

Unit/Topic Title: **Comprehension**

Trimester: **3rd**

Estimated Time (When): **April (includes time for reteaching and enrichment)**

<b>Standard(s)</b>	
<ul style="list-style-type: none"> <li>2. Reading for All Purposes</li> <li>4. Research and Reasoning</li> </ul>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary</li> <li>➤ Discriminate and justify a position using traditional lines of rhetorical argument and reasoning</li> </ul>	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
<ul style="list-style-type: none"> <li>• Print conveys meaning (2.1)</li> <li>• Relevant information is different from non-relevant information (4.1)</li> </ul>	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"> <li>• Generate a picture or written response to a read-aloud that identifies the "who" or "what" of the story or text. (2.1.f)</li> <li>• Understand the difference between a question and a statement. (4.1.a)</li> <li>• Identify information that is relevant. (4.1.c)</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>• What does print communicate or tell readers?</li> <li>• Why is print important?</li> <li>• How many words are on this page?</li> <li>• The pictures in this tale suggest the story is about _____.</li> <li>• What is a question?</li> <li>• What is a statement?</li> <li>• What is real and what is make-believe?</li> <li>• Which character do you think is the most important one in our story? Why do you think that?</li> <li>• When someone asks a question, what do others in the group do?</li> <li>• When someone shares information with another person, does it improve learning?</li> <li>• How do readers know that a story is real?</li> <li>• How do readers know if the information is relevant?</li> </ul>
<b>Reinforce Concepts/Outcomes:</b> Making meaning from print (knowledge of words, letters, sounds and patterns in text)	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>• Words, signs, and symbols all around the house and outside give direction (such as walk or wait street crossing signs, routine schedules).</li> <li>• Words, signs, and symbols help people to organize their lives (put materials or toys</li> </ul>

	<p>away).</p> <ul style="list-style-type: none"> <li>• Knowing how to hold a book means a more automatic and faster way to becoming a reader. Using the pictures on the page will help tell what the story is about.</li> <li>• Good readers know the difference between sharing something they know (a statement) and asking about something they wonder about (a question).</li> <li>• Good readers notice the features of imaginative text versus nonfiction.</li> <li>• In a class discussion, students are able to decide if information about cats is relevant (related) to insects.</li> <li>• Good readers know the difference between what is real and what is make-believe in the stories they read.</li> </ul> <p><b>Nature of Reading, Writing, and Communicating:</b></p> <ul style="list-style-type: none"> <li>• Readers use environmental print, signs, or symbols to communicate with others.</li> <li>• Readers know how to hold a book correctly and turn the pages.</li> <li>• Researchers know that the world is full of information.</li> <li>• The question lays out the problem or issue and guides thinking.</li> <li>• Researchers understand that for thinking to improve, it is necessary to seek out alternative ways to solve problems.</li> </ul>
<p><b>Essential Vocabulary:</b></p>	
<ul style="list-style-type: none"> <li>➤ Mastery: question, statement, important, who, what, *Additional vocabulary related to specific classroom events and topics of interest</li> <li>➤ Reinforcement: letter, word, pattern</li> </ul>	
<p><b>Assessments:</b></p>	
<ul style="list-style-type: none"> <li>➤ Teaching Strategies GOLD™       <ul style="list-style-type: none"> <li>• 14. Uses symbols and images to represent something not present           <ul style="list-style-type: none"> <li>14a. Thinks symbolically               <ul style="list-style-type: none"> <li>○ 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</li> </ul> </li> </ul> </li> <li>• 9. Uses language to express thoughts and needs           <ul style="list-style-type: none"> <li>9c. Uses conventional grammar               <ul style="list-style-type: none"> <li>○ 6. Uses complete, four- to six-word sentences</li> </ul> </li> </ul> </li> <li>• 12. Remembers and connects experiences           <ul style="list-style-type: none"> <li>12b. Makes connections               <ul style="list-style-type: none"> <li>○ 6. Draws on everyday experiences and applies this knowledge to a similar situation</li> </ul> </li> </ul> </li> </ul> </li> </ul>	
<p><b>Instructional Resources:</b></p>	

- Teaching Strategies GOLD online activity bank; The Creative Curriculum System, such as *The Creative Curriculum for Preschool: Literacy* (vol. 3) – (For example Ch. 17 pp. 559-567; Ch. 19 pp. 605-617, 633-641, and 648-653; Ch. 20)