

ELA PACING GUIDE APRIL/MAY/JUNE

Somerville Public Schools Preschool ELA Overview: Essential Practices to Child Outcomes

Essential Practices & Strategies	Domain(s)	Dosage & Duration	Outcomes <i>Children will...</i>
<p>Oral Language and Concept Development <i>Foundational Morning Meeting Routines</i> <i>Read Alouds & CROWD Strategies</i> <i>Whole Group Meeting</i> <i>Small Group Interactions</i> <i>Vocabulary & Concept Development</i></p>	<p>Oral Language and Vocabulary</p> <p>Book Knowledge</p>	<ul style="list-style-type: none"> • Daily Morning Meeting Routines • Read Alouds at least 1x daily, 10-20 minutes 	<p>Develop expressive and receptive language skills to ask questions, share ideas and concepts, use of rich vocabulary, and conventions of speech. Appreciate books and stories. Understand that pictures and words convey meaning.</p>
<p>Fine Motor, Drawing, and Writing <i>Fine Motor & Writing Center</i> <i>Art Studios & Sensory Opportunities</i> <i>Handwriting Without Tears</i></p>	<p>Physical Development & the Mechanics of Writing</p> <p>Print Concepts</p>	<ul style="list-style-type: none"> • Daily access & practice via centers and shelf work (minimum 60 mins/day) • 2-3x week small group with teacher 	<p>Develop hand strength, bilateral coordination, and the ability to cross the midline. Properly hold and use a variety of mark making tools. Develop dexterity, fine motor control, grip, and coordination to draw and write with detail and accuracy.</p>
<p>Expressive and Written Language <i>Journaling Guide</i> <i>Story Book Acting</i> <i>Story Telling Story Acting</i> <i>Message Center</i> <i>Environmental Print</i></p>	<p>Writing - Text Types and Purposes</p> <p>Print Concepts</p>	<ul style="list-style-type: none"> • Daily access & practice via centers and shelf work (minimum 60 mins/day) • Journal: 1x week minimum • STSA 1-3x week 	<p>Use own voice, words, or illustrations to describe experiences, tell stories, and communicate information. Understand and access written symbols, print, in the environment. Generate own writing to learn about content, communicate to others, and develop an identity as an author.</p>
<p>Phonological and Phonemic Awareness <i>Songs & Chants</i> <i>Sounds, Symbols,</i> <i>Association of Sound & Symbol</i> <i>Alphachants</i> <i>Word Knowledge, Invented Spelling</i></p>	<p>Phonological Awareness</p> <p>Phonics and Word Recognition</p>	<ul style="list-style-type: none"> • 2-4x week small group with teacher • Daily Practice via meeting time • Daily access & practice via centers and shelf work (minimum 60 mins/day) 	<p>Orally discriminate and identify sounds, rhymes, syllable segmentation. Visually discriminate and identify letters & sounds. Understand that written words are made up of individual letters and sounds, sentences are made up of words.</p>

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Key Terms and Definitions	
Essential Practices:	“Must do” practices and related curriculum materials that facilitate Core Competencies and child Outcomes
Core Competencies:	“Road Map”: Skills, activities necessary to facilitate child learning and development.
Dosage & Duration:	Frequency, time, and intensity of exposure. How long and how much time are we spending?
Outcomes:	Changes in children’s behaviors that indicate literacy proficiency.
Content Links & Background Knowledge	Linkages to and integration of curriculum in other content areas and in children’s lives. This promotes meaning-based literacy skills.
Domains:	Components of a robust language and literacy curriculum.
Whole Group:	At meeting time - introducing and reinforcing essential practices.
Small Group:	Introducing or reviewing essential practices with a few children, led by a teacher
Independent & Shelf Work:	Materials and activities offered at a center or on a shelf that children can choose and do independent of a teacher.
3C:	Head Start’s “Big Idea” Thematic Curriculum

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Content Links & Background Knowledge April/May/June
Change activities in the Writing, Fine Motor, Science, Dramatic Play, Art Centers to align with the Big Idea

<p><u>Building Blocks Math:</u> Volume 2</p> <p>Weeks 24-26 (April) Big Ideas</p> <ul style="list-style-type: none"> • Counting • Adding • Subitizing • Shape composition • Ordinal Numbers <p>Weeks 27-30 (May - June) Big Ideas</p> <ul style="list-style-type: none"> • Shapes: recognition, composition & parts • Adding • Number composition 	<p><u>Science:</u></p> <p><i>Life Cycles</i> <i>Revisit Light and Shadow</i> <i>Growing and Changing,</i> <i>Gardening</i> <i>Animals</i></p>	<p><u>Social Studies Options:</u></p> <p>Kindness and Fairness Week of the Young Child</p> <p><i>Being part of a broader community. Who works at City Hall?</i></p> <p>Mayor’s Wellness Challenge Community Gardens <i>Friendship</i></p> <p>Getting ready for K. What is K? Where are our schools and parks?</p>	<p><u>Social Emotional Learning:</u> <i>2nd Step Weeks 24 -28</i></p> <p>Unit 4 Friendship skills and Problem Solving</p> <ul style="list-style-type: none"> • Thinking of Solutions (24) • Speaking Assertively (25) <p>Unit 5 Transitioning to Kindergarten (late May and June)</p> <ul style="list-style-type: none"> • Learning in Kindergarten (26) • Riding the Kindergarten Bus (27) • Making New Friends in Kindergarten (28)
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<p>Possible Topics</p>	<p>Life Cycles, Growing and Changing, Gardening, Animals, Kindness & Fairness, Getting Ready for K</p>
<p>Big Ideas</p>	<ul style="list-style-type: none"> • Living things grow and change over time. • Change can be observed. • Living things grow and change. • We grow and change. • Plants and animals grow and change. • There is a relationship between seasonal change and the life cycle. • We help each other when things are fair. • It is important to include everyone. • People feel good when people show acts of kindness.

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1. Oral Language and Concept Development (Domain: Oral Language and Vocabulary, Book Knowledge)

Dosage: Read Alouds -1x daily, 10-20 minutes, Small Groups: 3-4 x week,

Daily access & practice via centers and shelf work (minimum 60 mins/day)

Core Competencies Children Will...	Whole Group Teachers will...	Small Group facilitated by teachers Teachers will...	Independent Centers and Shelf Work
Share work and provide feedback as part of a group conversation.	Highlight children’s work and model feedback (I see, I notice, I wonder). Share and review previous learning experiences (photos, stories, observations, texts, etc.) to predict and/or plan next steps.	Facilitate journal sharing with the purpose of giving and receiving feedback.	<ul style="list-style-type: none"> • High Interest/Low Text and Non-Fiction books • Vocabulary picture cards, word cards, vocabulary rings • Storyboards and sequencing boards
Surface BIG IDEAS and engage in extended reciprocal discourse as part of project planning	Facilitate group conversations about Big Ideas , classroom planning, problem-solving, and books. Use webbing, KW(L), and note taking to track ideas	Actively engage individual children and small groups in extended conversations about Big Idea activities.	<ul style="list-style-type: none"> • Sequencing cards with ordinal number cards • Documentation tools available to support reflection (writing, drawing) on learning. Save My Work notebooks or folders.
Make text to self connections	Use CROWD strategies, focusing on recall and sequencing prompts	Preview and review stories with story cards, props, etc.	<ul style="list-style-type: none"> • Opportunities to share work, give and receive feedback.
Identify the sequence of a story, event , scientific phenomenon	Sequence events in the beginning, middle, end of a story (or life cycle, events, etc.). Highlight and use ordinal numbers and ordinal words.	Have word cards and tools available to use with story cards/props (eg beginning, middle, end; first second, third; first, then, then)	<ul style="list-style-type: none"> • Relevant texts in all areas of the classroom, books displayed on book stands
Use nonfiction texts to gather new information about Big Ideas.	Explain and discuss the differences between nonfiction and fiction texts. Track/chart/sort books as they are read.	Generate nonfiction text based on observations of growth and change.	
Use new vocabulary in conjunction with Big Ideas and unit concepts.	Introduce and define key vocabulary during classroom discussions and read alouds.	Have key words available on cards with associated pictures for copying and labeling.	

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2. Fine Motor, Drawing, and Writing (Domain: Physical Development & the Mechanics of Writing, Print Concepts)

Dosage: Small Groups: 3-4 x week, Daily access & practice via centers and shelf work (minimum 60 mins/day)

Core Competencies Children Will...	Whole Group Teachers will...	Small Group facilitated by teachers Teachers will...	Independent Centers and Shelf Work
Use fine motor strength and coordination to support concept development and representation of learning.	Model new content-related shelf work via explicit presentation, building connections between fine motor tasks and math, science, and literacy content.	Reinforce and support understanding of new shelf-work, adapting and extended based on observed strengths and needs	<ul style="list-style-type: none"> ● Book connected to the Big Idea to inspire drawing and writing. ● Making little books. ● Model alphabet strips ● Handwriting practice - through tracing, copying, and free writing ● Content words cards/rings ● Individual word cards to match children's interests ● Name cards: upper and lower case ● Introduce Writing The Room (letters and words)
Draw, talk and write using labeling, creating signs, doing observational drawing, and writing stories.	Model integrating writing across the current curriculum - making signs, labeling work, recording information, and creating written and drawn stories.	Support children in locating resources (word cards, books, etc.) and sounding out words they wish to write.	
Practice handwriting at the word level.	Model letter and word writing (morning message, anchor charts and lists) as well as invented spelling.	Sound out letters and words with children so children can label their own work. Use correct letter formation on students work	
Use a variety of mark-making tools to document work and create representations.	Demonstrate how to document (drawing to record, drawing to illustrate, observational/scientific drawing) and label work and ideas created via blocks, Beautiful Stuff, etc.	Encourage children to draw and label what they see. Teachers can sound out or stretch out the word and/or guide children to access word cards.	

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3. Expressive & Written Language (Domain: Writing - Text Types and Purposes, Book Knowledge, Print Concepts)
Dosage: Daily access & practice via centers and shelf work (minimum 60 mins/day), Journal: 1x week minimum, STSA 1-3x week, Small Groups: 3-4 x week

Core Competencies Children Will...	Whole Group Teachers will...	Small Group facilitated by teachers Teachers will...	Independent Centers and Shelf Work
Contribute to public writing to express knowledge.	Model writing messages, documentation and reflection on work, KWL charts, curriculum webbing, story of the day, etc.	Highlight features of messages, documenting work, telling a complete story. Visit, interview and collect input from children who do not speak at meeting.	<ul style="list-style-type: none"> ● Little books (pre-made small books) and other high quality reading and writing materials. ● Engage in making books using variety of book making techniques. (Paper bag books, etc.) ● Documenting own work ● Scientific drawing/journaling ● Stories, webs, messages and other group created products available for review. ● Journals available during centers and choice time. ● Access props, pictures, copies of familiar stories to inspire children to create their own variations.
Engage in independent writing	Model writing notes, reflections and messages	Support children who seek more individual or private writing opportunities.	
Draw, label and tell stories with or without invented spelling.	Reinforce letter sounds and letter connections during whole group writing experiences. Ex. "Friends.. Hmm /f/ what letter says /f/? F."	Work with small groups to encourage and support invented spelling for those who are ready and phonological connections in labeling and writing.	
Develop stories based on familiar plots .	Identify plot structure while reading familiar stories and creating original stories. Main characters, problems, resolution.	Offer inspiration (props, pictures, copies of stories) to prompt identification of story elements and inspire drawings, play, etc. and take dictation of children's ideas.	
Tell stories about themselves , creating text to self connections.	Share Journals and student-created books in Author's Circle Story Telling Story Acting (can be using books, children's narratives)	Ask questions about drawings, gently scaffold for details. Encourage invented spelling for those who are ready by stretching words and highlighting individual sounds.	

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4. Phonological & Phonemic Awareness (Domain(s): Phonological Awareness, Phonics and Word Recognition) <i>Dosage: Daily Practice via meeting time, 2-4x week small group with teacher, Daily access & practice via centers and shelf work (minimum 60 mins/day)</i>			
Core Competencies Children Will...	Whole Group Teachers will...	Small Group facilitated by teachers Teachers will...	Independent Centers and Shelf Work
Listen for and play with sounds particularly initial sounds, rhymes, names Hear and produce rhyming words . Identify picture and objects by initial sounds Learn letter names & sounds . Connect phonemes with letter symbols .	Play with sounds through songs, chants, fingerplays, sound games & first name games Model noticing rhyming words in texts. Continue daily readings of Alphachants lapbook Review of Alphachants letter cards 3-5x week & incorporate into shelf/small group work. Continue introducing Sandpaper letters activities to writing center Continue playing with letter sounds and letter connections during whole group writing experiences	Play games with small groups/individual children Practice noticing rhyming words in texts, producing rhyming pairs. Continue I-Spy game with small objects (I-spy, sound sorting with cards/objects) Play sound sorting games with symbols Introduce focus letter activities into writing center Introduce and play with 2-3 letters 3 using the Period Lesson Continue games with particular <u>focus on letters being introduced and previous letters learned</u> to encourage letter name and sound connection using pictures or objects. (ex. memory games, initial sound sorting).	<ul style="list-style-type: none"> ● Access trays and materials at writing centers independently ● Spy, play with small objects ● Sound sorting games with pictures, objects ● Sound drawers ● Sandpaper letters in writing center using sand trays, rubbings, knock-knock game or memory game. ● Read current and previously taught Alphachants lapbooks independently ● Focus-letter items in the writing center to inspire writing and initial sound play. ● Word building activities, magnet letters, moveable alphabet, scrabble tiles ● Sound books, Write around the room Focus Letter Grouping (Alphachant order): msf hta cpl gre dkn voj bwi zyq xu
Build words using invented spelling or copying	Model sounding out words during whole group writing experiences. Introduce word building with letter tiles, magnet letters, moveable alphabets	Introduce word building games from writing center	
Recognizes familiar words	Introduce familiar words to reproduce, signs, symbols, environmental print, word hunting games, write around the room, scavenger hunts.	Use vocabulary rings to label and write. Brainstorming lists, etc.	