# Unit 7 Plan
## Preschool Language Arts
### 2013-2014

**Unit/Topic Title:** Comprehension  
**Estimated Time (When):** April (includes time for reteaching and enrichment)

<table>
<thead>
<tr>
<th>Standard(s)</th>
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<tbody>
<tr>
<td>2. Reading for All Purposes</td>
</tr>
<tr>
<td>4. Research and Reasoning</td>
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**Prepared Graduates:**
- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
- Discriminate and justify a position using traditional lines of rhetorical argument and reasoning

### Grade Level Expectation: Preschool

**Concepts and skills students master:**
- Print conveys meaning (2.1)
- Relevant information is different from non-relevant information (4.1)

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
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<tbody>
<tr>
<td>Students can:</td>
<td>Inquiry Questions:</td>
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<tr>
<td>• Generate a picture or written response to a read-aloud that identifies the “who” or “what” of the story or text. (2.1.f)</td>
<td>• What does print communicate or tell readers?</td>
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<tr>
<td>• Understand the difference between a question and a statement. (4.1.a)</td>
<td>• Why is print important?</td>
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<tr>
<td>• Identify information that is relevant. (4.1.c)</td>
<td>• How many words are on this page?</td>
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**Reinforce Concepts/Outcomes:**
Making meaning from print (knowledge of words, letters, sounds and patterns in text)

**Relevance and Application:**
- Words, signs, and symbols all around the house and outside give direction (such as walk or wait street crossing signs, routine schedules).
- Words, signs, and symbols help people to organize their lives (put materials or toys...)

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*Department of Assessment, Curriculum, and Instruction*  
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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.

- Good readers know the difference between sharing something they know (a statement) and asking about something they wonder about (a question).
- Good readers notice the features of imaginative text versus nonfiction.
- In a class discussion, students are able to decide if information about cats is relevant (related) to insects.
- Good readers know the difference between what is real and what is make-believe in the stories they read.

Nature of Reading, Writing, and Communicating:

- Readers use environmental print, signs, or symbols to communicate with others.
- Readers know how to hold a book correctly and turn the pages.
- Researchers know that the world is full of information.
- The question lays out the problem or issue and guides thinking.
- Researchers understand that for thinking to improve, it is necessary to seek out alternative ways to solve problems.

### Essential Vocabulary:

- **Mastery**: question, statement, important, who, what
- **Reinforcement**: letter, word, pattern

### Assessments:

- Teaching Strategies GOLD™
  - 14. Uses symbols and images to represent something not present
  - 14a. Thinks symbolically
    - 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
  - 9. Uses language to express thoughts and needs
    - 9c. Uses conventional grammar
      - 6. Uses complete, four- to six-word sentences
  - 12. Remembers and connects experiences
    - 12b. Makes connections
      - 6. Draws on everyday experiences and applies this knowledge to a similar situation

### Instructional Resources:
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)