

# Unit ELA-Foundational Skills

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Trimester 1**  
Length: **ongoing**  
Status: **Published**

## Brief Summary of Unit

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Preschool students will experience the functions and features of print using the read aloud discussions, small group activities, and incidentally throughout a class modeling of writing in a variety of genres throughout the day and their writing will be encouraged through guidance in writing their names, sharing writing lists, messages dramatic play, among many other means, and they will attempt individual writing using various writing implements on various surfaces. They will engage in book making and explore writing through examining books and texts.

In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives in the special education program that further their study and contribute toward the formation of career interest.

## Standards

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The standards in this unit reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship.

MA.K-12.1: Make sense of problems and persevere in solving them.

MA.K-12.5: Use appropriate tools strategically.

LA.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

ELA.PK.RF.PK.1	Begin to demonstrate understanding of basic features of print.
ELA.PK.RF.PK.2	Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).
ELA.PK.RF.PK.3	Demonstrate an understanding of beginning phonics and word skills.
ELA.PK.RF.PK.4	Begin to engage in a variety of texts with purpose and understanding.
ELA.RF.PK.1.a	Follow words from left to right, top to bottom, page by page.
ELA.RF.PK.1.b	Recognize that spoken words can be written and read.
ELA.RF.PK.1.c	Recognize that words are separated by spaces.
ELA.RF.PK.1.d	Recognize and name many upper and lower case letters of the alphabet.
ELA.RF.PK.2.a	Recognize and produce simple rhyming words.
ELA.RF.PK.2.b	Segment syllables in spoken words by clapping out the number of syllables.
ELA.RF.PK.2.c	Identify many initial sounds of familiar words.
ELA.RF.PK.2.d	(Begins in kindergarten)

ELA.RF.PK.2.e	(Begins in kindergarten)
ELA.RF.PK.3.a	Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
ELA.RF.PK.3.b	(Begins in kindergarten)
ELA.RF.PK.3.c	Recognize their name in print as well as other familiar print in the environment.
ELA.RF.PK.3.d	(Begins in kindergarten)

## **Transfer**

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## **Essential Questions**

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- How do readers identify and replicate sounds in words?
- Readers can recognize important words?
- What does a reader look like?

## **Essential Understandings**

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- Follow -up activities to support student comprehension and solidify new learning
- letter and sound recognition that supports the identification of key words
- letter sequencing
- Student demonstration of knowledge can occur through of mediums including auditory, visual, and movement activities

## **Students Will Know**

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- Segment syllables in spoken words by clapping out the number of syllables.
- Explore books by opening them and turning pages.
- Recognize and name selected upper and lower case letters of the alphabet.
- Repeat simple rhyming words.

## **Students Will Be Skilled At**

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- Beginning to demonstrate knowledge of phonemes, phonics and word skills
- Demonstrating knowledge of spoken words
- following along in read alouds

## **Evidence/Performance Tasks**

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This course is designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

- Follow read alouds
- identify important words and letters
- interact with displayed texts and words
- segment syllables through clapping out

## **Learning Plan**

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- Lesson is infused with the use of conversations, songs, rhymes, and activities .
- Activities provided for sound match
- Centers are created and house materials that support foundational skills
- Emphasis on letter sounds in a student's name
- Incorporate technology.
- Individual and group use of classroom book area
- Interact with functional print in the classroom and in texts
- Shared reading and read alouds will occur so students may read along
- Students are introduced to and explore daily the functions and features of print
- Students will clap out syllables using sticks, claps, snaps, and other movement
- Students will view displayed labels and print throughout the room and identify it's value

## **Materials**

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The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. In addition to the materials below, the link connects to district approved textbooks and resources utilized in this course: [CORE BOOK LIST](#)

- Arts and crafts
- audio books
- Big Books
- Classroom Charts
- Colored tiles/cards
- Letter tiles/cards
- Smart Board technology
- websites related to books and texts
- Websites that support ELA objectives

## **Suggested Strategies for Modifications**

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Accommodations:

This link includes content specific accommodations and modifications for all populations:

[https://docs.google.com/spreadsheets/d/1vp4\\_sVkiJIcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit](https://docs.google.com/spreadsheets/d/1vp4_sVkiJIcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit)

- Audio accompaniment
- Continued one on one practice
- Extra Time
- Incorporate accommodations and modifications of the students' IEPs
- Repetition
- Visual supports