



Course Syllabus

Subject: ELA

Grade: Pre-K

SY: 2023 - 2024

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Course Description:

Print Concepts:

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.

Text Types and Purposes:

1. Use a combination of drawing and dictating to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
2. Use a combination of drawing and dictating to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Research to Build and Present Knowledge:

1. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
2. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Conventions of Standard English:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print many upper- and lowercase letters.
 - b. Use frequently occurring nouns and verbs.
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - f. Produce and expand complete sentences in shared language activities.

Vocabulary Acquisition and Use:

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Pre K reading and content.
 - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - b. Use the most frequently occurring inflections and affixes (e.g. -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
2. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - c. Identify real-life connections between words and their use (e.g. note places at school that are colorful).
 - d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
3. Use words and phrases acquired through conversations, reading and being read to, as well as responding to texts.

Course Requirements:

- The course will be conducted through discussions, practice material, and participation. Students are strongly encouraged to raise questions and make comments in class. Participation is the key to success.
- Students are encouraged to communicate concerns to teachers and ask for help as needed throughout the school year.
- Students are expected to organize their own class materials and to keep their work neat and tidy. Parents are encouraged to help students by labeling personal items with identification stickers with the student's name in English.
- Students will observe all school policies as outlined in the DISK Handbook. This includes arriving at school on time, abiding by the dress code and speaking only English on the school grounds.
- Students will observe all school policies on Academic Honesty, as outlined in the DISK Handbook. All cases of academic misconduct (such as cheating on tests or plagiarism) will automatically result in a "Fail" grade for the assignment, in addition to any sanctions that may be imposed by the School Discipline office.

Classroom Rules and Expectations:

Correct pencil holding and sitting during writing. Speak up after raising your hand to participate in the topics.

Class Materials Required:

A pencil and an eraser

Assessment:

30% Class Participation, Seatwork, & Homework
30% Minor Projects, Portfolio, Unit Tests & Major Projects
30% Quarter Exam/Assessment
10% Department

Quarter One - Pacing Guide -**Speaking, Listening, Phonics, Reading and Pre-Writing**

DATE	CHAPTER/LESSON TARGET/PAGES
Week 1 - 8	<p>Phonics: Initial letter sounds with 3 words beginning with that sound Reading: Sight words (Dolch Pre-Primer) Writing: Lines (vertical, horizontal, diagonal), Circles/Semi circles, Alphabet letter tracing, forming letters with manipulatives Speaking/Listening: Songs, Discussions, Rhymes</p> <ol style="list-style-type: none">1. Listen and recognize initial letter sounds (A-J)2. Identify letters and initial sounds through pictures3. Trace and print uppercase and lowercase letters using the up-down, left to right method.4. Read and recognize sight words5. Identify sight words6. Use sight words in sentences.7. Print own name.8. Recognize pictures beginning in initial letter sounds

Quarter Two - Pacing Guide -

Speaking, Listening, Phonics, Reading and Pre-Writing

DATE	TOPIC/LESSON TARGET
Week 1 - 8	<p>This unit integrates Phonics, Reading and Writing:</p> <ul style="list-style-type: none">a. Phonics- Beginning Letter Soundsb. Reading- Sight Words (pre-primer dolch), emergent readersc. Writing- Tracing and Writing Letters and Sight Wordsd. Listening- Discussion, Songs, Rhymes and Show and Tell <ul style="list-style-type: none">1. Listen and recognize initial consonant sounds (N, P, Q, R, S, T, V, W, X, Y, Z)2. Identify initial consonant letters and sounds through pictures3. Trace and print uppercase and lowercase letters using the up-down, left to right method4. Read and recognize sight words or high frequency words5. Identify, spell and write sight words.6. Use sight words in sentences.7. Identify the main characters in a story8. Write sentences about a character in a story.9. Listen and identify the main idea in a story.10. Read and recognize action words.11. Use action words in sentences.12. Trace and print action words.

Quarter Three - Pacing Guide -

Speaking, Listening, Phonics, Reading and Pre-Writing

DATE	TOPIC/LESSON TARGET
Week 1 - 8	<p>This unit integrates Speaking, listening, Phonics, Reading, and Pre-Writing.</p> <p>Phonics: Initial letter sounds with 3 words beginning with that sound</p> <p>Reading: Sight words (Dolch Pre-Primer), Emergent Readers, Story Elements</p> <p>Writing: Tracing Sight Words and letters; Tracing and Writing Short Sentences.</p> <p>Speaking/Listening: Songs, Discussions, Rhymes</p> <p>Vocabulary: Colors, Fruit, Vegetables</p> <ol style="list-style-type: none">1. Recognize letters2. Read sight words.3. Use sight words in sentences.4. Trace and write sight words.5. Share ideas and speak in front of the class.6. Identify and draw transportation7. Identify and draw animals8. Read emergent readers9. Sing songs10. Recite Rhymes11. cvc

Quarter Four - Pacing Guide -

Speaking, Listening, Phonics, Reading and Pre-Writing

DATE	TOPIC/LESSON TARGET
Week 1 - 8	<p>This unit integrates Phonics, Reading and Comprehension and Writing:</p> <ol style="list-style-type: none">1. Phonics: CVC words2. Reading: Sight Words; emergent readers, Story Elements3. Writing: Tracing and Writing Sight Words. Tracing and Writing short sentences.4. Speaking/Listening: Songs, Discussions, Rhymes5. Vocabulary: Transportation, Animals6. Read cvc words7. Trace and write sight words8. Read and spell sight words9. Use sight words in sentences10. Recite rhymes11. Recite phonic sounds for letters A-Z

Please note: *The above are a guideline - and therefore subject to change, as the students' needs and abilities develop. Welcome to a projected fun and productive year ahead.*