



## **Language Arts Curriculum – Early Childhood**

**May 2007**

# Introduction

## *Language Arts Curriculum*

The Early Childhood Programs at Baker Demonstration School include speaking, listening, reading, writing and quality children's literature. The curriculum makes use of a variety of tools such as the child's natural curiosity and wonder about becoming literate, well-designed curricular environments, and teacher instruction within a community of learners in order to lay a positive foundation laid for the child's love of literacy throughout their years at Baker and beyond.

Children's strengths are observed and their learning styles honored, ensuring that literacy will develop over time.

### **Pre-Kindergarten/Kindergarten:**

#### **Concepts**

Awareness and exploration of reading/writing

#### **Skills and Processes**

- Listens to and discusses storybooks
- Understands that print carries a message
- Engages in reading and writing attempts
- Identifies labels and signs in his or her own environment
- Participates in rhyming games
- Attempts letter-sound correspondence
- Attempts single consonant sounds
- Uses known letters or approximations of letters to represent written language
- Follows oral directions
- Anticipates events in a story
- Predicts story outcomes
- Interprets pictures to support story understanding
- Identifies story elements: characters, setting, plot
- Recognizes and knows alphabet letters
- Learns basic sight word vocabulary
- Understands left-to-right directionality
- Understands the main idea of a story
- Makes/constructs a book and recognizes how a book is put together
- Matches spoken words with written words
- Uses descriptive language to explain and explore
- Participates in literacy related play activities

Awareness and exploration of literature

- Understands that a story has a beginning, middle, and end
- Differentiates between fiction and non-fiction
- Identifies various literary genres and forms (traditional tales and poetry)
- Recognizes and uses literary devices (repetition, rhyme, and rhythm)
- Recognizes nursery rhymes, fairy tales, tall tales, etc.
- Recognizes stories and poems from a variety of cultures
- Recognizes authors/illustrators from a variety of cultures
- Understands use and purpose of library
- Dramatizes stories

**Concepts**

Speaking and  
Listening

**Skills and Processes**

- Makes correlation between action and words
- Pronounces words clearly
- Follows oral directions
- Tells stories
- Listens to stories
- Uses oral language to express feelings and ideas
- Dramatizes written stories

**1<sup>st</sup> Grade Writing:****Concepts**

Written  
Communication

**Skills and Processes**

- Writes to communicate a variety of purposes
- Begins to sequence writing logically
- Understands the difference between a word and sentence
- Forms upper and lower case letters
- Expresses ideas through parts of the writing process
- Develops the ability to write complete sentences

Forms of Writing

- Begins to use the writing process to guide their written work
- Begins to use a story structure in fictional writing
- Writes nonfiction pieces

Conventions

- Uses appropriate spacing between words
- Upper and lower case letters are appropriately sized
- Begins to demonstrate the use of capital letters, periods, and question marks
- Demonstrates the knowledge of left to right progression
- Begins to edit for punctuation and capitalization

Spelling

- Recognizes and spells grade-level appropriate high frequency words
- Exhibits letter sound correspondence
- Begins to use strategies for finding the correct spelling of words
- Uses developmental spelling
- Makes correct or linguistically sensible attempts at vowel usage
- Begins to use blends and digraphs
- Uses initial and final consonants

Handwriting

- Learns how to use appropriate grip with writing instruments
- Begins to use upper and lower case letters correctly
- Begins to use lower case letters
- Learns proper letter formation

## **1<sup>st</sup> Grade Reading and Literature:**

### **Concepts**

Oral  
Accuracy/Fluency

### **Skills and Processes**

- Reads developmentally appropriate material accurately
- Reads with expression (responding to punctuation, bold print, and italics)
- Reads developmentally appropriate material fluently

Comprehension

- Begins to identify and understand story elements
- Sequences a reading selection
- Retells a selection in their own words
- Begins to use prior knowledge and experiences to understand new information
- Listens and responds to literature and non-fiction
- Dramatizes written stories
- Tells stories
- Extracts information from fictional and non-fictional text

Reading Strategies

- Applies phonic skills in word recognition
- Uses contextual clues in word recognition
- Decodes unknown words using structural analysis
- Builds a bank of high frequency sight words
- Self-corrects miscues

Reading Behaviors

- Shows interest in reading
- Differentiates between fiction and nonfiction
- Reads to understand various literary genres and forms

Research

- Begins to develop questions for research
- Begins to identify and use the following terms: title, author, illustrator, glossary, and table of contents
- Experiences modeling of dictionary usage

## **1<sup>st</sup> Grade Listening and Speaking:**

### **Concepts**

Listening and  
Speaking

### **Skills and Processes**

- Listens to others who are speaking
- Participates appropriately in discussions
- Uses oral language to express feelings and ideas
- Begins to follow oral directions accurately