### Pre K – Communication Arts

#### Objectives

**Social/Emotional Development**
Develop communication skills by making and expressing:
- choices
- plans
- decisions

**Preschool Standard: Literacy**
- Spoken/Expressive Language

**Performance:** 2.2, 3.1, 3.2
**Knowledge:** (CA) 6, 7
**GLE:** N/A
**NETS:** 1-4
**DOK:** 3

#### Assessment/Evaluation

- Teacher:
  - observation
  - questioning
  - Anecdotal notes

#### Instructional Activities

- Turn and talk during interactive read aloud
- Class meetings for problem solving
- Providing easily accessible materials for students
- Giving students responsibilities for maintaining classroom:
  - routines
  - chores, etc.
- Time for students to express plans and recall choices for work time

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<tr>
<td><strong>Social/Emotional Development</strong>&lt;br&gt;Develop conflict resolution skills by solving problems encountered in play</td>
<td>• Teacher:&lt;br&gt;- observation&lt;br&gt;- questioning&lt;br&gt;- Anecdotal notes</td>
<td>• Using open-ended questions to support students’ investigations and experiments&lt;br&gt;• Providing opportunities for students to work in pairs and small groups&lt;br&gt;• Group games&lt;br&gt;• Class meetings and discussions&lt;br&gt;• Materials for hands on problem solving, such as:&lt;br&gt;- floor puzzles&lt;br&gt;- science experiments&lt;br&gt;- constructions&lt;br&gt;- sculptures&lt;br&gt;- dramatic play</td>
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*Preschool Standard: Literacy*<br>• Spoken/Expressive Language<br>• Listening/Receptive Language

**Performance:** 2.2, 3.1, 3.2<br>**Knowledge:** (CA) 6<br>**GLE:** N/A<br>**NETS:** 1,2,4,5,10<br>**DOK:** 3

| Social and Emotional Development<br>Develop and demonstrate personal responsibility within the classroom by taking care of one’s own needs | Teacher:<br>- observation<br>- checklists<br>- Anecdotal notes | Modeling appropriate methods for:<br>- handling objects<br>- cleaning up, etc.<br>• Providing opportunities for students to do what they can for themselves<br>• Discussing safety and wellness<br>• Allowing natural consequences when safely possible, and supporting the students’ efforts to repair the problem<br>• Using open-ended questions to encourage the students’ competence and confidence |

*Preschool Standard: Social and Emotional Development*<br>• Knowledge of Self

**Performance:** 4.5, 4.7<br>**Knowledge:** (H/PE) 1,2<br>**GLE:** N/A<br>**NETS:** 1,4<br>**DOK:** 2
### Objectives

<table>
<thead>
<tr>
<th>Social and Emotional Development</th>
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<tr>
<td>Develop the skill of self-control by expressing feelings in words</td>
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**Preschool Standard: Social and Emotional Development:**
- Knowledge of Self
- Knowledge of Others

**Performance:** 2.1 – 2.3  
**Knowledge:** (CA) 1,6  
**GLE:** N/A  
**NETS:** 1,3,4  
**DOK:** 2

### Assessment/Evaluation

- Teacher:  
  - observation  
  - questioning  
  - Anecdotal notes

### Instructional Activities

- Modeling vocabulary for expressing feelings  
- Discussion of appropriate behavior for various situations  
- Involve students in making classroom rules  
- Using positive conflict resolution  
- Predictable daily routines posted  
- Encourage students to identify an emotion and give a reason for it  
- Interactive read aloud  
- Role play

### Social and Emotional Development

Develop social skills, such as:
- mutual trust  
- respect  
through relationships with other students and adults

**Preschool Standard: Social and Emotional Development:**
- Knowledge of Others

**Performance:** 2.2, 2.3, 3.6  
**Knowledge:** (CA) 1,7  
**GLE:** N/A  
**NETS:** 1-6  
**DOK:** 3

- Teacher observation  
- Anecdotal notes

- Using literature that encourages social problem solving and taking another's perspective  
- Modeling:  
  - respectful  
  - open  
  - trustworthy behavior  
- Creating cooperative class projects  
- Voting  
- Games that allow the students to make up or modify the rules by consensus  
- Conflict resolution  
- Opportunities to:  
  - have conversations  
  - share materials  
  - plan together
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</table>
| (F) **Social and Emotional Development**  
Apply cooperation skills with other students and adults by creating and participating in collaborative play | • Teacher observation  
• Anecdotal notes                | • Daily large group time encouraging the students to share:  
• news  
• views  
• plans, etc.  
• Class meetings and discussions  
• Daily opportunities for the students to express themselves through:  
• art  
• construction  
• music  
• movement  
• language  
• Time and space for hands-on activities and games  
• Dramatization and role play |
| Preschool Standard: Social and Emotional Development:  
• Knowledge of Others | Performance: 2.2, 2.3, 3.1  
Knowledge: (CA) 1,7  
GLE: N/A  
NETS: 1-6  
DOK: 3 | | |
| (G) **Social and Emotional Development**  
Develop and apply social skills by dealing with social conflict | • Teacher observation  
• Anecdotal notes                | • Fairness and consistency in classroom rules  
• Direct instruction and modeling of problem solving strategies  
• Opportunities to practice resolving conflict with adult assistance/support  
• Opportunities to use problem solving strategies independently, such as:  
• negotiation or  
• compromise |
| Preschool Standard: Social and Emotional Development:  
• Knowledge of Self  
• Knowledge of Others | Performance: 3.1 – 3.3  
Knowledge: (CA) 1,7  
GLE: N/A  
NETS: 1-6  
DOK: 3 | | |
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<tbody>
<tr>
<td><strong>(H) Language, Literacy and Communication</strong></td>
<td>• Teacher observation</td>
<td>• Turn and talk during interactive read alouds</td>
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<tr>
<td>Shared ideas and personal experiences through:</td>
<td>• Anecdotal records</td>
<td>• Engaging in sustained conversations</td>
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<tr>
<td>• conversation</td>
<td>• Evidence from dictated stories</td>
<td>• Dictated stories</td>
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<tr>
<td>• stories</td>
<td></td>
<td>• Retelling familiar stories</td>
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</tbody>
</table>

Preschool Standard: Literacy
- Symbolic Development
- Spoken/Expressive Language

Performance: 2.1 – 2.3
Knowledge: (CA) 1
GLE: N/A
NETS: 1-5
DOK: 3

<table>
<thead>
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<th>(I) Language, Literacy and Communication</th>
<th>Assessment/Evaluation</th>
<th>Instructional Activities</th>
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<tr>
<td>Apply language and communication skills by describing:</td>
<td>• Teacher observation</td>
<td>• Use of descriptive language and clarified meaning during interactive read alouds turn and talk</td>
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<tr>
<td>• objects</td>
<td>• Anecdotal records</td>
<td>• Small group activities using manipulative objects that invite comparative thinking and language</td>
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<td>• events</td>
<td>• Individual conferences</td>
<td>• Open-ended questioning</td>
</tr>
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<td>• relations</td>
<td></td>
<td>• Modeling complex patterns of speech</td>
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<tr>
<td><strong>Preschool Standard: Literacy</strong></td>
<td></td>
<td>• Engaging students in one-on-one conversations</td>
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<tr>
<td>• Spoken/Expressive Language</td>
<td></td>
<td>• Opportunities for students to interact with peers throughout the day</td>
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<td>• Written Language</td>
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<td>• Sounds of Language (Phonological Awareness)</td>
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Performance: 2.1 – 2.3
Knowledge: (CA) 1,5,6
GLE: N/A
NETS: 1-5
DOK: 2
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**Language, Literacy and Communication**

Develop listening and communication skills by:
- listening to:
  - stories
  - poems
- making up:
  - stories
  - rhymes
* attends to sounds in language

**Preschool Standard: Literacy**
- **Spoken/Expressive Language**
- **Listening/Receptive Language**
- **Knowledge of Print and Books**
- **Sounds of Language (Phonological Awareness)**

**Performance:** 2.1, 2.4, 2.5  
**Knowledge:** (CA) 1,5,6  
**GLE:** N/A  
**NETS:** 1,3,4  
**DOK:** 2

- Teacher observation
- Anecdotal notes from:
  - shared reading
  - story time
  - Individual conferences

- Listening to:
  - stories
  - poems
- Memorizing or retelling:
  - poems
  - stories
- Dramatizing:
  - stories
  - poems
- Emphasizing rhyme and alliterations through:
  - word play
  - finger plays
  - nursery rhymes
  - songs
- Playing sound/listening games
- Encourage word/letter recognition with letter links and alphabet songs
- Shared reading

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<td><strong>Language, Literacy and Communication</strong>&lt;br&gt;Apply a writing process in various ways, such as:&lt;br&gt;• drawing&lt;br&gt;• scribbling&lt;br&gt;• using letter-like forms&lt;br&gt;• invented spelling&lt;br&gt;• conventional forms</td>
<td>• Teacher observation&lt;br&gt;• Portfolios&lt;br&gt;• Writing samples&lt;br&gt;• Anecdotal notes</td>
<td>• Daily sign-in sheets&lt;br&gt;• Providing a variety of easily accessible materials for writing and art centers during work time&lt;br&gt;• Journals and student-constructed books/class books&lt;br&gt;• Opportunities for students to write using:&lt;br&gt;• pictures&lt;br&gt;• shapes&lt;br&gt;• scribbles&lt;br&gt;• conventional letters for meaningful purposes, such as:&lt;br&gt;• signs&lt;br&gt;• lists&lt;br&gt;• messages&lt;br&gt;• voting&lt;br&gt;• Asking students to describe their drawings and writing their words</td>
</tr>
</tbody>
</table>

**Preschool Standard: Literacy**<br>• Spoken/Expressive Language<br>• Written Language<br>• Knowledge of Print and Books

**Performance:** 2.1, 2.2  
**Knowledge:** (CA) 1,4  
**GLE:** N/A  
**NETS:** 1,4  
**DOK:** 3
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| **Language, Literacy and Communication**  
Develop and apply skills and strategies to the reading process through:  
• storybooks  
• signs  
• symbols  
• one’s own writing  

*Preschool Standard: Literacy*  
• Listening/Receptive Language  
• Written Language  
• Knowledge of Print and Books  
• Sounds of Language (Phonological Awareness)  

*Performance:* 1.6, 2.1  
*Knowledge:* (CA) 2, 3  
*GLE:* N/A  
*NETS:* 1-4  
*DOK:* 3  

**Teacher:**  
• observation  
• questioning  
• Anecdotal notes  

*Morning message*  
• Dramatizing stories  
• Memorizing and retelling stories  
• Self-constructed books/class books  
• Reading aloud with turn and talk  
• Using letter link name cards in various ways  
• Environmental print labels for classroom supplies  
• Shared reading  
• Classroom library with a variety of easily accessible books  
• Pointing to words, left to right  
• Modeling book handling skills  
• Identifying letters  

**Language, Literacy and Communication**  
Develop and apply communication skills by dictating stories  

*Preschool Standard: Literacy*  
• Written Language  
• Knowledge of Print and Books  
• Sounds of Language (Phonological Awareness)  

*Performance:* 2.4, 2.5  
*Knowledge:* (CA) 1, 4, 5  
*GLE:* N/A  
*NETS:* 1-6  
*DOK:* 3  

**Teacher observation via dictation**  

*Encouraging students to tell a story from pictures*  
• Telling a story with a(n):  
  • beginning  
  • middle  
  • ending  
• Opportunities to recall information based on:  
  • personal experiences  
  • imagination  
  • stories from books  
  • Wordless books