

Michigan District Lutheran School Curriculum *SCOPE & SEQUENCE*

Grade Level: Preschool	Curricular Area: Language Arts		
Unit 1: Listening & Viewing	Unit 2: Speaking	Unit 3: Reading	Unit 4: Writing
1A Conventions	2A Conventions	3A Word Recognition & Word Study	4A Writing Genre
1B Response	2B Response/Discourse	3B Concepts	4B Writing Process
1C Viewing		3C Comprehension	



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Preschool – Unit 1: Listening & Viewing

Outcome 1A: Conventions

Early Childhood Standards of Quality for Prekindergarten (ECSQ)	Head Start Outcomes Framework (HSOF)	Integrating the Faith Activities (IF)
<p>LA.Li.1A.01 Gain information from listening (e.g., conversations, stories, songs, poems).</p>	<p>La.Li. 01 Demonstrates increasing ability to attend to and understand conversations, stories, songs and poems.</p>	<p>Listen without interrupting. Play a recording of sounds from a farm and the city. After each sound let the children guess what the sound is and in which place they would hear it. Note the sounds that can be heard in both places. Thank God for giving us ears to hear all the wonderful noises He created. (IF, p. 68)</p>
<p>LA.Li.1A.02 Show progress in listening to and following spoken directions.</p>	<p>La.Li..02 Shows progress in understanding and following simple and multiple-step directions.</p>	<p>Identify environmental sounds. Record sounds of Christmas preparations. Have the children identify what they hear. Sounds might include the following: an electric mixer and over time for making cookies; a vacuum cleaner for cleaning the house; a sawing sound for cutting down a tree; tinkling bells for hanging Christmas ornaments; rustling paper for wrapping gifts; and Christmas carols about baby Jesus. (IF, p. 59)</p>
<p>LA.Li.1A.03 Show progress in listening attentively, avoiding interrupting others.</p>	<p>La.Li..03 Understand an increasingly complex and varied vocabulary.</p>	<p>Follow one-step directions. Direct the children to copy your actions. Use the following action poem.</p>
<p>LA.Li.1A.04 Understand the concept and role of an audience (e.g., being part of an audience, being quiet, being considerate, looking at the speaker).</p>	<p>La.Li..04 For non-English-speaking children, progresses in listening to and understanding English.</p>	<p>Once I was a baby. (pretend to hold a baby) Once I was so small. (pretend to measure short child.) Now I am in preschool. (extend arms all around.) God helps me grow so tall! (pretend to measure tall child.) (IF, p. 61)</p>
<p>LA.Li.1A.05 Show progress in listening to and understanding both their home language and English (if non-English-speaking).</p>	<p>La.Li..05 Shows growing awareness of beginning and ending sounds of words.</p>	
	<p>La.Li..06 Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories and poems.</p>	
	<p>La.Li..07 Show growing ability to hear and discriminate separate syllables in words.</p>	



		<p>Hear age-appropriate Old and New Testament Bible stories, action poems and finger plays. Tell the story of Joseph and his coat of many colors. Discuss how God lets our parents provide clothes for us to keep us warm. Provide paper sacks cut like vests and colorful paint. Let each child make a colorful coat to wear home as they share the story of Joseph with their family. (IF, p. 64)</p>
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1A: Conventions Teacher Name: _____ Grade Level: Preschool	Curricular Area: Language Arts/Unit 1 – Listening & Viewing School Year: _____				
<i>Early Childhood Standards of Quality, or Head Start Outcomes Framework (The italicized indicates the one used.)</i>	Dates Taught (month/day/initials): _____				
LA.Li.1A.01 Gain information from listening (e.g. conversations, stories, songs, poems).					
LA.li.1A.02 Show progress in listening to and following spoken directions.					
LA.li.1A.03 Show progress in listening attentively, avoiding interrupting others.					
LA.li.1A.04 Understand the concept and role of an audience (e.g. being part of an audience, being quiet, being considerate, looking at the speaker).					
LA.li.1A.05 Show progress in listening to and understanding both their home language and English (if non-speaking).					



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Preschool – Unit 1: Listening & Viewing

Outcome 1B: Response

Early Childhood Standards of Quality for Prekindergarten (ECSQ)	Head Start Outcomes Framework (HSOF)	Integrating the Faith Activities (IF)
La.Li.1B.01 Respond with understanding to speech directed at them. La.Li.1B.02 Understand and respond appropriately to non-verbal expressions and gestures.		



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1B: Response Teacher Name: _____ Grade Level: Preschool	Curricular Area: Language Arts/Unit 1 – Listening & Viewing School Year:				
<i>Early Childhood Standards of Quality, or Head Start Outcomes Framework (The italicized indicates the one used.)</i>	Dates Taught (month/day/initials):				
LA.Li.1B.01 Respond with understanding to speech directed at them					
LA.Li.1B.02 Understand and respond appropriately to non-verbal expressions and gestures.					



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Preschool – Unit 1: Listening & Viewing

Outcome 1C: Viewing

Early Childhood Standards of Quality for Prekindergarten (ECSQ)	Head Start Outcomes Framework (HSOF)	Integrating the Faith Activities (IF)
<p>LA.Li.Vi.01 View multimedia materials for a variety of purposes (e.g. to gain information, for pleasure, to add to their understanding of written materials).</p> <p>LA.Li.Vi.02 Use different strategies for understanding multimedia (e.g. making predictions using what they already know, using the structure of the media, linking themselves and their experiences to the content of the media, asking relevant questions).</p> <p>LA.Li.Vi.03 Begin to compare information across sources, question the content and producer’s choices, and discriminate between fantasy and reality (critical viewing).</p>		



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1C: Viewing Teacher Name: _____ Grade Level: Preschool	Curricular Area: Language Arts/Unit 1 – Listening & Viewing School Year: _____				
<i>Early Childhood Standards of Quality for Prekindergarten, or Head Start Outcomes Framework (The italicized indicates the one used.)</i>	Dates Taught (month/day/initials): _____				
LA.Li.Vi.01 View multimedia materials for a variety of purposes (e.g. to gain information, for pleasure) to add to their understanding of written materials.					
LA.Li.Vi.02 Use different strategies for understanding multimedia (e.g. making predictions using what they already know, using the structure of the media, linking themselves and their experiences to the content of the media, asking relevant questions).					
LA.Li.Vi.03 Begin to compare information across sources, question the content and producer’s choices, and discriminate between fantasy and reality (critical viewing).					



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Preschool – Unit 2: Speaking

Outcome 2A: Conventions

<p>Early Childhood Standards of Quality for Prekindergarten (ECSQ)</p>	<p>Head Start Outcomes Framework (HSOF)</p>	<p>Integrating the Faith Activities (IF)</p>
<p>LA.Sp.2A.01 Experiment and play with sounds (e.g. rhyming, alliteration, playing with sounds, and other aspects of phonological awareness).</p> <p>LA.Sp.2A.02 Continue to develop vocabulary by using words learned from stories and other sources in conversations.</p> <p>LA.Sp.2A.03 Understands the roles of the participants in conversation (e.g. taking turns in conversation and relating their own comments to what is being talked about; asking relevant questions).</p> <p>LA.Sp2A.04 Use nonverbal expressions and gestures to match and reinforce spoken expression.</p> <p>LA.Sp.2A.05 If appropriate, show progress in learning alternative communication strategies such as sign language.</p> <p>LA.Sp.2A.06 Understand that some people communicate in different languages and other forms of English.</p>	<p>LA.Sp.01 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes.</p> <p>LA.Sp.02 Progress in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</p> <p>LA.Sp.03 Uses and increasingly complex and varied spoken vocabulary.</p> <p>LA.Sp.04 Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</p> <p>LA.Sp.05 For non-English-speaking children, progresses in speaking English.</p> <p>LA.Sp.06 Shows increasing ability to discriminate and identify sounds in spoken language.</p>	<p>Expresses that Jesus loves him/her. Sing this song to the melody of “Go Tell Aunt Rhody.”</p> <p>Go tell your brother, Go tell your sister, Go tell your mother That Jesus died for them. Go tell your grandma, Go tell your grandpa, Go tell your father That Jesus lives for them. Go tell all people, Go tell all people Go tell all people That God loves you and me. (IF, p. 78)</p> <p>Expresses her/his love for Jesus. Lead the children in a finger play. How much does Jesus love me? (point to a picture of Jesus.) This much? No! (“measure” three or so inches with your finger.) That is not enough! (shake head, “no.”) Jesus loves me so-o-o-o! (stretch arms out wide. How much do I love Jesus? (point to self.) This much? No! (“measure a short distance again.) That is not enough! (shake head, “no.”) I love Jesus so-o-o-o! (arms out wide) (<i>Fingers Tell the Story</i>, p. 26)</p>



<p>LA.Sp.2A.07 Become aware of the value of the language used in their homes.</p> <p>LA.Sp.2A.08 Become aware of alternate forms of communication (e.g. Braille, sign language, lip reading).</p> <p>LA.Sp.2A.09 Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication.</p>		<p>Recites simple prayers from memory. Encourage children to pray before mealtimes using memorized prayers: Our hands we fold. Our heads we bow. For this good food , we thank God now. Amen. Come Lord Jesus, be our guest And let these gifts to us be blest. Amen</p> <p>Beginning to pray her/his own prayers. Have the children draw a picture of a favorite building. Then let them dictate a story about the building. Thank God for all the buildings He allows people to build and work and live in. Pray that God will keep them safe. (IF, p. 64)</p> <p>Enjoys singing familiar Jesus' songs. Invite students to share their favorite Jesus' songs. Print the names on strips of paper. During a sing-a-long time, pull out the strips of paper and have fun singing.</p> <p>Sing enthusiastically As you sing this song together to the melody "Are You Sleeping," encourage the children to match their facial expressions to each feeling. I feel happy (I feel happy). Look and see (Look and see) Someone very happy (Someone very happy). Yes, it's me! (Yes, it's me!). Substitute: angry, grumpy, sad, frightened, surprised, lonely, etc. Then conclude with the following stanza. I feel happy (I feel happy). Look and see (Look and see) Someone loved by Jesus (Someone loved by Jesus). Yes, it's me! (Yes, it's me!) (IF, p. 70)</p>
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		<p>Have favorite songs they like repeated Record the children singing their favorite Jesus' songs. Make one for each church helper in hour facility and present it to them as a thank you for helping each child know their Lord and Savior better. These could also be provided for the pastor to take to shut-ins. Explain to the children how they are helping to share the Good News of Jesus with others. (IF, p. 66)</p> <p>Relates a personal faith experience. Ask children to complete the following sentence, "One of my favorite things about Jesus is _____." (IF, p. 74)</p> <p>Recognizes and names pictures of Jesus, cross, church, Bible, pastor, praying. Let children use rubber stamps, some with pictures and some with letters or words. Let the children create their own books. Include rubber stamps of religious symbols such as cross, manger, Jesus' picture, etc. Explain these symbols (using them in a sentence about God's love) to be sure that the children understand what they mean. Have the children tell you about the books they have created. (IF, p. 62)</p> <p>Retell Bible stories read to them. Make Bible story hearts. Cut the pictures and stories from old Sunday school lesson leaflets and glue them on paper hearts (picture on the front, story on the back). During the week of Valentine's Day send one with each child to be read at home that evening. Have the children return the hearts and exchange them with each other so that they can take a different story home each day. (IF, p. 87)</p>
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		<p>Can tell what happens next when reviewing a familiar Bible story.</p> <p>Make sequence cards from Sunday school leaflet pictures depicting events of Holy Week and Easter. Direct children to place the cards in order and tell what is happening and/or remove one and ask the children to tell what happens next. (IF. P. 77)</p>
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2A: Conventions Teacher Name: _____ Grade Level: Preschool	Curricular Area: Language Arts/Unit 2 – Speaking School Year: _____				
<i>Early Childhood Standards of Quality for Prekindergarten or Head Start Outcomes Framework (The italicized indicates the one used.)</i>	Dates Taught (month/day/initials): _____				
LA.Sp.Co.01 Experiment and play with sounds (e.g. rhyming, alliteration, playing with sounds, and other aspects of phonological awareness).					
LA.Sp.Co.02 Continue to develop vocabulary by using words learned from stories and other sources in conversations.					
LA.Sp.Co.03 Understands the roles of the participants in conversation (e.g. taking turns in conversations and relating their own comments to what is being talked about; asking relevant questions).					
LA.Sp.Co.04 Use nonverbal expressions and gestures to match and reinforce spoken expression.					
LA.Sp.Co.05 If appropriate, show progress in learning alternative communication strategies and other forms of English.					
LA.Sp.Co.06 Understand that some people communicate in different languages and other forms of English.					
LA.Sp.Co.07 Become aware of the value of the language used in their homes.					
LA.Sp.Co.08 Become aware of alternate forms of communication (e.g. Braille, sign language, lip reading).					
LA.Sp.Co.09 Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication.					



Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Preschool – Unit 2: Speaking

Outcome 2B: Response/Discourse

Early Childhood Standards of Quality for Prekindergarten (ECSQ)	Head Start Outcomes Framework (HSOF)	Integrating the Faith Activities (IF)
<p>LA.Sp.2B.01 Use spoken language for a variety of purposes (e.g. to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others).</p> <p>LA.Sp.2B.02 Show increasing comfort and confidence when speaking.</p> <p>LA.Sp.2B.03 Speak in increasingly more complex combinations of words and in sentences.</p> <p>LA.Sp.2Bi.04 Take part in different kinds of roles as a speaker (e.g. part of a group discussion, role playing, fantasy play, storytelling and retelling).</p> <p>LA.Sp.2B.05 Show progress in speaking both their home language and English (if non English-speaking children).</p>		<p>Expresses that Jesus loves him/her. Glue a mirror inside a heart-shaped (candy) box. Have children sit in a circle and sing “Jesus loves Me, This I Know.” As they sing, pass the box to each child so that he/she can look in the mirror and see who it is that Jesus loves. (IF, p. 87)</p> <p>Expresses her/his love for Jesus. Lead the children in a finger play. How much does Jesus love me? (point to a picture of Jesus.) This much? No! (“measure” three or so inches with your finger.) That is not enough! (shake head, “no.”) Jesus loves me so-o-o-o! (stretch arms out wide. How much do I love Jesus? (point to self.) This much? No! (measure a short distance again.) That is not enough! (shake head, “no.”) I love Jesus so-o-o-o! (arms out wide) (<i>Fingers Tell the Story</i>, p. 26)</p> <p>Recites simple prayers from memory. Encourage children to pray before mealtimes using memorized prayers: Our hands we fold. Our heads we bow. For this good food , we thank God now. Amen. Come Lord Jesus, be our guest And let these gifts to us be blest. Amen</p>



		<p>Beginning to pray her/his own prayers. Have the children draw a picture of a favorite building. Then let them dictate a story about the building. Thank God for all the buildings He allows people to build and work and live in. Pray that God will keep them safe. (IF, p. 64)</p> <p>Sing worship songs Host a church/chapel service for grandparents. Sing a variety of “Jesus” songs and pray for one another. Invite other senior citizens from the congregation to share in “grandparenting” for a day. (Encourage some people to be a grandparent to their grandchild and a friend, so that all children are connected to a family group.) (IF, p. 73)</p> <p>Sing enthusiastically As you sing this song together to the melody “Are You Sleeping,” encourage the children to match their facial expressions to each feeling. I feel happy (I feel happy). Look and see (Look and see) Someone very happy (Someone very happy). Yes, it’s me! (Yes, it’s me!). Substitute: angry, grumpy, sad, frightened, surprised, lonely, etc. Then conclude with the following stanza. I feel happy (I feel happy). Look and see (Look and see) Someone loved by Jesus (Someone loved by Jesus). Yes, it’s me! (Yes, it’s me!) (IF, p. 70)</p>
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		<p>Have favorite songs they like repeated Record the children singing their favorite Jesus' songs. Make one for each church helper in hour facility and present it to them as a thank you for helping each child know their Lord and Savior better. These could also be provided for the pastor to take to shut-ins. Explain to the children how they are helping to share the Good News of Jesus with others. (IF, p. 66)</p> <p>Relates a personal faith experience. Ask children to complete the following sentence, "One of my favorite things about Jesus is _____." (IF, p. 74)</p> <p>Recognizes and names pictures of Jesus, cross, church, Bible, pastor, praying. Let children use rubber stamps, some with pictures and some with letters or words. Let the children create their own books. Include rubber stamps of religious symbols such as cross, manger, Jesus' picture, etc. Explain these symbols (using them in a sentence about God's love) to be sure that the children understand what they mean. Have the children tell you about the books they have created. (IF, p. 62)</p>
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		<p>Retell Bible stories read to them.</p> <p>Show pictures of familiar Bible stories in which Jesus or other participants are moving from one place to another by a variety of modes of transportation. Let the children identify the way they are traveling (e.g., by walking, by donkey, by boat, by chariot). As, Did Jesus and His helpers ever travel by car? By plane? Why not? Also, ask the children. Have you ever traveled by donkey? By chariot? By boat? (IF. p. 79)</p> <p>Can tell what happens next when reviewing a familiar Bible story.</p> <p>Make sequence cards from Sunday school leaflet pictures depicting events of Holy Week and Easter. Direct children to place the cards in order and tell what is happening and/or remove one and ask the children to tell what happens next. (IF. p. 77)</p>
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2B: Response/Discourse Teacher Name: _____ Grade Level: Preschool	Curricular Area: Language Arts/Unit 2 – Speaking School Year: _____				
<i>Early Childhood Standards of Quality for Prekindergarten, or Head Start Outcomes Framework (The italicized indicates the one used.)</i>	Dates Taught (month/day/initials): _____				
LA.Sp.2B.01 Use spoken language for a variety of purposes (e.g. to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others).					
LA.Sp.2B.02 Show increasing comfort and confidence when speaking.					
LA.Sp.2B.03 Speak in increasingly more complex combinations of words and in sentences					
LA.Sp.2B.04 Take part in different kinds of roles as a speaker (e.g. part of a group discussion, role playing, fantasy play, storytelling and retelling).					
LA.Sp.2B.05 Show progress in speaking both their home language and English (if non English-speaking children).					



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Preschool – Unit 3: Reading

Outcome 3A: Word Recognition and Word Study

Early Childhood Standards of Quality for Prekindergarten (ECSQ)	Head Start Outcomes Framework (HSOF)	Integrating the Faith Activities (IF)
<p>LA.Re.3A.01 Show progress in identifying and associating letters with their names and sounds.</p> <p>LA.Re.3A.02 Recognize a few personally meaningful words including their own name, “mom,” “dad,” signs, and other print in their environment.</p> <p>LA.Re.3A.03 Participate in play activities with sounds, (e.g. rhyming games, finger plays).</p>	<p>LA.Re.01 Shows progress in associating the names of letters with their shapes and sounds.</p> <p>LA.Re.02 Increases in ability to notice the beginning letters in familiar words.</p> <p>LA.Re.03 Identifies at least 10 letters of the alphabet, especially those in their own name.</p> <p>LA.Re.04 Know that letters of the alphabet are a special category of visual graphics that can be individually named.</p> <p>LA.Re.01 Shows increasing awareness of print in classroom, home and community settings.</p> <p>LA.Re.02 Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</p>	<p>Identify household objects. Laminate pictures of household objects, including word labels and attach them to storage bins or shelves. This facilitates clean-up. As the children put away items, thank God for each of them.</p> <p>Recognize their own name in print. Make a prayer chain writing the name of a child on each link. Remove the links one at a time, asking the child to identify his/her own name. Pray for that child’s grandparents—near or far. (IF, p. 73)</p> <p>Recognize basic faith words, e.g. Jesus, God. Print out the words to familiar Jesus’ songs. Use different colored markers for key words, e.g. Jesus, God, etc. and point these out to the children and it won’t be long before they’ll recognize them.</p>



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	<p>LA.Re.03 Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.</p> <p>LA.Re.04 Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.</p> <p>LA.Re.05 Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.</p>	
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

.3A: Word Recognition and Word Study Teacher Name: _____ Grade Level: Preschool	Curricular Area: Language Arts/Unit 3 – Reading School Year:				
<i>Early Childhood Standards of Quality for Prekindergarten, or Head Start Outcomes Framework (The italicized indicates the one used.)</i>	Dates Taught (month/day/initials):				
LA.Re.3A.01 Show progress in identifying and associating letters with their names and sounds.					
LA.Re.3A.02 Recognize a few personally meaningful words including their own name, “mom,” “dad,” signs, and other print in their environment.					
LA.Re.3A.03 Participate in play activities with sounds, (e.g. rhyming games, finger plays).					



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Michigan District Lutheran School Curriculum Outcomes

Curricular Area: Language Arts Preschool – Unit 3: Reading

Outcome 3B: Concepts

Early Childhood Standards of Quality for Prekindergarten (ECSQ)	Head Start Outcomes Framework (HSOF)	Integrating the Faith Activities (IF)
<p>LA.Re.3B.01 Understand that ideas can be written and then read by others.</p> <p>LA.Re.3B.02 Understand print and book handling concepts including directionality, title, etc.</p> <p>LA.Re.3B.03 Understand that people read for many purposes (e.g. enjoyment, information, to understand directions.)</p> <p>LA.Re.3B.04 Understand that printed materials have various forms and functions (e.g. signs, labels, notes, letters, types).</p> <p>LA.Re.3B.05 Develop an understanding of the roles of authors and illustrators.</p>		<p>“Read” Christian picture books. Put family books in the reading corner. Be sure to include books that show how God made families different in size, traditions, and cultures. Include books about Jesus as our Savior. Because of Jesus, all who believe in Him are members of God’s family—the biggest family of all! (IF, p. 67)</p> <p>Identify Bible characters in picture books. Set out a variety of books. Talk to the children about the title, author, illustrator, page numbers, and other parts of the book. Include religious and multicultural books. Let the children search for books about Jesus. Talk to them about how important these books are because they tell us about God’s love. (IF, p. 62)</p> <p>“Read” from left to right. Set out a variety of books. Talk to the children about the title, author, illustrator, page numbers and other parts of the book. Include religious and multi-cultural books. Let the children search for books about Jesus. Talk to them about how important these books are because they tell us about God’s love. (IF, p. 62)</p>



		<p>Coordinate eyes and hands. Sing “Happy All The Time” (Little Ones Sing Praise, p. 59). As the children become familiar with the song, they will be able to do the appropriate actions.</p> <p>Locate their head, arms, legs, etc. that God gave them. Sing “God Made Me, Every Part You See” (Little Ones Sing Praise, p. 76) and point to the various parts of our bodies that God made.</p> <p>Identify and name colors. Share the story of Noah and the Ark, using a picture of a rainbow and focus on God’s rainbow promise. Call attention to the colors on the rainbow and encourage the children to name each one.</p> <p>Identify part-whole relationships. Cut pictures of farm animals into three equal sections. Children may select pieces from each section to assemble and make into silly animals. Comment on how glad you are God made animals just the way He did. (IF, p. 68)</p>
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3B: Concepts Teacher Name: _____ Grade Level: Preschool	Curricular Area: Language Arts/Unit 3 - Reading School Year: _____				
<i>Early Childhood Standards of Quality for Prekindergarten, or Head Start Outcomes Framework (The italicized indicates the one used.)</i>	Dates Taught (month/day/initials): _____				
LA.Re.3B.01 Understand that ideas can be written and then read by others.					
LA.Re.3B.02 Understand print and book handling concepts including directionality, title, etc.					
LA.Re.3B.03 Understand that people read for many purposes (e.g. enjoyment, information, to understand directions.)					
LA.Re.3B.04 Understand that printed materials have various forms and functions (e.g. signs, labels, notes, letters, types).					
LA.Re.3B.05 Develop an understanding of the roles of authors and illustrators.					



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Preschool – Unit 3: Reading

Outcome 3C: Comprehension

Early Childhood Standards of Quality for Prekindergarten (ECSQ)	Head Start Outcomes Framework (HSOF)	Integrating the Faith Activities (I.F.)
<p>LA.Re.3C.01 Retell a few important events and ideas they have heard from written materials (e.g. in stories and in books about things and events).</p> <p>LA.Re.3C.02 Enlarge their vocabularies both with words from conversation and instructional materials and activities.</p> <p>LA.Re.3C.03 Use different strategies for understanding written materials (e.g. making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions).</p> <p>LA.Re.3C.04 Demonstrate reading-like behaviors with familiar written materials [i.e. moving from labeling pictures to creating connected stories using book language (e.g., “Once upon a time...”); using patterns and vocabulary that occur in printed material to making use of printed text (e.g. trying out what one is learning about words and sounds)].</p>		



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<p>LA. Re.3C.05 Talk about preferences for favorite authors, kinds of books, and topics and question the content and author's choices (critical literacy).</p>		
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3C: Reading Comprehension Teacher: _____ Grade Level: Preschool	Curricular Area: Language Arts/Unit 3: Reading School Year:				
<i>Early Childhood Standards of Quality for Prekindergarten or Head Start Outcomes Framework (The italicized indicates the one used.)</i>	Dates Taught (month/day/initials):				
LA.Re.3C.01 Retell a few important events and ideas they have heard from written materials (e.g. in stories and in books about things and events).					
LA.Re.3C.02 Enlarge their vocabularies both with words from conversation and instructional materials and activities.					
LA.Re.3C.03 Use different strategies for understanding written materials (e.g. making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions).					
LA.Re.3C.04 Demonstrate reading-like behaviors with familiar written materials [i.e. moving from labeling pictures to creating connected stories using book language (e.g., “Once upon a time...”); using patterns and vocabulary that occur in printed material to making use of printed text (e.g. trying out what one is learning about words and sounds)].					
LA. Re.3C.05 Talk about preferences for favorite authors, kinds of books, and topics and question the content and author’s choices (critical literacy).					



Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Preschool – Unit 4: Writing

Outcome 4A: Writing Genre

Early Childhood Standards of Quality for Prekindergarten (ECSQ)	Head Start Outcomes Framework (HSOF)	Integrating the Faith Activities (IF)
<p>LA.Wr.4A.01 Begin to understand that their ideas can be written and then read by themselves or others.</p> <p>LA.Wr.4A.02 Begin to develop an understanding of purposes for writing (e.g. lists, directions, stories, invitations, labels).</p> <p>LA.Wr.4A.03 Show beginnings of a sense of the need to look over and modify their writings and drawings (e.g. adding to picture or writing).</p>	<p>LA.Wr..01 Develops understanding that writing is a way of communicating for a variety of purposes.</p> <p>LA.Wr..02 Begins to represent stories and experiences through pictures, dictation, and in play.</p> <p>LA.Wr.03 Experiment with a growing variety of writing tools and materials, such as pencils, crayons, and computer.</p> <p>LA.Wr.04 Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</p>	<p>Draw and identify family members. Make a book for each child that contains each family member’s name on a page. Perhaps this book could be in the shape of a house. Encourage the child to “read” each person’s name with you and then tell something special that God helps that person do for the family. Include the Bible verse: God says, “I have called you by name; you are Mine.” (Isaiah 43:1 RSV) (IF, p. 67)</p> <p>Copy their names. Encourage children to cooperate with a partner friend to make a block structure. When finished, label the structure with a sign that reads “Made by _____ and _____” encouraging the children to print their own names. (IF, p.73)</p>



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4A: Genre Teacher Name: _____ Grade Level: <u>Preschool</u>	Curricular Area: Language Arts/Unit 4 - Writing School Year:				
<i>Early Childhood Standards of Quality for Prekindergarten or Head Start Outcomes Framework (The italicized indicates the one used.)</i>	Dates Taught (month/day/initials):				
LA.Wr.4A.01 Begin to understand that their ideas can be written and then read by themselves or others.					
LA.Wr.4A.02 Begin to develop an understanding of purposes for writing (e.g. lists, directions, stories, invitations, labels).					
LA.Wr.4A.03 Show beginnings of a sense of the need to look over and modify their writings and drawings (e.g. adding to picture or writing).					



Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Preschool – Unit 4: Writing

Outcome 4B: Writing Process

Early Childhood Standards of Quality for Prekindergarten (ECSQ)	Head Start Outcomes Framework (HSOF)	Integrating the Faith Activities (IF)
<p>LA.Wr.4B.01 Use a variety of forms of early writing (e.g. scribbling, drawing, use of letter strings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling.</p> <p>LA.Wr.4B.02 Represent their own or imaginary experiences through writing (with/without illustrations).</p> <p>LA.Wr.4B.03 Begin to write familiar words such as their own name.</p> <p>LA.Wr.4B.04 Attempt to read or pretend to read what they have written to friends, family members, and others.</p> <p>LA.Wr.4B.05 Develop a greater control over the physical skills needed to write letters and numbers.</p>		



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4B: Writing Process Teacher Name: _____ Grade Level: Preschool	Curricular Area: Language Arts/Unit 4 - Writing School Year:				
<i>Early Childhood Standards of Quality for Prekindergarten</i> or <i>Head Start Outcomes Framework</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
LA.Wr.4B.01 Use a variety of forms of early writing (e.g. scribbling, drawing, use of letter strings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling.					
LA.Wr.4B.02 Represent their own or imaginary experiences through writing (with/without illustrations).					
LA.Wr.4B.03 Begin to write familiar words such as their own name.					
LA.Wr.4B.04 Attempt to read or pretend to read what they have written to friends, family members, and others.					
LA.Wr.4B.05 Develop a greater control over the physical skills needed to write letters and numbers.					



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