

Language and Literacy	Unit 1 Me In My School September-October	Unit 2 Me and My Family November -December	Unit 3 Me and My Feelings January-February	Unit 4 Me and My Words March-April	Unit 5 Me and Nature May-June
Transfer Goals	<ol style="list-style-type: none"> 1. Writes for a purpose and to convey a message to communicate with others 2. Engages in and maintains positive relationships and interactions with adults and peers 3. Respond to increasingly complex communication and language from others 	<ol style="list-style-type: none"> 1. Writes for a purpose and to convey a message to communicate with others 2. Recognizes self as an individual with unique abilities and interests 3. Use conversational rules and detailed expressions in social interactions with peers and adults 	<ol style="list-style-type: none"> 1. Writes for a purpose and to convey a message to communicate with others 2. Recognizes self as an individual with unique abilities and interests 3. Identify symbols and print concepts to recognize sounds associated with letters 	<ol style="list-style-type: none"> 1. Writes for a purpose and to convey a message to communicate with others 2. Engages in and maintains positive relationships and interactions with adults and peers 3. Recognize spoken language is composed of small segments of sound 	<ol style="list-style-type: none"> 1. Writes for a purpose and to convey a message to communicate with others 2. Engages in and maintains positive relationships and interactions with adults and peers 3. Retell a story or event based on asking and answering questions
Understandings	<ol style="list-style-type: none"> 1. Listening and attending to a response helps clarify new ideas and builds a greater understanding. 2. Objects/materials have specific names and meanings. 3. Words have meanings and describe actions. 4. Readers choose books about the things they 	<ol style="list-style-type: none"> 1. Listening and attending to a response helps clarify new ideas and builds a greater understanding. 2. Readers choose books about the things they enjoy and are interested in learning about. 3. Readers use appropriate strategies 	<ol style="list-style-type: none"> 1. Words have meanings and describe actions. 2. Readers use appropriate strategies to construct meaning from texts. 3. Speakers, listeners, readers, and writers apply knowledge of spoken words, syllables, and sounds. 4. Students apply their knowledge of rules and 	<ol style="list-style-type: none"> 1. Listening and attending to a response helps clarify new ideas and builds a greater understanding. 2. Speakers, listeners, readers, and writers apply knowledge of spoken words, syllables, and sounds. 3. Readers use appropriate strategies 	<ol style="list-style-type: none"> 1. Questions help us to understand. 2. Listening and attending to a response helps clarify new ideas and builds a greater understanding. 3. Words have meanings and describe actions. 4. Speakers, listeners, readers, and writers apply knowledge of

	<p>enjoy and are interested in learning about.</p> <ol style="list-style-type: none"> 5. Readers explore pictures, symbols, and letter-sound connections. 6. Writers represent thoughts and ideas with drawings and symbols. 7. Adults are there to guide students in the school community. 8. Students apply their knowledge of rules and expectations to cooperate with peers. 	<p>to construct meaning from texts.</p> <ol style="list-style-type: none"> 4. Readers apply knowledge of the organization and basic features of print. 5. Writers represent thoughts and ideas with drawings and symbols. 6. Adults are there to guide students in the school community. 7. Students apply their knowledge of rules and expectations to cooperate with peers. 8. Adults are there to guide students with emotional regulation in the school community 	<p>expectations to cooperate with peers.</p> <ol style="list-style-type: none"> 5. Students use strategies to self-regulate and continue with a task (ex. deep breathing, counting, taking a walk or break) 	<p>to construct meaning from texts.</p> <ol style="list-style-type: none"> 4. Students apply their knowledge of rules and expectations to cooperate with peers. 5. Students use strategies to self-regulate and continue with a task (ex. deep breathing, counting, taking a walk or break) 	<p>spoken words, syllables, and sounds.</p> <ol style="list-style-type: none"> 5. Students apply their knowledge of rules and expectations to cooperate with peers. 6. Students use strategies to self-regulate and continue with a task (ex. deep breathing, counting, taking a walk or break)
Essential Questions	<ol style="list-style-type: none"> 1. How can I listen and respond to adults and peers? 2. How can I use the new words that I have learned? 3. What do good readers do? 4. Why do we have/need rules of language? 5. What do good writers do? 6. How can an adult me to stay safe and learn? 7. How do I get along with others? 	<ol style="list-style-type: none"> 1. How can I ask and answer questions about the new words, concepts, and pictures? 2. How can I listen and respond to adults and peers? 3. What do good readers do? 4. What do good writers do? 5. How can an adult help me to stay safe and learn? 6. How do I get along with others? 	<ol style="list-style-type: none"> 1. How can I demonstrate the meaning of the new words that I have learned? 2. What do good readers do? 3. What do good writers do? 4. How do I apply rules of language when I read and write? 5. How do I get along with others? 6. How can I regulate my emotions to stay safe and learn? 	<ol style="list-style-type: none"> 1. How can I ask and answer questions about the new words, concepts, and pictures? 2. Why do we have/need rules of language when we read and write? 3. What do good readers do? 4. What do good writers do? 5. How do I get along with others? 6. How can I regulate my emotions to stay safe and learn? 	<ol style="list-style-type: none"> 1. How can I ask and answer questions about the new words, concepts, and pictures? 2. How can I listen and respond to adults and peers? 3. How can I demonstrate the meaning of the new words that I have learned? 4. What do good readers do? 5. What do good writers do? 6. How do I get along with others?

					7. How can I regulate my emotions to stay safe and learn?
Portrait of a Graduate	<ul style="list-style-type: none"> Self-Awareness 	<ul style="list-style-type: none"> Product Creation Self-Awareness Collective Intelligence 	<ul style="list-style-type: none"> Self-Awareness Inquiry 	<ul style="list-style-type: none"> Product Creation Self-Awareness Idea Generation 	<ul style="list-style-type: none"> Product Creation Self-Awareness Analyzing
Assessments	<ul style="list-style-type: none"> PreK Assessment PreK Assessment Card My IGDIs - Early Literacy Screening 	<ul style="list-style-type: none"> Collective Intelligence PreK Assessment PreK Assessment Card My IGDIs - Early Literacy Screening 	<ul style="list-style-type: none"> Heggerty Phonemic Awareness Assessment- for students going to Kindergarten Self-Awareness ... 	<ul style="list-style-type: none"> PreK Assessment PreK Assessment Card My IGDIs - Early Literacy Screening Unit 4 and 5 Self-... 	<ul style="list-style-type: none"> PreK Assessment Card PreK Assessment Card Heggerty Phonemic Awareness Assessment- As needed My IGDIs - Early Literacy Screening Unit 4 and 5 Self-...
Foundations	<ul style="list-style-type: none"> Introduce letters A-F 	<ul style="list-style-type: none"> Introduce letters G-L 	<ul style="list-style-type: none"> Introduce letters M-R 	<ul style="list-style-type: none"> Introduce letters S-X 	<ul style="list-style-type: none"> Introduce letters Y-Z Review all letters
Heggerty Phonemic Awareness	<p>Week 1-7</p> <ul style="list-style-type: none"> Rhyme Repetition Isolate the Initial Consonant Sound- Student names Compound Words Syllables Final Phoneme Isolation Singing ABC's Counting Words 	<p>Week 8- 14</p> <ul style="list-style-type: none"> Rhyme Recognition Isolate the Initial Consonant Sound Syllables Final and Medial Phoneme Isolation Singing the ABC's 	<p>Week 15-21</p> <ul style="list-style-type: none"> Rhyme Recognition Alliteration Onset-Rhyme Medial Phoneme Isolation Short Vowels Counting the Words in a Sentence 	<p>Week 22-28</p> <ul style="list-style-type: none"> Rhyme Production Generate a word with the same initial Blending two phonemes Isolate Final Sound in a Series of Words Words into 2-Phonemes Initial Phonemes Nursery Rhymes 	<p>Week 29-35</p> <ul style="list-style-type: none"> Rhyme Production Categorization: Initial phoneme the same or different Blending Three Phonemes Long and Short Vowels Words into 3-Phonemes Nursery Rhymes