

**LESA**  
**Communication Arts Curriculum**  
**2009**

**1. Strand: Reading**

**A. Standard: Students will know about print and books, application of early reading skills, and phonological awareness.**

**The student will know:**

1. The basic concepts of print.  
**MO Pre-K Literacy Standards (Knowledge of Print and Books).**  
**IL Goal 1.A**

2. How to recognize sounds and use phonemes to construct words.  
**MO Pre-K Literacy Standards (Phonological Awareness).**  
**MO Pre-K Literacy Standards (Knowledge of Print and Books).**  
**IL Goal 1.B**

**The student will be able to:**

1. Show interest in reading, exhibit book handling skills, pretend to read easy books or read along, and respond to text.

2a. Pretend to read predictable books and rhymes.  
2b. Discriminate some sounds in words.

**Suggested Activities**

1a. Provide a library center, books on tape, read aloud sessions, and shared reading experiences.  
1b. Provide quiet time for the children to explore "reading" by themselves.

2a. Have big books for the children to follow the story and allow the children to fill in the blanks when reading a rhyme or a familiar story.  
2b. Read aloud daily.

**Suggested Resources**

Predictable books  
Books on tape  
Classroom-made books  
Library center in classroom  
Teacher materials

Mother Goose Nursery Rhyme books  
Posters with the alphabet letters  
Bible stories  
[www.softschools.com](http://www.softschools.com)  
[www.fisher-price.com](http://www.fisher-price.com)

Grade level: Prekindergarten

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### The student will know:

3. The alphabet and the sounds of the letters.

**MO Pre-K Literacy Standards (Knowledge of Print and Books).**

**MO Pre-K Literacy Standards (Phonological Awareness).**

**IL Goal 1.A**

**IL Goal 1.B**

4. A bank of high frequency words.

**MO Pre-K Literacy Standards (Knowledge of Print and Books).**

**IL Goal 1.A**

5. Vocabulary by listening to and discussing unknown words.

**MO Pre-K Literacy Standards (Knowledge of Print and Books).**

**IL Goal 2.A**

### The student will be able to:

3. Identify some alphabet letters.

4. Identify some words.

5a. Develop a sense of story.

5b. Listen to stories being read.

5c. Participate in story time interactively.

### Suggested Activities

3a. The students can put together alphabet puzzles.

3b. Alphabet song.

4a. Have name plates on the tables and the children's cubbies so that they can recognize their names.

4b. Have labels on different items in the classroom.

5a. During story time, the teacher can introduce the story by talking with the children about the topic.

5b. Help the students understand words that are not in their vocabulary before reading a story.

### Suggested Resources

Bean bags letters  
Puzzle letters  
Games that spell words  
[www.starfall.com](http://www.starfall.com)

Labeled items (door, chairs, etc.)  
Name plates  
Flash cards

Bible stories  
Books about the topic children are learning about

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**The student will know:**

6. How to develop and apply with assistance, pre-reading strategies to aid comprehension.

**MO Pre-K Literacy Standards (Knowledge of Print and Books).**

**IL Goal 1.C**

7. How to make connections with assistance between text to text and text to self.

**MO Pre-K Literacy Standards (Knowledge of Print and Books).**

**IL Goal 1.B**

**IL Goal 2.A**

**The student will be able to:**

6a. Identify known objects in illustrations.

6b. Recognize that print represents spoken words.

7. Talk about or express emotion in reaction to text.

**Suggested Activities**

6a. Ask the children to identify objects that appear on the pictures while reading the story.

6b. The children try to recognize fast food and store signs, product logos, and environmental signs (stop sign, etc.).

7a. Ask children if what happens in the story has ever happened to them, if they have read a similar story before.

7b. Ask children to make predictions about the story.

**Suggested Resources**

Big books  
Picture books  
Pictures of restaurants or stores  
Boxes of products

Books about feelings  
Books about similar topics that can be compared

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**B. Standard: Students will develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.**

<u><b>The student will know:</b></u>	<u><b>The student will be able to:</b></u>	<u><b>Suggested Activities</b></u>	<u><b>Suggested Resources</b></u>
1. How to locate the name of the author and illustrator and apply information in titles and pictures. <b>MO Pre-K Literacy Standards (Knowledge of Print and Books)</b> <b>IL Goal 1.A</b>	1. Identify the author, illustrator, and title of the book.	1. The teacher will point at the author's name, illustrator's name, and title of the book while reading it.	Books
2. How to participate in read aloud experiences and/or recognize rhythm, rhyme, alliteration, and figurative language. <b>MO Pre-K Literacy Standards (Phonological Awareness).</b> <b>IL Goal 1.B</b> <b>IL Goal 2.B</b>	2a. Pretend to read easy predictable books. 2b. Repeat rhymes and poems.	2. Teacher will read aloud books several times until the children are familiar with the story and can participate in it.	Books on tape Big books <a href="http://www.dtlk.com">www.dtlk.com</a>

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**The student will know:**

3. How to identify story elements in shared reading, read aloud, and independent reading.

**MO Pre-K Literacy Standards (Knowledge of Print and Books).**

**IL Goal 1.A**

**IL Goal 1.C**

4. That text and pictures provide information.

**MO Pre-K Literacy Standards (Knowledge of Print and Books).**

**IL Goal 1.A**

**The student will be able to:**

3. Identify the main characters of the story and the setting.

4a. Use pictures and/or context to construct meaning.

4b. Know that print carries the message.

4c. Know that each spoken word can be written down and read.

**Suggested Activities**

3. After reading the story the teacher asks questions about the story (who is the main character, where it happens, etc.).

4. The student will tell a story based on the pictures in the book.

**Suggested Resources**

Bible story books  
Big books

Picture books

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**C. Standard: Students will develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction from a variety of cultures and times.**

<b><u>The student will know:</u></b>	<b><u>The student will be able to:</u></b>	<b><u>Suggested Activities</u></b>	<b><u>Suggested Resources</u></b>
<p>1. To respond to examples of sensory details within the context of nonfiction text. <b>MO Pre-K Literacy Standards (Knowledge of Print and Books).</b> <b>IL Goal 1.B</b> <b>IL Goal 1.C</b></p>	<p>1a. Show emotions using facial expression according to what is happening in the story. 1b. Use the voice of a character.</p>	<p>1. The teacher might ask students how they would feel if something like what happened in the story happened to them.</p>	<p>Books about feelings</p>
<p>2. Ask questions to clarify meaning, answer questions, and recognize important information. <b>MO Pre-K Literacy Standards (Knowledge of Print and Books).</b> <b>IL Goal 1.B</b></p>	<p>2. Answer questions of causality, ask questions to understand the meaning of the story, retell a story including many details, and compare stories.</p>	<p>2. After reading a story the students can dramatize the story.</p>	<p>Puppets Dressing center</p>
<p>3. How to follow simple pictorial/written directions with assistance. <b>MO Pre-K Literacy Standards (Knowledge of Print and Books).</b> <b>IL Goal 2.A</b></p>	<p>3. Explain simple directions based on simple drawings.</p>	<p>3. Cook a simple recipe with the class, giving each child a paper with drawings that explains each step.</p>	<p>Children's cookbooks Manuals for blocks</p>

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**2. Strand: Writing**

**A. Standard: Students will use writing to communicate information.**

**The student will know:**

1. How to follow a writing process to write letters and/or words and pictures.  
**MO Pre-K Literacy Standards (Written Language).**  
**IL Goal 3.A**

**The student will be able to:**

1a. Draw a picture related to the story and, depending on their ability, write the first letter or the name of the main character.  
1b. Write recognizable letters.

**Suggested Activities**

1. The students will draw a picture about the story.

**Suggested Resources**

Crayons  
Paper  
[www.kidzone.ws](http://www.kidzone.ws)

**B. Standard: Students will compose a well-developed text.**

**The student will know:**

1. Experiment with writing tools and materials.  
**MO Pre-K Literacy Standards (Written Language).**  
**IL Goal 3.C**

**The student will be able to:**

1a. Tell others about intended meaning of drawings and writings.  
1b. Hold writing tools with two fingers and thumb.  
1c. Make some identifiable objects.  
1d. Copy and draw simple shapes and letters.

**Suggested Activities**

1a. Students will use art tools to create a book.  
1b. Students can trace letters in wet sand, sugar, etc.  
1c. Create letters out of play dough.  
1d. Type letters using a computer.

**Suggested Resources**

Writing center  
Art center  
Computer programs

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<u>The student will know:</u>	<u>The student will be able to:</u>	<u>Suggested Activities</u>	<u>Suggested Resources</u>
<p>2. How to compose a text using pictures and words with ideas that relate to a topic. <b>MO Pre-K Literacy Standards (Written Language).</b> <b>IL Goal 3.C</b></p>	<p>2. Draw to communicate information.</p>	<p>2. In the morning, students may draw how they feel in the morning when they get to the classroom.</p>	<p>Posters with facial expressions for the children to copy</p>
<p>3. How to compose a text with assistance. <b>MO Pre-K Literacy Standards (Written Language).</b> <b>IL Goal 3.B</b></p>	<p>3. Dictate a story to others.</p>	<p>3a. As a group, the students can dictate a story, or a rhyme to the teacher. 3b. Create a classroom book.</p>	<p>Big paper Markers</p>
<p>4. How to compose text using words related to the topic. <b>MO Pre-K Literacy Standards (Written Language).</b> <b>IL Goal 3.A</b></p>	<p>4a. Attempt to copy letters or words. 4b. Use letters that represent sounds while writing words.</p>	<p>4. The students will practice the alphabet letters by tracing on paper, boards, sand, etc.</p>	<p>Worksheets Easels</p>
<p>5. To scribble letter-like symbols and some letters in writing. <b>MO Pre-K Literacy Standards (Written Language).</b> <b>IL Goal 3.A</b></p>	<p>5. Use scribbles, shapes, pictures and letters to write.</p>	<p>5. Sign-up sheets, where the students practice writing their own name.</p>	<p>Writing center <a href="http://www.preschoolactivitybox.com">www.preschoolactivitybox.com</a></p>

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**C. Standard: Students will write effectively in various forms and types of writing.**

**The student will know:**

1. Students will plan and write stories.

**MO Pre-K Literacy Standards (Written Language).**

**IL Goal 3.C**

**The student will be able to:**

1a. Understand the purpose of writing.

1b. Imitate the act of writing in play.

1c. Attempt to write to communicate information.

**Suggested Activities**

1. With the teacher help the students will write a "Thank You" note to God for Thanksgiving Day.

**Suggested Resources**

Bible  
Envelopes  
Blank cards  
[www.abcteach.com](http://www.abcteach.com)

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**3. Strand: Listening and Speaking**

**A. Standard: Students will develop and apply effective listening skills and strategies.**

**The student will know:**

1. How to follow simple 2 or 3 step directions to complete a task.

**MO Pre-K Literacy Standards (Spoken/Expressive Language).**  
**MO Pre-K Literacy Standards (Listening/Receptive Language).**  
**IL Goal 4.A**

2. How to listen responsively to books/stories and for information.

**MO Pre-K Literacy Standards (Spoken/Expressive Language).**  
**MO Pre-K Literacy Standards (Listening/Receptive Language).**  
**IL Goal 1.C**

**The student will be able to:**

1. Follow simple directions.

2a. Respond to books and stories with facial and body gestures and/or verbally.  
2b. Respond to how others feel and express concern.

**Suggested Activities**

1a. "Simon Says" game.  
1b. Bingo games.  
1c. The teacher can give the children several instructions at one time for them to follow (cooking).

2a. The teacher will read aloud stories.  
2b. Sing and dance the "Hokey Pokey".  
2c. Dramatize stories like *The Three Little Pigs*.

**Suggested Resources**

Cookbooks  
[www.universalpreschool.com](http://www.universalpreschool.com)

Drama center  
Books on tape  
Big books

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### The student will know:

3. Developmentally appropriate listening behaviors.

**MO Pre-K Literacy Standards (Spoken/Expressive Language).**

**MO Pre-K Literacy Standards (Listening/Receptive Language).**

**IL Goal 4.B**

4. How to respond to questions staying on topic.

**MO Pre-K Literacy Standards (Spoken/Expressive Language).**

**MO Pre-K Literacy Standards (Listening/Receptive Language).**

**IL Goal 4.A**

### The student will be able to:

3a. Listen to and engage in conversations with others in an exchange of ideas, comments, or questions.

3b. Listen effectively in formal and informal situations.

4a. Ask and answer simple questions.

4b. Listen, understand, and respond to directions and conversations.

### Suggested Activities

3a. The children use language to regulate role play.

3b. The teacher can provide plenty of opportunities for asking and answering questions.

4. During circle time, the teacher introduces a topic and asks questions to the children to help them relate to the topic.

### Suggested Resources

Drama center

Playground

[www.babycenter.com](http://www.babycenter.com)

Books

Posters with pictures for the children to describe

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**B. Standard: Students will develop and apply effective speaking skills and strategies for various audiences and purposes.**

**The student will know:**

1. How to share ideas or experiences by speaking audibly and use age-appropriate vocabulary.

**MO Pre-K Literacy Standards (Spoken/Expressive Language).**

**MO Pre-K Literacy Standards (Listening/Receptive Language).**

**IL Goal 5.C**

2. How to give simple oral directions with teacher assistance.

**MO Pre-K Literacy Standards (Spoken/Expressive Language).**

**MO Pre-K Literacy Standards (Listening/Receptive Language).**

**The student will be able to:**

1. Communicate personal needs, preferences, thoughts, and feelings using age-appropriate language.

2. Share information and give directions.

**Suggested Activities**

1a. Start circle time by asking the children how they feel.

1b. Engage the classroom while regulating behaviors.

1c. The teacher can provide opportunities for the children to talk about matters that are important to them, during circle time, play time, or any other time that is convenient.

2a. "Simon Says" game.

2b. "Follow the Leader" game.

2c. Role-play.

**Suggested Resources**

Posters about feelings

Pictures about trips the children have taken

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### The student will know:

3. How to use complete sentences of varying length.  
**MO Pre-K Literacy Standards (Spoken/Expressive Language).**  
**MO Pre-K Literacy Standards (Listening/Receptive Language).**  
**IL Goal 4.B**

4. How to participate in conversations and discussions.  
**MO Pre-K Literacy Standards (Spoken/Expressive Language).**  
**MO Pre-K Literacy Standards (Listening/Receptive Language).**  
**IL Goal 4.B**

### The student will be able to:

3a. Use descriptive language.  
3b. Experiment with new words.  
3c. Relate new knowledge to previous knowledge.

4a. Ask and answer questions for information or to solve problems.  
4b. Engage in turn-taking conversations.

### Suggested Activities

3a. The children can describe a drawing they have made.  
3b. The teacher can introduce a new word and later on ask the children to describe something using that word (body part in an animal, etc.)

4a. The teacher can model how to ask questions.  
4b. Role play going to the market.

### Suggested Resources

Books  
Pictures  
Puppets

Children's own experiences  
Unit that is being studied

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**4. Strand: Information Literacy**

**A. Standard: Students will develop and apply skills to gather, analyze, and evaluate information.**

**The student will know:**

1. That there are different resources on topics of interest.

**MO Pre-K Social and Developmental Standards (Approaches to Learning)**  
**IL Goal 5.A**

**The student will be able to:**

1. Ask questions and find different resources to acquire information, such as other people, books, pictures, etc.

**Suggested Activities**

1a. The students have to guess an object the teacher has. Before the game, the teacher gives one clue to each student. The students have to share information to guess the object.  
1b. When a student asks a question, instead of giving the answer, the teacher can work with the student in trying to find resources to answer the question, i.e. "What day of the week is it?/ Where do you think we can find it?/ The calendar./ Let's go to the calendar and say the days of the week."

**Suggested Resources**

Books  
Posters  
Field trips

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**The student will know:**

2. That credit is to be given for others' ideas, images, and/or information.

**MO Pre-K Literacy Standards  
(Knowledge of Print and  
Books)**

**IL Goal 5.A**

**The student will be able to:**

2. Recognize that other people have ownership of their ideas.

**Suggested Activities**

2a. When children share information, the teacher may ask them where they learn the information.

2b. When the teacher reads a book, the author and the illustrator of the book should be mentioned after the title.

**Suggested Resources**

Books  
Guest speakers

**B. Standard: Students will develop and apply effective skills and strategies to analyze and evaluate oral and visual media.**

**The student will know:**

1. How to identify, with assistance, the meaning of simple messages conveyed through oral and visual media.

**MO Pre-K Literacy Standards  
(Knowledge of Print and  
Books)**

**IL Goal 5.B**

**The student will be able to:**

1. Understand a message given orally or by any other means.

**Suggested Activities**

1a. The teacher will show signs and pictures to the students and have them tell what the images mean.

1b. "Charades" game.

**Suggested Resources**

Pictures  
Signs  
Books