p> <p>II.D.5 Child uses category labels to understand how the words/objects relate to each other.</p> <p>II.D. 2 Child demonstrates understanding of terms used in the instructional language of the classroom.</p> <p>Reading:</p> <p>III.A.1 Child engages in pre-reading and reading related activities</p> <p>III.B.2 Child combines words to make a compound word.</p> <p>III.B.4 Child combines syllables into words.</p> <p>III.C.1 Child names at least 20 upper and at least 20 lower case letters.</p> <p>III.C.3 Child produces the correct sounds for at least 10 letters.</p> <p>Writing:</p> <p>IV.C.1 Child independently writes some letters on request.</p>	
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