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| 2019 ELA Pacing Guide, Transitional Kinder | | |
| Dates | I CAN!s | Unit |
| Use weekly and monthly thematic units to introduce and develop skills in Listening & Speaking, Reading & Writing. Early childhood themes (e.g. animals, weather, holidays, family, etc.) provide natural context for vocabulary development which leads to reading and writing development.  Suggested timeframes for introducing skills are below. | | |
| 8/27-9/7/18  (2 Weeks) | Week of Welcome  Orientation Week, Beginning of the Year Assessment, & Learning Styles Identified | |
| September/October  9/10-10/26/18  (7 Weeks) | Listening & Speaking: 1.1, 1.2, 2.1, 2.2 Reading: 1.1, 1.2, 3.1, 3.2, 3.3, 4.1 Writing: 1.1, 1.3 | |
| November/December  10/29-12/14/17  (6 Weeks) | Listening & Speaking: 3.1  Reading: 4.2, 5.1 | |
| January  1/7-1/25/18  (3 Weeks) | Listening & Speaking: 1.4, 3.2  Reading: 5.2 1/16-1/26/18 Midyear Assessments | |
| 1/25/18 | Semester 1 Ends | |
| February/March  1/28-3/22/18  (8 Weeks) | Listening & Speaking: 1.3, 2.3  Reading: 2.1, 2.2 | |
| April/May  4/1-5/31/18  (8 Weeks) | Continuation of building, applying, and presenting language skills. | |
| 6/3-6/13/18  (2 Weeks)  Essential Question: What have I learned? | End of the Year Assessments  Onramp to next grade level. | |

TK Sight Words

Dolch Preschool Sight Words

(40 words)

a, and, away, big, blue, can, come, down, find, for, funny, go, help, here, I, in, is, it, jump, little, look, make, me, my, not, one, play, red, run, said, see, the, three, to, two, up, we, where, yellow, you

## Three Letter Words

Thirteen of the Dolch preschool [sight words](http://education.yourdictionary.com/for-teachers/three-letter-words-for-4-year-olds.html) are three letter words. Other three letter, high frequency words for four year olds include:

all, and, any, are, bad, bet, big, box, boy, bye, can, car, cat, cup, cut, day, did, dog, dry, eat, eve, fly, for, get, had, has, her, him, his, hot, how, huh, hum, let, lot, man, may, mom, new, not, off, old, one, our, out, pet, put, red, run, saw, say, see, she, sit, some, the, too, top, try, two, use, was, way, who, why, yes, yet, you

Vocabulary Development

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| Domain-Specific/Thematic | Basic Conceptual Words | Natural Contexts |
| Animals | Direction (up, down) | Read or tell stories (Ask questions, Ask for a different word, Ask student to retell story, Show how the context of the story can explain the meaning of a word) |
| Weather | Position (inside, outside, first) | Tell jokes or tall tales (Why is it funny? Unusual? Odd? Retell changing a key word) |
| Self-esteem | Size (large, big, little, small) | Reading Aloud (story structure, print awareness, Models fluency, prosody, emotion) |
| Family | Comparison (longer, shorter) |  |
| Holidays | Texture (smooth, rough) |  |
| World Cultures | Quantity (many, few) |  |
| Community | Shapes (star, circle, triangle) |  |

<http://images.pearsonclinical.com/images/Assets/pdfs/ImportantVocabularytoTeachinPreschool-091310.pdf>

Suggested Assessments:

* Anecdotal Records
* Daily Work and Portfolios
* Phonics Inventory
* Writing Sample
* [Springs Kindergarten Assessment](https://drive.google.com/drive/u/0/search?q=kinder%20assessment)

The following TK Standards are taken from [The Alignment of the California Preschool Foundations with Key Early Education Resources](http://www.cde.ca.gov/sp/cd/re/documents/psalignment.pdf) (e.g. Common Core Standards).

For more information on these milestones as well as examples of each one, visit [California Learning Foundations, Vol. 1](http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf): pp. 56-70.

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| TK ELA Standards: Listening & Speaking, Reading, and Writing |

**Listening and Speaking**

1.0 Children extend their understanding and usage of language to communicate with others effectively

1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.

1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.

1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.

1.4 Use language to construct extended narratives that are real or fictional.

2.0 Vocabulary

2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.

2.2 Understand and use accepted words for categories of objects encountered in everyday life.

2.3 Understand and use both simple and complex words that describe the relations between objects.

3.0 Grammar

3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.

3.2 Understand and typically use age-appropriate grammar including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.

**Reading**

1.0 Concepts about print

1.1 Display appropriate book-handling behaviors and knowledge of print conventions.

1.2 Understand that print is something that is read and has specific meaning

2.0 Phonological Awareness

2.1 Orally blends and delete words and syllables without the support of pictures or objects.

2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with support of pictures or objects.

3.0 Alphabetics and Word/Print Recognition

3.1 Recognize own name or other common words in print.

3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.

3.3 Begin to recognize that letters have sounds.

4.0 Comprehension and Analysis of Age-Appropriate Text

4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.

4.2 Use information from Informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.

5.0 Literacy Interest and Response

5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.

5.2 Engage in more complex routines associated with literacy activities.

**Writing**

1.0 Writing Strategies

1.1 Adjust grasp and body position for increased control in drawing and writing.

1.2 Writes letter or letter -like shapes to represent words or ideas.

1.3 Writes first name nearly correctly

Three Core Considerations of DAP (Developmentally Appropriate Practice)

**• Knowing about child development and learning.**

Knowing what is typical at each age and stage of early development is crucial. This knowledge, based on research, helps us decide which experiences are best for children’s learning and development. (See “12 Principles of Child Development and Learning” from NAEYC’s DAP Position Statement below.)

**• Knowing what is individually appropriate.**

What we learn about specific children helps us teach and care for each child as an individual. By continually observing children’s play and interaction with the physical environment and others, we learn about each child’s interests, abilities, and developmental progress.

**• Knowing what is culturally important.**

We must make an effort to get to know the children’s families and learn about the values, expectations, and factors that shape their lives at home and in their communities. This background information helps us provide meaningful, relevant, and respectful learning experiences for each child and family.

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| 12 Principles of Child Development and Learning | |
| 1. All areas of development and learning are important. 2. Learning and development follow sequences. 3. Development and learning proceed at varying rates. 4. Development and learning result from an interaction of maturation and experience. 5. Early experiences have profound effects on development and learning. 6. Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities. 7. Children develop best when they have secure relationships. 8. Development and learning occur in and are influenced by multiple social and cultural contexts. 9. Children learn in a variety of ways. 10. Play is an important vehicle for developing self-regulation and promoting language, cognition, and social competence. 11. Development and learning advance when children are challenged. 12. Children’s experiences shape their motivation and approaches to learning. | |