

Unit ELA-Language

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

Brief Summary of Unit

Preschool students will engage in conversations where proper tense, prepositions, and complete sentences are modeled. Their experiences will be enriched with new vocabulary and they will be provided with opportunities to practice language using the modeled skills, with their peers.

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 that further their study and contribute toward the formation of career interest.

Standards

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.L.PK.1.a	Print many alphabet letters.
ELA.L.PK.1.b	Use frequently occurring nouns and verbs.
ELA.L.PK.1.c	Form regular plural nouns.
ELA.L.PK.1.d	Understand and use question words (e.g., who, what, where, when, why, how).

ELA.L.PK.1.e	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).
ELA.L.PK.1.f	Begin to speak in complete sentences.
ELA.L.PK.2.a	(Begins in kindergarten)
ELA.L.PK.2.b	(Begins in kindergarten)
ELA.L.PK.2.c	Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.
ELA.L.PK.2.d	(Begins in kindergarten)
ELA.L.PK.4.a	With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).
ELA.L.PK.4.b	(Begins in kindergarten)
ELA.L.PK.5.a	Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).
ELA.L.PK.5.b	Begin to understand opposites of simple and familiar words.
ELA.L.PK.5.c	Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).
ELA.L.PK.5.d	(Begins in kindergarten)
ELA.PK.L.PK.1	Begin to understand the conventions of standard English grammar when speaking during interactions and activities.
ELA.PK.L.PK.2	Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.
ELA.PK.L.PK.3	(Begins in grade 2)
ELA.PK.L.PK.4	Begin to determine the meaning of new words and phrases introduced through preschool reading and content.
ELA.PK.L.PK.5	With guidance and support, explore word relationships.
ELA.PK.L.PK.6	Use words and phrases acquired through conversations, activities and read alouds.

Transfer

Essential Questions

- How does asking the five w’s questions enhance comprehension?
- How does attempts at writing improve English grammar?
- How does new vocabulary support enhanced comprehension?

Essential Understandings

- Students will expand vocabulary by listening to conversations and readings
- Students will enhance the conventions of grammar by having opportunities to practice writing
- Students will explore words through word relationships

Students Will Know

- associate words in real life situations
- attempt writing through scribble writing, letter-like forms, letter strings, and invented spelling
- begin to understand letter construction
- begin to understand the correct usage of prepositions
- begin to write their names on their work with assistance
- build vocabulary through following along in reading sessions
- follow simple multi-step directions
- use written models of the alphabet and printed words with pictures to encourage their writing skills

Students Will Be Skilled At

- answer the essential questions.
- choosing ideas for dramatic play
- classify words in sorting activities by two defining characteristics
- create class-generated books with teacher support
- write their names on their work through scribble writing, letter-like forms, letter strings, and invented spelling

Evidence/Performance Tasks

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.

- answer simple questions to understand new vocabulary
- contribute to class lists on ideas from readings
- know to add their name to their personal work
- select appropriate props to for sorting and classifying

Learning Plan

- conduct interactive read alouds
- create class posters of student ideas and highlight letter and word construction
- create opportunities for interactive play
- design centers for writing with letter and word models
- model speaking and listening in interactive play

Materials

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](#)

- Big Books
- Classroom Charts
- objects for preposition activities and sorting
- picture books
- puppets and toys for dramatic play
- Smart Board technology

Suggested Strategies for Modifications

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

https://docs.google.com/spreadsheets/d/1vp4_sVkiJIcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit

- Continued one on one practice
- Extra Time
- Hand over hand support
- High interest books, with simple illustrations
- Incorporate accommodations and modifications of the students' IEPs
- Repetition
- various sized and textured writing surfaces
- various writing implements
- Visual supports